

# ST. GEORGE'S UNIVERSITY SCHOOL OF MEDICINE

Basic Principles of Medicine BPM500

BPM1 SYLLABUS

**Ms Maira du Plessis, Course Director (St. George’s, Grenada)**

**Dr James Coey, Associate Course Director (Newcastle upon Tyne, UK)**

Version of 7 August 2020 approved by the Course Director.

This version will supersede any previous editions of this document. The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered on the course.

**Contents**

SECTION A : MD PROGRAM MISSION AND OBJECTIVES ..... 4

    MD Program Mission ..... 4

    MD Program Objectives ..... 4

        1. Medical Knowledge ..... 4

        2. Clinical Skills..... 4

        3. Professional Behavior ..... 5

Section B: course requirements..... 6

    Zoom ..... 7

    Online Delivery..... 7

    Class Schedule ..... 7

    Time Zone:..... 7

    Grading ..... 8

    Contact Details..... 8

COURSE DESCRIPTION ..... 8

    Foundation to Medicine (FTM) Module..... 8

    Musculoskeletal System (MSK) Module ..... 9

    Cardiovascular, Pulmonary and Renal Systems (CPR) Module ..... 9

GOALS AND OBJECTIVES ..... 9

    Basic Principles of Medicine One (BPM1) Course Objectives ..... 9

    Foundation to Medicine (FTM) Module Objectives ..... 10

    Musculoskeletal System (MSK) Module Objectives ..... 10

    Cardiovascular, Pulmonary and Renal Systems (CPR) Module Objectives ..... 10

FACULTY, STAFF AND CONTACT INFORMATION ..... 11

    Content Related Questions..... 11

    Course Leadership Team ..... 11

Discipline Managers .....	11
Standardized Patients .....	12
Course Material.....	12
Copyright 2020 St. George's University. All rights reserved.....	12
Course Website .....	13
Electronic Resources.....	13
Required Textbooks .....	13
Required Readings .....	14
Required Electronic Equipment.....	14
Laptop .....	14
Turning Point .....	15
Components of the Course.....	15
<b>Course Assessments</b> .....	16
Summative Assessment Points.....	16
STUDENT SUPPORT .....	17
Discussion Forum .....	17
Office Hours.....	17
ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT .....	17
Part C: General SGU SOM Policies and Procedures.....	18
COURSE EXPECTATIONS .....	18
ADDITIONAL EXPECTATIONS IN SOM COURSES .....	19
GENERAL RULES FOR ELECTRONIC EXAMINATIONS .....	20
Online Examinations with Examsoft .....	20
WRITTEN (ELECTRONIC) EXAMINATIONS.....	21
SGU Rules and Guidelines for ExamSoft Online Examinations .....	21
Prior to Exam Day .....	21
Exam Download.....	22
Exam Day Preparations.....	22
Password Announcement.....	23
The Examination.....	24
Technical Issues .....	24
Appeals Process .....	25
After Exam Day .....	25

DRESS CODE (LAB and SIMLAB).....	26
DEAN OF BASIC SCIENCES PANELS.....	26
Dean of Basic Sciences Examination Irregularities Panel .....	27
Missed Examination.....	27
Failure to Comply with Online Examination policy or Procedures .....	28
ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS).....	28
UNPROFESSIONAL BEHAVIOUR .....	29
Student Manual Hyperlinks .....	30

## SECTION A : MD PROGRAM MISSION AND OBJECTIVES

This Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

### MD Program Mission

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

### MD Program 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.
- 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 the 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.
- 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, 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, non-adherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
- 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 and the need for asking for additional consultation.
- j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

## SECTION B: COURSE REQUIREMENTS

Basic Principles of Medicine 1 (BPM 1 – BPM 500)				
	Points	Date	Comments	Total# of events
<b>Examinations and Assessments (Total Points = 700)*</b>				
Exam 1: FTM 1	116	7 <sup>th</sup> September	Mandatory	1 + completion
Exam 2: FTM 2	126	28 <sup>th</sup> September	Mandatory	1 + completion
Exam 3: MSK	126	23 <sup>rd</sup> October	Mandatory	1 + completion
Exam 4: CPR 1	126	17 <sup>th</sup> November	Mandatory	1 + completion
LAB Practical Exam	30	10 <sup>th</sup> December	Mandatory	1 + completion
BPM 1 OCEX	50	10 <sup>th</sup> December	Mandatory	1 + completion
Exam 5: CPR 2	126	11 <sup>th</sup> December	Mandatory	1 + completion
<b>Formative Assessments (Total points = 36)</b>				
IMCQ	24	See schedule	≥ 50% correct in a session = 1 point**	32
Weekly ESoft quizzes	12	See schedule	Each submission = 1 point***	16
<b>Participation and Professionalism (Total Points = 28)****</b>				
Lectures*****	0	See schedule	80% participation requirement	132 (66 ITI)
Small groups/HPWP/LAB/US/SIM	0	See schedule	80% participation requirement	36
<b>Total points</b>	<b>764</b>			

\* these activities are mandatory and a score must be achieved for every assessment. Without scores in all of these examinations and assessments a course grade cannot be assigned and a course grade of F will be registered at the end of term. A score of zero will be retained for any exam that is missed and not completed on the scheduled completion date.

\*\* maximum of 24 points available.

\*\*\* maximum of 12 points available.

\*\*\*\* All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 28 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where

participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

\*\*\*\*\* There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session you must participate for the whole 1-hr session. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30-minutes.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. [Student Manual](#)

To pass the course the student must achieve a grade of **69.50% or higher (530.98 points)** in addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application (*not the browser version*) and sign in using the SGU SSO – see link below for instructions.

Zoom

<https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO>

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

Online Delivery

<https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html>

[For all technical support for course delivery at home please contact support@sgu.edu see link below](#)

<https://www.sgu.edu/office-of-information-technology/it-support/>

Computer requirements for the course and exams are outlined in the above link under Exemplify guidelines from Examination Services.

Class Schedule

Class schedules can be found on the Office of the University Registrar's page.

[BPM 1 Schedule](#)

Time Zone:

All live activities will follow the time zone in Grenada (Atlantic Standard Time GMT -4) with no summertime adjustment in Grenada.



## Grading

**Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.**

**For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements.**

For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

## Contact Details

Please direct all queries to: [sombpm1@sgu.edu](mailto:sombpm1@sgu.edu)

## COURSE DESCRIPTION

The Course Basic Principles of Medicine 1 (BPM1) is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the Keith B Taylor Global Scholar's Program (KBT GSP), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the Basic Sciences program and is taught in three consecutive modules:

Module Name	Duration (weeks)
Foundation to Medicine (FTM)	6
Musculoskeletal System (MSK)	4
Cardiovascular, Pulmonary and Renal Systems (CPR)	7
Total:	17

### Foundation to Medicine (FTM) Module

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

### Musculoskeletal System (MSK) Module

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

### Cardiovascular, Pulmonary and Renal Systems (CPR) Module

The Cardiovascular, Pulmonary, and Renal Systems module is an interdisciplinary study of the anatomical, histological, physiological, biochemical, and pharmacological principles of these organ systems. The overall goal of this module is to provide a sound comprehensive knowledge base for understanding the normal anatomical and microscopic structures, biochemical processes, and functioning of the cardiovascular, pulmonary and renal organs. Case studies and practical laboratory sessions are also presented as an integral component throughout the entire module. An introduction to inflammation, various cardiovascular, pulmonary and renal acid-base disorders will be explored to aid with the application and integration of the normal basic science principles into pathological disease process.

### GOALS AND OBJECTIVES

The Basic Principles of Medicine One (BPM1) Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine One (BPM1) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

### Basic Principles of Medicine One (BPM1) Course Objectives

A student should be able to:

1. Analyze normal biochemical, genetic, physiological, histological and cellular mechanisms of the human body and their relationship to medicine
2. Understand and describe the development, anatomical, histological and physiological principles of the musculoskeletal system
3. Identify and describe the macro and micro anatomical structures, developmental, biochemical, physiological processes of the cardiovascular, pulmonary, and renal organ systems.
4. Discuss, analyze and apply biochemical, genetic, pharmacological, physiological, histological, developmental and anatomical knowledge to normal and pathological processes

5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.

#### Foundation to Medicine (FTM) Module Objectives

A student should be able to:

1. Compare and contrast the molecular basis of normal and disease states at the molecular, cellular, histological, genetic and physiological level.
2. Analyze a variety of molecular diagnostic tests and provide their interpretations.
3. Discuss biochemical, histological, physiological, anatomical, developmental and genetic aspects of different types of cells, tissues and organs.
4. Discuss the basic principles of pharmacodynamics, pharmacokinetics and pharmacogenetics
5. Develop effective communication of information when discussing and critically analyzing medically related cases

#### Musculoskeletal System (MSK) Module Objectives

A student should be able to:

1. Identify the gross anatomical and microscopic structures of the musculoskeletal system.
2. Understand the development and normal physiological functions of the musculoskeletal system.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the musculoskeletal system.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Develop professional behaviors and demonstrate effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

#### Cardiovascular, Pulmonary and Renal Systems (CPR) Module Objectives

A student should be able to:

1. Identify anatomical and microscopic structures of the cardiovascular, pulmonary, and renal organ systems.
2. Understand the development, biochemical processes and normal physiological functions of the cardiovascular, pulmonary, and renal organ systems.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the cardiovascular, pulmonary, and renal organ systems.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Demonstrate professional behaviors and effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

## FACULTY, STAFF AND CONTACT INFORMATION

For all administrative questions contact our departmental secretaries, module coordinators and course directors at:

<b>SGU SOM, Grenada</b>	<b>KBT GSP, UK</b>
<a href="mailto:SOMBPM1@sgu.edu">SOMBPM1@sgu.edu</a>	<a href="mailto:SOMBPM1NU@sgu.edu">SOMBPM1NU@sgu.edu</a>

(Please do not send a message to all faculty or to individual faculty members). Faculty and staff will not respond to emails during the weekend. Last email responded to will be Friday at 4:00pm.

### Content Related Questions

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed [description of the Discussion Forum](#) in the student support section below.

### Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai site.

<b>SGU SOM, Grenada</b>	<b>Department</b>	<b>Email Address</b>
Ms Maira du Plessis, <b>Course Director</b>	Anatomical Sciences	<a href="mailto:mdupless@sgu.edu">mdupless@sgu.edu</a>
Dr Deepak Sharma, <b>MSK Module Coordinator</b>	Anatomical Sciences	<a href="mailto:Dsharma1@sgu.edu">Dsharma1@sgu.edu</a>
Dr Mohamed Idries, <b>FTM Module Coordinator</b>	Biochemistry	<a href="mailto:MIIdries@sgu.edu">MIIdries@sgu.edu</a>
Dr Gabrielle Walcott-Bedeau, <b>CPR Module Coordinator</b>	Physiology and Neuroscience	<a href="mailto:gwalcott@sgu.edu">gwalcott@sgu.edu</a>

<b>KBT GSP, UK</b>	<b>Department</b>	<b>Email Address</b>
Dr James Coey, <b>Associate Course Director, MSK Module Coordinator</b>	Anatomical Sciences, UK	<a href="mailto:jcoey@sgu.edu">jcoey@sgu.edu</a>
Dr Kristna Thompson, <b>FTM Module Coordinator</b>	Anatomical Sciences, UK	<a href="mailto:kthpomps@sgu.edu">kthpomps@sgu.edu</a>
Dr Breon Samuel, <b>CPR Module Coordinator</b>	Anatomical Sciences, UK	<a href="mailto:bsamuel@sgu.edu">bsamuel@sgu.edu</a>

### Content Managers

Content Managers are responsible for the content related to their discipline in lectures, small groups and multiple-choice questions.

<b>Content Manager</b>	<b>Discipline</b>	<b>Email Address</b>
Dr Kazzara Raeburn	Anatomy	<a href="mailto:kraeburn1@sgu.edu">kraeburn1@sgu.edu</a>

Dr Stephan Bandelow	Physiology	<a href="mailto:sbandelo@sgu.edu">sbandelo@sgu.edu</a>
Dr Lucy Clunes	Pharmacology	<a href="mailto:lclunes@sgu.edu">lclunes@sgu.edu</a>
Dr Olufemi Obadina	Histology	<a href="mailto:oobadina@sgu.edu">oobadina@sgu.edu</a>
Dr Sharmila Upadhya	Biochemistry	<a href="mailto:shupadhya@sgu.edu">shupadhya@sgu.edu</a>
Dr Andrew Sobering	Genetics	<a href="mailto:asoberin@sgu.edu">asoberin@sgu.edu</a>

#### Courses Secretaries

<b>SGU SOM, Grenada</b>	<b>Department</b>	<b>Email Address</b>
Ms Nadica Thomas-Dominique, MSK Module Secretary	Anatomical Sciences	<a href="mailto:nthomas-dominique@sgu.edu">nthomas-dominique@sgu.edu</a>
Ms Maisha Archibald, Secretary	Anatomical Sciences	<a href="mailto:myarchibald@sgu.edu">myarchibald@sgu.edu</a>
Ms Kamille Williams	Physiology and Neuroscience	<a href="mailto:kwilliams@sgu.edu">kwilliams@sgu.edu</a>
<b>KBT GSP, UK</b>	<b>Email Address</b>	
Mrs. Nicola Sands, Senior Academic + Student Coordinator	<a href="mailto:nsands@sgu.edu">nsands@sgu.edu</a>	
Mr. Luke Whatmore, Academic Admin Assistant	<a href="mailto:lwhatmor@sgu.edu">lwhatmor@sgu.edu</a>	
Ms. Haley Wallace, General Admin Support	<a href="mailto:hwallace@sgu.edu">hwallace@sgu.edu</a>	

#### Standardized Patients

St. George's University employs standardized patients in the training and evaluation of medical students. The BPM1 Course uses standardized patients in the physical examination components of the small group practical sessions (SG) and the ultrasound sessions (US). A standardized patient (SP) is a person who has been coached by faculty to accurately and consistently recreate the physical findings, emotional reactions, and response patterns of an actual patient. In addition, the SP's have agreed to undergo ultrasound and physical examination thereby affording the student an opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment. Students are expected to perform physical examinations (including ultrasound) on both male and female SPs.

#### Course Material

Required textbook, lecture slides, small group material and additional resources as provided on [My Courses](#).

Copyright 2020 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

### Course Website

The BPM1 course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (Announcements, Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to [myCampus Secure Login](#) (Carenage), type in your user ID and password, and click on MyCourses.

### Electronic Resources

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (*see copyright statement above*).

The **Resources folder** contains multiple subfolders in which students will be able to find the course material provided.

### Required Textbooks

#### **Biochemistry and Genetics:**

- Lippincott's Illustrated Reviews Biochemistry Harvey and Ferrier; 7<sup>th</sup> edition
- Human Genetics and Genomics 4<sup>th</sup> ed Korf and Irons

#### **Anatomy:**

- Gray's Anatomy for Students 3<sup>rd</sup> ed. Richard Drake, Wayne Vogl, and Adam Mitchell
- The Developing Human - Clinically Oriented Embryology 10th Edition. Keith L. Moore, T. V. N. Persaud and Mark Torchia
- Gray's Anatomy Review Book 2<sup>nd</sup> ed. Marios Loukas, Gene Colborn, Peter Abrahams, Stephen Carmichael
- Atlas of Human Anatomy 7<sup>th</sup> Ed. Frank H. Netter
- McMinn's Clinical Atlas of Human Anatomy 7<sup>th</sup> ed. Peter H. Abrahams, Jonathan D. Spratt, Marios Loukas, Albert Van Schoor
- Clinical Photographic Dissector of the Human Body. Marios Loukas, Brion Benninger, Shane Tubbs

- Essential Ultrasound Anatomy. Marios Loukas and Danny Burns

**Physiology:**

- Medical Physiology: Principles for Clinical Medicine; 5<sup>th</sup> ed. Rhoades and Bell

**Histology:**

- Histology: A Text and Atlas 7<sup>th</sup> Ed. Wojciech Pawlina
- Cell and Molecular Biology. Nalini Chandar/Susan Viselli
- Lippincott's Illustrated Q&A Review of Histology 1st Ed. Guiyun Zhang & Bruce A. Fenderson

**Pharmacology:**

- Basic and Clinical Pharmacology. BJ Katzung and A J Trevor, 13<sup>th</sup> Ed

*Optional additional resources:*

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/ebooks>

Free online access for SGU students (requires log-in with SGU credentials)

**AccessMedicine:**

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

Searchable medical textbooks

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities.

Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Required Electronic Equipment

Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; <https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html> see section on Exemplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

### Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. Its use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture. For online live lectures, there are two options for submitting a response to a clicker question:

- 1) Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
- 2) Browser based TTPoll.com can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail ([SOMBPM1@sgu.edu](mailto:SOMBPM1@sgu.edu)) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

**Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.**

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

### Components of the Course

The components of the BPM 1 course are listed below. Please find more details about these components by clicking on the Learning Pathway Tab on Sakai.

- Lectures
- Directed Learning Activities (DLAs)



- Small Group Practical Sessions
  - Case Discussions
  - Standardized Patient encounters
  - Physical Examination Sessions
  - Health Promotion, Wellness, and Professionalism Sessions (HPWPs)
- Cadaver Laboratory (LAB)Session
- Simulation Laboratory Sessions (SIMLAB)
- Ultrasound Sessions (US)
- Interactive Multiple-Choice Sessions (IMCQ's)
- Weekly ExamSoft (ESoft) Quizzes

### Course Assessments

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

### Summative Assessment Points

The total assessment points that can be earned in the course are listed in the table below:

<b>SUMMATIVE POINTS BREAKDOWN</b>			
<b>Assessment</b>	<b>Grade Points</b>	<b>Points Breakdown</b>	<b>%</b>
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	<b>15.18</b>
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	<b>16.49</b>
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	<b>16.49</b>
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	<b>16.49</b>
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	<b>16.49</b>
BPM1 Laboratory Examination*	30	25 MCQ x 1 points (score/5*6 = 30)**	<b>3.93</b>
BPM 1 Online Clinical Evaluation Exercises (OCEX)*	50	Online knowledge assessment MCQ based **	<b>6.54</b>

**\* These activities must be completed to fulfill requirements for the course. A valid medical excuse is required for students to be given a completion exam. All completion exams will be offered at the end of the term.**

**\*\* More information will be made available on the nature of these exams during the term.**

## STUDENT SUPPORT

### Discussion Forum

The major platform for all content related questions is the Discussion Forum on the course website. Students are encouraged to post their questions on the Discussion Forum and to respond to questions posted by others.

Students are expected to make use of the Discussion Forum rather than emailing questions to individual faculty. Many students have the same questions; therefore, posting on the Discussion Forum allows all students benefit from the posted questions and their timely responses. Course faculty will regularly monitor the Discussion Forum and participate, whenever appropriate.

When posting questions on the discussion forum, you must tag each post with the lecture number, the small group, IMCQ or ExamSoft quiz that the question is referring to. This will ensure that the relevant faculty members will be available to answer your questions.

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is not allowed. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post. Anonymous messages are considered unprofessional behavior and a violation of the student honor code.

### Office Hours

Office hours will be provided by all teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **Students may also contact individual faculty for appointments at any time during the course.**

## ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

We would like to remind you of the opportunities available at SGU if you experience academic difficulties or wellness and/or mental health concerns.

### Academic Advising, Development and Support (AADS)

The goal of the Academic Advising, Development and Support Division is to ensure that each student optimizes their path through Basic Sciences by taking full advantage of the resources available at St George's University.

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email ([academicadvisingSOM@sgu.edu](mailto:academicadvisingSOM@sgu.edu)), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

### Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies**. You can schedule one-to-one individual appointments with a learning strategist, MCQ approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: <https://www.sgu.edu/student-support-services/department-educational-services/>

### Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: <https://mycampus.sgu.edu/web/psc>

## PART C: GENERAL SGU SOM POLICIES AND PROCEDURES

For the MD program general policies please make sure to consult the student manual online at the following link - [student manual](#).

### COURSE EXPECTATIONS

You will be asked to confirm and agree to each of the following in an online quiz in Sakai at the start of each term.

- I have a functional computer that meets the requirements published by OIA and can fully participate in this course and its examinations.
- I understand that missing course activities due to technical failure is covered by the 80% participation rule and that if I cannot participate, then I cannot earn credit for that activity.
- I understand that any technical problems during examinations must be reported immediately upon experiencing the issue ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)) and that any exam, or exam books, completed without immediate recourse to technical support through the published process will stand as completed.
- I understand how to use Examplify, and that my face needs to be fully visible for the entirety of the examinations and that my eyes should remain focused on my screen. I am aware of the monitor tab in Examplify and how to use it to check my proctoring video feed during an examination.
- I understand that examinations are conducted under normal examination conditions, and no prohibited items can be used such as pens, pencils, stylus, headphones, cellphones, earplugs, paper, whiteboards etc. and that there is no talking permitted during examinations.
- I understand that I will be recorded during examinations and the full video and audio feed will be available to SGU for review.
- I understand that if I fail to follow examination policy and procedures that I may have academic penalties applied to my course grade.

- I have read the rules governing Electronic Examinations in the Student Manual and in the syllabus.
- I understand that it is my responsibility to check the course Sakai site every day while enrolled on a course and keep up to date with course requirements.
- I understand that it is my responsibility to check my SGU email daily whilst enrolled in a course and be responsive to communications.
- I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
- I have read the course syllabus and Student Manual and am aware of the SOM course policies and procedures and how participation credit is earned for the course activities.
- I am aware that I need to demonstrate timeliness to all scheduled activities, to come prepared, to actively participate, and to be compliant with all course and examination policies. I understand that if I fail to meet all of these expectations then I may not earn any professionalism points on this course and may face additional penalties as specified in the course syllabus.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.

#### ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- b. Bring a fully functional personal “clicker” to all live learning activities and respond to all “clicker” polls
- c. Complete all assessments and examinations on the course at the scheduled dates and times
- d. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- e. Check course management site daily for announcements and updates
- f. Check posted results of assessments on time
- g. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- h. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website. If the self-report system is malfunctioning, email [studentDOBS@sgu.edu](mailto:studentDOBS@sgu.edu).
- i. Voice commendations and concerns through SGA class representatives
- j. Use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- k. Participate in the course and instructor evaluations

- l. Comply with all requirements outlined in the course syllabus
- m. Abide by the University Code of Conduct outlined in the student Manual
- n. Carry your student ID card at all times on campus

## GENERAL RULES FOR ELECTRONIC EXAMINATIONS

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM. Students must use a computer with the appropriate specifications for their examinations. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Examinations are governed by the Examination Policies and Procedures of St George's University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University's Code of Conduct.

According to the Student Manual, "students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted."

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero ("0") for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their ExamSoft account.

Online Examinations with Examsoft

<https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitor-from-the-Student-Perspective>

Please note use of monitor tab at approx. 20 mins in this video.

## WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

### Unscored Experimental Questions

The use of new, previously untested questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 20 untested questions will be included for determination of their validity and reliability. These questions do not count toward a student's grade.

The term "unscored experimental question" does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing items only.

### Pre-Examination Question Review by Faculty

Prior to each examination the Course Director calls a meeting of teaching faculty to review all test items and ensure the validity and high quality of all questions, whether they have been used before or are newly developed.

### Post-Examination Review by Faculty

After each examination, the Course Director calls a meeting of teaching faculty to review the overall examination statistics and item analysis, together with student review feedback, before making final decisions on the validity and reliability of the test and each of the test items.

### [SGU Rules and Guidelines for ExamSoft Online Examinations](#)

The following rules and guidelines supplement the University Examination Policies and Procedures of the Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

For all medical and non-medical excuses, please see the Student Manual.

### [Prior to Exam Day](#)

Each student is required to provide the necessary environment for online testing, including, but not limited to:

1. Personal computer meeting the required hardware and software specifications, including webcam and microphone, outlined in detail on the [Examination Services of the Office of Institutional Advancement \(OIA\) website](#).

2. A quiet, private location, where they can take the examination without disturbance, where they can take the examination alone, at a desk, sitting up-right on their chair and staying silent for the whole duration of the examination.

3. Examinees are required to take the onboarding/practice (mock) examination no more than 7 days prior to an exam day, to ensure their computer is working properly.

4. For this purpose, the mock exam can be assessed at any time as follows:

- Assessment Name: ExamID and Monitor Mock Exam (PW -Mockexam1)
- Password: Mockexam1

5. Examinees experiencing technical difficulties prior to exam day must immediately contact the online support team **TellExaminationServices@sgu.edu** for assistance.

#### Exam Download

You are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. We strongly advise to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress.

1. If you are unable to download all examination blocks (not just the first block), you must contact the online support team **TellExaminationServices@sgu.edu** immediately, but no later than 30 minutes prior to the CHECK IN TIME for the first examination block.

2. If you fail to download all blocks and have not notified the online support team **TellExaminationServices@sgu.edu**, you will automatically get a score of “zero” for the examination.

#### Exam Day Preparations

Prior to starting the ExamID personal identification process, a student makes sure all the requirements for online proctoring are met, including:

1. Making sure the room is well lit, and the camera is taking a frontal view, with the examinee’s face in the center.

2. The entire face of the examinee must be visible, especially eyes and mouth, at all times. Use the monitor tab in exemplify to check during the examination.

3. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.

4. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
5. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.
6. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.
7. Talking is not permitted for the whole duration of the examination. You are not allowed to read aloud any parts of the question or the question choices, and you are not allowed to express your thoughts in spoken language.
8. Leaving the examination desk, no matter how brief, is not permitted during an examination block. Bathroom breaks are limited to the times prior to the examination, after the examination, or during the breaks between examination blocks.
9. Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:
  - Cell phones
  - Other electronic or communication devices
  - Wrist watches
  - Hoodies
  - Scrap paper
  - Pens, pencils, or stylus
  - Food or beverages
  - Water bottles
10. Additional items banned from online examinations are:
  - Headphones, earphones, headsets
  - Earplugs
  - White boards – you will be able to use the “Notes” function within ExamSoft instead

#### Password Announcement

Passwords will be announced via the online course management system (Sakai) / email notification approximately 15 minutes prior to CHECK IN TIME of each examination block.

If you are not taking the examination because of a medical or any other valid excuse, please ignore the password notification, and do not proceed to the examination.

Once you START the first block of an examination, you are affirming that you are an active student in the course (not on LOA, not on CR) and that you are medically fit to take the examination.

Students who take the examination are not entitled to take the completion examination.



## The Examination

1. Students **MUST** start the personal identification process through ExamID as soon as they have received the examination password for the first examination block.
2. After the personal identification process, students **MUST** start the examination immediately, without any delay.
3. Examinees experiencing technical difficulties at any time during the examination must contact the online support team **TellExaminationServices@sgu.edu** immediately for assistance.
4. If you cannot send an email to the online support team **TellExaminationServices@sgu.edu**, for example during an internet outage, you need to call +1 866-429-8889 instead, where your report will be logged.
5. All issues must be reported during the examination to the online support team (see above). Any issues reported to any party after the examination will not be considered.
6. Students who do not START the examination within 30 minutes from the announced CHECK IN TIME will receive a score of “zero” for the examination, unless there is documented evidence for an approved extension from the online support team **TellExaminationServices@sgu.edu**.
7. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.
8. The examinee cannot return to a finished examination block.
9. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
10. If an examinee experiences a problem that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
11. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete the examination.
12. For any examination block or examination completed, where all relevant files (exam ID and exam monitor) are intact, the score will stand. Completion examinations cannot be offered for individual blocks and cannot be offered for exams, or blocks, where technical issues are not reported during the examination.

## Technical Issues

Technical issues can arise and will be classified and dealt with as follows:

1. **Resolved technical issue:** A log will be kept on all technical problems that a student reports to the online support team ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)). For all resolved technical problems the score earned for the examination will stand.

2. **Excused technical issue:** If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the online support team ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)).

3. **Non-excused technical issue:** Failure to comply with any of the above regulations, or failure to follow instructions from the online support team ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)), will automatically lead to a score of “zero” (0 points) for the examination. A student may file an appeal to the Dean of their School (for SOM: Dean of Basic Sciences).

### Appeals Process

A student who receives a “zero” for the examination because of any of the above stipulations may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the Dean of their School ([studentDOBS@sgu.edu](mailto:studentDOBS@sgu.edu) for SOM Basic Sciences). The Dean of Students office may assist the student in the appeals process.

An Examination Irregularities Panel will review the written appeal of a student and make one of the following deliberations:

1. A score of zero will be retained for the examination.
2. The recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and there is no doubt about the integrity of the files and their logged times or your integrity, in your attempts to ensure the files were uploaded. An academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.
3. The examinee may be required to take a completion examination at the end of term, and an academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.

### After Exam Day

1. All examination materials are the intellectual property of St George’s University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.
2. If you become aware of any suspicious activity related to an SGU examination, please notify the Course Director immediately.

3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.
4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of “zero” (0 points) for the examination.
6. All ID files, monitoring files, and exam result files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of “zero” (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Examplify, will result in a score of “zero” (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.

When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.

#### DRESS CODE (LAB and SIMLAB)

Full professional scrubs (tops and bottoms) are required for all labs. They must be clean, odor-free, and not overly worn. Tops and bottoms must match in color, style, and fit. Avoid bright, neon, or heavily patterned scrubs. All footwear must be closed-toe and have an enclosed heel or heel strap. Clogs and slides with completely open heels are not permitted (as per safety requirements in clinical settings). Tennis shoes are an appropriate example. This dress code will also apply for any small group practical session (SG) where students will be interacting with Standardized Patients (SP) (see below).

#### DEAN OF BASIC SCIENCES PANELS

The Panel Hearings will be conducted by the Office of the Dean of Basic Sciences. An Associate/Assistant Dean of Basic Sciences, not involved directly in student support, will Chair the meeting, and the membership of the panel will be comprised of at least 2 other faculty of the School of Medicine as appointed by the Dean of Basic Sciences. The faculty serving on the panel will be MD faculty of the SOM, that are not involved in student advising, and that have experience with the standards for promotion and progression outlined in the student manual.

A quorum for the committee is 3, decisions are reached by simply majority in which the Chair has a casting vote in the event of a tie. The committee may refer the student to an appropriate support service, or when appropriate, and as outlined in the course syllabus, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce the penalty applied but cannot exceed that published in the syllabus. The recommendation of the Panel is passed to the Dean of Basic Sciences for action and communication to the student by the Dean of Basic Sciences Office.

### Dean of Basic Sciences Examination Irregularities Panel

The Dean of Basic Sciences Examination Irregularities Panel (DOBS-EIP) is a panel that hears the appeal of students who miss an examination without a validated excuse (e.g., due to arriving too late to be admitted for an examination). The panel also reviews the penalty and appeals of any student that is penalized for examination irregularities (e.g. missing monitor files for online examinations, failure to be compliant with online examination policy and procedures).

### Missed Examination

Based on current School of Medicine policy, if a student misses an exam they are given an Incomplete (I) score for the missed examination, and an academic penalty is imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances. The panel recommends to the Dean of Basic Sciences the extent to which the penalty (of up to 10% of the total course points) is imposed. The student is then expected to take the Completion Examination for the missed exam as scheduled (see Completion Examinations section). Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

### DOBS-EIP

The DOBS-EIP comprises at least two Assistant Deans of Basic Sciences, one of whom acts as Chair.

If a student misses an examination they should inform DOS on the day of the scheduled examination, following this procedure:

- 1) Contact dos@sgu.edu
- 2) Provide sufficient explanation and information to the DOS dean to complete the official request form for a DOBS-EIP hearing. DOS will then forward the form to the Dean of Basic Sciences office for review;
- 3) Meet with the DOBS-EIP at the scheduled date, time, and venue as arranged by email by the DOBS office;
- 4) Be prepared to explain the circumstances of the missed examination and provide any supporting documentation, if relevant.

- 5) In the event that no contact is made by the student then the zero score will stand for the examination.

#### Outcome of DOBS-EIP Hearing

After the hearing, the DOBS-EIP will make a recommendation to the Dean of Basic Sciences regarding the extent to which the up to 10% penalty for a missed exam is applied.

1. Once the penalty has been determined, the student will be allowed to take the scheduled completion examination in order to rectify the “I” score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the official Registrar’s schedule. The student has the right to appeal the decision directly with the Dean of Basic Sciences.
2. If the student does not take the Completion Exam as scheduled in order to resolve the “I” grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

#### Failure to Comply with Online Examination policy or Procedures

If any student fails to comply with the online examination policy or procedure, they are automatically penalized and referred to the Examinations Irregularity Panel, e.g. missing monitoring files, face not seen on camera, prohibited items. The penalty will be applied to the course grade and the student may appeal the decision. The Panel may refer cases to the Official of the Judicial Affairs for a separate ruling, this is independent of the academic penalty levied by any DOBS-EIP.

#### ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS)

Except for examinations, there will be no-excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities. Technical failures and internet connectivity problems also fall within the 80% participation requirement. All students must be equipped with a computer and internet service capable of full participation on the course.

## UNPROFESSIONAL BEHAVIOUR

### Consequences of Unprofessional Behavior

While the School of Medicine realizes that the vast majority of students adhere to the student honor code and understand their obligations as medical students, there are occasional cases of unprofessionalism, necessitating the following rubric for consequences of unprofessional behavior:

Examples of Unprofessional Behavior	Consequences*
Disrespectful behavior/communication (verbal and/or written) with faculty, staff, and/or students (e.g., conversing loudly during lectures; eating in classrooms; sending disrespectful emails; making disrespectful postings on social media; not responding to e-mail communications from faculty in a timely manner; non-compliance with policies, non-	<b>Per incident;</b> Warning, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or referral to Judicial Affairs in the Provost's Office, depending on the severity and prior history of unprofessional behavior
<80% participation in a course component	<b>If any element of the course has &lt;80% participation it is not possible to earn any participation and professionalism points on the course.</b> In addition the participation deficit will be communicated to the Academic Progress Review Committee (APRC) and to the Committee on Academic Progress and Professional Standards
<70% participation in a course component	It is not possible to earn a passing grade in a course if the participation in any course element falls below 70%. Any course element that has less than 70%
Late or failure to show to examinations (without a valid excuse) or non-compliance with online examination policy and procedure (e.g. exam ID and exam Monitor, visibility of face, prohibited items etc.)	<b>Per incident;</b> A meeting with a panel from the Dean of Basic Sciences office to determine the course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available); <b>AND</b>
Clicker Cheating (actively or passively)	<b>Per incident;</b> course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available) and referral to Judicial

Cheating on Examinations (actively or passively)	<b>Per incident;</b> A zero (0) score on the examination, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points
--	---

**\*Additional Notes**

1. All cases of unprofessional behavior will be reported to DOBS for tracking and monitoring purposes.
2. SGU expects students to develop their professional identity as they progress in the curriculum. When determining any consequence for unprofessional behavior, appropriate action will be taken based on nature of the infraction, stage of career, and prior evidence of unprofessional behavior. Any penalties applied will follow those published in the table above. Course Directors will consult with Dean of Basic Sciences office when determining consequences and a DOBS-EIP maybe be called for a recommendation.
3. Students who engage in unprofessional behavior may be required to meet with a Professionalism Advisor, participate in seminars, and complete stipulated assignments.
4. Unprofessional behavior may be reported by administration on the student's Medical Student Performance Evaluation (MSPE).
5. The examples of unprofessional behavior listed in the table are not exhaustive. Other behaviors deemed as unprofessional may be penalized using the rubric most consistent with the unprofessional behavior in question.
6. Point deductions for unprofessional behavior will show in the Sakai Gradebook and are generally applied to the final examination in the term. The penalty applied will be a percentage of the total course denominator.
7. Students have the right to submit a written appeal for any hearing through the Dean of Basic Sciences office ([studentdobs@sgu.edu](mailto:studentdobs@sgu.edu)) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

**Student Manual Hyperlinks**

<b>Topic hyperlink to SOM Student Manual</b>
<b>GENERAL COURSE INFORMATION</b>

[Evaluations – Course and Instructor Critiques](#)

[Evaluations – Clinical tutor](#)

[Four Year MD Overarching Goals](#)

[Communication Requirements](#)

[Student Comportment and Professional Commitment](#)

[Standards for Professional Behaviour](#)

[Course Participation](#)

[Clicker Check Policy – Terms 1-5](#)

[BPM and PCM Grading Policies](#)

**COURSE EXAMINATIONS**

[Absences from Required course activities \(non-exams\)](#)

[Completion Exams/Process for Resolution of Missed Examinations](#)

[BPM and PCM examinations](#)

[Comprehensive Examinations](#)

[Irregularity Reporting \(Exams\)](#)

[Approved Absences from Examinations – Religious and Medical Excuses](#)



<a href="#">Procedure for submitting a Medical Excuse</a>
<a href="#">Link to medical excuse submission (Carenage)</a>
<a href="#">Process for resolution of missed examinations</a>
<a href="#">General rules for electronic examinations</a>
<a href="#">Electronic Examination Policies and Procedures in Terms 1-5</a>
<b>CONTENT DELIVERY</b>
<a href="#">Alternative Pathways: Interactive Team Instruction</a> Method, including entry into ITI
<a href="#">Credit Remediation</a>
<a href="#">Table of CR Combinations by Year and Term</a>
<b>ACADEMIC PROGRESS</b>
<a href="#">Academic Progress – General</a>
<a href="#">Academic Progress and Failing grades</a>
<ul style="list-style-type: none"> <li>a. <a href="#">Monitored Academic Status</a></li> <li>b. <a href="#">Recommended for dismissal</a></li> </ul>
<a href="#">Monitored Academic Status</a>
<a href="#">Recommendation for dismissal during Terms 1-5 and before clinicals</a>
<a href="#">Recognition of Achievement</a>
<a href="#">Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)</a> <a href="#">CAPPS Appeals Process</a>

[Matriculation Timelines](#)

[Satisfactory Academic Progress](#)

Other policies relevant to students in the School of Medicine are as per the relevant SOM student handbook.



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Basic Principles of Medicine II (BPM501)

Fall  
2020

Prepared by Dr. Juanette McKenzie (Course Director)

Version August 11<sup>th</sup>, 2020

This version will supersede any previous editions of this document. The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered on the course.

## Contents

<b>SECTION A : MD PROGRAM MISSION AND OBJECTIVES .....</b>	<b>4</b>
MD Program Mission .....	4
MD Program Objectives.....	4
1. Medical Knowledge.....	4
2. Clinical Skills .....	4
3. Professional Behavior .....	5
<b>SECTION B : COURSE REQUIREMENTS .....</b>	<b>6</b>
Zoom .....	8
Online Delivery.....	8
Class Schedule.....	8
Time Zone: .....	8
Grading.....	8
Contact Details.....	8
Course Description.....	9
Endocrine and Reproductive (ER) Module.....	9
Digestive System and Metabolism (DM) Module .....	9
Nervous System and Behavioral Sciences (NB) Module .....	9
Goals and Objectives.....	10
Basic Principles of Medicine 2 (BPM2) Course Objectives.....	10
Endocrine and Reproductive Systems (ER) Module Objectives.....	10
Digestive System and Metabolism (DM) Module Objectives .....	11
Nervous System and Behavioral Sciences (NB) Module Objectives .....	11
Faculty and Staff Contact Information.....	12
Course Leadership Team.....	12
Course Material.....	13
Copyright 2020 St. George's University. All rights reserved. ....	13
Course Website .....	13

Printed Material.....	13
Electronic Resources.....	13
Required Textbooks.....	14
Required Electronic Equipment.....	15
Laptop.....	15
Turning Point.....	16
Components of the Course.....	16
Course Assessments.....	17
Summative Assessment.....	17
Student Support.....	17
Discussion Forum.....	17
Office Hours.....	18
<b>Part C: General SGU SOM Policies and Procedures.....</b>	<b>19</b>
COURSE EXPECTATIONS.....	19
ADDITIONAL EXPECTATIONS IN SOM COURSES.....	19
DRESS CODE (LAB and SIMLAB) (on CAMPUS).....	20
GENERAL RULES FOR ELECTRONIC EXAMINATIONS.....	20
Online Examinations with Examsoft.....	21
WRITTEN (ELECTRONIC) EXAMINATIONS.....	21
SGU Rules and Guidelines for ExamSoft Online Examinations.....	22
Prior to Exam Day.....	22
Exam Download.....	22
Exam Day Preparations.....	22
Password Announcement.....	23
The Examination.....	24
Technical Issues.....	25
Appeals Process.....	25
After Exam Day.....	25
DEAN OF BASIC SCIENCES PANELS.....	26
Dean of Basic Sciences Examination Irregularities Panel.....	26
Missed Examination.....	27
Failure to Comply with Online Examination policy or Procedures.....	28
ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS).....	28

UNPROFESSIONAL BEHAVIOUR ..... 29

Time zone Accommodation Policy..... 30

Student Manual Hyperlinks ..... 32

## SECTION A : MD PROGRAM MISSION AND OBJECTIVES

This Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

### MD PROGRAM MISSION

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

### MD PROGRAM 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.
- 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 the 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.
- 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, 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, non-adherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
- 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 and the need for asking for additional consultation.
- j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.



## SECTION B : COURSE REQUIREMENTS

Basic Principles of Medicine II (BPM501)				
	Points	Date	Comments	# of Events
<b>Examinations and Assessments (Total Points = 836)*</b>				
BPM Exam 1: ER	101	Monday, August 24, 2020	Mandatory	1 + completion
BPM Exam 2: DM	125	Wednesday, September 23, 2020	Mandatory	1 + completion
BPM Exam 3: NB	125	Monday, October 19, 2020	Mandatory	1 + completion
BPM Exam 4: NB	125	Monday, November 9, 2020	Mandatory	1 + completion
BPM2 Laboratory Examination	30	Friday, November 27, 2020	Mandatory	1 + completion
BPM Exam 5: NB	125	Monday, November 30, 2020	Mandatory	1 + completion
Online Clinical Evaluation Exercises (OCEX)	70	Monday, November 23, 2020 and Tuesday, November 24, 2020	Mandatory	1 + completion
BSCE 1	135	Wednesday, December 2, 2020	Mandatory	1 + completion
<b>Formative Assessments (Total points = 38)</b>				
Weekly Online Quizzes	16	See schedule	Each submission = 1 point**	20
IMCQ Assessments	22	See schedule	≥ 50% correct in a session = 1 point***	28
<b>Participation and Professionalism (Total Points = 27)****</b>				
HPWP/SG/ LAB/ US/ SIM LAB	0	See schedule	80% participation requirement	30
Lectures	0	See schedule	80% participation requirement	145
ITI Sessions*****	0	See schedule	80% participation requirement	71
<b>Total Points</b>	<b>901</b>			

\* These activities are mandatory, and a score must be achieved for every assessment. Without scores in all of the listed examinations and assessments, a passing course grade cannot be assigned, and a course grade of F will be registered at the end of term. A score of zero will be retained for any exam that is missed and not subsequently completed on the scheduled completion date.

\*\* Maximum of 16 points available.

\*\*\*Maximum of 22 points available

\*\*\*\* All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 27 points. Any single event activity must be remediated before a course grade

can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn for the session.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g. IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

\*\*\*\*\* In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session you must participate for the whole 1-hr session. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30-minutes.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. [Student Manual](#)

To pass this course a minimum of 644.22 points is required, corresponding to a percentage score of 71.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application (*not the browser version*) and sign in using the SGU SSO – see link below for instructions.

### **ZOOM**

<https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO>

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

### **ONLINE DELIVERY**

<https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html>

For all technical support for course delivery at home please contact [support@sgu.edu](mailto:support@sgu.edu) see link below

<https://www.sgu.edu/office-of-information-technology/it-support/>

Computer requirements for the course and exams are outlined in the above link under Exemplify guidelines from Examination Services.

### **CLASS SCHEDULE**

Class schedules can be found on the Office of the University Registrar's page.

<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>

### **TIME ZONE:**

All live activities will follow the time zone in Grenada (Atlantic Standard Time GMT -4) with no summertime adjustment in Grenada.

### **GRADING**

**Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.**

**For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements.**

For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

### **CONTACT DETAILS**

Please direct all queries to:

Campus	Email Address
SGU SOM, Grenada	<a href="mailto:SOMBPM2@sgu.edu">SOMBPM2@sgu.edu</a>
KBT GSP, UK	<a href="mailto:SOMBPM2NU@sgu.edu">SOMBPM2NU@sgu.edu</a>

## COURSE DESCRIPTION

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

Module Name	Duration (weeks)
<b>Endocrine and Reproductive Systems (ER)</b>	<b>3</b>
<b>Digestive System and Metabolism (DM)</b>	<b>4.6</b>
<b>Nervous System and Behavioral Science (NB)</b>	<b>10.4</b>
<b>Total:</b>	<b>18</b>

### Endocrine and Reproductive (ER) Module

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

### Digestive System and Metabolism (DM) Module

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

### Nervous System and Behavioral Sciences (NB) Module

This module is an interdisciplinary study of the structure and function of the head, neck and the peripheral and central nervous system, simultaneously addressing the anatomy, histology, physiology, biochemistry

and some pharmacology and pathophysiology. Behavioral science (psychopathology), life span development and learning theory are covered, as well as the behavioral aspects of medicine. Neurological and psychiatric case studies will be presented as integral components. The overall goal is to provide students with knowledge and understanding of the effects of damage to the head, neck, spinal cord, and brain, as well as the behavioral disorders of cognition as presented in general clinical medicine and the specialties of Neurology, Neurosurgery, Psychiatry and Ophthalmology.

### **GOALS AND OBJECTIVES**

The Basic Principles of Medicine 2 (BPM2) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine TWO (BPM2) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

#### **Basic Principles of Medicine 2 (BPM2) Course Objectives**

A student who successfully completes this course should be able to:

1. Analyze normal biochemical, genetic, physiological, histological, cellular, neural and behavioral mechanisms of the human body and their relationship to medicine.
2. Describe the development, anatomical, histological and physiological principles of the endocrine and reproductive system.
3. Understand and describe the development, anatomical, histological and physiological principles of the digestive system and understand the metabolic processes of the human body.
4. Discuss, analyze and apply biochemical, genetic, physiological, histological, developmental, neural, behavioral and anatomical knowledge to normal and pathological processes
5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.

#### **Endocrine and Reproductive Systems (ER) Module Objectives**

A student who successfully completes this module should be able to:

1. Describe the gross and microscopic anatomy of the endocrine organs, male and female reproductive systems.
2. Explain the normal physiological and biochemical processes within the endocrine organs and correlate endocrine disorders.
3. Explain the physiology of male and female reproductive systems and the significance of developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and elderly.
4. Identify gross anatomical structures on cadaveric specimens and microscopic structures of basic tissues, organ and organ systems on micrographs and images and correlate with pathological changes.

5. Apply knowledge of and demonstrate physical examination techniques and ultrasound guided studies on standardized patients.
6. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs/Small Groups.

#### Digestive System and Metabolism (DM) Module Objectives

A student who successfully completes this module should be able to:

1. Explain the underlying basis of normal functioning of the gastrointestinal system at the structural, microscopic, molecular, cellular, and physiological level.
2. Apply the knowledge of normal metabolic pathways in the understanding and interpretation of disorders of intermediary metabolism
3. Apply the knowledge of nutritional factors contributing to the development of metabolic diseases
4. Analyze the lab findings and be able to differentiate the various disorders of intermediary metabolism.
5. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs.

#### Nervous System and Behavioral Sciences (NB) Module Objectives

A student who successfully completes this module should be able to:

1. Describe the structures of head, neck and the nervous system, their development, and their sensory, motor and psycho-neuro-behavioral functions.
2. Apply this knowledge to analyze the mechanisms that lead to pathological processes of head, neck and brain functions.
3. Apply this knowledge to analyze normal and abnormal progression though the lifespan, including mechanisms of learning.
4. Identify and describe differential diagnoses and the bio-psycho-social treatment options for disorders of head, neck and brain including pathological and behavioral neuropsychiatric conditions.
5. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs/Small Groups.

## FACULTY AND STAFF CONTACT INFORMATION

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at [SOMBPM2@sgu.edu](mailto:SOMBPM2@sgu.edu)

Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

### Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai sites. Content managers are responsible for the content related to their discipline. This includes content related to lectures, small groups and multiple-choice questions.

### Course Directors

Course Director	Location	Email Address
Dr. Juanette McKenzie	St. George's, Grenada	jmckenzi@sgu.edu
Dr. Briana Fahey	Newcastle upon Tyne, UK	bfahey@sgu.edu

### Module Coordinators

Module Coordinators - Grenada	Module	Email Address
Dr. Vasavi Gorantla	Endocrine and Reproductive Systems	vgorantl@sgu.edu
Dr. Sharmila Upadhya	Digestive System and Metabolism	shupadhya@sgu.edu
Dr. Juanette McKenzie	Nervous System and Behavioral Science	jmckenzi@sgu.edu

Associate Module Coordinators - KBT GSP, Newcastle	Module	Email Address
Dr. Nahidh Al-Jaberi	Endocrine and Reproductive Systems	naljaber@sgu.edu
Dr. Mark Williams	Digestive System and Metabolism	mwilliams@sgu.edu
Dr. Briana Fahey	Nervous System and Behavioral Science	bfahey@sgu.edu

### Content Managers

Content Manager Grenada	Discipline	Email Address
Dr. Kazzara Raeburn	Anatomical Sciences	Kraeburn1@sgu.edu
Dr. Brenda Kirkby	Behavioral Sciences	bkirkby@sgu.edu
Dr. Sharmila Upadhya	Biochemistry and Nutrition	shupadhya@sgu.edu
Dr. Andrew Sobering	Genetics	asobering@sgu.edu
Dr. Olufemi Obadina	Histology and Cell Biology	oobadina@sgu.edu
Dr. Duncan Kirkby	Neurosciences	dkirkby@sgu.edu

<b>Dr. Stephan Bandelow</b>	Physiology	sbandelo@sgu.edu
-----------------------------	------------	------------------

<b>Content Manager KBT GSP, Newcastle</b>	<b>Discipline</b>	<b>Email Address</b>
<b>Dr Briana Fahey</b>	Neuroscience	bfahey@sgu.edu
<b>Dr Mark Williams</b>	Biochemistry	mwilliams@sgu.edu
<b>Dr James Coey</b>	Anatomy	jcoey@sgu.edu
<b>Dr Bréon Samuel</b>	Physiology	bsamuel@sgu.edu
<b>Dr Kristna Thompson</b>	Behavioral Sciences	kthompso@sgu.edu
<b>Dr Nahidh Al-Jaberi</b>	Histology and Cell Biology	naljaber@sgu.edu
<b>Dr Robert Finn</b>	Genetics	rfinn@sgu.edu

## **COURSE MATERIAL**

Copyright 2020 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

### Course Website

The Basic Principles of Medicine 2 (BPM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to [myCampus Secure Login \(Carenage\)](#), type in your user ID and password, and click on MyCourses.

### Printed Material

All lecture notes are provided electronically through Sakai.

### Electronic Resources

Distribution of course material including lecture notes will be in electronic format via the Learning Management System Sakai. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems



and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

**Resources folder** contains multiple subfolders in which you will be able to find the course material provided.

#### Required Textbooks

(Textbooks with hyperlinks below are available online at no extra cost through SGU library. You need your SGU login and password to access these resources on campus and off-campus. For off-campus access, please allow all security exemptions)

#### **Biochemistry & Genetics (ER & DM Modules)**

1. Lippincott's Illustrated Reviews Biochemistry Harvey and Ferrier; 7<sup>th</sup> edition; Online access: <http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=1988>
2. Human Genetics and Genomics 4<sup>th</sup> ed Korf and Irons

#### **Anatomy (ER, DM & NB Modules)**

1. Gray's Anatomy for Students 3<sup>rd</sup> ed. Richard Drake, Wayne Vogl, and Adam Mitchell
2. Gray's Anatomy Review Book 2<sup>nd</sup> ed. Marios Loukas, Gene Colborn, Peter Abrahams, Stephen Carmichael
3. McMinn's Clinical Atlas of Human Anatomy 7<sup>th</sup> ed. Peter H. Abrahams, Jonathan D. Spratt, Marios Loukas, Albert Van Schoor
4. Atlas of Human Anatomy 7<sup>th</sup> Ed. Frank H. Netter
5. Clinical Photographic Dissector of the Human Body. Marios Loukas, Brion Benninger, Shane Tubbs
6. The developing Human: Clinically oriented embryology 10<sup>th</sup> ed. Moore KL, Persaud TVN, Torchia MG. Elsevier.

#### **Physiology (ER & DM Modules)**

1. Medical Physiology: Principles for Clinical Medicine; 5<sup>th</sup> ed Rhoades and Bell  
Online access: <http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2188>

#### **Histology (ER Module)**

1. Histology: A Text and Atlas 7<sup>th</sup> Ed Wojciech Pawlina  
Online access: <http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=1316>
2. Cell and Molecular Biology Nalini Chandar/Susan Viselli
3. Lippincott's Illustrated Q&A Review of Histology, 1st Edition by Guiyun Zhang & Bruce A. Fenderson

#### **Neuroscience (NB Module)**

1. Siegel, A and Sapru, HN, Essential Neuroscience, 4th edition, Lippincott Williams & Wilkins, 2020; Online access: <https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2482>

- Haines D.E., Neuroanatomy in Clinical Context, An Atlas of Structures, Sections, Systems, and Syndromes, 10<sup>th</sup> edition, 2020 Lippincott Williams & Wilkins; Online access:  
<https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2473>

### **Behavioral Sciences (NB Module)**

- Behavioral Medicine: A Guide for Clinical Practice, 4e, Mitchell D. Feldman, John F. Christensen, Jason M. Satterfield (Access Medicine)  
<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/book.aspx?bookid=1116>
- The American Psychiatric Publishing Textbook of Psychiatry, 6e, Edited by Robert E. Hales, Stuart C. Yudofsky, Laura Weiss Roberts  
<https://psychiatryonline.org/doi/book/10.1176/appi.books.9781585625031> (DSM Premium Collection)  
(Username: SGU1234; Password: SGU5678)
- Smith's Patient-Centered Interviewing: An Evidence-Based Method, 3e, Auguste H. Fortin VI, Francesca C. Dwamena, Richard M. Frankel, Robert C. Smith, LINK: [Smith's Patient-Centered Interviewing: An Evidence-Based Method, 3e](#)
- Current Diagnosis and Treatment: Psychiatry, (2<sup>nd</sup> ed), Michael H. Ebert, Peter T. Loosen, Barry Nurcombe, James F. Leckman <https://accessmedicine.mhmedical.com.periodicals.sgu.edu/book.aspx?bookid=336>

### ***Optional additional resources for self-study:***

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/ebooks>

Free online access for SGU students (requires log-in with SGU credentials)

### **AccessMedicine**

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

Searchable medical textbooks. Highly recommended with search function to look up concepts relevant to medical student education.

### **Required Electronic Equipment**

#### **Laptop**

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; <https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html> see section on Exemplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

## Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. Its use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture. For online live lectures, there are two options for submitting a response to a clicker question:

- 1) Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
- 2) Browser based TTPoll.com can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail ([SOMBPM2@sgu.edu](mailto:SOMBPM2@sgu.edu)) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

**Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.**

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

## COMPONENTS OF THE COURSE

The components of the BPM 2 course are listed below. Please find more details about these components by clicking on the Learning Pathway Tab on Sakai.

- Lectures
- Directed Learning Activities (DLAs)
- Small Group Practical Sessions
  - Case Discussions
  - Standardized Patient encounters
  - Physical Examination Sessions
- Health Promotion, Wellness, and Professionalism Sessions (HPWPs)
- Cadaver Laboratory (LAB)Session
- Simulation Laboratory Sessions (SIMLAB)
- Ultrasound Sessions (US)
- Interactive Multiple-Choice Sessions (IMCQ's)

- Weekly ExamSoft (ESoft) Quizzes

### COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

#### Summative Assessment

The total assessment points that can be earned in the course are listed in the table below:

Assessment	Grade Points	Points Breakdown	%
<b>BPM Examination 1: Examsoft</b>	101	101 MCQ x 1 point + 19 experimental	11.21
<b>BPM Examination 2: Examsoft</b>	125	125 MCQ x 1 point (14 cumulative) + 19 experimental	13.87
<b>BPM Examination 3: Examsoft</b>	125	125 MCQ x 1 point (14 cumulative) + 19 experimental	13.87
<b>BPM Examination 4: Examsoft</b>	125	125 MCQ x 1 point (14 cumulative) + 19 experimental	13.87
<b>BPM Examination 5: Examsoft</b>	125	125 MCQ x 1 point (14 cumulative) + 19 experimental	13.87
<b>Lab Exam</b>	30		3.33
<b>BPM2 OCEX</b>	70		7.77
<b>BSCE 1</b>	135	144 MCQ	14.98
<b>Total</b>	<b>836</b>		<b>92.77</b>

### STUDENT SUPPORT

#### Discussion Forum

The major platform for all content related questions is the Discussion Forum on the course website. Students are encouraged to post their questions on the Discussion Forum and to respond to questions posted by others.

Students are expected to make use of the Discussion Forum rather than emailing questions to individual faculty. Many students have the same questions; therefore, posting on the Discussion Forum allows all students to benefit from the posted questions and their timely responses. Course faculty will regularly monitor the Discussion Forum and participate when appropriate.

When posting questions on the discussion forum please tag each post with the lecture number, the small group, IMCQ or ExamSoft quiz that the question is referring to. This will ensure that the relevant faculty members will be available to answer your questions.

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is unprofessional. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post.

### Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (walk in/log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **All appointments will be made through [SOMBPM2@sgu.edu](mailto:SOMBPM2@sgu.edu) or by directly contacting individual faculty members.**

## PART C: GENERAL SGU SOM POLICIES AND PROCEDURES

For the MD program general policies please make sure to consult the student manual online at the following link - [student manual](#).

### COURSE EXPECTATIONS

You will be asked to confirm and agree to each of the following in an online quiz in Sakai at the start of each term.

- I have a functional computer that meets the requirements published by OIA and can fully participate in this course and its examinations.
- I understand that missing course activities due to technical failure is covered by the 80% participation rule and that if I cannot participate, then I cannot earn credit for that activity.
- I understand that any technical problems during examinations must be reported immediately upon experiencing the issue ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)) and that any exam, or exam books, completed without immediate recourse to technical support through the published process will stand as completed.
- I understand how to use Exemplify, and that my face needs to be fully visible for the entirety of the examinations and that my eyes should remain focused on my screen. I am aware of the monitor tab in Exemplify and how to use it to check my proctoring video feed during an examination.
- I understand that examinations are conducted under normal examination conditions, and no prohibited items can be used such as pens, pencils, stylus, headphones, cellphones, earplugs, paper, whiteboards etc. and that there is no talking permitted during examinations.
- I understand that I will be recorded during examinations and the full video and audio feed will be available to SGU for review.
- I understand that if I fail to follow examination policy and procedures that I may have academic penalties applied to my course grade.
- I have read the rules governing Electronic Examinations in the Student Manual and in the syllabus.
- I understand that it is my responsibility to check the course Sakai site every day while enrolled on a course and keep up to date with course requirements.
- I understand that it is my responsibility to check my SGU email daily whilst enrolled in a course and be responsive to communications.
- I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
- I have read the course syllabus and Student Manual and am aware of the SOM course policies and procedures and how participation credit is earned for the course activities.
- I am aware that I need to demonstrate timeliness to all scheduled activities, to come prepared, to actively participate, and to be compliant with all course and examination policies. I understand that if I fail to meet all of these expectations then I may not earn any professionalism points on this course and may face additional penalties as specified in the course syllabus.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.

### ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Actively participate appropriately in all class activities and be present for the duration of the entire activity

- b. Bring a fully functional personal “clicker” to all live learning activities and respond to all “clicker” polls
- c. Complete all assessments and examinations on the course at the scheduled dates and times
- d. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- e. Check course management site daily for announcements and updates
- f. Check posted results of assessments on time
- g. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- h. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website. If the self-report system is malfunctioning, email studentDOBS@sgu.edu.
- i. Voice commendations and concerns through SGA class representatives
- j. Use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- k. Participate in the course and instructor evaluations
- l. Comply with all requirements outlined in the course syllabus
- m. Abide by the University Code of Conduct outlined in the student Manual
- n. Carry your student ID card at all times on campus

### **DRESS CODE (LAB AND SIMLAB) (ON CAMPUS)**

Full professional scrubs (tops and bottoms) are required for all labs. They must be clean, odor-free, and not overly worn. Tops and bottoms must match in color, style, and fit. Avoid bright, neon, or heavily patterned scrubs. All footwear must be closed-toe and have an enclosed heel or heel strap. Clogs and slides with completely open heels are not permitted (as per safety requirements in clinical settings). Tennis shoes are an appropriate example. This dress code will also apply for any small group practical session (SG) where students will be interacting with Standardized Patients (SP) (see below).

### **GENERAL RULES FOR ELECTRONIC EXAMINATIONS**

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM. Students must use a computer with the appropriate specifications for their examinations. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Examinations are governed by the Examination Policies and Procedures of St George’s University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University’s Code of Conduct.

According to the Student Manual, “students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted.”

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero (“0”) for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their ExamSoft account.

Online Examinations with Examsoft

<https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitor-from-the-Student-Perspective>

Please note use of monitor tab at approx. 20 mins in this video.

## WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

Unscored Experimental Questions

The use of new, previously untested questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 20 untested questions will be included for determination of their validity and reliability. These questions do not count toward a student’s grade.

The term “unscored experimental question” does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing items only.

Pre-Examination Question Review by Faculty

Prior to each examination the Course Director calls a meeting of teaching faculty to review all test items and ensure the validity and high quality of all questions, whether they have been used before or are newly developed.

Post-Examination Review by Faculty

After each examination, the Course Director calls a meeting of teaching faculty to review the overall examination statistics and item analysis, together with student review feedback, before making final decisions on the validity and reliability of the test and each of the test items.



## SGU RULES AND GUIDELINES FOR EXAMSOFT ONLINE EXAMINATIONS

The following rules and guidelines supplement the University Examination Policies and Procedures of the Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

For all medical and non-medical excuses, please see the Student Manual.

### Prior to Exam Day

Each student is required to provide the necessary environment for online testing, including, but not limited to:

1. Personal computer meeting the required hardware and software specifications, including webcam and microphone, outlined in detail on the [Examination Services of the Office of Institutional Advancement \(OIA\) website](#).
2. A quiet, private location, where they can take the examination without disturbance, where they can take the examination alone, at a desk, sitting up-right on their chair and staying silent for the whole duration of the examination.
3. Examinees are required to take the onboarding/practice (mock) examination no more than 7 days prior to an exam day, to ensure their computer is working properly.
4. For this purpose, the mock exam can be assessed at any time as follows:
  - Assessment Name: ExamID and Monitor Mock Exam (PW -Mockexam1)
  - Password: Mockexam1
5. Examinees experiencing technical difficulties prior to exam day must immediately contact the online support team **TellExaminationServices@sgu.edu** for assistance.

### Exam Download

You are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. We strongly advise to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress.

1. If you are unable to download all examination blocks (not just the first block), you must contact the online support team **TellExaminationServices@sgu.edu** immediately, but no later than 30 minutes prior to the CHECK IN TIME for the first examination block.
2. If you fail to download all blocks and have not notified the online support team **TellExaminationServices@sgu.edu**, you will automatically get a score of “zero” for the examination.

### Exam Day Preparations

Prior to starting the ExamID personal identification process, a student makes sure all the requirements for online proctoring are met, including:

1. Making sure the room is well lit, and the camera is taking a frontal view, with the examinee's face in the center.
2. The entire face of the examinee must be visible, especially eyes and mouth, at all times. Use the monitor tab in exemplify to check during the examination.
3. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.
4. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
5. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.
6. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.
7. Talking is not permitted for the whole duration of the examination. You are not allowed to read aloud any parts of the question or the question choices, and you are not allowed to express your thoughts in spoken language.
8. Leaving the examination desk, no matter how brief, is not permitted during an examination block. Bathroom breaks are limited to the times prior to the examination, after the examination, or during the breaks between examination blocks.
9. Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:
  - Cell phones
  - Other electronic or communication devices
  - Wrist watches
  - Hoodies
  - Scrap paper
  - Pens, pencils, or stylus
  - Food or beverages
  - Water bottles
10. Additional items banned from online examinations are:
  - Headphones, earphones, headsets
  - Earplugs
  - White boards – you will be able to use the “Notes” function within ExamSoft instead

#### Password Announcement

Passwords will be announced via the online course management system (Sakai) / email notification approximately 15 minutes prior to CHECK IN TIME of each examination block.

If you are not taking the examination because of a medical or any other valid excuse, please ignore the password notification, and do not proceed to the examination.

Once you START the first block of an examination, you are affirming that you are an active student in the course (not on LOA, not on CR) and that you are medically fit to take the examination.

Students who take the examination are not entitled to take the completion examination.

### The Examination

1. Students **MUST** start the personal identification process through ExamID as soon as they have received the examination password for the first examination block.
2. After the personal identification process, students **MUST** start the examination immediately, without any delay.
3. Examinees experiencing technical difficulties at any time during the examination must contact the online support team **TellExaminationServices@sgu.edu** immediately for assistance.
4. If you cannot send an email to the online support team **TellExaminationServices@sgu.edu**, for example during an internet outage, you need to call +1 866-429-8889 instead, where your report will be logged.
5. All issues must be reported during the examination to the online support team (see above). Any issues reported to any party after the examination will not be considered.
6. Students who do not START the examination within 30 minutes from the announced CHECK IN TIME will receive a score of “zero” for the examination, unless there is documented evidence for an approved extension from the online support team **TellExaminationServices@sgu.edu**.
7. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.
8. The examinee cannot return to a finished examination block.
9. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
10. If an examinee experiences a problem that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
11. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete the examination.
12. For any examination block or examination completed, where all relevant files (exam ID and exam monitor) are intact, the score will stand. Completion examinations cannot be offered for individual blocks and cannot be offered for exams, or blocks, where technical issues are not reported during the examination.

## Technical Issues

Technical issues can arise and will be classified and dealt with as follows:

1. **Resolved technical issue:** A log will be kept on all technical problems that a student reports to the online support team (**TellExaminationServices@sgu.edu**). For all resolved technical problems the score earned for the examination will stand.
2. **Excused technical issue:** If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the online support team (**TellExaminationServices@sgu.edu**).
3. **Non-excused technical issue:** Failure to comply with any of the above regulations, or failure to follow instructions from the online support team (**TellExaminationServices@sgu.edu**), will automatically lead to a score of “zero” (0 points) for the examination. A student may file an appeal to the Dean of their School (for SOM: Dean of Basic Sciences).

## Appeals Process

A student who receives a “zero” for the examination because of any of the above stipulations may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the Dean of their School (studentDOBS@sgu.edu for SOM Basic Sciences). The Dean of Students office may assist the student in the appeals process.

An Examination Irregularities Panel will review the written appeal of a student and make one of the following deliberations:

1. A score of zero will be retained for the examination.
2. The recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and there is no doubt about the integrity of the files and their logged times or your integrity, in your attempts to ensure the files were uploaded. An academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.
3. The examinee may be required to take a completion examination at the end of term, and an academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.

## After Exam Day

1. All examination materials are the intellectual property of St George’s University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.

2. If you become aware of any suspicious activity related to an SGU examination, please notify the Course Director immediately.
3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.
4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of “zero” (0 points) for the examination.
6. All ID files, monitoring files, and exam result files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of “zero” (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Exemplify, will result in a score of “zero” (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.

When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.

## **DEAN OF BASIC SCIENCES PANELS**

The Panel Hearings will be conducted by the Office of the Dean of Basic Sciences. An Associate/Assistant Dean of Basic Sciences, not involved directly in student support, will Chair the meeting, and the membership of the panel will be comprised of at least 2 other faculty of the School of Medicine as appointed by the Dean of Basic Sciences. The faculty serving on the panel will be MD faculty of the SOM, that are not involved in student advising, and that have experience with the standards for promotion and progression outlined in the student manual.

A quorum for the committee is 3, decisions are reached by simply majority in which the Chair has a casting vote in the event of a tie. The committee may refer the student to an appropriate support service, or when appropriate, and as outlined in the course syllabus, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce the penalty applied but cannot exceed that published in the syllabus. The recommendation of the Panel is passed to the Dean of Basic Sciences for action and communication to the student by the Dean of Basic Sciences Office.

### **Dean of Basic Sciences Examination Irregularities Panel**

The Dean of Basic Sciences Examination Irregularities Panel (DOBS-EIP) is a panel that hears the appeal of students who miss an examination without a validated excuse (e.g., due to arriving too late to be admitted for an examination). The panel also reviews the penalty and appeals of any student that is penalized for examination

irregularities (e.g. missing monitor files for online examinations, failure to be compliant with online examination policy and procedures).

### Missed Examination

Based on current School of Medicine policy, if a student misses an examination, they are given an Incomplete (I) score for the missed examination, and an academic penalty is imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances. The panel recommends to the Dean of Basic Sciences the extent to which the penalty (of up to 10% of the total course points) is imposed. The student is then expected to take the Completion Examination for the missed exam as scheduled (see Completion Examinations section). Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

### DOBS-EIP

The DOBS-EIP comprises at least two Assistant Deans of Basic Sciences, one of whom acts as Chair.

If a student misses an examination, they should inform DOS on the day of the scheduled examination, following this procedure:

- 1) Contact dos@sgu.edu
- 2) Provide sufficient explanation and information to the DOS dean to complete the official request form for a DOBS-EIP hearing. DOS will then forward the form to the Dean of Basic Sciences office for review;
- 3) Meet with the DOBS-EIP at the scheduled date, time, and venue as arranged by email by the DOBS office;
- 4) Be prepared to explain the circumstances of the missed examination and provide any supporting documentation, if relevant.
- 5) In the event that no contact is made by the student then the zero score will stand for the examination.

### Outcome of DOBS-EIP Hearing

After the hearing, the DOBS-EIP will make a recommendation to the Dean of Basic Sciences regarding the extent to which the up to 10% penalty for a missed exam is applied.

1. Once the penalty has been determined, the student will be allowed to take the scheduled completion examination in order to rectify the “I” score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the official Registrar’s schedule. The student has the right to appeal the decision directly with the Dean of Basic Sciences.
2. If the student does not take the Completion Exam as scheduled in order to resolve the “I” grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

### Failure to Comply with Online Examination policy or Procedures

If any student fails to comply with the online examination policy or procedure, they are automatically penalized and referred to the Examinations Irregularity Panel, e.g. missing monitoring files, face not seen on camera, prohibited items. The penalty will be applied to the course grade and the student may appeal the decision. The Panel may refer cases to the Official of the Judicial Affairs for a separate ruling, this is independent of the academic penalty levied by any DOBS-EIP.

### ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS)

Except for examinations, there will be no-excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities. Technical failures and internet connectivity problems also fall within the 80% participation requirement. All students must be equipped with a computer and internet service capable of full participation on the course.

Contact [support@sgu.edu](mailto:support@sgu.edu) for all technical assistance enquiries

## UNPROFESSIONAL BEHAVIOUR

### Consequences of Unprofessional Behavior

While the School of Medicine realizes that the vast majority of students adhere to the student honor code and understand their obligations as medical students, there are occasional cases of unprofessionalism, necessitating the following rubric for consequences of unprofessional behavior:

Examples of Unprofessional Behavior	Consequences*
Disrespectful behavior/communication (verbal and/or written) with faculty, staff, and/or students (e.g., conversing loudly during lectures; eating in classrooms; sending disrespectful emails; making disrespectful postings on social media; not responding to e-mail communications from faculty in a timely manner; non-compliance with policies, non-compliance with online examination policies, including non-participation or failing to participate in mandatory meetings). Please note that merely disagreeing with policies or procedures or challenging one's views does not constitute unprofessional behavior. However, the manner in which such dissension is expressed could constitute unprofessional behavior.	<b>Per incident;</b> Warning, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or referral to Judicial Affairs in the Provost's Office, depending on the severity and prior history of unprofessional behavior
<80% participation in a course component	<b>If any element of the course has &lt;80% participation it is not possible to earn any participation and professionalism points on the course.</b> In addition the participation deficit will be communicated to the Academic Progress Review Committee (APRC) and to the Committee on Academic Progress and Professional Standards (CAPP5); possible sanctions include an official documented warning from the Dean of Basic Sciences, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available and may be additive per incident), and/or halting of academic progress, depending on the severity of the violation and the student's participation history.
<70% participation in a course component	It is not possible to earn a passing grade in a course if the participation in any course element falls below 70%. Any course element that has less than 70% participation will result in an incomplete grade for the course that is converted to an F at the end of term.
Late or failure to show to examinations (without a valid excuse) or non-compliance with online examination policy and procedure (e.g. exam ID and exam Monitor, visibility of face, prohibited items etc.)	<b>Per incident;</b> A meeting with a panel from the Dean of Basic Sciences office to determine the course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available);  AND  A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled
Clicker Cheating (actively or passively)	<b>Per incident;</b> course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available) and referral to Judicial Affairs in the Provost's Office
Cheating on Examinations (actively or passively)	<b>Per incident;</b> A zero (0) score on the examination, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and referral to Judicial Affairs in the Provost's Office



\*Additional Notes

1. All cases of unprofessional behavior will be reported to DOBS for tracking and monitoring purposes.
2. SGU expects students to develop their professional identity as they progress in the curriculum. When determining any consequence for unprofessional behavior, appropriate action will be taken based on nature of the infraction, stage of career, and prior evidence of unprofessional behavior. Any penalties applied will follow those published in the table above. Course Directors will consult with Dean of Basic Sciences office when determining consequences and a DOBS-EIP maybe be called for a recommendation.
3. Students who engage in unprofessional behavior may be required to meet with a Professionalism Advisor, participate in seminars, and complete stipulated assignments.
4. Unprofessional behavior may be reported by administration on the student's Medical Student Performance Evaluation (MSPE).
5. The examples of unprofessional behavior listed in the table are not exhaustive. Other behaviors deemed as unprofessional may be penalized using the rubric most consistent with the unprofessional behavior in question.
6. Point deductions for unprofessional behavior will show in the Sakai Gradebook and are generally applied to the final examination in the term. The penalty applied will be a percentage of the total course denominator.
7. Students have the right to submit a written appeal for any hearing through the Dean of Basic Sciences office ([studentdobs@sgu.edu](mailto:studentdobs@sgu.edu)) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

**TIME ZONE ACCOMMODATION POLICY**

During the online delivery of the courses for SGU SOM, students are located in different time zones, while the master schedule is based on SGU's home in Grenada, following Atlantic Standard Time (AST), which is 4 hours behind the Universal Time Zone (UTC minus 4).

For those students located within time zones close to Grenada (between UTC-7 and UTC), courses will be delivered following the published regular schedule, with lectures starting at 10 AM AST, followed by ITI (if applicable) and small groups starting at 2 PM or 4 PM, respectively, depending on which specific small group students are assigned to.

For students in more distant time zones (see definition below), schedule alternatives have been created, with alternative small groups starting at 8 AM AST, and alternative lectures starting at 7 PM AST, followed by ITI (if applicable).

**YOU DO NOT HAVE THE OPTION TO CHOSE WHICH ALTERNATIVE YOU ATTEND. YOU WILL BE ASSIGNED BASED ON THE TIME ZONE YOU ARE IN.**

The following time zones will be offered alternative sessions, depending on the time zone (deviations from UTC) at the start of term:

<b>Time Zones</b>	<b>Lectures</b>	<b>Small Groups</b>
UTC-11, UTC-10, UTC-9, UTC-8	7 PM AST (Alternative)	2 PM or 4 PM AST (Regular)
UTC-7, UTC-6, ..., UTC (GMT)	10 AM AST (Regular)	2 PM or 4 PM AST (Regular)
UTC+1, UTC+2, ..., UTC+7	10 AM AST (Regular)	8 AM AST (Alternative)
UTC+8, UTC+9, UTC+10	7 PM AST (Alternative)	8 AM AST (Alternative)
UTC+11, UTC+12 / UTC-12	7 PM AST (Alternative)	4 PM AST (Regular)

Please note that only students who can prove they are in these time zones, for example through geo-tracking of their devices, will be offered this option.

All students are required to fulfil the participation requirements for lectures, ITI sessions (if applicable), and the small groups (A, B, C or D) they have been assigned to.

Examinations have to be taken during the assigned times (similar to assigned lectures).

Students located in distant time zones (as defined above) may apply to be assigned to alternative sessions, following this procedure: 1. The request must be made by emailing the Dean of Students office via [dos@sgu.edu](mailto:dos@sgu.edu) at least two weeks prior to the first scheduled day of term.

- a. In case a student does not submit a request prior to the deadline, the student has to attend the regularly scheduled sessions and examinations throughout the term.
2. Based on student requests, the Dean of Students office collates a spreadsheet with all the relevant student data, including student ID, last name, first name, email address, the program and term a student is enrolled in, and the time zone each student is located in at the start of the term (UTC-12, UTC-11, UTC-10 ... UTC-4 (= AST, Grenada time), ... UTC +10, UTC+11, UTC+12), and submits it to the Course Director at a minimum of 7 days prior to the published first day of term.
3. The Course Director then assigns students to different alternative sessions (lecture only, small group only, or both) and examinations, and sends them a formal approval of the assignment via email.
4. The assignment is purely based on the time differences at the start of term and cannot be changed during the term, irrespective of possible alterations between daylight saving time and standard time.
5. Students assigned to the regular lecture time of 10 AM AST will take their examinations at 10 AM AST regular CHECK IN time. Students assigned to alternative lectures will start their examinations at the alternative lecture time.
6. Students with alternative time assignments must then attend the lecture, small group, IMCQ and/or ITI sessions (if applicable) that they are assigned to and take all examinations at the assigned times. They cannot switch as it suits them.
7. Any students attending a session to which they have not been formally assigned to will not receive participation credit.

a. Sessions will be checked to ensure only those assigned to a session are participating/attending.

**STUDENT MANUAL HYPERLINKS**

<b>Topic hyperlink to SOM Student Manual</b>
<b>GENERAL COURSE INFORMATION</b>
<a href="#">Evaluations – Course and Instructor Critiques</a>
<a href="#">Evaluations – Clinical tutor</a>
<a href="#">Four Year MD Overarching Goals</a>
<a href="#">Communication Requirements</a>
<a href="#">Student Comportment and Professional Commitment</a>
<a href="#">Standards for Professional Behaviour</a>
<a href="#">Course Participation</a>
<a href="#">Clicker Check Policy – Terms 1-5</a>
<a href="#">BPM and PCM Grading Policies</a>
<b>COURSE EXAMINATIONS</b>
<a href="#">Absences from Required course activities (non-exams)</a>
<a href="#">Completion Exams/Process for Resolution of Missed Examinations</a>

<a href="#">BPM and PCM examinations</a>
<a href="#">Comprehensive Examinations</a>
<a href="#">Irregularity Reporting (Exams)</a>
<a href="#">Approved Absences from Examinations – Religious and Medical Excuses</a>
<a href="#">Procedure for submitting a Medical Excuse</a>
<a href="#">Link to medical excuse submission (Carenage)</a>
<a href="#">Process for resolution of missed examinations</a>
<a href="#">General rules for electronic examinations</a>
<a href="#">Electronic Examination Policies and Procedures in Terms 1-5</a>
<b>CONTENT DELIVERY</b>
<a href="#">Alternative Pathways: Interactive Team Instruction</a> Method, including entry into ITI
<a href="#">Credit Remediation</a>
<a href="#">Table of CR Combinations by Year and Term</a>
<b>ACADEMIC PROGRESS</b>
<a href="#">Academic Progress – General</a>
<a href="#">Academic Progress and Failing grades</a>
<ul style="list-style-type: none"> <li>a. <a href="#">Monitored Academic Status</a></li> <li>b. <a href="#">Recommended for dismissal</a></li> </ul>
<a href="#">Monitored Academic Status</a>

<a href="#">Recommendation for dismissal during Terms 1-5 and before clinicals</a>
<a href="#">Recognition of Achievement</a>
<a href="#">Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)</a> <a href="#">CAPPS Appeals Process</a>
<a href="#">Matriculation Timelines</a>
<a href="#">Satisfactory Academic Progress</a>

Other policies relevant to students in the School of Medicine are as per the relevant SOM student handbook.

# ST GEORGE'S UNIVERSITY SCHOOL OF MEDICINE

Basic Principles of Medicine III (BPM502) – Summer 2020

Prepared by Dr. Kerry Mitchell (*Course Director*)

Revision June 2020

This version will supersede any previous editions of this document. The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered on the course.

## Contents

<b>SECTION A : MD PROGRAM MISSION AND OBJECTIVES .....</b>	<b>4</b>
MD Program Mission .....	4
MD Program Objectives.....	4
1. Medical Knowledge.....	4
2. Clinical Skills .....	4
3. Professional Behavior .....	5
<b>SECTION B : COURSE REQUIREMENTS .....</b>	<b>6</b>
Zoom .....	7
Online Delivery.....	7
Class Schedule.....	7
Time Zone: .....	7
Grading.....	7
Contact Details.....	7
Course Description.....	8
Course Goals & Objectives.....	9
Faculty and Staff Contact Information.....	10
Course Leadership Team.....	10
Teaching Faculty.....	10
Clinical Tutors.....	11
Support Staff .....	11
Course Material.....	12
Copyright 2020 St. George's University. All rights reserved. ....	12
Course Website .....	12
Electronic Resources .....	12
Recommended Textbooks .....	12
Required Readings .....	13
Required Electronic Equipment .....	13

Laptop .....	13
Turning Point.....	13
Components of the Course .....	14
Lectures.....	14
Directed Learning Activities (DLAs).....	15
Small Group (SG) Practical Sessions.....	15
Overall Description: .....	15
Overall Objectives: .....	15
Small Group Formation.....	15
Online Small Group Regulations .....	15
Small Group Evaluation.....	16
Interactive Multiple-Choice Question (IMCQ) Sessions.....	16
Directed Self-Study / Group Study.....	17
Online Activities: Weekly Practice Questions .....	17
Course Assessments.....	18
Summative Assessment .....	18
Student Support.....	18
Office Hours .....	18
<b>Part C: General SGU SOM Policies and Procedures .....</b>	<b>19</b>
COURSE EXPECTATIONS.....	19
ADDITIONAL EXPECTATIONS IN SOM COURSES .....	19
GENERAL RULES FOR ELECTRONIC EXAMINATIONS .....	20
Online Examinations with Examsoft .....	21
WRITTEN (ELECTRONIC) EXAMINATIONS .....	21
SGU Rules and Guidelines for ExamSoft Online Examinations.....	21
Prior to Exam Day.....	21
Exam Download .....	22
Exam Day Preparations .....	22
Password Announcement.....	23
The Examination .....	24
Technical Issues.....	24
Appeals Process .....	25
After Exam Day.....	25



DRESS CODE (LAB and SIMLAB) .....	26
DEAN OF BASIC SCIENCES PANELS.....	26
Dean of Basic Sciences Examination Irregularities Panel.....	26
Missed Examination .....	27
Failure to Comply with Online Examination policy or Procedures .....	28
ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS) .....	28
UNPROFESSIONAL BEHAVIOUR .....	29
Student Manual Hyperlinks .....	30

## SECTION A : MD PROGRAM MISSION AND OBJECTIVES

This Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

### MD PROGRAM MISSION

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

### MD PROGRAM 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.
- 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 the 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.
- 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, 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, non-adherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
- 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 and the need for asking for additional consultation.
- j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

## SECTION B : COURSE REQUIREMENTS

Basic Principles of Medicine 3 (BPM502)				
	Points	Date	Comments	# of events
<b>Examinations and Assessments (Total Points = 240)*</b>				
Exam 1	120	20 <sup>th</sup> July	Must complete	1 + completion
Exam 2	120	7 <sup>th</sup> August	Must complete	1 + completion
<b>Formative Assessments (Total points = 8)</b>				
IMCQs	8	See schedule	≥ 50% correct in a session	10
<b>Participation and Professionalism** (Total Points = 8)***</b>				
Lectures****	0	See schedule	80% participation requirement	52
Small Groups	0	See schedule	80% participation requirement	17
Clinical Skills Small Groups	0	See schedule	80% participation requirement	4
Take-Home Assignment	0	Due 28 <sup>th</sup> July	Opens July 21 <sup>st</sup>	1
Total points	256			

\* These activities are mandatory, and a score must be achieved for every assessment. Without scores in all of the listed examinations and assessments, a passing course grade cannot be assigned, and a course grade of F will be registered at the end of term. A score of zero will be retained for any exam that is missed and not subsequently completed on the scheduled completion date.

\*\* All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 8 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

\*\*\* Maximum of 8 points available.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g. IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

\*\*\*\* In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. Participation for the entire 1-hour session is required for participation credit.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. [Student Manual](#)

To pass this Term 3 course a minimum of 185.6 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application (*not the browser version*) and sign in using the SGU SSO – see link below for instructions.

### Zoom

<https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO>

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

### ONLINE DELIVERY

<https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html>

For all technical support for course delivery at home please contact [support@sgu.edu](mailto:support@sgu.edu) see link below

<https://www.sgu.edu/office-of-information-technology/it-support/>

Computer requirements for the course and exams are outlined in the above link under Exemplify guidelines from Examination Services.

### CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page.

<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>

### TIME ZONE:

All live activities will follow the time zone in Grenada (Atlantic Standard Time GMT -4) with no summertime adjustment in Grenada.

### GRADING

**Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.**

**For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements.**

For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

### CONTACT DETAILS

Please direct all queries to:

[sombpm3@sgu.edu](mailto:sombpm3@sgu.edu)

## COURSE DESCRIPTION

The Basic Principles of Medicine (BPM3) course is an 8-credit course taught over 6 weeks in Term 3 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. The core aim of this course is to equip physicians with: the knowledge and skills to understand fundamental principles inherent to a future understanding and diagnosis of microbial infections; devise and utilize strategies that improve the health of entire communities and populations and help reduce health inequities among population groups; and to uphold standards of ethics and professionalism expected across North America. A broad range of microbial, immune, and environmental factors and conditions that have a strong influence on human health are considered and discussed. Medical professionalism and associated attitudes and behaviors expected of physicians in much of the world are introduced, and opportunities are provided for students to develop skills and competencies with which to meet those expectations including critical and independent thinking. The ethical principles and duties of physicians, and beginning and end of life issues are examined, as are fundamental concepts of law that interface with ethical decision making. Core public health assessment tools such as biostatistics and epidemiology are introduced, including techniques for design and interpretation of medical research. The role that human behavior, the environment, and politics play in influencing health in different societies is considered. Finally, a biopsychosocial approach to patient care is introduced, and the role cultural factors play within doctor-patient encounters discussed and examined.

*The BPM3 course is sub-structured into four thematic areas:*

1. Basics of Immunology and Microbiology: Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of the infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The detail as to the specific microbial infections that result from human-microbial interactions will be covered in PCM500 (Term 4).

2. Public Health Assessment Tools: Basic biostatistics concepts and tools are introduced, which will enable physicians to understand and critically examine the medical literature. Core concepts in clinical epidemiology, preventive medicine and evidence-based medicine that are most relevant to physicians are taught. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations and using such information to 1) inform diagnosis and treatment strategy in patient care; and to 2) foster application of ethically and scientifically sound principles in community intervention. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research findings to care of individual patients. The ways in which human behavior, the environment, and politics influences health in different societies are also considered. An international comparison of health systems is provided, and factors underlying existing disparities in healthcare is explored. Current

issues in healthcare financing and delivery are discussed, along with insurance systems, cost containment, different types of medical practice, and medical practice economics.

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

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

### **COURSE GOALS & OBJECTIVES**

The Basic Principles of Medicine 3 (BPM3) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine.

The BPM3 course specifically addresses a number of MD program objectives within the three categories of knowledge (1b,1d), clinical skills (2a, 2b, 2e, 2k) and professional attitudes (3d, 3e, 3f, 3i). The course objectives are:

1. Describe the framework of population health and contrast how it differs from clinical patient care
2. Apply ethical and legal principles, theories, and standards relevant to medical and public health practice, education, and research; use these to examine current topics in medicine and public health; and motivate students to value high standards of ethics and professionalism
3. Describe and illustrate the relevance and need to identify the determinants of health at the population level and how best to respond to those determinants
4. Identify non-clinical determinants of health and demonstrate how these impact on the health of individuals and populations
5. Evaluate health inventions at the population level using tools of foundational skills and knowledge.
6. Understand the concepts that impact on the provision of best healthcare practices and protocols

7. Explain relationships and apply appropriate terminology relating to the structure, metabolism, genetics, and ecology of prokaryotic microorganisms, Eukaryotic microorganism, and viruses.
8. Distinguish the basic biological features and identifying characteristics of microorganisms with particular focus on those capable of causing damage to the host.
9. Demonstrate a knowledge of basic clinical laboratory skills and techniques related to the isolation, staining, identification, assessment of metabolism, and control of microorganisms.
10. Discuss the principles of physical and chemical control of microorganisms and apply as relevant for the prevention and control of infectious diseases.
11. Analyze and distinguish therapeutic treatments for microbial infections, and distinguish when a vaccine, antibiotic, or other therapy is likely to be the most appropriate response.
12. Explain the individual components and players of the immune responses and correlate this knowledge to the body defense during the infectious disease process.
13. Describe examples of failure of the immune system and potential treatment procedures and predicted outcomes.
14. Demonstrate basic knowledge of infection preventive treatments such as vaccines and other elements of contemporary immunotherapy procedures

#### **FACULTY AND STAFF CONTACT INFORMATION**

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at [SOMBPM3@sgu.edu](mailto:SOMBPM3@sgu.edu). Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

#### **Course Leadership Team**

<b>Faculty</b>	<b>Module</b>	<b>Email Address</b>
Dr Kerry Mitchell (Course Director)	Public Health Assessment Tools	<a href="mailto:kmitche3@sgu.edu">kmitche3@sgu.edu</a>
Dr Cheryl Cox Macpherson (Module Coordinator)	Ethics and Professionalism	<a href="mailto:ccox@sgu.edu">ccox@sgu.edu</a>
Dr. Maria Ramos-Nino (Module Coordinator)	Microbiology and Immunology	<a href="mailto:mramosni@sgu.edu">mramosni@sgu.edu</a>

#### **Teaching Faculty**

<b>SGU SOM, Grenada</b>	<b>Department</b>	<b>Email Address</b>
Dr Fritze Kotze	Clinical Skills, Bioethics Division	<a href="mailto:fkotze@sgu.edu">fkotze@sgu.edu</a>
Dr Cheryl Cox Macpherson	Clinical Skills, Bioethics Division	<a href="mailto:ccox@sgu.edu">ccox@sgu.edu</a>
Dr Randy Wachter	Clinical Skills, Bioethics Division	<a href="mailto:rwachte@sgu.edu">rwachte@sgu.edu</a>
Dr. Maria Ramos-Nino	Microbiology & Immunology	<a href="mailto:mramosni@sgu.edu">mramosni@sgu.edu</a>



Dr. Achut Malur	Microbiology & Immunology	amalur@sgu.edu
Dr. Hisham Elnosh	Microbiology & Immunology	HElnosh@sgu.edu
Dr. Rohit Gupta	Microbiology & Immunology	rgupta4@sgu.edu
Dr. Ziza Phillip	Microbiology & Immunology	zphillip@sgu.edu
Dr. Malcom Antoine Jr	Microbiology & Immunology	mantoin3@sgu.edu
Dr. Jane Harrington	Microbiology & Immunology	jharring@sgu.edu
Dr Kerry Mitchell	Public Health & Preventive Medicine	kmitche3@sgu.edu
Dr Satesh Bidaisee	Public Health & Preventive Medicine	sbidaisee@sgu.edu
Dr Martin Forde	Public Health & Preventive Medicine	mforde@sgu.edu
Dr Giselle Cumming	Public Health & Preventive Medicine	gcumming@sgu.edu
Ms Lindonne Glasgow	Public Health & Preventive Medicine	lglasgow@sgu.edu
Dr Emmanuel Keku	Public Health & Preventive Medicine	ekeku@sgu.edu
Ms Leselle Pierre	Public Health & Preventive Medicine	lpierre1@sgu.edu
Dr Prakash Ramdass	Public Health & Preventive Medicine	pramdass@sgu.edu
Dr. Richard Scribner	Public Health & Preventive Medicine	rscribne@sgu.edu
Dr. Tonia Frame	Public Health & Preventive Medicine	tframe1@sgu.edu
Dr Christine Richards	Public Health & Preventive Medicine	ricchr@sgu.edu
Dr. Tonia Frame	Public Health & Preventive Medicine	tframe1@sgu.edu
Mr Kennedy Roberts	Public Health & Preventive Medicine	kroberts@sgu.edu
Dr Maia P Smith	Public Health & Preventive Medicine	msmith8@sgu.edu
Mr Gerard St. Cyr	Public Health & Preventive Medicine	gstcyr@sgu.edu
Ms Wendy St. Cyr	Public Health & Preventive Medicine	tstcyr@sgu.edu

### Clinical Tutors

**See Sakai Listing**

---

### Support Staff

<b>SGU SOM, Grenada</b>	<b>Department</b>	<b>Email Address</b>
Karleen Zorina Bowen, Secretary	Public Health & Preventive Medicine	kbowen1@sgu.edu
Shinika Peters K, Secretary	Public Health & Preventive Medicine	speters2@sgu.edu

Mrs. Junie Emery-Jones, Executive Secretary	Microbiology	JEmeryjo@sgu.edu
Mrs. Sherry-Ann Joseph, Secretary	Microbiology	SAjoseph@sgu.edu

## COURSE MATERIAL

Required textbook, lecture slides, small group material and additional resources as provided on [My Courses](#).

Copyright 2020 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

### Course Website

The BPM3 course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (Announcements, Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to [myCampus Secure Login](#) (Carenage), type in your user ID and password, and click on MyCourses.

### Electronic Resources

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (*see copyright statement above*).

The **Resources folder** contains multiple subfolders in which students will be able to find the course material provided.

### Recommended Textbooks

- Abbas, A. K. M., Lichtman, A. H. M., & Pillai, S. M. (2015). **Basic Immunology: Functions and Disorders of the Immune System** (5<sup>th</sup> edition). Elsevier.
- Bodenheimer, T., & Grumbach, K. (2016). **Understanding Health Policy: A Clinical Approach** (7<sup>th</sup> edition). McGraw-Hill Education / Medical.
- Carroll, K., Butel, J., & Morse, S. (2015). **Jawetz Melnick & Adelbergs Medical Microbiology** (27<sup>th</sup> edition). McGraw-Hill Education / Medical.
- Fletcher, G. S. (2020). **Clinical Epidemiology: The Essentials** (6<sup>th</sup> edition). LWW.
- Glaser, A. (2013). **High-Yield Biostatistics, Epidemiology, and Public Health** (4<sup>th</sup> edition). LWW.
- Veatch, R. M. (2011). **The Basics of Bioethics** (3<sup>rd</sup> edition). Routledge.

### **Optional additional resources for self-study:**

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/databases-and-ebooks>

Free online access for SGU students (requires log-in with SGU credentials)

### **AccessMedicine**

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

### Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities.

Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

### Small Group Instructions for Students

Read the instructions before each Small Group and also the Cases and Readings relevant to each Small Group, which are listed on MyCourses.

### Required Electronic Equipment

#### Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; <https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html> see section on Exemplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

### Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. Its use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture. For online live lectures, there are two options for submitting a response to a clicker question:

1) Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.

2) Browser based TTPoll.com can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail ([SOMBPM3@sgu.edu](mailto:SOMBPM3@sgu.edu)) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

**Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.**

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

## COMPONENTS OF THE COURSE

### Lectures

Lectures are an essential component of the BPM3 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks. It is an important learning exercise for students to read textbooks and glean important information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessments (*clicker questions*). All questions must be answered to earn participation credit for lectures.

Lectures are delivered using a live online delivery platform and will use the Turning Point audience response system to monitor student participation. Lecture participation is only credited when there are full participation records for a student in all of the formative turning point questions presented during a lecture. The lecture recordings will be available for review on Panopto after the lectures are delivered.

### Directed Learning Activities (DLAs)

DLAs are exercises developed by Faculty to support, complement, and/or supplement the learning of the class and are available through the course management site in different formats, including PDF handouts, Panopto videos, research papers, etc. These DLAs are mandatory, and the content of the DLA's is testable material. The sequence in which the exercises should be completed is important as it coordinates with the lecture(s) they are supporting. The DLAs and the timeline will be available via the course management site and can be viewed at any time.

### Small Group (SG) Practical Sessions

#### Overall Description:

Small Group Practical Sessions (SGs) are an essential component of the course, organized in a dedicated small group facility, and supervised by a Facilitator. The key of these sessions is teamwork, active professional interaction and critical thinking. The success of these sessions depends on all members of the team being prepared and actively participating in the discussion.

Clinical tutors shall neither lecture nor provide all the information to be gathered by the students. The clinical tutors monitor, guide, emphasize and correct the facts being discussed. At the end of the session, all students are responsible to master all the learning objectives listed for that session. If a group is not able to finish all learning objectives in the allotted session, students are still responsible for self-study of the content that relates to the learning objectives from that session. If a group finishes all learning objectives before that time, the students have to reinforce the learned concepts by inviting interactions with tutor/facilitator/subject experts.

#### Overall Objectives:

In addition to the academic objectives which will be outlined in for each small group, students should demonstrate the following qualities:

1. Prepared well for each small group
2. Actively engage in discussion
3. Ability to communicate with a diverse array of peers
4. Ability to express varying views in a professional manner
5. Ability to resolve disagreements in a professional manner

### **SMALL GROUP FORMATION**

The class will be divided into two cohorts. Each small group will consist of approximately 8-12 students that will be assigned to groups randomly at the beginning of the term. See SAKAI for student roster. All small groups will use a live online delivery platform with breakout rooms for each group.

### **ONLINE SMALL GROUP REGULATIONS (ALSO APPLICABLE TO ITI SESSIONS)**

1. Arrive/log in on-time for all small groups. Late arrival is considered unprofessional and may result in loss of participation credit for that session. On-time means logged in prior to start time and ready to start at the scheduled time.

2. Students must present a cordial and professional attitude during these sessions and make an effort to communicate positively with their peers and clinical facilitator.
3. For all online sessions the webcam must be active, and the students' face must be visible throughout the entirety of the session, otherwise participation credit for the session will not be granted.
4. Students MUST wear their SGU Photo ID at all times. It should be worn in such a way that it is clearly visible to the faculty or available if requested.
5. On-site learning resources, such as monitors, laptops etc., are expensive and limited in number. Any attempts to pilfer or damage these will result in disciplinary action.
6. Campus furniture and equipment must not be rearranged during the session.
7. Food and drinks are not permitted in the small group venues at any time (that includes chewing gum and drinking water).

### **SMALL GROUP EVALUATION**

At the end of every small group session, students are expected to evaluate the SG experience. The evaluation will be online and should be completed at the end of the small group session. Each facilitator will make a QR code available for students to access their survey. Students will assess the facilitator's professionalism, knowledge, facilitation and communication skills. Similarly, the assigned facilitator will assess each student on the following:

1. Preparation and Participation
2. Task Performance
3. Respect for peers and facilitators
4. Communication skills
5. Punctuality

Any deficiencies will be recorded and passed to the course director.

Two modalities of small groups will be used in this course (alone or in combination):

#### SG (Case-Based Discussion)

The goal of case-based small groups is to prepare students for clinical practice through authentic clinical cases. They link theory to practice through the application of knowledge to the cases, using enquiry-based learning methods.

#### SG (Presentation)

Presentations are designed to augment the topics covered in lecture. Students should prepare for these using the lecture notes and/or textbooks. Students may be given unsupervised time to discuss with their peers any concerns with the presentation. Using the presentation-based approach, students will complete a task (PowerPoint presentation, scientific article, image presentation, etc.). After completing the task, they will present their findings to the rest of the small group. There will be a chance after the presentations to challenge and expand on their understanding of the topic by having others ask questions under the direction of a Facilitator. This will provide an opportunity to practice presentations skills and the newly learned vocabulary, and to fortify learned concepts and details.

### **INTERACTIVE MULTIPLE-CHOICE QUESTION (IMCQ) SESSIONS**

Interactive multiple-choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard

style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

IMCQ sessions will be delivered synchronously using a live online delivery platform and will use TurningPoint for student participation and performance recording. During the presentation of the question, students are given a discretionary period of 1 to 1.5 minutes to answer the question. Peer discussion is allowed. **The last answer recorded for a question is used in performance calculations.** After the single presentation of the question faculty will debrief the question. Active participation is expected, and all questions must have a recorded response. Group discussion (online) with classmates helps to promote improvement in critical clinical thinking and reasoning. Questions used during IMCQ sessions will be posted on the course Sakai site after delivery along with the answer key.

To earn the participation point for each IMCQ session, students **MUST** correctly answer at **least 50%** of the questions and **respond to all questions**.

#### Directed Self-Study / Group Study

Apart from studying independently, students are encouraged to form their own study groups of 3 to 5 active members. These groups should meet about 1 to 2 times a week to discuss difficult course concepts. Active participation in these small group discussions is essential to students' successful understanding, application, and mastery of course material.

#### Online Activities: Weekly Practice Questions

Self-test practice questions may be provided every week. These are non-credit quizzes on Sakai.

## COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

### Summative Assessment

The total assessment points that can be earned in the course are listed in the table below:

SUMMATIVE POINTS BREAKDOWN				
Assessment	Grade Points	Maximum points that can be Awarded	Points Breakdown	%
<b>BPM502 Examination 1: Examsoft</b>	120	All	120 MCQ x 1 point + 12 experimental	46.88
<b>BPM502 Examination 2: Examsoft</b>	120		120 MCQ x 1 point <i>(6 cumulative)</i> + 12 experimental	46.88

## STUDENT SUPPORT

### Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (walk in/log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **All appointments will be made through [SOMBPM3@sgu.edu](mailto:SOMBPM3@sgu.edu).** **Students should not contact individual faculty members to make appointments (unless otherwise instructed).**



## PART C: GENERAL SGU SOM POLICIES AND PROCEDURES

For the MD program general policies please make sure to consult the student manual online at the following link - [student manual](#).

### COURSE EXPECTATIONS

You will be asked to confirm and agree to each of the following in an online quiz in Sakai at the start of each term.

- I have a functional computer that meets the requirements published by OIA and can fully participate in this course and its examinations.
- I understand that missing course activities due to technical failure is covered by the 80% participation rule and that if I cannot participate, then I cannot earn credit for that activity.
- I understand that any technical problems during examinations must be reported immediately upon experiencing the issue ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)) and that any exam, or exam books, completed without immediate recourse to technical support through the published process will stand as completed.
- I understand how to use Examplify, and that my face needs to be fully visible for the entirety of the examinations and that my eyes should remain focused on my screen. I am aware of the monitor tab in Examplify and how to use it to check my proctoring video feed during an examination.
- I understand that examinations are conducted under normal examination conditions, and no prohibited items can be used such as pens, pencils, stylus, headphones, cellphones, earplugs, paper, whiteboards etc. and that there is no talking permitted during examinations.
- I understand that I will be recorded during examinations and the full video and audio feed will be available to SGU for review.
- I understand that if I fail to follow examination policy and procedures that I may have academic penalties applied to my course grade.
- I have read the rules governing Electronic Examinations in the Student Manual and in the syllabus.
- I understand that it is my responsibility to check the course Sakai site every day while enrolled on a course and keep up to date with course requirements.
- I understand that it is my responsibility to check my SGU email daily whilst enrolled in a course and be responsive to communications.
- I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
- I have read the course syllabus and Student Manual and am aware of the SOM course policies and procedures and how participation credit is earned for the course activities.
- I am aware that I need to demonstrate timeliness to all scheduled activities, to come prepared, to actively participate, and to be compliant with all course and examination policies. I understand that if I fail to meet all of these expectations then I may not earn any professionalism points on this course and may face additional penalties as specified in the course syllabus.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.

### ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- b. Bring a fully functional personal “clicker” to all live learning activities and respond to all “clicker” polls
- c. Complete all assessments and examinations on the course at the scheduled dates and times

- d. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- e. Check course management site daily for announcements and updates
- f. Check posted results of assessments on time
- g. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- h. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website. If the self-report system is malfunctioning, email studentDOBS@sgu.edu.
- i. Voice commendations and concerns through SGA class representatives
- j. Use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- k. Participate in the course and instructor evaluations
- l. Comply with all requirements outlined in the course syllabus
- m. Abide by the University Code of Conduct outlined in the student Manual
- n. Carry your student ID card at all times on campus

#### GENERAL RULES FOR ELECTRONIC EXAMINATIONS

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM. Students must use a computer with the appropriate specifications for their examinations. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Examinations are governed by the Examination Policies and Procedures of St George's University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University's Code of Conduct.

According to the Student Manual, "students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted."

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero ("0") for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their ExamSoft account.

Online Examinations with Examsoft

<https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitor-from-the-Student-Perspective>

Please note use of monitor tab at approx. 20 mins in this video.

## WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

### Unscored Experimental Questions

The use of new, previously untested questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 20 untested questions will be included for determination of their validity and reliability. These questions do not count toward a student's grade.

The term "unscored experimental question" does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing items only.

### Pre-Examination Question Review by Faculty

Prior to each examination the Course Director calls a meeting of teaching faculty to review all test items and ensure the validity and high quality of all questions, whether they have been used before or are newly developed.

### Post-Examination Review by Faculty

After each examination, the Course Director calls a meeting of teaching faculty to review the overall examination statistics and item analysis, together with student review feedback, before making final decisions on the validity and reliability of the test and each of the test items.

## SGU RULES AND GUIDELINES FOR EXAMSOFT ONLINE EXAMINATIONS

The following rules and guidelines supplement the University Examination Policies and Procedures of the Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

For all medical and non-medical excuses, please see the Student Manual.

### Prior to Exam Day

Each student is required to provide the necessary environment for online testing, including, but not limited to:

1. Personal computer meeting the required hardware and software specifications, including webcam and microphone, outlined in detail on the [Examination Services of the Office of Institutional Advancement \(OIA\) website](#).

2. A quiet, private location, where they can take the examination without disturbance, where they can take the examination alone, at a desk, sitting up-right on their chair and staying silent for the whole duration of the examination.

3. Examinees are required to take the onboarding/practice (mock) examination no more than 7 days prior to an exam day, to ensure their computer is working properly.

4. For this purpose, the mock exam can be assessed at any time as follows:

- Assessment Name: ExamID and Monitor Mock Exam (PW -Mockexam1)
- Password: Mockexam1

5. Examinees experiencing technical difficulties prior to exam day must immediately contact the online support team **TellExaminationServices@sgu.edu** for assistance.

#### Exam Download

You are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. We strongly advise to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress.

1. If you are unable to download all examination blocks (not just the first block), you must contact the online support team **TellExaminationServices@sgu.edu** immediately, but no later than 30 minutes prior to the CHECK IN TIME for the first examination block.

2. If you fail to download all blocks and have not notified the online support team **TellExaminationServices@sgu.edu**, you will automatically get a score of “zero” for the examination.

#### Exam Day Preparations

Prior to starting the ExamID personal identification process, a student makes sure all the requirements for online proctoring are met, including:

1. Making sure the room is well lit, and the camera is taking a frontal view, with the examinee’s face in the center.

2. The entire face of the examinee must be visible, especially eyes and mouth, at all times. Use the monitor tab in exemplify to check during the examination.

3. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.

4. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.

5. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.

6. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.

7. Talking is not permitted for the whole duration of the examination. You are not allowed to read aloud any parts of the question or the question choices, and you are not allowed to express your thoughts in spoken language.

8. Leaving the examination desk, no matter how brief, is not permitted during an examination block. Bathroom breaks are limited to the times prior to the examination, after the examination, or during the breaks between examination blocks.

9. Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:

- Cell phones
- Other electronic or communication devices
- Wrist watches
- Hoodies
- Scrap paper
- Pens, pencils, or stylus
- Food or beverages
- Water bottles

10. Additional items banned from online examinations are:

- Headphones, earphones, headsets
- Earplugs
- White boards – you will be able to use the “Notes” function within ExamSoft instead

#### Password Announcement

Passwords will be announced via the online course management system (Sakai) / email notification approximately 15 minutes prior to CHECK IN TIME of each examination block.

If you are not taking the examination because of a medical or any other valid excuse, please ignore the password notification, and do not proceed to the examination.

Once you START the first block of an examination, you are affirming that you are an active student in the course (not on LOA, not on CR) and that you are medically fit to take the examination.

Students who take the examination are not entitled to take the completion examination.

## The Examination

1. Students **MUST** start the personal identification process through ExamID as soon as they have received the examination password for the first examination block.
2. After the personal identification process, students **MUST** start the examination immediately, without any delay.
3. Examinees experiencing technical difficulties at any time during the examination must contact the online support team **TellExaminationServices@sgu.edu** immediately for assistance.
4. If you cannot send an email to the online support team **TellExaminationServices@sgu.edu**, for example during an internet outage, you need to call +1 866-429-8889 instead, where your report will be logged.
5. All issues must be reported during the examination to the online support team (see above). Any issues reported to any party after the examination will not be considered.
6. Students who do not **START** the examination within 30 minutes from the announced **CHECK IN TIME** will receive a score of “zero” for the examination, unless there is documented evidence for an approved extension from the online support team **TellExaminationServices@sgu.edu**.
7. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.
8. The examinee cannot return to a finished examination block.
9. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
10. If an examinee experiences a problem that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
11. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete the examination.
12. For any examination block or examination completed, where all relevant files (exam ID and exam monitor) are intact, the score will stand. Completion examinations cannot be offered for individual blocks and cannot be offered for exams, or blocks, where technical issues are not reported during the examination.

## Technical Issues

Technical issues can arise and will be classified and dealt with as follows:

1. **Resolved technical issue:** A log will be kept on all technical problems that a student reports to the online support team (**TellExaminationServices@sgu.edu**). For all resolved technical problems the score earned for the examination will stand.

2. **Excused technical issue:** If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the online support team (**TellExaminationServices@sgu.edu**).

3. **Non-excused technical issue:** Failure to comply with any of the above regulations, or failure to follow instructions from the online support team (**TellExaminationServices@sgu.edu**), will automatically lead to a score of “zero” (0 points) for the examination. A student may file an appeal to the Dean of their School (for SOM: Dean of Basic Sciences).

### Appeals Process

A student who receives a “zero” for the examination because of any of the above stipulations may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the Dean of their School (studentDOBS@sgu.edu for SOM Basic Sciences). The Dean of Students office may assist the student in the appeals process.

An Examination Irregularities Panel will review the written appeal of a student and make one of the following deliberations:

1. A score of zero will be retained for the examination.
2. The recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and there is no doubt about the integrity of the files and their logged times or your integrity, in your attempts to ensure the files were uploaded. An academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.
3. The examinee may be required to take a completion examination at the end of term, and an academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.

### After Exam Day

1. All examination materials are the intellectual property of St George’s University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.
2. If you become aware of any suspicious activity related to an SGU examination, please notify the Course Director immediately.
3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.

4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of “zero” (0 points) for the examination.
6. All ID files, monitoring files, and exam result files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of “zero” (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Exemplify, will result in a score of “zero” (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.

When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.

### **DRESS CODE (LAB AND SIMLAB)**

Full professional scrubs (tops and bottoms) are required for all labs. They must be clean, odor-free, and not overly worn. Tops and bottoms must match in color, style, and fit. Avoid bright, neon, or heavily patterned scrubs. All footwear must be closed-toe and have an enclosed heel or heel strap. Clogs and slides with completely open heels are not permitted (as per safety requirements in clinical settings). Tennis shoes are an appropriate example. This dress code will also apply for any small group practical session (SG) where students will be interacting with Standardized Patients (SP) (see below).

### **DEAN OF BASIC SCIENCES PANELS**

The Panel Hearings will be conducted by the Office of the Dean of Basic Sciences. An Associate/Assistant Dean of Basic Sciences, not involved directly in student support, will Chair the meeting, and the membership of the panel will be comprised of at least 2 other faculty of the School of Medicine as appointed by the Dean of Basic Sciences. The faculty serving on the panel will be MD faculty of the SOM, that are not involved in student advising, and that have experience with the standards for promotion and progression outlined in the student manual.

A quorum for the committee is 3, decisions are reached by simple majority in which the Chair has a casting vote in the event of a tie. The committee may refer the student to an appropriate support service, or when appropriate, and as outlined in the course syllabus, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce the penalty applied but cannot exceed that published in the syllabus. The recommendation of the Panel is passed to the Dean of Basic Sciences for action and communication to the student by the Dean of Basic Sciences Office.

#### **Dean of Basic Sciences Examination Irregularities Panel**

The Dean of Basic Sciences Examination Irregularities Panel (DOBS-EIP) is a panel that hears the appeal of students who miss an examination without a validated excuse (e.g., due to arriving too late to be admitted for an



examination). The panel also reviews the penalty and appeals of any student that is penalized for examination irregularities (e.g. missing monitor files for online examinations, failure to be compliant with online examination policy and procedures).

### Missed Examination

Based on current School of Medicine policy, if a student misses an exam they are given an Incomplete (I) score for the missed examination, and an academic penalty is imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances. The panel recommends to the Dean of Basic Sciences the extent to which the penalty (of up to 10% of the total course points) is imposed. The student is then expected to take the Completion Examination for the missed exam as scheduled (see Completion Examinations section). Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

### DOBS-EIP

The DOBS-EIP comprises at least two Assistant Deans of Basic Sciences, one of whom acts as Chair.

If a student misses an examination they should inform DOS on the day of the scheduled examination, following this procedure:

- 1) Contact dos@sgu.edu
- 2) Provide sufficient explanation and information to the DOS dean to complete the official request form for a DOBS-EIP hearing. DOS will then forward the form to the Dean of Basic Sciences office for review;
- 3) Meet with the DOBS-EIP at the scheduled date, time, and venue as arranged by email by the DOBS office;
- 4) Be prepared to explain the circumstances of the missed examination and provide any supporting documentation, if relevant.
- 5) In the event that no contact is made by the student then the zero score will stand for the examination.

### Outcome of DOBS-EIP Hearing

After the hearing, the DOBS-EIP will make a recommendation to the Dean of Basic Sciences regarding the extent to which the up to 10% penalty for a missed exam is applied.

1. Once the penalty has been determined, the student will be allowed to take the scheduled completion examination in order to rectify the "I" score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the official Registrar's schedule. The student has the right to appeal the decision directly with the Dean of Basic Sciences.
2. If the student does not take the Completion Exam as scheduled in order to resolve the "I" grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

### Failure to Comply with Online Examination policy or Procedures

If any student fails to comply with the online examination policy or procedure, they are automatically penalized and referred to the Examinations Irregularity Panel, e.g. missing monitoring files, face not seen on camera, prohibited items. The penalty will be applied to the course grade and the student may appeal the decision. The Panel may refer cases to the Official of the Judicial Affairs for a separate ruling, this is independent of the academic penalty levied by any DOBS-EIP.

### ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS)

Except for examinations, there will be no-excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities. Technical failures and internet connectivity problems also fall within the 80% participation requirement. All students must be equipped with a computer and internet service capable of full participation on the course.

## UNPROFESSIONAL BEHAVIOUR

### Consequences of Unprofessional Behavior

While the School of Medicine realizes that the vast majority of students adhere to the student honor code and understand their obligations as medical students, there are occasional cases of unprofessionalism, necessitating the following rubric for consequences of unprofessional behavior:

Examples of Unprofessional Behavior	Consequences*
Disrespectful behavior/communication (verbal and/or written) with faculty, staff, and/or students (e.g., conversing loudly during lectures; eating in classrooms; sending disrespectful emails; making disrespectful postings on social media; not responding to e-mail communications from faculty in a timely manner; non-compliance with policies, including non-participation or failing to participate in mandatory meetings). Please note that merely disagreeing with policies or procedures or challenging one's views does not constitute unprofessional behavior. However, the manner in which such dissension is expressed could constitute unprofessional behavior.	<b>Per incident;</b> Warning, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or referral to Judicial Affairs in the Provost's Office, depending on the severity and prior history of unprofessional behavior
<80% participation in a course component	<b>If any element of the course has &lt;80% participation it is not possible to earn any participation and professionalism points on the course.</b> In addition the participation deficit will be communicated to the Academic Progress Review Committee (APRC) and to the Committee on Academic Progress and Professional Standards (CAPP5); possible sanctions include an official documented warning from the Dean of Basic Sciences, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available and may be additive per incident), and/or halting of academic progress, depending on the severity of the violation and the student's participation history.
<70% participation in a course component	It is not possible to earn a passing grade in a course if the participation in any course element falls below 70%. Any course element that has less than 70% participation will result in an incomplete grade for the course that is converted to an F at the end of term.
Late or failure to show to examinations (without a valid excuse) or non-compliance with online examination policy and procedure (e.g. exam ID and exam Monitor, visibility of face, prohibited items etc.)	<b>Per incident;</b> A meeting with a panel from the Dean of Basic Sciences office to determine the course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available);  AND  A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled
Clicker Cheating (actively or passively)	<b>Per incident;</b> course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available) and referral to Judicial Affairs in the Provost's Office
Cheating on Examinations (actively or passively)	<b>Per incident;</b> A zero (0) score on the examination, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and referral to Judicial Affairs in the Provost's Office

\*Additional Notes

1. All cases of unprofessional behavior will be reported to DOBS for tracking and monitoring purposes.
2. SGU expects students to develop their professional identity as they progress in the curriculum. When determining any consequence for unprofessional behavior, appropriate action will be taken based on nature of the infraction, stage of career, and prior evidence of unprofessional behavior. Any penalties applied will follow those published in the table above. Course Directors will consult with Dean of Basic Sciences office when determining consequences and a DOBS-EIP maybe be called for a recommendation.
3. Students who engage in unprofessional behavior may be required to meet with a Professionalism Advisor, participate in seminars, and complete stipulated assignments.
4. Unprofessional behavior may be reported by administration on the student's Medical Student Performance Evaluation (MSPE).
5. The examples of unprofessional behavior listed in the table are not exhaustive. Other behaviors deemed as unprofessional may be penalized using the rubric most consistent with the unprofessional behavior in question.
6. Point deductions for unprofessional behavior will show in the Sakai Gradebook and are generally applied to the final examination in the term. The penalty applied will be a percentage of the total course denominator.
7. Students have the right to submit a written appeal for any hearing through the Dean of Basic Sciences office ([studentdobs@sgu.edu](mailto:studentdobs@sgu.edu)) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

**STUDENT MANUAL HYPERLINKS**

<b>Topic hyperlink to SOM Student Manual</b>
<b>GENERAL COURSE INFORMATION</b>
<a href="#">Evaluations – Course and Instructor Critiques</a>
<a href="#">Evaluations – Clinical tutor</a>
<a href="#">Four Year MD Overarching Goals</a>
<a href="#">Communication Requirements</a>

[Student Comportment and Professional Commitment](#)

[Standards for Professional Behaviour](#)

[Course Participation](#)

[Clicker Check Policy – Terms 1-5](#)

[BPM and PCM Grading Policies](#)

**COURSE EXAMINATIONS**

[Absences from Required course activities \(non-exams\)](#)

[Completion Exams/Process for Resolution of Missed Examinations](#)

[BPM and PCM examinations](#)

[Comprehensive Examinations](#)

[Irregularity Reporting \(Exams\)](#)

[Approved Absences from Examinations – Religious and Medical Excuses](#)

[Procedure for submitting a Medical Excuse](#)

[Link to medical excuse submission \(Carenage\)](#)

[Process for resolution of missed examinations](#)

[General rules for electronic examinations](#)

[Electronic Examination Policies and Procedures in Terms 1-5](#)

<b>CONTENT DELIVERY</b>
<a href="#">Alternative Pathways: Interactive Team Instruction</a> Method, including entry into ITI
<a href="#">Credit Remediation</a>
<a href="#">Table of CR Combinations by Year and Term</a>
<b>ACADEMIC PROGRESS</b>
<a href="#">Academic Progress – General</a>
<a href="#">Academic Progress and Failing grades</a>
<ul style="list-style-type: none"> <li>a. <a href="#">Monitored Academic Status</a></li> <li>b. <a href="#">Recommended for dismissal</a></li> </ul>
<a href="#">Monitored Academic Status</a>
<a href="#">Recommendation for dismissal during Terms 1-5 and before clinicals</a>
<a href="#">Recognition of Achievement</a>
<a href="#">Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)</a> <a href="#">CAPPS Appeals Process</a>
<a href="#">Matriculation Timelines</a>
<a href="#">Satisfactory Academic Progress</a>

Other policies relevant to students in the School of Medicine are as per the relevant SOM student handbook.



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Principles of Clinical Medicine I (PCM500)

Fall  
2020

## *Revision August 13, 2020*

*This version will supersede any previous editions of this document. The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered on the course.*



# Table of Contents

<b>SECTION A : MD PROGRAM MISSION AND OBJECTIVES .....</b>	<b>5</b>
MD PROGRAM MISSION .....	5
MD PROGRAM OBJECTIVES .....	5
1. <i>Medical Knowledge</i> .....	5
2. <i>Clinical Skills</i> .....	5
3. <i>Professional Behavior</i> .....	6
<b>SECTION B : COURSE REQUIREMENTS .....</b>	<b>7</b>
ZOOM.....	9
ONLINE DELIVERY.....	9
CLASS SCHEDULE.....	9
TIME ZONE .....	9
GRADING.....	9
CONTACT DETAILS.....	9
CONTENT RELATED QUESTIONS.....	10
COURSE DESCRIPTION .....	10
COURSE GOALS AND OBJECTIVES.....	10
<i>Course Goals</i> .....	10
<i>Course Objectives</i> .....	10
FACULTY AND STAFF CONTACT INFORMATION.....	14
<i>Course Leadership team</i> .....	14
<i>Course Secretaries</i> .....	14
<i>Support Staff</i> .....	14
<i>Teaching Faculty</i> .....	15
<i>Clinical Tutors and Teaching Fellows</i> .....	15
<i>Standardized Patient (SPs)</i> .....	15
COURSE MATERIAL.....	16
<i>Copyright 2020 St. George's University. All rights reserved.</i> .....	16
<i>Course Website</i> .....	16
<i>Electronic Resources</i> .....	16
<i>Required textbooks</i> .....	16
<i>Reference textbooks, Additional study and Sample questions (optional)</i> .....	17
<i>Online resources</i> .....	17
<i>Required Readings</i> .....	18
<i>Required Electronic Equipment</i> .....	18
<i>Turning Point</i> .....	18
COMPONENTS OF THE COURSE .....	19
COURSE ASSESSMENTS.....	20
STUDENT SUPPORT .....	20
<i>Office Hours</i> .....	20
<i>Open Hours</i> .....	20
<b>PART C: GENERAL SGU SOM POLICIES AND PROCEDURES.....</b>	<b>21</b>
COURSE EXPECTATIONS .....	21
ADDITIONAL EXPECTATIONS IN SOM COURSES.....	21
GENERAL RULES FOR ELECTRONIC EXAMINATIONS .....	22

<i>Online Examinations with Examsoft</i> .....	23
WRITTEN (ELECTRONIC) EXAMINATIONS .....	23
<i>Unscored Experimental Questions</i> .....	23
<i>Pre-Examination Question Review by Faculty</i> .....	23
<i>Post-Examination Review by Faculty</i> .....	23
SGU RULES AND GUIDELINES FOR EXAMSOFT ONLINE EXAMINATIONS .....	23
<i>Prior to Exam Day</i> .....	23
<i>Exam Download</i> .....	24
<i>Exam Day Preparations</i> .....	24
<i>Password Announcement</i> .....	25
<i>The Examination</i> .....	26
<i>Technical Issues</i> .....	27
<i>Appeals Process</i> .....	27
<i>After Exam Day</i> .....	27
DRESS CODE (LAB AND SIMLAB).....	28
DEAN OF BASIC SCIENCES PANELS.....	28
<i>Dean of Basic Sciences Examination Irregularities Panel</i> .....	29
<i>Failure to Comply with Online Examination Policy or Procedures</i> .....	30
ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS) .....	30
UNPROFESSIONAL BEHAVIOUR.....	31
<i>Consequences of Unprofessional Behavior</i> .....	31
TIME ZONE ACCOMMODATION POLICY .....	32
STUDENT MANUAL HYPERLINKS .....	34

## SECTION A : MD PROGRAM MISSION AND OBJECTIVES

This Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

### MD PROGRAM MISSION

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

### MD PROGRAM 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.
- 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 the 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.
- 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, 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, non-adherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
- 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 and the need for asking for additional consultation.
- j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

## SECTION B : COURSE REQUIREMENTS

	Points	Date	Comments	# of events
<b>Examinations and Assessments (Total Points = 627) *</b>				
Exam 1: FTCM	135	10 <sup>th</sup> September 2020	Mandatory	1 + completion
Exam 2: CRS	135	5 <sup>th</sup> October 2020	Mandatory	1 + completion
Exam 3: RHS	144	2 <sup>nd</sup> November 2020	Mandatory	1 + completion
Exam 4: DERS	144	10 <sup>th</sup> December 2020	Mandatory	1 + completion
SOAP Assessment 1	7	28 <sup>th</sup> & 29 <sup>th</sup> September 2020	Mandatory	1 + completion
SOAP Assessment 2	7	29 <sup>th</sup> & 30 <sup>th</sup> October 2020	Mandatory	1 + completion
PE Assessment	15	12 <sup>th</sup> November 2020	Mandatory	1 + completion
OCEX 4 Exam 1	40	4 <sup>th</sup> to 8 <sup>th</sup> December 2020	Mandatory	1 + completion
<b>Formative Assessments (Total points = 13)</b>				
IMCQ	13 **	See schedule	Score ≥ 50% in a session = 0.5 points***	32 sessions
<b>Participation and Professionalism (Total Points = 18) #</b>				
Lectures †	0	See schedule	80% participation requirement	140 (70 ITI sessions)
Small groups/ Sim Lab	0	See schedule	80% participation requirement	55
OSHA Blood Borne Pathogens Course	0	Due: 16 <sup>th</sup> October 2020	Mandatory	1
iHuman Case Assignments	0	See assignment on SAKAI	80% submission requirement	8
<b>Course Total</b>	<b>658</b>			

\* These activities are mandatory, and a score must be achieved for every assessment. Without scores in all of these examinations and assessments a course grade cannot be assigned, and a course grade of F will be registered at the end of term. A score of zero will be retained for any exam that is missed and not completed on the scheduled completion date.

# All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 18 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to

10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

\*\* Maximum of 13 points available, 0.5 points per session, best 26 sessions count towards the course grade.

Note: for any activity in which clickers are used, participation credit is only awarded for full participation in all clicker questions. Some activities (e.g. IMCQs) have a performance requirement standard, i.e. answer all questions and score more than 50% correctly in order to earn points associated with the activity.

† There is a 1-hour **ITI session** scheduled to cover 2 lectures and to earn the participation credit for the ITI session you must participate for the whole 1-hr session. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30-minutes.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. [Student Manual](#)

To pass this Term 4 course a minimum of **477.05 points** is required, corresponding to a percentage score of **72.50%**. In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application (*not the browser version*) and sign in using the SGU SSO – see link below for instructions.

### **ZOOM**

<https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO>

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:  
<https://mycampus.sgu.edu/group/office-of-institutional-advancement/home>

### **ONLINE DELIVERY**

<https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html>

For all technical support for course delivery at home please contact [support@sgu.edu](mailto:support@sgu.edu) see link below

<https://www.sgu.edu/office-of-information-technology/it-support/>

Computer requirements for the course and exams are outlined in the above link under Exemplify guidelines from Examination Services.

### **CLASS SCHEDULE**

Class schedules can be found on the Office of the University Registrar's page.

<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>

### **TIME ZONE**

All live activities will follow the time zone in Grenada (Atlantic Standard Time GMT -4) with no summertime adjustment in Grenada.

### **GRADING**

**Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.**

**For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements.**

For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

### **CONTACT DETAILS**

Please direct all course-related queries to:

**[sompcm1@sgu.edu](mailto:sompcm1@sgu.edu)**

## CONTENT RELATED QUESTIONS

For all content-related questions, the most efficient way of interacting with faculty will be via email on the following:

- Clinical Skills – [askcpd@sgu.edu](mailto:askcpd@sgu.edu)
- Microbiology - [askmicro@sgu.edu](mailto:askmicro@sgu.edu)
- Pathology – [askpathology@sgu.edu](mailto:askpathology@sgu.edu)
- Pharmacology – [askpharmacology@sgu.edu](mailto:askpharmacology@sgu.edu)

## COURSE DESCRIPTION

The Principles of Clinical Medicine – 1 (PCM 500) is a 21-credit course taught over 18 weeks in Term 4 of the Doctor of Medicine (MD) program of St George’s University School of Medicine, Grenada. It is a systems-based curriculum for the second academic year of the Basic Sciences program and is taught in four consecutive modules:

MODULES	DURATION
Foundation to Clinical Medicine (FTCM)	4 Weeks
Cardiovascular and Renal Systems (CRS)	4 Weeks
Respiratory and Hematopoietic Systems (RHS)	4 Weeks
Digestive, Endocrine and Reproductive Systems (DERS)	6 Weeks
TOTAL	<b>18 Weeks</b>

## COURSE GOALS AND OBJECTIVES

### *Course Goals*

1. Provide a foundational basis for subsequent courses and clinical medicine.
2. Integrate the basic sciences and apply them for analysis and interpretation of clinical situations.
3. Demonstrate commitment to excellence, honesty, respect for others, teamwork, integrity, and altruism in patient care.

### *Course Objectives*

At the end of the course, a successful student should be able to:

1. Integrate basic sciences concepts from disciplines of Pathology, Pharmacology, Microbiology and Clinical Skills in a system-based format.
2. Apply basic sciences concepts to the analysis and interpretation of clinical situations.
3. Explain the functional basis behind various disease processes.
4. Conduct integrated patient interviewing and perform focused physical examinations to determine diagnosis and severity of disease.



5. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of major drug classes.
6. Select appropriate pharmacological therapies based on the current practice guidelines.

---

## Module Objectives

### FOUNDATION TO CLINICAL MEDICINE (FTCM) MODULE

---

At the end of this module, a successful student should be able to:

1. Perform an integrated patient and clinician-centered medical interview.
2. Provide patient education with respect to health problems and maintenance.
3. Understand the components of the patient note using the SOAP format.
4. Understand analytic methods of clinical reasoning (hypothetico-deductive, forward-thinking, and the non-analytic methods (pattern recognition) in clinical decision making.
5. Identify key factors in the patient history and synthesize clinical syndromes/problem representations to formulate a differential diagnosis.
6. Understand the basic principles of physical examination (including general appearance, vital signs and maintaining patient privacy).
7. Appreciate element of uncertainty in diagnosis and need to incorporate the other health professionals in decision making and obtaining the patient perspective.
8. Describe the basic principles of pharmacodynamics, pharmacokinetics and toxicology.
9. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the autonomic nervous system.
10. Describe the general principles of the common reactions of cells and tissues to injurious stimuli and explain the etiology, mechanisms and morphology of different types of inflammation, cell death and repair. Describe the pharmacologic properties of inflammatory mediators and their antagonists.
11. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the management of pain and inflammation.
12. Develop a vocabulary of tumor biology and pathology and review the morphologic characteristics that define neoplasias. Discuss the tumor biology and the molecular basis of carcinogenesis.
13. Develop a vocabulary of the lesions over the skin and distinguish the disorders of the skin in terms of the etiopathogenesis, gross and microscopic appearances, clinical features, relevant investigations and complications.
14. Distinguish disorders of hemodynamic alterations, disorders of abnormal bleeding and clotting.
15. Categorize skin, muscle and bone infections based on clinical presentation, microbial characteristics and diagnostic features and associate each with the most likely causal agent.

## CARDIOVASCULAR AND RENAL SYSTEMS (CRS) MODULE

---

At the end of this module, a successful student should be able to:

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with a cardiovascular and peripheral vascular complaint.
2. Perform a comprehensive physical examination of the cardiovascular and peripheral vascular systems.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.
6. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of renal and cardiovascular diseases.
7. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the renal, cardiovascular and hematologic systems.
8. Differentiate cardiovascular infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
9. Differentiate urinary tract infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.

## RESPIRATORY AND HEMATOPOIETIC SYSTEMS (RHS) MODULE

---

At the end of this module, a successful student should be able to:

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with a Head, Neck and Respiratory complaint.
2. Perform a comprehensive physical examination of the head and neck region and the respiratory system.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.
6. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, relevant laboratory investigations, complications and the usual outcomes of respiratory diseases.
7. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of environmental diseases.
8. Select the appropriate pharmacological therapies for respiratory diseases.
9. Differentiate respiratory infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
10. Distinguish the hematological abnormalities in terms of etiology, pathogenesis, morphology, clinical features, laboratory investigations, complications and relevant outcomes.
11. Distinguish the pharmacological basis of anti-cancer therapies.

12. Differentiate infections of blood and lymphatic systems in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests. Describe malaria prophylaxis and treatment.
13. Describe the pharmacological agents used for anemias.

#### DIGESTIVE, ENDOCRINE AND REPRODUCTIVE SYSTEMS (DERS) MODULE

---

At the end of this module, a successful student should be able to:

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with an abdominal, obstetric or endocrine complaint.
2. Perform a comprehensive physical examination of the pelvic, breast and abdominal region.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.
6. Differentiate gastrointestinal tract infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
7. Explain the diseases of the gastrointestinal tract in terms of etiology, pathogenesis, clinical features, laboratory investigations, complications, outcomes and the appropriate pharmacological therapies.
8. Explain the diseases of the endocrine system in terms of etiology, pathogenesis, clinical features, laboratory investigations, complications, outcomes and the appropriate pharmacological therapies.
9. Differentiate urogenital tract infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests and the appropriate pharmacological therapies.
10. Explain the pathologies affecting the breast, ovaries, female and male genital tract in terms of etiology, pathogenesis, clinical features, laboratory investigations, complications and outcomes.
11. Explain the pharmacological basis of contraceptives and drugs acting on the uterus.

## FACULTY AND STAFF CONTACT INFORMATION

### Course Leadership team

Faculty	Title	Department	Email Address
<b>Dr. Ayesha Sultana</b>	Course Director	Pathology	<a href="mailto:asultana@sgu.edu">asultana@sgu.edu</a>
<b>Dr. Vajinder Singh</b>	FTCM Module Coordinator	Pathology	<a href="mailto:vsingh@sgu.edu">vsingh@sgu.edu</a>
<b>Dr. Aigue Okogun</b>	CRS Module Coordinator	Clinical Skills	<a href="mailto:AOkogun@sgu.edu">AOkogun@sgu.edu</a>
<b>Dr. Achut Malur</b>	RHS Module Coordinator	Microbiology	<a href="mailto:amalur@sgu.edu">amalur@sgu.edu</a>
<b>Dr. Theofanis Kollias</b>	DERS Module Coordinator	Pharmacology	<a href="mailto:Tkolli1@sgu.edu">Tkollia1@sgu.edu</a>

### Course Secretaries

Administrative Assistant	Title	Department	Email Address
<b>Ms. Davette St. Louis</b>	FTCM Module Secretary	Pathology	<a href="mailto:DStLouis@sgu.edu">DStLouis@sgu.edu</a>
<b>Ms. Vanessa Smith</b>	CRS Module Secretary	Clinical Skills	<a href="mailto:SmiVan@sgu.edu">SmiVan@sgu.edu</a>
<b>Mrs. Junie Emery-Jones</b>	RHS Module Secretary	Microbiology	<a href="mailto:JEmeryjo@sgu.edu">JEmeryjo@sgu.edu</a>
<b>Ms. Samanta Johnson</b>	DERS Module Secretary	Pharmacology	<a href="mailto:sjohnson@sgu.edu">sjohnson@sgu.edu</a>

### Support Staff

Name	Department	Position	Email Address
Boodoo, Lydia	Clinical Skills	Executive Secretary	<a href="mailto:Lboodoo@Sgu.Edu">Lboodoo@Sgu.Edu</a>
Dickson, Samantha	Clinical Skills	Simulation Facilitator	<a href="mailto:SDickson@sgu.edu">SDickson@sgu.edu</a>
Edwards, Jozan	Clinical Skills	Demonstrator	<a href="mailto:jedward2@sgu.edu">jedward2@sgu.edu</a>
Hall, Suzanne	Clinical Skills	Executive Secretary	<a href="mailto:shall@sgu.edu">shall@sgu.edu</a>
Hope, Jacqueline	Clinical Skills	Executive Secretary	<a href="mailto:Jhope@Sgu.Edu">Jhope@Sgu.Edu</a>
Joseph, Shonary	Clinical Skills	Demonstrator	<a href="mailto:SJoseph@sgu.edu">SJoseph@sgu.edu</a>
Lucas, Jason	Clinical Skills	B-Line Administrator	<a href="mailto:JLucas001@sgu.edu">JLucas001@sgu.edu</a>

Parke, Kevin	Clinical Skills	Demonstrator	<a href="mailto:kparke2@sgu.edu">kparke2@sgu.edu</a>
Wildman, Trent	Clinical Skills	Simulation Technician	<a href="mailto:TWildma1@sgu.edu">TWildma1@sgu.edu</a>
Joseph, Sherry-Ann	Microbiology	Secretary	<a href="mailto:SAjoseph@sgu.edu">SAjoseph@sgu.edu</a>
Charles, Kenneth	Pathology	Laboratory Assistant	<a href="mailto:KCharles@sgu.edu">KCharles@sgu.edu</a>
Croney-La Touche, Debbie	Pathology	Administrative Assistant	<a href="mailto:dcroneylatouche@sgu.edu">dcroneylatouche@sgu.edu</a>
Ettienne, Tracy	Pathology	Executive Secretary	<a href="mailto:tettienn@sgu.edu">tettienn@sgu.edu</a>
McSween, Preslyn	Pharmacology	Secretary	<a href="mailto:PMcsween@sgu.edu">PMcsween@sgu.edu</a>

#### Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

#### Clinical Tutors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information

#### Standardized Patient (SPs)

Individuals of various backgrounds who are trained to portray, in a consistent and standardized manner, a patient in a medical situation, allowing students to practice their communication, history taking and physical examination skills.

## COURSE MATERIAL

Required textbook, lecture slides, small group material and additional resources are provided on [My Courses](#).

Copyright 2020 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise. As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

### Course Website

The Principles of Clinical Medicine one (PCM1) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books).

To login, go to [myCampus Secure Login](#) (formerly Carenage), type in your user ID and password, and click on MyCourses.

### Electronic Resources

Distribution of course material will be in electronic format. The **Resources folder** contains multiple subfolders arranged by module and teaching week, which contain all relevant course materials. In accordance with the Committee for Technology based Teaching and Learning (CTTL) recommendations, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

### Required textbooks

- **Robbins Basic Pathology (10<sup>th</sup> ed.)** – V. Kumar, Cotran, Robbins - latest Edition, WB Saunders Co.
- **Pre-test Pathology (13<sup>th</sup> ed.)** - Earl J. Brown. McGraw Hill. *[for sample questions]*
- **Robbins and Cotran Review of Pathology (4<sup>th</sup> ed.)** - Klatt and Kumar, WB Saunders Co. Elsevier. *[for sample questions]*
- **Basic & Clinical Pharmacology (14<sup>th</sup> ed.)** Katzung, BG, Trevor, AJ & Masters, SB. McGraw-Hill.

- **Lippincott's Illustrated Reviews: Pharmacology (7<sup>th</sup> ed.)** Whalen, K. Lippincott Williams and Wilkins.
- **Katzung & Trevor's Pharmacology Examination and Board Review (12<sup>th</sup> ed.)** Trevor, AJ, Katzung, Knudering-Hall, M. McGraw-Hill Medical. *[for sample questions]*
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 28th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Medical Microbiology (9<sup>th</sup> ed.)** – Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Elsevier.
- Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M. **Bates' Guide to Physical Examination and History Taking (12<sup>th</sup> ed.)**. Philadelphia: Wolters Kluwer. 2017. Lippincott.
- Bates Visual Guide ***[available only through the library site]***  
<https://batesvisualguide.com.periodicals.sgu.edu/multimedia.aspx?categoryID=21787>

Reference textbooks, Additional study and Sample questions (optional)

- Bickley, L. S. **Bates' Pocket Guide to Physical Examination and History Taking (8<sup>th</sup> ed.)**. Philadelphia: Wolters Kluwer, 2017. Lippincott.
- Henderson, Mark C. **The patient history: an evidence-based approach to differential diagnosis (2<sup>nd</sup> ed.)**. Stamford, CT: Appleton & Lange, 2013. McGraw Hill.
- Stern, Scott D. C. **Symptom to Diagnosis: an evidence-based guide (4<sup>th</sup> ed.)**. New York: McGraw-Hill Education/Medical, 2015.
- McGee, Steven R. **Evidence-based physical diagnosis (4<sup>th</sup> ed.)**. Philadelphia, PA: Elsevier, 2018.

Online resources

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/databases-and-ebooks>

**AccessMedicine**

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

Free online access for SGU students (requires log-in with SGU credentials)

Additionally, many reliable websites offer free access. The use of online resources is particularly recommended to prepare for the Small Group Sessions or additional reading.

Especially useful sites are:

- <http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/>
- <http://www.dynamed.com/>
- <https://www.clinicalkey.com>

- <https://library.med.utah.edu/WebPath/webpath.html>
- <http://peir.path.uab.edu/library/>
- <http://www.path.uiowa.edu/virtualslidebox/>
- <http://www.rxlist.com>
- <http://www.merck.com/mmpe/index.html>
- <http://www.cdc.gov>
- <http://www.medscape.com>

## Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities. Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

## Required Electronic Equipment

---

### LAPTOP

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; <https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html>. See section on Exemplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

## Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. Its use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture.

For online live lectures, there are two options for submitting a response to a clicker question:



1. **Turning Point App** from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
2. Browser based **TTPoll.com** can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail ([SOMPCM1@sgu.edu](mailto:SOMPCM1@sgu.edu)) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

**Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.**

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

## **COMPONENTS OF THE COURSE**

Students **MUST** participate in all components of the course with their assigned cohort. No switching is permitted. **Any student who fails to participate in a session with their assigned cohort will lose the participation for that particular course activity.**

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component.

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

## COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

The total **summative assessment** points that can be earned in the course are listed in the table below:

PCM1 SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Point Breakdown	Percentage allocation
<b>ExamSoft Examinations:</b>			
PCM500 Exam 1: FTCM Module	135	144 Qs (135 + 9 Experimental Qs)	20%
PCM500 Exam 2: RCS Module	135	144 Qs (120 + 15 Cumulative Qs + 9 Experimental Qs)	20%
PCM500 Exam 3: RHS Module	144	144 Qs (120 + 24 Cumulative Qs)	22%
PCM500 Exam 4: DERS Module	144	144 Qs (120 + 24 Cumulative Qs)	22%
<b>Clinical Skills Assessments:</b>			
SOAP Assessment 1	7		1%
SOAP Assessment 2	7		1%
PE Assessment	15		2%
OCEX: Examination 1	40		6%
<b>TOTAL</b>	<b>627</b>		<b>95%</b>

## STUDENT SUPPORT

### Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **Appointments should be made through the module secretaries or individual faculty. These appointments can be done in person or by email**

### Open Hours

Clinical Tutors and Teaching Fellows will be made available to provide additional assistance to student's outside of scheduled coursed activities. Details regarding these sessions will be posted on SAKAI.

## PART C: GENERAL SGU SOM POLICIES AND PROCEDURES

For the MD program general policies please make sure to consult the student manual online at the following link - [student manual](#).

### COURSE EXPECTATIONS

You will be asked to confirm and agree to each of the following in an online quiz in Sakai at the start of each term.

- I have a functional computer that meets the requirements published by OIA and can fully participate in this course and its examinations.
- I understand that missing course activities due to technical failure is covered by the 80% participation rule and that if I cannot participate, then I cannot earn credit for that activity.
- I understand that any technical problems during examinations must be reported immediately upon experiencing the issue ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)) and that any exam, or exam books, completed without immediate recourse to technical support through the published process will stand as completed.
- I understand how to use Examplify, and that my face needs to be fully visible for the entirety of the examinations and that my eyes should remain focused on my screen. I am aware of the monitor tab in Examplify and how to use it to check my proctoring video feed during an examination.
- I understand that examinations are conducted under normal examination conditions, and no prohibited items can be used such as pens, pencils, stylus, headphones, cellphones, earplugs, paper, whiteboards etc. and that there is no talking permitted during examinations.
- I understand that I will be recorded during examinations and the full video and audio feed will be available to SGU for review.
- I understand that if I fail to follow examination policy and procedures that I may have academic penalties applied to my course grade.
- I have read the rules governing Electronic Examinations in the Student Manual and in the syllabus.
- I understand that it is my responsibility to check the course Sakai site every day while enrolled on a course and keep up to date with course requirements.
- I understand that it is my responsibility to check my SGU email daily whilst enrolled in a course and be responsive to communications.
- I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
- I have read the course syllabus and Student Manual and am aware of the SOM course policies and procedures and how participation credit is earned for the course activities.
- I am aware that I need to demonstrate timeliness to all scheduled activities, to come prepared, to actively participate, and to be compliant with all course and examination policies. I understand that if I fail to meet all of these expectations then I may not earn any professionalism points on this course and may face additional penalties as specified in the course syllabus.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.

### ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- b. Bring a fully functional personal “clicker” to all live learning activities and respond to all “clicker” polls
- c. Complete all assessments and examinations on the course at the scheduled dates and times

- d. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- e. Check course management site daily for announcements and updates
- f. Check posted results of assessments on time
- g. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- h. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website. If the self-report system is malfunctioning, email studentDOBS@sgu.edu.
- i. Voice commendations and concerns through SGA class representatives
- j. Use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- k. Participate in the course and instructor evaluations
- l. Comply with all requirements outlined in the course syllabus
- m. Abide by the University Code of Conduct outlined in the student Manual
- n. Carry your student ID card at all times on campus

#### GENERAL RULES FOR ELECTRONIC EXAMINATIONS

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM. Students must use a computer with the appropriate specifications for their examinations.

<https://mycampus.sgu.edu/office-of-institutional-advancement/ExamSoft>

Examinations are governed by the Examination Policies and Procedures of St George's University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University's Code of Conduct.

According to the Student Manual, "students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted."

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero ("0") for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their ExamSoft account.

Online Examinations with Examsoft

<https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitor-from-the-Student-Perspective>

Please note use of monitor tab at approx. 20 mins in this video.

## WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

### Unscored Experimental Questions

The use of new, previously untested questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 20 untested questions will be included for determination of their validity and reliability. These questions do not count toward a student's grade.

The term "unscored experimental question" does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing items only.

### Pre-Examination Question Review by Faculty

Prior to each examination the Course Director calls a meeting of teaching faculty to review all test items and ensure the validity and high quality of all questions, whether they have been used before or are newly developed.

### Post-Examination Review by Faculty

After each examination, the Course Director calls a meeting of teaching faculty to review the overall examination statistics and item analysis, together with student review feedback, before making final decisions on the validity and reliability of the test and each of the test items.

## SGU RULES AND GUIDELINES FOR EXAMSOFT ONLINE EXAMINATIONS

The following rules and guidelines supplement the University Examination Policies and Procedures of the Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

For all medical and non-medical excuses, please see the Student Manual.

### Prior to Exam Day

Each student is required to provide the necessary environment for online testing, including, but not limited to:

1. Personal computer meeting the required hardware and software specifications, including webcam and microphone, outlined in detail on the [Examination Services of the Office of Institutional Advancement \(OIA\) website](#).

2. A quiet, private location, where they can take the examination without disturbance, where they can take the examination alone, at a desk, sitting up-right on their chair and staying silent for the whole duration of the examination.

3. Examinees are required to take the onboarding/practice (mock) examination no more than 7 days prior to an exam day, to ensure their computer is working properly.

4. For this purpose, the mock exam can be assessed at any time as follows:

- Assessment Name: ExamID and Monitor Mock Exam (PW -Mockexam1)
- Password: Mockexam1

5. Examinees experiencing technical difficulties prior to exam day must immediately contact the online support team [TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu) for assistance.

#### Exam Download

You are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. We strongly advise to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress.

1. If you are unable to download all examination blocks (not just the first block), you must contact the online support team [TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu) immediately, but no later than 30 minutes prior to the CHECK IN TIME for the first examination block.

2. If you fail to download all blocks and have not notified the online support team [TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu), you will automatically get a score of “zero” for the examination.

#### Exam Day Preparations

Prior to starting the ExamID personal identification process, a student makes sure all the requirements for online proctoring are met, including:

1. Making sure the room is well lit, and the camera is taking a frontal view, with the examinee’s face in the center.

2. The entire face of the examinee must be visible, especially eyes and mouth, at all times. Use the monitor tab in exemplify to check during the examination.

3. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.

4. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.

5. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.

6. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.

7. Talking is not permitted for the whole duration of the examination. You are not allowed to read aloud any parts of the question or the question choices, and you are not allowed to express your thoughts in spoken language.

8. Leaving the examination desk, no matter how brief, is not permitted during an examination block. Bathroom breaks are limited to the times prior to the examination, after the examination, or during the breaks between examination blocks.

9. Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:

- Cell phones
- Other electronic or communication devices
- Wrist watches
- Hoodies
- Scrap paper
- Pens, pencils, or stylus
- Food or beverages
- Water bottles

10. Additional items banned from online examinations are:

- Headphones, earphones, headsets
- Earplugs
- White boards – you will be able to use the “Notes” function within ExamSoft instead

#### Password Announcement

Passwords will be announced via the online course management system (Sakai) / email notification approximately 15 minutes prior to CHECK IN TIME of each examination block.

If you are not taking the examination because of a medical or any other valid excuse, please ignore the password notification, and do not proceed to the examination.

Once you START the first block of an examination, you are affirming that you are an active student in the course (not on LOA, not on CR) and that you are medically fit to take the examination.

Students who take the examination are not entitled to take the completion examination.

## The Examination

1. Students **MUST** start the personal identification process through ExamID as soon as they have received the examination password for the first examination block.
2. After the personal identification process, students **MUST** start the examination immediately, without any delay.
3. Examinees experiencing technical difficulties at any time during the examination must contact the online support team [TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu) immediately for assistance.
4. If you cannot send an email to the online support team [TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu) , for example during an internet outage, you need to call +1 866-429-8889 instead, where your report will be logged.
5. All issues must be reported during the examination to the online support team (see above). Any issues reported to any party after the examination will not be considered.
6. Students who do not START the examination within 30 minutes from the announced CHECK IN TIME will receive a score of “zero” for the examination, unless there is documented evidence for an approved extension from the online support team [TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu) .
7. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.
8. The examinee cannot return to a finished examination block.
9. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
10. If an examinee experiences a problem that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
11. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete the examination.
12. For any examination block or examination completed, where all relevant files (exam ID and exam monitor) are intact, the score will stand. Completion examinations cannot be offered for individual blocks and cannot be offered for exams, or blocks, where technical issues are not reported during the examination.



## Technical Issues

Technical issues can arise and will be classified and dealt with as follows:

1. **Resolved technical issue:** A log will be kept on all technical problems that a student reports to the online support team (**TellExaminationServices@sgu.edu**). For all resolved technical problems the score earned for the examination will stand.
2. **Excused technical issue:** If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the online support team (**TellExaminationServices@sgu.edu**).
3. **Non-excused technical issue:** Failure to comply with any of the above regulations, or failure to follow instructions from the online support team (**TellExaminationServices@sgu.edu**), will automatically lead to a score of “zero” (0 points) for the examination. A student may file an appeal to the Dean of their School (for SOM: Dean of Basic Sciences).

## Appeals Process

A student who receives a “zero” for the examination because of any of the above stipulations may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the Dean of their School (studentDOBS@sgu.edu for SOM Basic Sciences). The Dean of Students office may assist the student in the appeals process.

An Examination Irregularities Panel will review the written appeal of a student and make one of the following deliberations:

1. A score of zero will be retained for the examination.
2. The recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and there is no doubt about the integrity of the files and their logged times or your integrity, in your attempts to ensure the files were uploaded. An academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.
3. The examinee may be required to take a completion examination at the end of term, and an academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.

## After Exam Day

1. All examination materials are the intellectual property of St George’s University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.

2. If you become aware of any suspicious activity related to an SGU examination, please notify the Course Director immediately.
3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.
4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of “zero” (0 points) for the examination.
6. All ID files, monitoring files, and exam result files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of “zero” (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Exemplify, will result in a score of “zero” (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.

When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.

### **DRESS CODE (LAB AND SIMLAB)**

Full professional scrubs (tops and bottoms) are required for all labs. They must be clean, odor-free, and not overly worn. Tops and bottoms must match in color, style, and fit. Avoid bright, neon, or heavily patterned scrubs. All footwear must be closed-toe and have an enclosed heel or heel strap. Clogs and slides with completely open heels are not permitted (as per safety requirements in clinical settings). Tennis shoes are an appropriate example. This dress code will also apply for any small group practical session (SG) where students will be interacting with Standardized Patients (SP) (see below).

### **DEAN OF BASIC SCIENCES PANELS**

The Panel Hearings will be conducted by the Office of the Dean of Basic Sciences. An Associate/Assistant Dean of Basic Sciences, not involved directly in student support, will Chair the meeting, and the membership of the panel will be comprised of at least 2 other faculty of the School of Medicine as appointed by the Dean of Basic Sciences. The faculty serving on the panel will be MD faculty of the SOM, that are not involved in student advising, and that have experience with the standards for promotion and progression outlined in the student manual.

A quorum for the committee is 3, decisions are reached by simply majority in which the Chair has a casting vote in the event of a tie. The committee may refer the student to an appropriate support service, or when appropriate, and as outlined in the course syllabus, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce the penalty applied but cannot exceed that published in the syllabus. The

recommendation of the Panel is passed to the Dean of Basic Sciences for action and communication to the student by the Dean of Basic Sciences Office.

### Dean of Basic Sciences Examination Irregularities Panel

The Dean of Basic Sciences Examination Irregularities Panel (DOBS-EIP) is a panel that hears the appeal of students who miss an examination without a validated excuse (e.g., due to arriving too late to be admitted for an examination). The panel also reviews the penalty and appeals of any student that is penalized for examination irregularities (e.g. missing monitor files for online examinations, failure to be compliant with online examination policy and procedures).

---

### MISSED EXAMINATION

Based on current School of Medicine policy, if a student misses an exam, they are given an Incomplete (I) score for the missed examination, and an academic penalty is imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances. The panel recommends to the Dean of Basic Sciences the extent to which the penalty (of up to 10% of the total course points) is imposed. The student is then expected to take the Completion Examination for the missed exam as scheduled (see Completion Examinations section). Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

---

### DOBS-EIP

The DOBS-EIP comprises at least two Assistant Deans of Basic Sciences, one of whom acts as Chair.

If a student misses an examination, they should inform DOS on the day of the scheduled examination, following this procedure:

- 1) Contact [dos@sgu.edu](mailto:dos@sgu.edu) .
- 2) Provide sufficient explanation and information to the DOS dean to complete the official request form for a DOBS-EIP hearing. DOS will then forward the form to the Dean of Basic Sciences office for review;
- 3) Meet with the DOBS-EIP at the scheduled date, time, and venue as arranged by email by the DOBS office;
- 4) Be prepared to explain the circumstances of the missed examination and provide any supporting documentation, if relevant.
- 5) In the event that no contact is made by the student then the zero score will stand for the examination.

---

### OUTCOME OF DOBS-EIP HEARING

After the hearing, the DOBS-EIP will make a recommendation to the Dean of Basic Sciences regarding the extent to which the up to 10% penalty for a missed exam is applied.

1. Once the penalty has been determined, the student will be allowed to take the scheduled completion examination in order to rectify the “I” score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the official Registrar’s schedule. The student has the right to appeal the decision directly with the Dean of Basic Sciences.

2. If the student does not take the Completion Exam as scheduled in order to resolve the “I” grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

#### Failure to Comply with Online Examination Policy or Procedures

If any student fails to comply with the online examination policy or procedure, they are automatically penalized and referred to the Examinations Irregularity Panel, e.g. missing monitoring files, face not seen on camera, prohibited items. The penalty will be applied to the course grade and the student may appeal the decision. The Panel may refer cases to the Official of the Judicial Affairs for a separate ruling, this is independent of the academic penalty levied by any DOBS-EIP.

#### ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS)

Except for examinations, there will be no-excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities. Technical failures and internet connectivity problems also fall within the 80% participation requirement. All students must be equipped with a computer and internet service capable of full participation on the course.

Contact [support@sgu.edu](mailto:support@sgu.edu) for all technical assistance enquiries.

## UNPROFESSIONAL BEHAVIOUR

### Consequences of Unprofessional Behavior

While the School of Medicine realizes that the vast majority of students adhere to the student honor code and understand their obligations as medical students, there are occasional cases of unprofessionalism, necessitating the following rubric for consequences of unprofessional behavior:

Examples of Unprofessional Behavior	Consequences*
Disrespectful behavior/communication (verbal and/or written) with faculty, staff, and/or students (e.g., conversing loudly during lectures; eating in classrooms; sending disrespectful emails; making disrespectful postings on social media; not responding to e-mail communications from faculty in a timely manner; non-compliance with policies, non-compliance with online examination policies, including non-participation or failing to participate in mandatory meetings). Please note that merely disagreeing with policies or procedures or challenging one's views does not constitute unprofessional behavior. However, the manner in which such dissension is expressed could constitute unprofessional behavior.	<b>Per incident;</b> Warning, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or referral to Judicial Affairs in the Provost's Office, depending on the severity and prior history of unprofessional behavior
<80% participation in a course component	<b>If any element of the course has &lt;80% participation it is not possible to earn any participation and professionalism points on the course.</b> In addition the participation deficit will be communicated to the Academic Progress Review Committee (APRC) and to the Committee on Academic Progress and Professional Standards (CAPPs); possible sanctions include an official documented warning from the Dean of Basic Sciences, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available and may be additive per incident), and/or halting of academic progress, depending on the severity of the violation and the student's participation history.
<70% participation in a course component	It is not possible to earn a passing grade in a course if the participation in any course element falls below 70%. Any course element that has less than 70% participation will result in an incomplete grade for the course that is converted to an F at the end of term.
Late or failure to show to examinations (without a valid excuse) or non-compliance with online examination policy and procedure (e.g. exam ID and exam Monitor, visibility of face, prohibited items etc.)	<b>Per incident;</b> A meeting with a panel from the Dean of Basic Sciences office to determine the course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available);  AND  A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled
Clicker Cheating (actively or passively)	<b>Per incident;</b> course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available) and referral to Judicial Affairs in the Provost's Office
Cheating on Examinations (actively or passively)	<b>Per incident;</b> A zero (0) score on the examination, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and referral to Judicial Affairs in the Provost's Office

\*Additional Notes

1. All cases of unprofessional behavior will be reported to DOBS for tracking and monitoring purposes.
2. SGU expects students to develop their professional identity as they progress in the curriculum. When determining any consequence for unprofessional behavior, appropriate action will be taken based on nature of the infraction, stage of career, and prior evidence of unprofessional behavior. Any penalties applied will follow those published in the table above. Course Directors will consult with Dean of Basic Sciences office when determining consequences and a DOBS-EIP maybe be called for a recommendation.
3. Students who engage in unprofessional behavior may be required to meet with a Professionalism Advisor, participate in seminars, and complete stipulated assignments.
4. Unprofessional behavior may be reported by administration on the student's Medical Student Performance Evaluation (MSPE).
5. The examples of unprofessional behavior listed in the table are not exhaustive. Other behaviors deemed as unprofessional may be penalized using the rubric most consistent with the unprofessional behavior in question.
6. Point deductions for unprofessional behavior will show in the Sakai Gradebook and are generally applied to the final examination in the term. The penalty applied will be a percentage of the total course denominator.
7. Students have the right to submit a written appeal for any hearing through the Dean of Basic Sciences office ([studentdobs@sgu.edu](mailto:studentdobs@sgu.edu)) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

**TIME ZONE ACCOMMODATION POLICY**

During the online delivery of the courses for SGU SOM, students are located in different time zones, while the master schedule is based on SGU's home in Grenada, following Atlantic Standard Time (AST), which is 4 hours behind the Universal Time Zone (UTC minus 4).

For those students located within time zones close to Grenada (between UTC-7 and UTC), courses will be delivered following the published regular schedule, with lectures starting at 10 AM AST, followed by ITI (if applicable) and small groups starting at 2 PM or 4 PM, respectively, depending on which specific small group students are assigned to.

For students in more distant time zones (see definition below), schedule alternatives have been created, with alternative small groups starting at 8 AM AST, and alternative lectures starting at 7 PM AST, followed by ITI (if applicable).

YOU DO NOT HAVE THE OPTION TO CHOSE WHICH ALTERNATIVE YOU ATTEND. YOU WILL BE ASSIGNED BASED ON THE TIME ZONE YOU ARE IN.

The following time zones will be offered alternative sessions, depending on the time zone (deviations from UTC) at the start of term:

Time Zones	Lectures	Small Groups
UTC-11, UTC-10, UTC-9, UTC-8	7 PM AST (Alternative)	2 PM or 4 PM AST (Regular)

UTC-7, UTC-6, ..., UTC (GMT)	10 AM AST (Regular)	2 PM or 4 PM AST (Regular)
UTC+1, UTC+2, ..., UTC+7	10 AM AST (Regular)	8 AM AST (Alternative)
UTC+8, UTC+9, UTC+10	7 PM AST (Alternative)	8 AM AST (Alternative)
UTC+11, UTC+12 / UTC-12	7 PM AST (Alternative)	4 PM AST (Regular)

Please note that only students who can prove they are in these time zones, for example through geo-tracking of their devices, will be offered this option.

All students are required to fulfil the participation requirements for lectures, ITI sessions (if applicable), and the small groups (A, B, C or D) they have been assigned to.

Examinations have to be taken during the assigned times (similar to assigned lectures).

Students located in distant time zones (as defined above) may apply to be assigned to alternative sessions, following this procedure: 1. The request must be made by emailing the Dean of Students office via [dos@sgu.edu](mailto:dos@sgu.edu) at least two weeks prior to the first scheduled day of term.

- a. In case a student does not submit a request prior to the deadline, the student has to attend the regularly scheduled sessions and examinations throughout the term.
2. Based on student requests, the Dean of Students office collates a spreadsheet with all the relevant student data, including student ID, last name, first name, email address, the program and term a student is enrolled in, and the time zone each student is located in at the start of the term (UTC-12, UTC-11, UTC-10 ... UTC-4 (= AST, Grenada time), ... UTC +10, UTC+11, UTC+12), and submits it to the Course Director at a minimum of 7 days prior to the published first day of term.
3. The Course Director then assigns students to different alternative sessions (lecture only, small group only, or both) and examinations, and sends them a formal approval of the assignment via email.
4. The assignment is purely based on the time differences at the start of term and cannot be changed during the term, irrespective of possible alterations between daylight saving time and standard time.
5. Students assigned to the regular lecture time of 10 AM AST will take their examinations at 10 AM AST regular CHECK IN time. Students assigned to alternative lectures will start their examinations at the alternative lecture time.
6. Students with alternative time assignments must then attend the lecture, small group, IMCQ and/or ITI sessions (if applicable) that they are assigned to and take all examinations at the assigned times. They cannot switch as it suits them.
7. Any students attending a session to which they have not been formally assigned to will not receive participation credit.
8. Sessions will be checked to ensure only those assigned to a session are participating/attending.

**STUDENT MANUAL HYPERLINKS**

<b>Topic hyperlink to SOM Student Manual</b>
<b>GENERAL COURSE INFORMATION</b>
<a href="#">Evaluations – Course and Instructor Critiques</a>
<a href="#">Evaluations – Clinical tutor</a>
<a href="#">Four Year MD Overarching Goals</a>
<a href="#">Communication Requirements</a>
<a href="#">Student Comportment and Professional Commitment</a>
<a href="#">Standards for Professional Behaviour</a>
<a href="#">Course Participation</a>
<a href="#">Clicker Check Policy – Terms 1-5</a>
<a href="#">BPM and PCM Grading Policies</a>
<b>COURSE EXAMINATIONS</b>
<a href="#">Absences from Required course activities (non-exams)</a>
<a href="#">Completion Exams/Process for Resolution of Missed Examinations</a>
<a href="#">BPM and PCM examinations</a>
<a href="#">Comprehensive Examinations</a>



<a href="#">Irregularity Reporting (Exams)</a>
<a href="#">Approved Absences from Examinations – Religious and Medical Excuses</a>
<a href="#">Procedure for submitting a Medical Excuse</a> <a href="#">Link to medical excuse submission (Carenage)</a>
<a href="#">Process for resolution of missed examinations</a>
<a href="#">General rules for electronic examinations</a>
<a href="#">Electronic Examination Policies and Procedures in Terms 1-5</a>
<b>CONTENT DELIVERY</b>
<a href="#">Alternative Pathways: Interactive Team Instruction</a> Method, including entry into ITI
<a href="#">Credit Remediation</a>
<a href="#">Table of CR Combinations by Year and Term</a>
<b>ACADEMIC PROGRESS</b>
<a href="#">Academic Progress – General</a>
<a href="#">Academic Progress and Failing grades</a> <ul style="list-style-type: none"> <li>a. <a href="#">Monitored Academic Status</a></li> <li>b. <a href="#">Recommended for dismissal</a></li> </ul>
<a href="#">Monitored Academic Status</a>
<a href="#">Recommendation for dismissal during Terms 1-5 and before clinicals</a>
<a href="#">Recognition of Achievement</a>

[Committee for Satisfactory Academic Progress and Professional Standards \(CAPPS\)](#)  
[CAPPS Appeals Process](#)

[Matriculation Timelines](#)

[Satisfactory Academic Progress](#)

Other policies relevant to students in the School of Medicine are as per the relevant SOM student handbook.



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

PRINCIPLES OF CLINICAL MEDICINE II (PCM501)

Fall  
2020

## *Revision August 2, 2020*

*This version will supersede any previous editions of this document. The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered on the course.*

# Contents

<b>SECTION A : MD PROGRAM MISSION AND OBJECTIVES .....</b>	<b>5</b>
MD Program Mission .....	5
MD Program Objectives .....	5
1. Medical Knowledge .....	5
2. Clinical Skills .....	5
3. Professional Behavior .....	6
<b>SECTION B : COURSE REQUIREMENTS .....</b>	<b>7</b>
Zoom .....	8
Online Delivery .....	8
Class Schedule .....	8
Time Zone: .....	8
Grading .....	8
Course Contact .....	9
Course Description .....	9
Course Goals & Objectives .....	9
Course Goals .....	9
Course Objectives .....	9
Module Objectives .....	10
Faculty and Staff Contact Information .....	16
Course Leadership Team .....	16
Support Staff .....	16
Teaching Faculty .....	17
Clinical Tutors and Teaching Fellows .....	17
Preceptors .....	17
Standardized Patient (SPs) .....	17
Course Material .....	17
Copyright 2020 St. George's University. All rights reserved. ....	17
Course Website .....	17
Electronic Resources .....	18
Required Textbooks .....	18
Recommended Textbooks .....	18

Online resources .....	19
Required Readings .....	19
Required Electronic Equipment .....	19
Laptop .....	19
Turning Point.....	20
Components of the Course .....	20
Course Assessments.....	21
Student Support.....	21
Office Hours .....	21
Open Hours .....	21
<b>Part C: General SGU SOM Policies and Procedures .....</b>	<b>22</b>
COURSE EXPECTATIONS.....	22
ADDITIONAL EXPECTATIONS IN SOM COURSES .....	22
DRESS CODE (LAB and SIMLAB) (on CAMPUS).....	23
GENERAL RULES FOR ELECTRONIC EXAMINATIONS .....	23
Online Examinations with Examsoft .....	24
WRITTEN (ELECTRONIC) EXAMINATIONS .....	24
SGU Rules and Guidelines for ExamSoft Online Examinations .....	25
Prior to Exam Day.....	25
Exam Download .....	25
Exam Day Preparations.....	25
Password Announcement .....	26
The Examination .....	27
Technical Issues.....	28
Appeals Process .....	28
After Exam Day.....	28
DEAN OF BASIC SCIENCES PANELS .....	29
Dean of Basic Sciences Examination Irregularities Panel.....	29
Missed Examination.....	29
Failure to Comply with Online Examination policy or Procedures .....	30
ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS) .....	30
UNPROFESSIONAL BEHAVIOUR .....	32
Time zone Accommodation Policy.....	33

Student Manual Hyperlinks ..... 35

## SECTION A : MD PROGRAM MISSION AND OBJECTIVES

This Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

### MD PROGRAM MISSION

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

### MD PROGRAM OBJECTIVES

#### 1. Medical Knowledge

1. 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.
2. 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.
3. 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.
4. Apply the theories and principles that govern ethical decision-making in the management of patients.
5. 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 the 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.
- 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, 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, non-adherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
- 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 and the need for asking for additional consultation.
- j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

## SECTION B : COURSE REQUIREMENTS

In order to pass the course, you need to complete the following:

	Points	Date	Comments	# of events
<b>Examinations and Assessments (Total Points = 873)*</b>				
PCM 2 Exam 1	72	14 <sup>th</sup> Sept	Mandatory	1 + completion
BSCE2: Book1	240	12 <sup>th</sup> Oct	Mandatory	1 + completion
BSCE2: Book 2	240	6 <sup>th</sup> Nov	Mandatory	1 + completion
BSCE2: Book 3	240	4 <sup>th</sup> Dec	Mandatory	1 + completion
OCEX: Exam 1	18	9 <sup>th</sup> – 13 <sup>th</sup> Sept	Mandatory	1 + completion
OCEX: Exam 2	18	9 <sup>th</sup> Oct	Mandatory	1 + completion
OCEX: Exam 3	36	28 <sup>th</sup> Nov – 2 <sup>nd</sup> Dec	Mandatory	1 + completion
Patient Care Assignment 1	2.7	5 <sup>th</sup> Oct	Mandatory	1
Patient Care Assignment 2	2.7	9 <sup>th</sup> Nov	Mandatory	1
Case Presentation	3.6	20 <sup>th</sup> & 27 <sup>th</sup> Nov	Mandatory	1
<b>Participation and Professionalism** (Total Points = 20)</b>				
HIPAA Certification	0	Due: 14 <sup>th</sup> Sept	Mandatory	1
Patient Safety Module	0	Due: 15 <sup>th</sup> Nov	Mandatory	1
Evidence Based Module	0	Due: 15 <sup>th</sup> Nov	Mandatory	1
Lectures****	0	See Schedule	80% participation required	121
Small groups	0	See Schedule	80% participation required	37
Hospital/Clinic/Sim	0	See Schedule	80% participation required	11
IMCQ	0	See Schedule	Score>50% in >80% of the sessions	25
USMLE Rx quizzes	0	Due: 26 <sup>th</sup> Nov	Mandatory. Attempt >50% of the questions in each quiz	12
Clinical (CLSK) Sessions	0	See Schedule	Minimum participation of 3 sessions	4
<b>TOTAL POINTS</b>	<b>893</b>			

\* These activities are mandatory, and a score must be achieved for every assessment. Without scores in all of the listed examinations and assessments, a passing course grade cannot be assigned, and a course grade of F will be registered at the end of term. A score of zero will be retained for any exam that is missed and not subsequently completed on the scheduled completion date.

\*\* All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 20 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g. IMCQs) have an additional performance

requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

\*\*\*\* In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. Participation for the entire 1-hour session is required for participation credit.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. [Student Manual](#)

To pass this Term 5 course a minimum of **647.43 points** is required, corresponding to a percentage score of **72.50%**. In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application (*NOT the browser version*) and sign in using the SGU SSO – see link below for instructions.

### **ZOOM**

<https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO>

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

### **ONLINE DELIVERY**

<https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html>

For all technical support for course delivery at home please contact [support@sgu.edu](mailto:support@sgu.edu) see link below

<https://www.sgu.edu/office-of-information-technology/it-support/>

Computer requirements for the course and exams are outlined in the above link under Exemplify guidelines from Examination Services.

### **CLASS SCHEDULE**

Class schedules can be found on the Office of the University Registrar's page.

<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>

### **TIME ZONE:**

All live activities will follow the time zone in Grenada (Atlantic Standard Time GMT -4) with no summertime adjustment in Grenada.

### **GRADING**

**Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.**

**For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements.**

For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

### COURSE CONTACT

Please direct all queries to:

[sompcm2@sgu.edu](mailto:sompcm2@sgu.edu)

### COURSE DESCRIPTION

The Principles of Clinical Medicine – 2 (PCM 501) is a 23-credit course conducted in four modules over 18 weeks in Term 5 of the Doctor of Medicine (MD) program at the St George’s University School of Medicine, Grenada. The first module completes the teaching of the basic science content allowing a smooth transition to the remaining modules that focus on the integration of multidisciplinary approaches to clinical scenarios that aid the students in preparation for their USMLE Step 1 Examination and their clinical years.

MODULES	DURATION
Muscle, Nerve & Infections (MNI)	6 Weeks
Cardiology, Pulmonary, Renal and Hematology (CPRH)	4 Weeks
Gastroenterology, Obstetrics, Endocrine and Reproductive (GOER)	4 Weeks
Dermatology, Neurology, Psychiatry and Rheumatology (DNPR)	4 Weeks
<b>TOTAL</b>	<b>18 Weeks</b>

### COURSE GOALS & OBJECTIVES

#### *Course Goals*

The goal of this single unit course - Principles of Clinical Medicine 2, is to ensure continued provision of basic science knowledge that will be presented in a logical and coherent manner whilst incorporating ethics and clinical skills. The course then unites and integrates all the fundamental concepts acquired in previous terms into multisystem frameworks that would allow students to develop essential connections. Connections that would enhance long term retention and deeper understanding of the human body as a single unit and its progressive nature. With the incorporation of hospital and clinic visits, students will also be able to apply these frameworks to real-life scenarios bridging the gap between basic and clinical years.

#### *Course Objectives*

1. Describe the mechanism of disease for various micro-organisms
2. Identify and explain the etiology, pathogenesis, clinical features, macroscopic and microscopic appearance, relevant investigations, complications and prognosis of common diseases affecting the musculoskeletal, nervous and multiple systems.
3. Describe the mechanism of action, indications, contraindications, adverse effects and interactions of major drug classes.
4. Demonstrates appropriate interpersonal and communications skills with patients and their relatives

5. Demonstrate the ability to obtain a comprehensive and/or focused medical history based on the presenting complaint
6. Demonstrate the ability to perform an appropriate comprehensive and/or focused physical examination and interpret normal and abnormal findings
7. Document and organize pertinent patient information
8. Select appropriate diagnostic interventions based on the current practice guidelines and clinical judgement
9. Demonstrate the ability to verbalize patient information to other health providers in an accurate, organized and concise manner
10. Develop appropriate problem representations based on various clinical scenarios
11. Apply the principles of clinical reasoning and problem solving to generate a leading hypothesis and management plan
12. Develop an understanding of the principles and techniques of basic procedural skills
13. Provide appropriate education and counselling to patients on their health concerns through shared decision making
14. Provide appropriate education on screening and preventative health care to patients
15. Recognize, critically assess and provide appropriate interventions for medical emergencies
16. Formulate appropriate management plan specific to the disease and patient
17. Incorporate clinical evidence from scientific studies related to specific diseases that can improve the outcome of patient care
18. Demonstrate respect for patient privacy, autonomy and dignity
19. Demonstrate respect for one's colleagues, faculty and all other health professionals
20. Demonstrate awareness of non-biological factors that affect health care and the patient-doctor relationship
21. Demonstrate a commitment to maintaining professionalism and an adherence to ethical principles
22. Demonstrate appropriate actions in handling ethical dilemmas encountered during patient care in accordance with the institutions guidelines and policies
23. Demonstrate the ability to be an effective team member and/or leader to ensure adequate group dynamics, functioning and patient care
24. Identify strengths and deficiencies in one's knowledge, skills, and attitudes in order to improve and develop
25. Review the embryology, cell and organ structure and function for various system
26. Review and distinguish the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations, principles of treatment, prognosis and complications of the disorders of the various organ systems

### *Module Objectives*

---

#### MUSCLE, NERVE AND INFECTIONS (MNI) MODULE

1. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the chemotherapy of microbial and parasitic diseases.
2. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the management of pain and inflammation.

3. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs affecting the central nervous system.
4. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of botanicals and nutritional supplements.
5. Identify, explain and summarize the basic characteristics of retroviruses
6. Analyze and summarize the basic aspects of infections in HIV-AIDS patients
7. Identify, classify and explain CNS infections based on clinical presentation and laboratory studies, including imaging and CSF analysis.
8. Identify, classify and explain infections of the special senses such as eye and ear based on pathogenesis, predisposing factors and causal agents.
9. Describe epidemiological distribution, clinical manifestations, pathogenesis, diagnosis and methods of prevention and control measures for multisystem infections
10. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of bone and joints
11. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of nervous system
12. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of pediatric diseases
13. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of Immunological diseases
14. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
15. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach for a standardized patient presenting with a psychiatric, musculoskeletal, dermatological or neurological complaint
16. Perform a comprehensive and/or focused physical examination of the dermatological, musculoskeletal and nervous system including a mental status assessment
17. Demonstrate the ability to obtain a complete and accurate medical history from a pediatric patient with/without adaptations from parents and caregivers
18. Perform a comprehensive pediatric physical examination for all organ systems in a newborn, infant, child and adolescent
19. Document patient information in the SOAP note format
20. Determine the relevant diagnostic interventions to support the differential diagnosis
21. Generate a differential diagnosis, patient illness scripts and problem representations based on musculoskeletal, nervous, skin and psychiatric patient encounters
22. Apply problem solving strategies to derive leading hypothesis based on psychiatric, musculoskeletal, dermatological or neurological scenarios
23. Discuss clinical impressions, expectations and management of the disease with the patient
24. Discuss preventative health strategies with at-risk patients
25. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
26. Demonstrate the ability to provide and receive constructive feedback including self evaluations to identify areas of improvement
27. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
28. Demonstrate honesty and integrity with patients, peers and other health professionals
29. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care

30. Maintain a professional demeanor and commitment to ethical standards

---

### CARDIOPULMONARY, RENAL AND HEMATOLOGY (CPRH) MODULE

1. Summarize of the embryologic development, normal structures and functions of the cardiovascular system
2. Provide an overview of the identification and management of common cardiovascular disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
3. Review the basic pharmacology of drugs used for various cardiovascular diseases
4. Summarize of the embryologic development, normal structures and functions of the respiratory system
5. Provide an overview of the identification and management of common respiratory disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
6. Summarize of the embryologic development, components, characteristics and functions of human blood
7. Provide an overview of the identification and management of common hematological disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
8. Summarize of the embryologic development, normal structures and functions of the renal system
9. Provide an overview of the identification and management of common renal disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
10. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
11. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a cardiovascular, respiratory, renal and hematological complaint
12. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
13. Perform a comprehensive and/or focused physical examination of the cardiovascular, respiratory and renal systems including any additional systems based on the patient complaint
14. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
15. Generate an organized, concise and relevant patient SOAP note
16. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
17. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
18. Generate a problem representation and patient illness script based on cardiovascular, respiratory, renal and hematological patient encounter to formulate a differential diagnosis
19. Apply problem solving strategies to derive leading hypothesis based on cardiovascular, respiratory, renal and hematological scenarios
20. Recognize indications, contraindications, technique, management and complications for routine procedures
21. Discuss clinical impressions, expectations and management of the disease with the patient
22. Discuss preventative health strategies with at-risk patients
23. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients

24. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
25. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
26. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
27. Demonstrate honesty and integrity with patients, peers and other health professionals
28. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
29. Maintain a professional demeanor and commitment to ethical standards
30. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
31. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
32. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
33. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement

---

#### GASTROENTEROLOGY, OBSTETRICS, ENDOCRINE AND REPRODUCTIVE(GOER) MODULE

1. Summarize of the embryologic development, normal structures and functions of the male and female reproductive system
2. Provide an overview of the identification and management of common male reproductive disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
3. Provide an overview of the identification and management of common female reproductive disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
4. Provide an overview of the management of common disorders of pregnancy and childbirth, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations, and interpretation of those investigations.
5. Summarize of the embryologic development, normal structures and functions of the gastrointestinal tract and hepatobiliary system
6. Provide an overview of the identification and management of common gastrointestinal disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
7. Summarize of the embryologic development of the various endocrine organ system and discuss the components, characteristics and functions of their associated hormones
8. Provide an overview of the identification and management of common endocrine disorders including metabolic disorders and nutritional status. Integration of relevant basic sciences with the clinical features and interpretation lab investigations.
9. Summarize of the embryologic development, normal structures, adaptive response and functions of the cells responsible for immunity
10. Provide an overview of the identification and management of common immunologic disorders, focusing mainly on integration of relevant basic sciences with the clinical features, screening and lab investigations; and interpretation of these investigations, to aid in the diagnosis



11. Provide an overview of the principles of biostatistics, population health, study design, interpretation and application
12. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
13. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a gastrointestinal and renal complaint
14. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
15. Perform a comprehensive and/or focused physical examination of the abdominal and reproductive systems including any additional systems based on the patient complaint
16. Perform a comprehensive and/or focused physical examination for a pregnant patient
17. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
18. Generate an organized, concise and relevant patient SOAP note
19. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
20. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
21. Generate a problem representation and patient illness script based on gastrointestinal including genital, urinary and obstetric patient encounter to formulate a differential diagnosis
22. Apply problem solving strategies to derive leading hypothesis based on gastrointestinal including genital, renal and obstetric scenarios
23. Recognize indications, contraindications, technique, management and complications for routine procedures
24. Discuss clinical impressions, expectations and management of the disease with the patient
25. Discuss preventative health strategies with at-risk patients
26. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
27. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
28. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
29. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
30. Demonstrate honesty and integrity with patients, peers and other health professionals
31. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
32. Maintain a professional demeanor and commitment to ethical standards
33. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
34. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
35. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
36. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement

---

**DERMATOLOGY, NEUROLOGY, PSYCHIATRY AND RHEUMATOLOGY (DNPR) MODULE**

1. Compare and contrast the epidemiology, symptomatology, etiology, neurobiology, differential diagnosis, DSM-V criteria for diagnosis of the psychiatric disorders.
2. Describe the risk factors, etiology, pathogenesis, clinical presentation, complications of various geriatric problems.
3. Provide an overview of the identification and management of common disorders of central and peripheral nervous system, focusing mainly on integration of neuroscience and other relevant basic sciences with the clinical features and interpretation of lab investigations
4. Summarize the normal structure, function and defense mechanisms of the skin
5. Provide an overview of the identification and management of common disorders of the skin, focusing mainly on integration of relevant basic sciences with the clinical features and interpretation of lab investigations, including invasive techniques.
6. Compare and contrast the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations and complications of autoimmune and rheumatologic disorders.
7. Identify and discuss the medicolegal obligations and common related issues encountered in clinical practice
8. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
9. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a nervous, psychiatric and musculoskeletal complaint
10. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
11. Perform a comprehensive and/or focused physical examination of the nervous and musculoskeletal systems including a mental status exam and any additional systems based on the patient complaint
12. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
13. Generate an organized, concise and relevant patient SOAP note
14. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
15. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
16. Generate a problem representation and patient illness script based on gastrointestinal including genital, urinary and obstetric patient encounter to formulate a differential diagnosis
17. Apply problem solving strategies to derive leading hypothesis based on various neurological, psychiatric and rheumatological scenarios
18. Recognize indications, contraindications, technique, management and complications for routine procedures
19. Discuss clinical impressions, expectations and management of the disease with the patient
20. Discuss preventative health strategies with at-risk patients
21. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
22. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
23. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
24. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
25. Demonstrate honesty and integrity with patients, peers and other health professionals
26. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management

27. Maintain a professional demeanor and commitment to ethical standards
28. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
29. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
30. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
31. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement
32. Describe and discuss the expectations, rules, regulations and procedures of an objective structured comprehensive examination

### **FACULTY AND STAFF CONTACT INFORMATION**

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at [SOMPCM2@sgu.edu](mailto:SOMPCM2@sgu.edu). Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

#### *Course Leadership Team*

<b>Faculty</b>	<b>Title</b>	<b>Department</b>	<b>Email Address</b>
Dr. Morona Sukhoo-Pertab	Course Director MNI Module Coordinator	Clinical Skills	<a href="mailto:MSukhoop@sgu.edu">MSukhoop@sgu.edu</a>
Dr. Subramanya Upadhya	CPRH Module Coordinator	Pathophysiology	<a href="mailto:SUpadhya@sgu.edu">SUpadhya@sgu.edu</a>
Dr. Raghvendra Tey	GOER Module Coordinator	Pathophysiology	<a href="mailto:RTey@sgu.edu">RTey@sgu.edu</a>
Dr. Michon Sukhoo-Pertab	DNPR Module Coordinator	Clinical skills	<a href="mailto:MSukhoo1@sgu.edu">MSukhoo1@sgu.edu</a>

<b>Faculty</b>	<b>Secretary</b>	<b>Department</b>	<b>Email Address</b>
Lydia Boodoo	MNI Module	Clinical Skills	Lboodoo@Sgu.Edu
Grace Narine	CPRH Module	Pathophysiology	gnarine@sgu.edu
Abigail Phillip	GOER Module	Pathophysiology	aphillip@sgu.edu
Jacqueline Hope	DNPR Module	Clinical skills	Jhope@Sgu.Edu

#### *Support Staff*

<b>Surname</b>	<b>First Name</b>	<b>Position</b>	<b>Email Address</b>
Hall, Suzanne	Clinical Skills	Executive Secretary	shall@sgu.edu
Smith, Vanessa	Clinical Skills	Secretary	Smivan@Sgu.Edu
Dickson, Samantha	Clinical Skills	Simulation Facilitator	SDickson@sgu.edu
Wildman, Trent	Clinical Skills	Simulation Technician	TWildma1@sgu.edu
Lucas, Jason	Clinical Skills	B-Line Administrator	JLucas001@sgu.edu
Joseph, Shonary	Clinical Skills	Demonstrator	sjoseph@sgu.edu
Park, Kevin	Clinical Skills	Demonstrator	Kparke2@sgu.edu
Edwards, Jozan	Clinical Skills	Demonstrator	jedward2@sgu.edu
Emery-Jones, Junie	Microbiology	Executive Secretary	JEmeryjo@sgu.edu
Charles, Kenneth	Pathology	Laboratory Assistant	KCharles@sgu.edu
Croney-LaTouche, Debbie	Pathology	Administrative Assistant	dcroneylatouche@sgu.edu
Ettienne, Tracy	Pathology	Executive Secretary	tettienn@sgu.edu

St. Louis, Davette	Pathology	Executive Secretary	DStLouis@sgu.edu
Johnson, Samantha	Pharmacology	Executive Secretary	SJohnson@sgu.edu
McSween, Preslyn	Pharmacology	Secretary	PMcsween@sgu.edu

### *Teaching Faculty*

A full list including a biography of the teaching faculty will be provided on SAKAI.

### *Clinical Tutors and Teaching Fellows*

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information

### *Preceptors*

Primary care physicians and consultants registered to practice clinical medicine in Grenada who are responsible for instructing and facilitating the students during their hospital and clinic visit. See SAKAI for further information

### *Standardized Patient (SPs)*

Individuals of various backgrounds who are trained to portray, in a consistent and standardized manner, a patient in a medical situation, allowing students to practice their communication, history taking and physical examination skills.

## **COURSE MATERIAL**

Required textbook, lecture slides, small group material and additional resources are provided on [My Courses](#).

*Copyright 2020 St. George's University. All rights reserved.*

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise. As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

### *Course Website*

The Principles of Clinical Medicine two (PCM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books).

To login, go to [myCampus Secure Login](#) (Carenage), type in your user ID and password, and click on MyCourses.

### *Electronic Resources*

Distribution of course material will be in electronic format. The **Resources folder** contains multiple subfolders arranged by module and teaching week, which contain all relevant course materials. In accordance with the Committee for Technology based Teaching and Learning (CTTL) recommendations, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

### *Required Textbooks*

- **Robbins Basic Pathology (10<sup>th</sup> ed.)** - Kumar, Cotran, Robbins - latest Edition, WB Saunders Co.
- **Pre-test Pathology (13<sup>th</sup> ed.)** - Earl J. Brown *[for sample questions]*
- **Katzung, BG. Basic & Clinical Pharmacology (14th ed.). McGraw-Hill, 2017.**
- **Whalen, K. Lippincott's Illustrated Reviews. Pharmacology (7th ed.). Lippincott Williams and Wilkins, 2018.**
- **Trevor, AJ, Katzung, Knudering-Hall, M. Katzung & Trevor's Pharmacology Examination and Board Review (11th ed.). McGraw-Hill Medical, 2015. [for sample questions]**
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 27th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Bates' Guide to Physical Examination and History Taking** Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M.. Philadelphia: Wolters Kluwer. 2017
- **Bates Visual Guide [available only through the library site:**  
<https://batesvisualguide.com.periodicals.sgu.edu/multimedia.aspx?categoryID=21787> ]
- **Kochar's Clinical Medicine for Students, Fifth Edition.** Dario M. Torre, MD, MPH, FACP Geoffrey C. Lamb, MD Jerome V. Ruiswyk, MD Ralph M. Schapira, MD. K. Lippincott Williams and Wilkins, 2009.

### *Recommended Textbooks*

- **Robbins Review of Pathology**, Klatt and Kumar, WB Saunders Co. e-platform *[for sample questions]*
- **Bates' Pocket Guide to Physical Examination and History Taking** Bickley, L. S. Philadelphia: Wolters Kluwer, 2017
- **The patient history: an evidence-based approach to differential diagnosis.** Henderson, Mark C. Stamford, CT: Appleton & Lange, 2013.
- **Symptom to Diagnosis: an evidence-based guide.** Stern, Scott D. C. New York: McGraw-Hill Education/Medical, 2015.
- **Evidence-based physical diagnosis.** McGee, Steven R. Philadelphia, PA: Elsevier, 2018.
- **Step-Up to Medicine.** 4<sup>th</sup> Edition. Steven S Agabegi; Elizabeth Agabegi
- **Pathophysiology of Disease - An Introduction to Clinical Medicine:** Gary D. Hammer, MD, PhD, Editor, Stephen J. McPhee, MD, Editor. 7th edition, a Lange Medical book. This book is available in library data base under Access Medicine.
- **Current Medical Diagnosis & Treatment 2018** Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow (Access Medicine). This book is available in library data base under Access Medicine
- **Harrison's Principles of Internal Medicine, 20th Edition:** J. Larry Jameson, Anthony S. Fauci, Dennis L. Kasper, Stephen L. Hauser, Dan L. Longo, Joseph Loscalzo. This book is available in library data base under Access Medicine.

### *Online resources*

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/databases-and-ebooks>

### **AccessMedicine**

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

Free online access for SGU students (requires log-in with SGU credentials)

Additionally, many reliable websites offer free access. The use of online resources is particularly recommended to prepare for the Small Group Sessions or additional reading. Especially useful sites are:

- <https://assets.acponline.org/telemedicine/scormcontent/-/>
- <https://www.clinicalkey.com>
- <https://library.med.utah.edu/WebPath/webpath.html>
- <http://peir.path.uab.edu/library/>
- <http://www.path.uiowa.edu/virtualslidebox/>
- <http://www.rxlist.com>
- <http://www.merck.com/mmpe/index.html>
- <http://www.cdc.gov>
- <http://www.medscape.com>
- <https://accessmedicine.mhmedical.com/index.aspx>
- <http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/>
- <http://www.dynamed.com/>

### *Required Readings*

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities. Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

### *Required Electronic Equipment*

#### *Laptop*

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; <https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html> See section on Exemplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all

students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

### *Turning Point*

Turning Point is the audience response system utilized in all basic sciences courses. It's use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture.

For online live lectures, there are two options for submitting a response to a clicker question:

1. **Turning Point App** from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
2. Browser based **TTPoll.com** can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail ([SOMPCM2@sgu.edu](mailto:SOMPCM2@sgu.edu)) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

**Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.**

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

### **COMPONENTS OF THE COURSE**

Students **MUST** participate in all components of the course with their assigned cohort. No switching is permitted. **Any student who fails to participate in a session with their assigned cohort will lose the participation for that particular course activity.**

**Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component**

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

## COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

The total summative assessment points that can be earned in the course are listed in the table below:

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	%
PCM 2 Exam 1	72	129 MCQs + 15 experimental	8.1%
BSCE2: Book 1	240	144 MCQs	26.87%
BSCE2: Book 2	240	144 MCQs	26.87%
BSCE2: Book 3	240	144 MCQs	26.87%
OCEX: Exam 1	18	3 Stations x 6 points	2%
OCEX: Exam 2	18	1 Station x 18 points	2%
OCEX: Exam 3	36	3 Stations x 12 points	4%
Patient Care Assignment 1	2.7		0.3%
Patient Care Assignment 2	2.7		0.3%
Case Presentation	3.6		0.4%
<b>TOTAL</b>	<b>873</b>		<b>98%</b>

## STUDENT SUPPORT

### *Office Hours*

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **Appointments should be made through the module secretaries or individual faculty. These appointments can be done in person or by email**

### *Open Hours*

Clinical Tutors and Teaching Fellows will be made available to provide additional assistance to student's outside of scheduled coursed activities. Details regarding these sessions will be posted on SAKAI.



## PART C: GENERAL SGU SOM POLICIES AND PROCEDURES

For the MD program general policies please make sure to consult the student manual online at the following link - [student manual](#).

### COURSE EXPECTATIONS

You will be asked to confirm and agree to each of the following in an online quiz in Sakai at the start of each term.

- I have a functional computer that meets the requirements published by OIA and can fully participate in this course and its examinations.
- I understand that missing course activities due to technical failure is covered by the 80% participation rule and that if I cannot participate, then I cannot earn credit for that activity.
- I understand that any technical problems during examinations must be reported immediately upon experiencing the issue ([TellExaminationServices@sgu.edu](mailto:TellExaminationServices@sgu.edu)) and that any exam, or exam books, completed without immediate recourse to technical support through the published process will stand as completed.
- I understand how to use Examplify, and that my face needs to be fully visible for the entirety of the examinations and that my eyes should remain focused on my screen. I am aware of the monitor tab in Examplify and how to use it to check my proctoring video feed during an examination.
- I understand that examinations are conducted under normal examination conditions, and no prohibited items can be used such as pens, pencils, stylus, headphones, cellphones, earplugs, paper, whiteboards etc. and that there is no talking permitted during examinations.
- I understand that I will be recorded during examinations and the full video and audio feed will be available to SGU for review.
- I understand that if I fail to follow examination policy and procedures that I may have academic penalties applied to my course grade.
- I have read the rules governing Electronic Examinations in the Student Manual and in the syllabus.
- I understand that it is my responsibility to check the course Sakai site every day while enrolled on a course and keep up to date with course requirements.
- I understand that it is my responsibility to check my SGU email daily whilst enrolled in a course and be responsive to communications.
- I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
- I have read the course syllabus and Student Manual and am aware of the SOM course policies and procedures and how participation credit is earned for the course activities.
- I am aware that I need to demonstrate timeliness to all scheduled activities, to come prepared, to actively participate, and to be compliant with all course and examination policies. I understand that if I fail to meet all of these expectations then I may not earn any professionalism points on this course and may face additional penalties as specified in the course syllabus.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.

### ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- b. Bring a fully functional personal “clicker” to all live learning activities and respond to all “clicker” polls
- c. Complete all assessments and examinations on the course at the scheduled dates and times

- d. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- e. Check course management site daily for announcements and updates
- f. Check posted results of assessments on time
- g. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- h. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website. If the self-report system is malfunctioning, email studentDOBS@sgu.edu.
- i. Voice commendations and concerns through SGA class representatives
- j. Use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- k. Participate in the course and instructor evaluations
- l. Comply with all requirements outlined in the course syllabus
- m. Abide by the University Code of Conduct outlined in the student Manual
- n. Carry your student ID card at all times on campus

### **DRESS CODE (LAB AND SIMLAB) (ON CAMPUS)**

Full professional scrubs (tops and bottoms) are required for all labs. They must be clean, odor-free, and not overly worn. Tops and bottoms must match in color, style, and fit. Avoid bright, neon, or heavily patterned scrubs. All footwear must be closed-toe and have an enclosed heel or heel strap. Clogs and slides with completely open heels are not permitted (as per safety requirements in clinical settings). Tennis shoes are an appropriate example. This dress code will also apply for any small group practical session (SG) where students will be interacting with Standardized Patients (SP) (see below).

### **GENERAL RULES FOR ELECTRONIC EXAMINATIONS**

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM. Students must use a computer with the appropriate specifications for their examinations. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Examinations are governed by the Examination Policies and Procedures of St George’s University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University’s Code of Conduct.

According to the Student Manual, “students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted.”

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero (“0”) for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their ExamSoft account.

*Online Examinations with Examsoft*

<https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitor-from-the-Student-Perspective>

Please note use of monitor tab at approx. 20 mins in this video.

## WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

### Unscored Experimental Questions

The use of new, previously untested questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 20 untested questions will be included for determination of their validity and reliability. These questions do not count toward a student’s grade.

The term “unscored experimental question” does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing items only.

### Pre-Examination Question Review by Faculty

Prior to each examination the Course Director calls a meeting of teaching faculty to review all test items and ensure the validity and high quality of all questions, whether they have been used before or are newly developed.

### Post-Examination Review by Faculty

After each examination, the Course Director calls a meeting of teaching faculty to review the overall examination statistics and item analysis, together with student review feedback, before making final decisions on the validity and reliability of the test and each of the test items.

## SGU RULES AND GUIDELINES FOR EXAMSOFT ONLINE EXAMINATIONS

The following rules and guidelines supplement the University Examination Policies and Procedures of the Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

For all medical and non-medical excuses, please see the Student Manual.

### *Prior to Exam Day*

Each student is required to provide the necessary environment for online testing, including, but not limited to:

1. Personal computer meeting the required hardware and software specifications, including webcam and microphone, outlined in detail on the [Examination Services of the Office of Institutional Advancement \(OIA\) website](#).
2. A quiet, private location, where they can take the examination without disturbance, where they can take the examination alone, at a desk, sitting up-right on their chair and staying silent for the whole duration of the examination.
3. Examinees are required to take the onboarding/practice (mock) examination no more than 7 days prior to an exam day, to ensure their computer is working properly.
4. For this purpose, the mock exam can be assessed at any time.
5. Examinees experiencing technical difficulties prior to exam day must immediately contact the online support team **TellExaminationServices@sgu.edu** for assistance.

### *Exam Download*

You are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. We strongly advise to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress.

1. If you are unable to download all examination blocks (not just the first block), you must contact the online support team **TellExaminationServices@sgu.edu** immediately, but no later than 30 minutes prior to the CHECK IN TIME for the first examination block.
2. If you fail to download all blocks and have not notified the online support team **TellExaminationServices@sgu.edu**, you will automatically get a score of “zero” for the examination.

### *Exam Day Preparations*

Prior to starting the ExamID personal identification process, a student makes sure all the requirements for online proctoring are met, including:

1. Making sure the room is well lit, and the camera is taking a frontal view, with the examinee’s face in the center.

2. The entire face of the examinee must be visible, especially eyes and mouth, at all times. Use the monitor tab in exemplify to check during the examination.

3. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.

4. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.

5. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.

6. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.

7. Talking is not permitted for the whole duration of the examination. You are not allowed to read aloud any parts of the question or the question choices, and you are not allowed to express your thoughts in spoken language.

8. Leaving the examination desk, no matter how brief, is not permitted during an examination block. Bathroom breaks are limited to the times prior to the examination, after the examination, or during the breaks between examination blocks.

9. Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:

- Cell phones
- Other electronic or communication devices
- Wrist watches
- Hoodies
- Scrap paper
- Pens, pencils, or stylus
- Food or beverages
- Water bottles

10. Additional items banned from online examinations are:

- Headphones, earphones, headsets
- Earplugs
- White boards – you will be able to use the “Notes” function within ExamSoft instead

#### *Password Announcement*

Passwords will be announced via the online course management system (Sakai) / email notification approximately 15 minutes prior to CHECK IN TIME of each examination block.

If you are not taking the examination because of a medical or any other valid excuse, please ignore the password notification, and do not proceed to the examination.

Once you START the first block of an examination, you are affirming that you are an active student in the course (not on LOA, not on CR) and that you are medically fit to take the examination.

Students who take the examination are not entitled to take the completion examination.

### *The Examination*

1. Students **MUST** start the personal identification process through ExamID as soon as they have received the examination password for the first examination block.
2. After the personal identification process, students **MUST** start the examination immediately, without any delay.
3. Examinees experiencing technical difficulties at any time during the examination must contact the online support team **TellExaminationServices@sgu.edu** immediately for assistance.
4. If you cannot send an email to the online support team **TellExaminationServices@sgu.edu**, for example during an internet outage, you need to call +1 866-429-8889 instead, where your report will be logged.
5. All issues must be reported during the examination to the online support team (see above). Any issues reported to any party after the examination will not be considered.
6. Students who do not START the examination within 30 minutes from the announced CHECK IN TIME will receive a score of “zero” for the examination, unless there is documented evidence for an approved extension from the online support team **TellExaminationServices@sgu.edu**.
7. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.
8. The examinee cannot return to a finished examination block.
9. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
10. If an examinee experiences a problem that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
11. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete the examination.
12. For any examination block or examination completed, where all relevant files (exam ID and exam monitor) are intact, the score will stand. Completion examinations cannot be offered for individual blocks and cannot be offered for exams, or blocks, where technical issues are not reported during the examination.

### *Technical Issues*

Technical issues can arise and will be classified and dealt with as follows:

1. **Resolved technical issue:** A log will be kept on all technical problems that a student reports to the online support team (**TellExaminationServices@sgu.edu**). For all resolved technical problems the score earned for the examination will stand.
2. **Excused technical issue:** If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the online support team (**TellExaminationServices@sgu.edu**).
3. **Non-excused technical issue:** Failure to comply with any of the above regulations, or failure to follow instructions from the online support team (**TellExaminationServices@sgu.edu**), will automatically lead to a score of “zero” (0 points) for the examination. A student may file an appeal to the Dean of their School (for SOM: Dean of Basic Sciences).

### *Appeals Process*

A student who receives a “zero” for the examination because of any of the above stipulations may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the Dean of their School (studentDOBS@sgu.edu for SOM Basic Sciences). The Dean of Students office may assist the student in the appeals process.

An Examination Irregularities Panel will review the written appeal of a student and make one of the following deliberations:

1. A score of zero will be retained for the examination.
2. The recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and there is no doubt about the integrity of the files and their logged times or your integrity, in your attempts to ensure the files were uploaded. An academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.
3. The examinee may be required to take a completion examination at the end of term, and an academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.

### *After Exam Day*

1. All examination materials are the intellectual property of St George’s University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.
2. If you become aware of any suspicious activity related to an SGU examination, please notify the Course Director immediately.

3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.
4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of “zero” (0 points) for the examination.
6. All ID files, monitoring files, and exam result files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of “zero” (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Examplify, will result in a score of “zero” (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.

When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.

## **DEAN OF BASIC SCIENCES PANELS**

The Panel Hearings will be conducted by the Office of the Dean of Basic Sciences. An Associate/Assistant Dean of Basic Sciences, not involved directly in student support, will Chair the meeting, and the membership of the panel will be comprised of at least 2 other faculty of the School of Medicine as appointed by the Dean of Basic Sciences. The faculty serving on the panel will be MD faculty of the SOM, that are not involved in student advising, and that have experience with the standards for promotion and progression outlined in the student manual.

A quorum for the committee is 3, decisions are reached by simple majority in which the Chair has a casting vote in the event of a tie. The committee may refer the student to an appropriate support service, or when appropriate, and as outlined in the course syllabus, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce the penalty applied but cannot exceed that published in the syllabus. The recommendation of the Panel is passed to the Dean of Basic Sciences for action and communication to the student by the Dean of Basic Sciences Office.

### *Dean of Basic Sciences Examination Irregularities Panel*

The Dean of Basic Sciences Examination Irregularities Panel (DOBS-EIP) is a panel that hears the appeal of students who miss an examination without a validated excuse (e.g., due to arriving too late to be admitted for an examination). The panel also reviews the penalty and appeals of any student that is penalized for examination irregularities (e.g. missing monitor files for online examinations, failure to be compliant with online examination policy and procedures).

### *Missed Examination*

Based on current School of Medicine policy, if a student misses an exam they are given an Incomplete (I) score for the missed examination, and an academic penalty is imposed. The DOBS-EIP gives the student the opportunity to



explain the extenuating circumstances. The panel recommends to the Dean of Basic Sciences the extent to which the penalty (of up to 10% of the total course points) is imposed. The student is then expected to take the Completion Examination for the missed exam as scheduled (see Completion Examinations section). Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

#### DOBS-EIP

The DOBS-EIP comprises at least two Assistant Deans of Basic Sciences, one of whom acts as Chair.

If a student misses an examination they should inform DOS on the day of the scheduled examination, following this procedure:

- 1) Contact dos@sgu.edu
- 2) Provide sufficient explanation and information to the DOS dean to complete the official request form for a DOBS-EIP hearing. DOS will then forward the form to the Dean of Basic Sciences office for review;
- 3) Meet with the DOBS-EIP at the scheduled date, time, and venue as arranged by email by the DOBS office;
- 4) Be prepared to explain the circumstances of the missed examination and provide any supporting documentation, if relevant.
- 5) In the event that no contact is made by the student then the zero score will stand for the examination.

#### Outcome of DOBS-EIP Hearing

After the hearing, the DOBS-EIP will make a recommendation to the Dean of Basic Sciences regarding the extent to which the up to 10% penalty for a missed exam is applied.

1. Once the penalty has been determined, the student will be allowed to take the scheduled completion examination in order to rectify the “I” score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the official Registrar’s schedule. The student has the right to appeal the decision directly with the Dean of Basic Sciences.
2. If the student does not take the Completion Exam as scheduled in order to resolve the “I” grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

#### *Failure to Comply with Online Examination policy or Procedures*

If any student fails to comply with the online examination policy or procedure, they are automatically penalized and referred to the Examinations Irregularity Panel, e.g. missing monitoring files, face not seen on camera, prohibited items. The penalty will be applied to the course grade and the student may appeal the decision. The Panel may refer cases to the Official of the Judicial Affairs for a separate ruling, this is independent of the academic penalty levied by any DOBS-EIP.

#### ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS)

Except for examinations, there will be no-excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities. Technical failures and internet connectivity problems also fall within the 80% participation requirement. All students must be equipped with a computer and internet service capable of full participation on the course.

Contact [support@sgu.edu](mailto:support@sgu.edu) for all technical assistance enquiries

## UNPROFESSIONAL BEHAVIOUR

### Consequences of Unprofessional Behavior

While the School of Medicine realizes that the vast majority of students adhere to the student honor code and understand their obligations as medical students, there are occasional cases of unprofessionalism, necessitating the following rubric for consequences of unprofessional behavior:

Examples of Unprofessional Behavior	Consequences*
Disrespectful behavior/communication (verbal and/or written) with faculty, staff, and/or students (e.g., conversing loudly during lectures; eating in classrooms; sending disrespectful emails; making disrespectful postings on social media; not responding to e-mail communications from faculty in a timely manner; non-compliance with policies, non-compliance with online examination policies, including non-participation or failing to participate in mandatory meetings). Please note that merely disagreeing with policies or procedures or challenging one's views does not constitute unprofessional behavior. However, the manner in which such dissension is expressed could constitute unprofessional behavior.	<b>Per incident;</b> Warning, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or referral to Judicial Affairs in the Provost's Office, depending on the severity and prior history of unprofessional behavior
<80% participation in a course component	<b>If any element of the course has &lt;80% participation it is not possible to earn any participation and professionalism points on the course.</b> In addition the participation deficit will be communicated to the Academic Progress Review Committee (APRC) and to the Committee on Academic Progress and Professional Standards (CAPP5); possible sanctions include an official documented warning from the Dean of Basic Sciences, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available and may be additive per incident), and/or halting of academic progress, depending on the severity of the violation and the student's participation history.
<70% participation in a course component	It is not possible to earn a passing grade in a course if the participation in any course element falls below 70%. Any course element that has less than 70% participation will result in an incomplete grade for the course that is converted to an F at the end of term.
Late or failure to show to examinations (without a valid excuse) or non-compliance with online examination policy and procedure (e.g. exam ID and exam Monitor, visibility of face, prohibited items etc.)	<b>Per incident;</b> A meeting with a panel from the Dean of Basic Sciences office to determine the course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available);  AND  A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled
Clicker Cheating (actively or passively)	<b>Per incident;</b> course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available) and referral to Judicial Affairs in the Provost's Office
Cheating on Examinations (actively or passively)	<b>Per incident;</b> A zero (0) score on the examination, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and referral to Judicial Affairs in the Provost's Office

\*Additional Notes

1. All cases of unprofessional behavior will be reported to DOBS for tracking and monitoring purposes.
2. SGU expects students to develop their professional identity as they progress in the curriculum. When determining any consequence for unprofessional behavior, appropriate action will be taken based on nature of the infraction, stage of career, and prior evidence of unprofessional behavior. Any penalties applied will follow those published in the table above. Course Directors will consult with Dean of Basic Sciences office when determining consequences and a DOBS-EIP maybe be called for a recommendation.
3. Students who engage in unprofessional behavior may be required to meet with a Professionalism Advisor, participate in seminars, and complete stipulated assignments.
4. Unprofessional behavior may be reported by administration on the student's Medical Student Performance Evaluation (MSPE).
5. The examples of unprofessional behavior listed in the table are not exhaustive. Other behaviors deemed as unprofessional may be penalized using the rubric most consistent with the unprofessional behavior in question.
6. Point deductions for unprofessional behavior will show in the Sakai Gradebook and are generally applied to the final examination in the term. The penalty applied will be a percentage of the total course denominator.
7. Students have the right to submit a written appeal for any hearing through the Dean of Basic Sciences office ([studentdobs@sgu.edu](mailto:studentdobs@sgu.edu)) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

**TIME ZONE ACCOMMODATION POLICY**

During the online delivery of the courses for SGU SOM, students are located in different time zones, while the master schedule is based on SGU's home in Grenada, following Atlantic Standard Time (AST), which is 4 hours behind the Universal Time Zone (UTC minus 4).

For those students located within time zones close to Grenada (between UTC-7 and UTC), courses will be delivered following the published regular schedule, with lectures starting at 10 AM AST, followed by ITI (if applicable) and small groups starting at 2 PM or 4 PM, respectively, depending on which specific small group students are assigned to.

For students in more distant time zones (see definition below), schedule alternatives have been created, with alternative small groups starting at 8 AM AST, and alternative lectures starting at 7 PM AST, followed by ITI (if applicable).

**YOU DO NOT HAVE THE OPTION TO CHOSE WHICH ALTERNATIVE YOU ATTEND. YOU WILL BE ASSIGNED BASED ON THE TIME ZONE YOU ARE IN.**

The following time zones will be offered alternative sessions, depending on the time zone (deviations from UTC) at the start of term:

<b>Time Zones</b>	<b>Lectures</b>	<b>Small Groups</b>
UTC-11, UTC-10, UTC-9, UTC-8	7 PM AST (Alternative)	2 PM or 4 PM AST (Regular)
UTC-7, UTC-6, ..., UTC (GMT)	10 AM AST (Regular)	2 PM or 4 PM AST (Regular)
UTC+1, UTC+2, ..., UTC+7	10 AM AST (Regular)	8 AM AST (Alternative)
UTC+8, UTC+9, UTC+10	7 PM AST (Alternative)	8 AM AST (Alternative)
UTC+11, UTC+12 / UTC-12	7 PM AST (Alternative)	4 PM AST (Regular)

Please note that only students who can prove they are in these time zones, for example through geo-tracking of their devices, will be offered this option.

All students are required to fulfil the participation requirements for lectures, ITI sessions (if applicable), and the small groups (A, B, C or D) they have been assigned to.

Examinations have to be taken during the assigned times (similar to assigned lectures).

Students located in distant time zones (as defined above) may apply to be assigned to alternative sessions, following this procedure: 1. The request must be made by emailing the Dean of Students office via [dos@sgu.edu](mailto:dos@sgu.edu) at least two weeks prior to the first scheduled day of term.

- a. In case a student does not submit a request prior to the deadline, the student has to attend the regularly scheduled sessions and examinations throughout the term.
2. Based on student requests, the Dean of Students office collates a spreadsheet with all the relevant student data, including student ID, last name, first name, email address, the program and term a student is enrolled in, and the time zone each student is located in at the start of the term (UTC-12, UTC-11, UTC-10 ... UTC-4 (= AST, Grenada time), ... UTC +10, UTC+11, UTC+12), and submits it to the Course Director at a minimum of 7 days prior to the published first day of term.
3. The Course Director then assigns students to different alternative sessions (lecture only, small group only, or both) and examinations, and sends them a formal approval of the assignment via email.
4. The assignment is purely based on the time differences at the start of term and cannot be changed during the term, irrespective of possible alterations between daylight saving time and standard time.
5. Students assigned to the regular lecture time of 10 AM AST will take their examinations at 10 AM AST regular CHECK IN time. Students assigned to alternative lectures will start their examinations at the alternative lecture time.

6. Students with alternative time assignments must then attend the lecture, small group, IMCQ and/or ITI sessions (if applicable) that they are assigned to and take all examinations at the assigned times. They cannot switch as it suits them.

7. Any students attending a session to which they have not been formally assigned to will not receive participation credit.

a. Sessions will be checked to ensure only those assigned to a session are participating/attending.

**STUDENT MANUAL HYPERLINKS**

<b>Topic hyperlink to SOM Student Manual</b>
<b>GENERAL COURSE INFORMATION</b>
<a href="#">Evaluations – Course and Instructor Critiques</a>
<a href="#">Evaluations – Clinical tutor</a>
<a href="#">Four Year MD Overarching Goals</a>
<a href="#">Communication Requirements</a>
<a href="#">Student Comportment and Professional Commitment</a>
<a href="#">Standards for Professional Behaviour</a>
<a href="#">Course Participation</a>
<a href="#">Clicker Check Policy – Terms 1-5</a>
<a href="#">BPM and PCM Grading Policies</a>

**COURSE EXAMINATIONS**

[Absences from Required course activities \(non-exams\)](#)

[Completion Exams/Process for Resolution of Missed Examinations](#)

[BPM and PCM examinations](#)

[Comprehensive Examinations](#)

[Irregularity Reporting \(Exams\)](#)

[Approved Absences from Examinations – Religious and Medical Excuses](#)

[Procedure for submitting a Medical Excuse](#)

[Link to medical excuse submission \(Carenage\)](#)

[Process for resolution of missed examinations](#)

[General rules for electronic examinations](#)

[Electronic Examination Policies and Procedures in Terms 1-5](#)

**CONTENT DELIVERY**

[Alternative Pathways: Interactive Team Instruction](#) Method, including entry into ITI

[Credit Remediation](#)

[Table of CR Combinations by Year and Term](#)

**ACADEMIC PROGRESS**

<a href="#">Academic Progress – General</a>
<a href="#">Academic Progress and Failing grades</a>
<ul style="list-style-type: none"> <li>a. <a href="#">Monitored Academic Status</a></li> <li>b. <a href="#">Recommended for dismissal</a></li> </ul>
<a href="#">Monitored Academic Status</a>
<a href="#">Recommendation for dismissal during Terms 1-5 and before clinicals</a>
<a href="#">Recognition of Achievement</a>
<a href="#">Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)</a> <a href="#">CAPPS Appeals Process</a>
<a href="#">Matriculation Timelines</a>
<a href="#">Satisfactory Academic Progress</a>

Other policies relevant to students in the School of Medicine are as per the relevant SOM student handbook.



**ST. GEORGE'S UNIVERSITY**

**School of Medicine**

**Course Director Listing - FALL 2020**

**Department Chair - Dr. Robert Hage**

<b>Banner CRN</b>	<b>COURSES Term I</b>	<b>COURSE CODE</b>	<b>17 Credits</b>	<b>Course Director</b>	<b>SYLLABUS</b>
11937	Basic Principles of Medicine I	BPM 500	17	Dr Maira Du Plessis	YES
11748	Term I SOM Prep Course	PREP 500	0	Dr Maira Du Plessis	

**Department Chair - Dr. Walter Kolbinger**

<b>Banner CRN</b>	<b>COURSES Term II</b>	<b>COURSE CODE</b>	<b>17 Credits</b>	<b>Course Director</b>	<b>SYLLABUS</b>
12010	Basic Principles of Medicine II	BPM 501	17	Dr Juanette McKenzie	YES
11807	BSCE 1	BSC1 502	0	Dr. Walter Kolbinger	

**Department Chair - Dr. Christine Richards**

<b>Banner CRN</b>	<b>COURSES Term III</b>	<b>COURSE CODE</b>	<b>8 Credits</b>	<b>Course Director</b>	<b>SYLLABUS</b>
12074	Basic Principles of Medicine III	BPM 502	8	Dr. Kerry Mitchell	YES

**Department Chair - Dr. Shivayogi Bhusnurmath**

<b>Banner CRN</b>	<b>COURSES Term IV</b>	<b>COURSE CODE</b>	<b>21 Credits</b>	<b>Course Director</b>	<b>SYLLABUS</b>
12084	Principles of Clinical Medicine I	PCM 500	21	Dr. Ayesha Sultana	YES
11979	OSHA	OSHA 500	0	Dr. Martin Forde	

**Department Chair - Dr. Dolland Noel**

<b>Banner CRN</b>	<b>COURSES Term V</b>	<b>COURSE CODE</b>	<b>23 Credits</b>	<b>Course Director</b>	<b>SYLLABUS</b>
12132	Principles of Clinical Medicine II	PCM 501	23	Dr. Morona Sukhoo-Pertab	YES
11808	BSCE 2	BSC2 600	0	<i>Drs. Walter Kolbinger &amp; Morona Sukhoo-Pertab</i>	
11809	CBSE	CBSE 601	0	Dr. Walter Kolbinger	
11810	OSCE	OSCE 602	0	Dr. Morona Sukhoo-Pertab	
12224	Step One Study Course	US1 999	0	Dr. Lucy Clunes	
12166	HIPAA	PREP 502	0	Dr Anna Cyrus-Murden	
11850	Communication Skills Part A	CSKA 999	0		
11851	Communication Skills Part B	CSKB 999	0		
11852	Cultural Competency	CULT 999	0		
11934	Misc Course 1	ZCR1 999	0		
11935	Misc Course 2	ZCR2 999	0		
11936	Misc Course 3	ZCR3 999	0		
11839	Emergency Medicine Core External	ZEME 999	0		
11840	Ethics External	ZETH 999	0		
11841	Family Practice Core External	ZFAM 999	0		
11842	Geriatrics External	ZGER 999	0		
11843	Medicine Core External	ZMED 999	0		
11844	OBGYN Core External	ZOBG 999	0		
11845	Pediatric Core External	ZPED 999	0		
11846	Preventive Med External	ZPMD 999	0		
11847	Psychiatry Core External	ZPSY 999	0		
11848	Radiology External	ZRAD 999	0		
11849	Surgery Core External	ZSUR 999	0		

*\*indicates changes implemented for the semester.*

**KBT GSP at NORTHUMBRIA UNIVERSITY  
School of Medicine**

**Course Director Listing - FALL 2020**

Banner CRN	COURSES <u>Term I</u>	COURSE CODE	17 Credits	Course Director	SYLLABI SAVED
11939	Basic Principles of Medicine I	<b>BPM 500</b>	17	Dr Maira Du Plessis	YES
11748	<i>Term I SOM Prep Course</i>	<b>PREP 500</b>	0	Dr Maira Du Plessis	
Banner CRN	COURSES <u>Term II</u>	COURSE CODE	17 Credits	Course Director	SYLLABI SAVED
12012	Basic Principles of Medicine II	<b>BPM 501</b>	17	Dr Juanette McKenzie	YES
12134	<i>BSC1 1</i>	<b>BSC1 502</b>	0	Dr. Walter Kolbinger	

*\*Indicates changes for the semester.*