

ST. GEORGE'S UNIVERSITY SCHOOL OF MEDICINE

Basic Principles of Medicine BPM500

BPM1 SYLLABUS

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

Version of July 2021 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.

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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.
- k. Participate in activities that explain the importance of professional branding and creating a professional CV & PS for residency

SECTION B: COURSE REQUIREMENTS

Basic Principles of Medicine 1 (BPM 1 – BPM 500)				
	Points	Date	Comments	Total# of events
Examinations and Assessments (Total Points = 761)*				
Exam 1: FTM 1	116	6thSeptember	Mandatory	1 + completion
Exam 2: FTM 2	126	27thSeptember	Mandatory	1 + completion
Exam 3: MSK	126	22nd October	Mandatory	1 + completion
Exam 4: CPR 1	126	15 th November	Mandatory	1 + completion
LAB Practical Exam	25	8thDecember	Mandatory	1 + completion
BPM 1 OCEX	50	4-5 th December	Mandatory	1 + completion
Exam 5: CPR 2	126	13 th December	Mandatory	1 + completion
Formative Assessments (Total points = 36)				
IMCQ	18	See schedule	≥ 50% correct in a session = 1 point**	23
Weekly ESoft quizzes	18	See schedule	Each submission = 1.5 point***	16
Participation and Professionalism (Total Points = 30)****				
Lectures*****	0	See schedule	80% participation requirement	132 (66 ITI)
Small groups/HPWP/LAB/US/SIM	0	See schedule	80% participation requirement	35
Total points	761			

* 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 18 points available.

*** maximum of 18 points available.

**** All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 30 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 (≥ 529 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.

COURSE DELIVERY:

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

<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: 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 prosections and ultrasound simulation sessions with standardized patients to aide in their understanding of key anatomical concepts and allows them to apply this knowledge to a clinical setting.

Cardiovascular, Pulmonary and Renal Systems (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:

SGU SOM, Grenada	KBT GSP, UK
SOMBPM1@sgu.edu	SOMBPM1NU@sgu.edu

(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.

SGU SOM, Grenada	Department	Email Address
Dr. Deon Forrester, Course Director	Anatomical Sciences	dforrester@sgu.edu
Dr. Michael Montalbano, MSK Module Coordinator	Anatomical Sciences	MMontal1@sgu.edu
Dr. Vasavi Gorantla, FTM Module Coordinator	Anatomical Sciences	VGorantl@sgu.edu
Dr. Gabrielle Walcott-Bedeau, CPR Module Coordinator	Physiology and Neuroscience	gwalcott@sgu.edu

KBT GSP, UK	Department	Email Address
Dr James Coey, Associate Course Director	Anatomical Sciences, UK	jcoey@sgu.edu
Dr Kristna Thompson, FTM & CPR Module Coordinator	Anatomical Sciences, UK	kthomps@sgu.edu
Dr Shubhra Malhotra, MSK Module Coordinator	Anatomical Sciences UK	smalhotr@sgu.edu

Content Managers

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

Content Manager GND	Discipline	Email Address
Dr Deepak Sharma	Anatomy	Dsharma1@sgu.edu
Dr Stephan Bandelow	Physiology	sbandelo@sgu.edu
Dr Theofanis Kollias	Pharmacology	TKollia1@sgu.edu
Dr Chrystal Antoine-Frank	Histology	cantoinef@sgu.edu
Dr Sharmila Upadhya	Biochemistry	shupadhya@sgu.edu
Dr Mary Maj	Genetics	mmaj@sgu.edu

Content Manager NU	Discipline	Email Address
Dr James Coey	Anatomy	jcoey@sgu.edu
Dr Haider Hilal	Physiology	hhilal@sgu.edu
Dr Theofanis Kollias	Pharmacology	TKollia1@sgu.edu
Dr Nahidh Al-Jaberi	Histology	naljaber@sgu.edu
Dr Mark Williams	Biochemistry	mwilliams@sgu.edu
Dr Robert Finn	Genetics	rfinn@sgu.edu

Courses Secretaries

SGU SOM, Grenada	Department	Email Address
Ms Maisha Archibald, FTM Module Secretary	Anatomical Sciences	myarchibald@sgu.edu

Ms.Maisha Archibald, MSK Module Secretary	Anatomical Sciences	myarchibald@sgu.edu
Ms Kamille Williams,CPR Module Secretary	Physiology and Neuroscience	kwilliams@sgu.edu
KBT GSP, UK	Email Address	
Mrs. Nicola Sands, Senior Academic + Student Coordinator		nsands@sgu.edu
Mr. Luke Whatmore, Academic Admin Assistant		lwhatmor@sgu.edu
Ms. Haley Wallace, General Admin Support		hwallace@sgu.edu

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](#).

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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

Books in hard copy

Ferrier DR. *Lippincott's Illustrated Reviews: Biochemistry*. 7th ed. Philadelphia: Wolters Kluwer Health; 2014.

Pawlina W, Ross MH. *Histology: A Text and Atlas: With Correlated Cell and Molecular Biology*. 8th ed. Philadelphia: Wolters Kluwer Health; 2020.

Chandar N, Viselli S. *Lippincott's Illustrated Reviews: Cell and Molecular Biology*. 2nd ed. Philadelphia: Wolters Kluwer; 2019.

Katzung BG, Trevor AJ. *Basic and Clinical Pharmacology*. 14th ed. S.I.: McGraw-Hill; 2017

Korf BR, Irons NB. *Human Genetics and Genomics*. 4th ed.

Books in ebooks

AHA BLS PROVIDER MANUAL ACCESS CODE TO THE EBOOK WORLDPOINT
([HTTPS://WWW.WORLDPOINT.COM/EN/AHA-EBOOK](https://www.worldpoint.com/en/aha-ebook))

Zhang G, Fenderson B. *Lippincott's Illustrated Q&A Review of Histology*. Philadelphia: Wolters Kluwer; 2014

Netter FH. *Atlas of Human Anatomy*. 7th ed. Philadelphia, PA: Elsevier; 2019.

Rhoades R, Bell D. *Medical Physiology: Principles for Clinical Medicine*. 5th ed. Philadelphia: Wolters Kluwer Health; 2019.

Drake RL, Vogl W, Mitchell AWM, Gray H. *Gray's Anatomy for Students*. 4th ed. Philadelphia, PA: Elsevier; 2020.

Loukas M, Tubbs RS, Abrahams PH, Carmichael SW. *Gray's Anatomy Review*. 2nd ed.

Books via the library

Moore KL, Persaud TVN, Torchia MG. *The Developing Human: Clinically Oriented Embryology*. 11th ed. Edinburgh: Elsevier; 2020.

Loukas M, Benninger B, Tubbs RS. *Gray's Clinical Photographic Dissector of the Human Body*. 2nd ed. Philadelphia, PA: Elsevier; 2019.

Abrahams P, Spratt JD, Loukas, M, Van Schoor A-N. *Abrahams' and McMinn's Clinical Atlas of Human Anatomy*. 8th ed. Edinburgh: Elsevier; 2020.

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) 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:

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	%
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	15.24
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	16.56
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	16.56
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	16.56
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	16.56
BPM1 Laboratory Examination*	25	25 MCQ x 1 points (score/5*6 = 30)**	3.29

BPM 1 Online Clinical Evaluation Exercises (OCEX)*	50	Online knowledge assessment MCQ based **	6.57
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*** 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.**

Cadaver Laboratory Office Hours:

Every student can make lab appointments during MSK and CPR module. Please note that these spots are limited and are offered on a first come first served basis. Students must make these appointments in groups of 5 or more and the appointment counts for every student in the group. Appointments for the cadaver lab can only be made one week in advance. In addition to faculty appointments, visiting professors may be available during the weekday morning Anatomy Cadaver Lab Open Hours. Visiting professors do not require individual or group appointments.

Cadaver Lab Open Hours:

The Anatomy Cadaver Lab will be opened during the weekday when there are no BPM1 or BPM 2 Anatomy Cadaver Laboratory classes taking place. It will also be open on weekday evenings and on weekends. This is to facilitate students' individual or group study with the cadaver specimens. A schedule of the open hours will be provided on Sakai and in the Cadaver lab.

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), 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) 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 understand that I may be recorded at any time in the small group sessions.

- 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:

- Actively participate appropriately in all class activities and be present for the duration of the entire activity
- Bring a fully functional personal “clicker” to all live learning activities and respond to all “clicker” polls
- Complete all assessments and examinations on the course at the scheduled dates and times
- Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- Check course management site daily for announcements and updates
- Check posted results of assessments on time
- Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- 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.
- Voice commendations and concerns through SGA class representatives
- Use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- Participate in the course and instructor evaluations
- Comply with all requirements outlined in the course syllabus
- Abide by the University Code of Conduct outlined in the student Manual
- Carry your student ID card at all times on campus

Time zone Schedule Selection

The schedules of the SOM learning activities were published and disseminated to all students to make a time zone selection in a survey at the start of term. A further window of opportunity was available to correct any errors. If any students has registered into the wrong time zone and wishes to change after the window of opportunity announced on Sakai (13th January) expires then this will only be done for the next module in the term, i.e. requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module Of that course.

Exam Accommodations

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

Religious Observations

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

If in the case of e.g. OSCES that are scheduled as multiday examinations and students are not sure whether their individual time slot will overlap with the religious holiday an application should be made so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

Subscription Activation

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

Use of Screenshots / Reposting of SGU related Material

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office. Any student posting material without written permission from the Deans Office may face academic

penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU

Leave of Absence – School of Medicine

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course’s scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of ‘0’ on the missing examination(s) and the final course grade will be an F.

Withdrawal – School of Medicine

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of ‘0’ on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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 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.

Warning Letters for Exam Violations

For any exam violations that are flagged by OIA, a warning letter will be issued by the Course Director indicating the reasons for the flag. These warning letters will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record) and any repeat letters issued will include a penalty as outlined in the syllabus section on unprofessional behavior. The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Late to OSCEs

For all OSCE examinations where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time difference from their location. Any student that misses an OSCE due to lateness must do a completion examination but will not be offered credit for the activity.

Policy on Scaling

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

Percentage conversion to Points

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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,	Per incident; 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	If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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.)	Per incident; 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
Clicker Cheating (actively or passively)	Per incident; 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)	Per incident; 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) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

COURSE,MODULE AND INSTRUCTOR EVALUATIONS

Module evaluations open on the day of the last examination of a module and are open for 1 week thereafter.

Course and Instructor evaluations open on the day of the last examination of the course and remain open for three weeks thereafter.

Student participation is required. The surveys are anonymous and all data is shared with the SGA and course leadership.

EVALUATION OF THE CURRICULUM-END OF MODULE AND COURSE EVALUATIONS

End of Module and End of Course evaluations all use a 6 point Likert scale and include the following items:

End of Module Evaluations

Please rate the quality of the following elements of the BPM 3 module 1 where appropriate: Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), Excellent (6)

End-of-Module Questions:

1. Organization
2. Formative Exercises (iMCQ, practice questions, quizzes, clicker questions)
3. Summative Exercises (examinations, OSCEs, OSPEs, SOAP notes)
4. Lectures
5. DLA's
6. Small group activities
7. Clinical skills activities (e.g. SIMLAB, hospital visits, standardized patient encounters)
8. Overall module rating
9. Please provide a specific example of a strong element of this module that should remain unchanged.
10. Please provide a specific example of a weak element of this module and how it should be changed.
11. Please provide any comments on the teaching/assessment venues and services supporting the curriculum delivery, e.g. venue readiness, exam proctoring service, internet etc.

End of Course Evaluation

Please indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. The course structure and expectations were clearly communicated
2. The MD Program Objectives were clearly communicated to students in this course.
3. Learning/module objectives were clearly communicated to students in this course.
4. The time and effort spent in preparation for this course and its assessments were proportionate to the credit allotment for this course.
5. Overall this course contributed effectively to my medical knowledge.
6. The major exams in this course were a fair assessment of the course learning objectives

Learning Environment Evaluation

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. SGU provides a safe and nurturing emotional climate that focuses on student success.
2. I did not experience and/or witnessed mistreatment of students during this educational experience (e.g. harassment, discrimination, public humiliation, psychological/physical punishment)
 - a. If any mistreatment witnessed please document in comment box
3. I feel supported in my personal and professional pursuits by other School of Medicine students.
4. There are faculty and/or other school representatives that I feel comfortable confiding in when important concerns arise.

Student Manual Hyperlinks

Topic hyperlink to SOM Student Manual
GENERAL COURSE INFORMATION
<u>Evaluations – Course and Instructor Critiques</u>
<u>Evaluations – Clinical tutor</u>
<u>Four Year MD Overarching Goals</u>
<u>Communication Requirements</u>
<u>Student Comportment and Professional Commitment</u>
<u>Standards for Professional Behaviour</u>
<u>Course Participation</u>
<u>Clicker Check Policy – Terms 1-5</u>

[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](#)

CONTENT DELIVERY

[Alternative Pathways: Interactive Team Instruction](#) Method, including entry into ITI

[Credit Remediation](#)

[Table of CR Combinations by Year and Term](#)

ACADEMIC PROGRESS
<u>Academic Progress – General</u>
<u>Academic Progress and Failing grades</u> <ul style="list-style-type: none"> a. <u>Monitored Academic Status</u> b. <u>Recommended for dismissal</u>
<u>Monitored Academic Status</u>
<u>Recommendation for dismissal during Terms 1-5 and before clinicals</u>
<u>Recognition of Achievement</u>
<u>Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)</u> <u>CAPPS Appeals Process</u>
<u>Matriculation Timelines</u>
<u>Satisfactory Academic Progress</u>

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 BPM500

BPM1 SYLLABUS

Dr Deon Forrester Course Director (St. George’s, Grenada)

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

Version of July 2021 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.

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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.
- k. Participate in activities that explain the importance of professional branding and creating a professional CV & PS for residency

SECTION B: COURSE REQUIREMENTS

Basic Principles of Medicine 1 (BPM 1 – BPM 500)				
	Points	Date	Comments	Total# of events
Examinations and Assessments (Total Points = 761)*				
Exam 1: FTM 1	116	6 th September	Mandatory	1 + completion
Exam 2: FTM 2	126	27 th September	Mandatory	1 + completion
Exam 3: MSK	126	22 nd October	Mandatory	1 + completion
Exam 4: CPR 1	126	15 th November	Mandatory	1 + completion
LAB Practical Exam	25	8 th December	Mandatory	1 + completion
BPM 1 OCEX	50	4-5 th December	Mandatory	1 + completion
Exam 5: CPR 2	126	13 th December	Mandatory	1 + completion
Formative Assessments (Total points = 36)				
IMCQ	18	See schedule	≥ 50% correct in a session = 1 point**	23
Weekly ESoft quizzes	18	See schedule	Each submission = 1.5 point***	16
Participation and Professionalism (Total Points = 30)****				
Lectures*****	0	See schedule	80% participation requirement	132 (66 ITI)
Small groups/HPWP/LAB/US/SIM	0	See schedule	80% participation requirement	35
Total points	761			

* 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 18 points available.

*** maximum of 18 points available.

**** All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 30 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 (≥ 529 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.

COURSE DELIVERY:

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

<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: 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:

SGU SOM, Grenada	KBT GSP, UK
SOMBPM1@sgu.edu	SOMBPM1NU@sgu.edu

(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.

SGU SOM, Grenada	Department	Email Address
Dr. Deon Forrester, Course Director	Anatomical Sciences	dforrester@sgu.edu
Dr. Michael Montalbano, MSK Module Coordinator	Anatomical Sciences	MMontall@sgu.edu
Dr. Vasavi Gorantla, FTM Module Coordinator	Anatomical Sciences	VGorantl@sgu.edu
Dr. Gabrielle Walcott-Bedeau, CPR Module Coordinator	Physiology and Neuroscience	gwalcott@sgu.edu

KBT GSP, UK	Department	Email Address
Dr James Coey, Associate Course Director	Anatomical Sciences, UK	jcoey@sgu.edu
Dr Kristna Thompson, FTM & CPR Module Coordinator	Anatomical Sciences, UK	kthomps@sgu.edu
Dr Shubhra Malhotra, MSK Module Coordinator	Anatomical Sciences UK	smalhotr@sgu.edu

Content Managers

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

Content Manager GND	Discipline	Email Address
Dr Deepak Sharma	Anatomy	Dsharmal@sgu.edu
Dr Stephan Bandelow	Physiology	sbandelo@sgu.edu
Dr Theofanis Kollias	Pharmacology	TKollia1@sgu.edu
Dr Chrystal Antoine-Frank	Histology	cantoinef@sgu.edu
Dr Sharmila Upadhya	Biochemistry	shupadhya@sgu.edu
Dr Mary Maj	Genetics	mmaj@sgu.edu

Content Manager NU	Discipline	Email Address
Dr James Coey	Anatomy	jcoey@sgu.edu
Dr Haider Hilal	Physiology	hhilal@sgu.edu
Dr Theofanis Kollias	Pharmacology	TKollia1@sgu.edu
Dr Nahidh Al-Jaberi	Histology	naljaber@sgu.edu
Dr Mark Williams	Biochemistry	mwilliams@sgu.edu
Dr Robert Finn	Genetics	rfinn@sgu.edu

Courses Secretaries

SGU SOM, Grenada	Department	Email Address
Ms Maisha Archibald, FTM Module Secretary	Anatomical Sciences	myarchibald@sgu.edu

Ms.Maisha Archibald, MSK Module Secretary	Anatomical Sciences	myarchibald@sgu.edu
Ms Kamille Williams,CPR Module Secretary	Physiology and Neuroscience	kwilliams@sgu.edu
KBT GSP, UK	Email Address	
Mrs. Nicola Sands, Senior Academic + Student Coordinator		nsands@sgu.edu
Mr. Luke Whatmore, Academic Admin Assistant		lwhatmor@sgu.edu
Ms. Haley Wallace, General Admin Support		hwallace@sgu.edu

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](#).

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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

Books in hard copy

Ferrier DR. *Lippincott's Illustrated Reviews: Biochemistry*. 7th ed. Philadelphia: Wolters Kluwer Health; 2014.

Pawlina W, Ross MH. *Histology: A Text and Atlas: With Correlated Cell and Molecular Biology*. 8th ed. Philadelphia: Wolters Kluwer Health; 2020.

Chandar N, Viselli S. *Lippincott's Illustrated Reviews: Cell and Molecular Biology*. 2nd ed. Philadelphia: Wolters Kluwer; 2019.

Katzung BG, Trevor AJ. *Basic and Clinical Pharmacology*. 14th ed. S.I.: McGraw-Hill; 2017

Korf BR, Irons NB. *Human Genetics and Genomics*. 4th ed.

Books in ebooks

AHA BLS PROVIDER MANUAL ACCESS CODE TO THE EBOOK WORLDPOINT
([HTTPS://WWW.WORLDPOINT.COM/EN/AHA-EBOOK](https://www.worldpoint.com/en/aha-ebook))

Zhang G, Fenderson B. *Lippincott's Illustrated Q&A Review of Histology*. Philadelphia: Wolters Kluwer; 2014

Netter FH. *Atlas of Human Anatomy*. 7th ed. Philadelphia, PA: Elsevier; 2019.

Rhoades R, Bell D. *Medical Physiology: Principles for Clinical Medicine*. 5th ed. Philadelphia: Wolters Kluwer Health; 2019.

Drake RL, Vogl W, Mitchell AWM, Gray H. *Gray's Anatomy for Students*. 4th ed. Philadelphia, PA: Elsevier; 2020.

Loukas M, Tubbs RS, Abrahams PH, Carmichael SW. *Gray's Anatomy Review*. 2nd ed.

Books via the library

Moore KL, Persaud TVN, Torchia MG. *The Developing Human: Clinically Oriented Embryology*. 11th ed. Edinburgh: Elsevier; 2020.

Loukas M, Benninger B, Tubbs RS. *Gray's Clinical Photographic Dissector of the Human Body*. 2nd ed. Philadelphia, PA: Elsevier; 2019.

Abrahams P, Spratt JD, Loukas, M, Van Schoor A-N. *Abrahams' and McMinn's Clinical Atlas of Human Anatomy*. 8th ed. Edinburgh: Elsevier; 2020.

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) 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:

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	%
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	15.24
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.56
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.56
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.56
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.56
BPM1 Laboratory Examination*	25	25 MCQ x 1 points (score/5*6 = 30)**	3.29

BPM 1 Online Clinical Evaluation Exercises (OCEX)*	50	Online knowledge assessment MCQ based **	6.57
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*** 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.**

Cadaver Laboratory Office Hours:

Every student can make lab appointments during MSK and CPR module. Please note that these spots are limited and are offered on a first come first served basis. Students must make these appointments in groups of 5 or more and the appointment counts for every student in the group. Appointments for the cadaver lab can only be made one week in advance. In addition to faculty appointments, visiting professors may be available during the weekday morning Anatomy Cadaver Lab Open Hours. Visiting professors do not require individual or group appointments.

Cadaver Lab Open Hours:

The Anatomy Cadaver Lab will be opened during the weekday when there are no BPM1 or BPM 2 Anatomy Cadaver Laboratory classes taking place. It will also be open on weekday evenings and on weekends. This is to facilitate students' individual or group study with the cadaver specimens. A schedule of the open hours will be provided on Sakai and in the Cadaver lab.

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), 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) 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 understand that I may be recorded at any time in the small group sessions.

- 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

Time zone Schedule Selection

The schedules of the SOM learning activities were published and disseminated to all students to make a time zone selection in a survey at the start of term. A further window of opportunity was available to correct any errors. If any students has registered into the wrong time zone and wishes to change after the window of opportunity announced on Sakai (13th January) expires then this will only be done for the next module in the term, i.e. requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module Of that course.

Exam Accommodations

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

Religious Observations

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

If in the case of e.g. OSCES that are scheduled as multiday examinations and students are not sure whether their individual time slot will overlap with the religious holiday an application should be made so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

Subscription Activation

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

Use of Screenshots / Reposting of SGU related Material

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office. Any student posting material without written permission from the Deans Office may face academic

penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU

Leave of Absence – School of Medicine

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course’s scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of ‘0’ on the missing examination(s) and the final course grade will be an F.

Withdrawal – School of Medicine

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of ‘0’ on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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.

Warning Letters for Exam Violations

For any exam violations that are flagged by OIA, a warning letter will be issued by the Course Director indicating the reasons for the flag. These warning letters will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record) and any repeat letters issued will include a penalty as outlined in the syllabus section on unprofessional behavior. The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Late to OSCEs

For all OSCE examinations where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time difference from their location. Any student that misses an OSCE due to lateness must do a completion examination but will not be offered credit for the activity.

Policy on Scaling

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The student's Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

Percentage conversion to Points

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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,	Per incident; 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	If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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.)	Per incident; 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
Clicker Cheating (actively or passively)	Per incident; 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)

Per incident; 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) 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

Topic hyperlink to SOM Student Manual
GENERAL COURSE INFORMATION

[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](#)

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
Academic Progress – General
Academic Progress and Failing grades
<ul style="list-style-type: none"> a. Monitored Academic Status b. Recommended for dismissal
Monitored Academic Status
Recommendation for dismissal during Terms 1-5 and before clinicals
Recognition of Achievement
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

Basic Principles of Medicine II (BPM501)

FALL 2021

Prepared by (Course Director)

Version December 1st, 2021

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.

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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

How do we define participation in course activities?

For all onsite activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time and venue and answering all participation questions provided through the audience response system.

For all online activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time on the appropriate Zoom session and answering all participation questions through the audience response system. Note that different students in the class may be scheduled at different times, **your scheduled time is the only one that counts for your participation**. If you miss an activity do not ask to be placed at a later time, this will not be permitted because students at the last session of the day do not have this opportunity.

All Wi-Fi enabled electronic devices must be registered to the user for use on campus. The Wi-Fi connection of your registered devices to the SGU internet will be used along with the participation data from the audience response system to verify your presence in teaching facilities. Using a device not registered to you may result in you losing participation credit. Misrepresentation of participation records using another person's device is unprofessional behavior and will result in academic penalties outlined in the Unprofessional Behavior section of the syllabus.

SGU expects that students enrolled in the MD program demonstrate 100% participation in all scheduled activities. Participation below 100% means you are failing to meet our expectations, additionally, if your participation falls below 80% there are academic consequences.

Basic Principles of Medicine II (BPM501)

	Points	Date	Comments	# of Events
Examinations and Assessments (Total Points = 809)*				
BPM Exam 1: ER	101	Friday, 3 rd September 2021	Mandatory	1 + completion
BPM Exam 2: DM	125	Monday, 4 th October 2021	Mandatory	1 + completion
BPM Exam 3: NB	125	Friday, 29 th October 2021	Mandatory	1 + completion
BPM Exam 4: NB	125	Friday, 19 th November 2021	Mandatory	1 + completion
Objective Structured Practical Examination (OSPE)/ Online Clinical Evaluation Exercises (OCEX)*	48	Tuesday, 7 th and Wednesday, 8 th December 2021 (OSPE) Tuesday, 7 th December 2021 (OCEX)	Mandatory (onsite) Mandatory (online)	1 + completion
BPM2 Laboratory Examination	25	Thursday, 9 th December 2021	Mandatory	1 + completion
BPM Exam 5: NB	125	Friday, 10 th December 2021	Mandatory	1 + completion
BSCE 1	135	Tuesday, 14 th December 2021	Mandatory	1 + completion
Formative Assessments (Total points = 37)				
Weekly Online Quizzes	24	See schedule	Each submission = 1.5 point**	20
IMCQ Assessments	13	See schedule	≥ 50% correct in a session = 1 point***	17
Participation and Professionalism (Total Points = 30)****				
HPWP/SG/ LAB/ US/ SIM LAB/Mini OCEX/Mini OSPE	0	See schedule	80% participation requirement	30
Lectures	0	See schedule	80% participation requirement	144
ITI Sessions*****	0	See schedule	80% participation requirement	71
Total Points	876			

*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 24 points available.

***Maximum of 13 points available

**** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 30 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. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

***** 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 entire 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.

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.

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 627 points is required, corresponding to a percentage score of 71.50%. In addition, all relevant assessment and participation criteria must be fulfilled

COURSE DELIVERY:

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

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

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:

sombpm2@sgu.edu

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)
Endocrine and Reproductive Systems (ER)	3
Digestive System and Metabolism (DM)	4
Nervous System and Behavioral Science (NB)	11
Total:	18

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 through 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.

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; 7th edition; Online access:
<http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=1988>
2. Human Genetics and Genomics 4th ed Korf and Irons

Anatomy (ER, DM & NB Modules)

1. Gray's Anatomy for Students 3rd ed. Richard Drake, Wayne Vogl, and Adam Mitchell
2. Gray's Anatomy Review Book 2nd ed. Marios Loukas, Gene Colborn, Peter Abrahams, Stephen Carmichael
3. McMinn's Clinical Atlas of Human Anatomy 7th ed. Peter H. Abrahams, Jonathan D. Spratt, Marios Loukas, Albert Van Schoor
4. Atlas of Human Anatomy 7th 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 10th ed. Moore KL, Persaud TVN, Torchia MG. Elsevier.

Physiology (ER & DM Modules)

1. Medical Physiology: Principles for Clinical Medicine; 5th 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 7th 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, 2021; Online access:
<https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2482>
2. Haines D.E., Neuroanatomy in Clinical Context, An Atlas of Structures, Sections, Systems, and Syndromes, 10th edition, 2021 Lippincott Williams & Wilkins; Online access:
<https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2473>

Behavioral Sciences (NB Module)

1. 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>
2. 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)
3. 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](#)
4. Current Diagnosis and Treatment: Psychiatry, (2nd 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.

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

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. Mohamed Idries and Dr. Christopher Chinnatambi	Endocrine and Reproductive Systems	midries@sgu.edu and cchinnat@sgu.edu
Dr. Sharmila Upadhy	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. Deepak Sharma	Anatomical Sciences	dsharma1@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. Chrystal Antoine-Frank	Histology and Cell Biology	cantoinef@sgu.edu
Dr. Duncan Kirkby	Neurosciences	dkirkby@sgu.edu
Dr. Stephan Bandelow	Physiology	sbandelo@sgu.edu

Content Manager KBT GSP, Newcastle	Discipline	Email Address
Dr Briana Fahey	Neuroscience	bfahey@sgu.edu
Dr Mark Williams	Biochemistry	mwilliams@sgu.edu
Dr James Coey	Anatomy	jcoey@sgu.edu
Dr Haider Hilal	Physiology	hhilal@sgu.edu
Dr Kristna Thompson	Behavioral Sciences	kthomps@sgu.edu
Dr Nahidh Al-Jaberi	Histology and Cell Biology	naljaber@sgu.edu
Dr Robert Finn	Genetics	rfinn@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.

Standardized Patient (SPs)

St. George's University employs standardized patients in the training and evaluation of medical students. 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. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student's the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

COURSE MATERIAL

Copyright 2021 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)

- Lippincott's Illustrated Reviews Biochemistry Harvey and Ferrier; 7th edition; Online access: <https://meded-lwwhealthlibrary-com.periodicals.sgu.edu/book.aspx?bookid=1988>
- Human Genetics and Genomics 4th ed Korf and Irons (Only Available in Print)

Anatomy (ER, DM & NB Modules)

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

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Histology (ER Module)

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Online access:
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- Cell and Molecular Biology Nalini Chandar/Susan Viselli
- Lippincott's Illustrated Q&A Review of Histology, 1st Edition by Guiyun Zhang & Bruce A. Fenderson

Neuroscience (NB Module)

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<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, 10th edition, 2021 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, 5e by MD Feldman, JF Christensen, JM. Satterfield, and R Laponis (Access Medicine)

Online access: <https://accessmedicine-mhmedical-com.periodicals.sgu.edu/book.aspx?bookid=2747>
- The American Psychiatric Publishing Textbook of Psychiatry, 7e Edited by Laura Weiss Roberts, M.D., M.A., Robert E. Hales, M.D., M.B.A., Stuart C. Yudofsky, M.D. (DSM Premium Collection)

Online access: <https://doi.org/10.1176/appi.books.9781615372980>
- Smith's Patient-Centered Interviewing: An Evidence-Based Method, 4e AH. Fortin VI, FC Dwamena, RM Frankel, BL episto, RC Smith (Access Medicine)

Online access: <https://accessmedicine-mhmedical-com.periodicals.sgu.edu/Book.aspx?bookid=2446>

- Current Diagnosis and Treatment: Psychiatry, (3rd ed) Michael H. Ebert, James F. Leckman, Ismene L. Petrakis

Online access: <https://accessmedicine-mhmedical-com.periodicals.sgu.edu/Book.aspx?bookid=2509>

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 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.

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 or account 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 professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning

Technologies) and Wi-Fi log in data.. For 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.

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 app or browser, ensure adequate steps are taken to resolve the issue (e.g. download of new app, seek assistance from IT, etc.).

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all terms is essential for all courses. The PD Kit contents will not all be used every term and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes:

- Combined ophthalmoscope/otoscope set (with reusable otoscope specula),
- Reflex hammer,
- Set of tuning forks (512 Hz, 256 Hz),
- Penlight (batteries not included),
- Pocket eye chart,
- Tape measure,
- Stethoscope
- Sphygmomanometer with two cuffs (1 adult, 1 pediatric).
- Disposable items; cotton tipped applicators, tongue depressors and tourniquets

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMBPM2@sgu.edu by the end of the 1st week of term 2. Any report of missing items after this date will be treated as lost and replacements will not be issued.

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMBPM2@sgu.edu.

Please note that you will need the PD Kit for the Small Group Practical Sessions. You will perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Objective Structured Practical Examination (OSPE)

in Terms 1 and 2 as well as for Objective Structured Clinical Examination (OSCE) exams in Terms 4 and 5. **It is your responsibility to ensure that the PD Kit remains fully stocked and that broken and lost items are replaced before the OSPE/OSCE exam and at the start of each new term. Disposable items are issued once only, replacement items may be purchased from the SGU bookstore.**

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.

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
- 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
BPM Examination 1: Examssoft	101	101 MCQ x 1 point + (No cumulative) 20 experimental
BPM Examination 2: Examssoft	125	125 MCQ x 1 point (4 cumulative) + 19 experimental
BPM Examination 3: Examssoft	125	125 MCQ x 1 point (14 cumulative) + 19 experimental
BPM Examination 4: Examssoft	125	125 MCQ x 1 point (18 cumulative) + 19 experimental
BPM Examination 5: Examssoft	125	125 MCQ x 1 point (25 cumulative) + 19 experimental
Lab Exam	25	25 MCQ
BPM2 OCEX/OSPE	48	48 MCQ / 4 stations
BSCE 1	135	144 MCQ (no experimental)

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 or by directly contacting individual faculty members.**

Cadaver Laboratory Office Hours:

Every student can make lab appointments. Please note that these spots are limited and are offered on a first come first served basis. Students must make these appointments in groups of 5 or more and the appointment counts for every student in the group. Appointments for the cadaver lab can only be made one week in advance. In addition to faculty appointments, visiting professors may be available during the weekday morning Anatomy Cadaver Lab Open Hours. Visiting professors do not require individual or group appointments.

Cadaver Lab Open Hours:

The Anatomy Cadaver Lab will be opened during the weekday when there are no BPM1 or BPM 2 Anatomy Cadaver Laboratory classes taking place. It will also be open on weekday evenings

and on weekends. This is to facilitate students' individual or group study with the cadaver specimens. A schedule of the open hours will be provided on Sakai and in the Cadaver lab.

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), 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>

SECTION 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 understand that I am registered on an MD program and that I am expected to be committed to upholding the highest academic and professional standards during my tenure.
- 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) 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 is compliant with requirements 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 understand that I may be recorded at any time in the small group sessions.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
- I understand that I must register my device on the SGU network.
- I understand that the devices I use to connect to the SGU Wi-Fi may be used to confirm my participation at scheduled classes in a particular location on campus.
- I understand that the devices I use on campus with the audience response system must be registered to me in order to earn participation credit.
- I understand that misrepresentation of participation data is unprofessional and will incur academic penalties, or judicial referrals, as outlined in the syllabus.

ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Read the mission statement of the SGU SOM
- b. Read the MD outcome objectives in the syllabus or student manual
- c. Read the course and module objectives provided for each course in the syllabus
- d. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- e. Respond to all “clicker” polls using a device registered to you.
- f. Complete all assessments and examinations on the course at the scheduled dates and times
- g. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- h. Check course management site daily for announcements and updates
- i. Check posted results of assessments on time
- j. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- k. 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.
- l. Voice commendations and concerns through SGA class representatives

- m. Be aware of and use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- n. Participate in the course and instructor evaluations
- o. Comply with all requirements outlined in the course syllabus
- p. Abide by the University Code of Conduct outlined in the student Manual
- q. Carry your student ID card at all times on campus and online and should be able to show your ID upon request

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).

TIMEZONE CHANGES DURING TERM

You must apply to DOS (dos@sgu.edu) to register a time zone change. If accepted requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module of that course.

EXAM ACCOMMODATIONS

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination, for all written, practical and clinical examinations) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

RELIGIOUS OBSERVATIONS

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

In the case of multiday examinations (e.g. OSCE) if students are not sure whether their individual time slot will overlap with the religious holiday an application should be made to DOS assuming overlap so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

SUBSCRIPTION ACTIVATION

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

USE OF SCREENSHOTS / REPOSTING OF SGU RELATED MATERIAL

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office prior to its use. Any student posting material without written permission from the Deans Office may face academic penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU

DEFINITION OF PLAGIARISM

Plagiarism is the act of presenting words, language, ideas, data, imagery or objects without due citation of the original source of the work, either as an attempt to represent the work as originating from the presenter or simply omitting a citation for the original creator. Plagiarism of words is the direct use of consecutive words from an original author without quotation marks or a citation of the source. Plagiarism of sentence structure is the use of the original syntax of the text where synonyms replace the original words but no change in grammar has occurred. Both forms of plagiarism are avoided by writing an original summary of the work

using the new authors own grammar and wording or providing a standard citation for the information.

For all assignments in the SOM, all submissions you provide for coursework should be a representation of your original work, and any plagiarism is in contravention of the honor code and expectations of the standards required by students enrolled in the MD program. Plagiarism is unprofessional, whether deliberate, or careless omission of citation, and may have academic consequences outlined in the unprofessional behavior section of the syllabus.

LEAVE OF ABSENCE – SCHOOL OF MEDICINE

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course's scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of '0' on the missing examination(s) and the final course grade will be an F.

WITHDRAWAL – SCHOOL OF MEDICINE

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of '0' on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources>

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.

POLICIES AND PROCEDURES OF WRITTEN EXAMINATIONS AT SOM DURING THE HYBRID DELIVERY OF COURSES

All SOM Written Examinations during the hybrid (onsite and online) delivery of courses are guided by the University Examination Policies and Procedures, as published in the current Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/>

All SOM Written Examinations are computer-based, and follow the Computer Based Examination Administration Guidelines of the University, as published in the Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/computer-based-examination-administration-guidelines/>

During the hybrid delivery of courses, the supplemental rules and guidelines apply, as published in the Student Manual (School of Medicine, 4 Year MD Program):

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-program-4-year-md/examination-policies/>

Students taking their courses onsite (in person) in Grenada are also required to take their written examinations onsite, with some modifications:

Written Examinations during the hybrid (onsite and online) delivery of courses are governed by the Online Examination Policy for ALL students, whether taking the courses and their examinations onsite or online. This includes, but is not limited to, delivery in multiple exam blocks of approximately one hour duration with NO bathroom breaks being permitted during these blocks, but only between blocks. It also requires Exam ID and Exam Monitor, including online proctoring.

The following points are emphasized for students taking their examination in Grenada:

- 1) All students taking their SOM courses onsite (in person) in Grenada have to take all of their written examinations onsite.
- 2) Students will be assigned their individual examination venue, which will be indicated in their specific examination announcement, and they have to take the examination in the assigned venue without exceptions.
- 3) Within each venue, each student is assigned a specific carrel (cubicle); they have to be seated in the assigned spot to take the examination.
- 4) Individual seating will be posted outside the assigned examination venue approximately 15 minutes prior to the CHECK IN time, when students will be allowed to enter the venue.
- 5) Professional conduct requires students to be at the venue and ready to enter at the time of the announced CHECK IN time, and prior to the grace period (see below).
- 6) For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry; they have to swipe again every time they leave the venue.
- 7) After a 30-minute grace period following the start of the CHECK IN, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
- 8) At the end of an examination block, students are allowed to leave the examination venue; students leaving the examination venue are considered to have completed the examination block and will not be allowed back into the venue during an ongoing examination block. They will be allowed back into the venue at the CHECK IN of the following examination block.
- 9) All examination and monitoring files have to be uploaded to the server prior to leaving the examination venue.

- 10) Students experiencing medical or technical problems during the examination raise their hand to get the attention of a proctor, who will assist them.

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.

EXAM MASTERY REPORTS

Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination, e.g. by system, by subsystem, by NBME content area; and should be used by students to identify performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

DEAN OF BASIC SCIENCES PANELS

Where appropriate, course and examination noncompliance issues may be referred to a dean of basic sciences panel hearing. 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.

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.

Examination Compliance

For any non-compliance issues with examination protocols, that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation will result in an automatic penalty of up to 5% deduction of your course grade. These notifications will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record). The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (and above) notification, a student may appeal the grade deduction. 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 (examviolationSOM@sgu.edu for SOM Basic Sciences).

The DOBS-EIP will review the written appeal of a student, together with evidence of the violations submitted by the course director and make one of the following deliberations:

1. The grade deduction will be retained
2. The grade deduction will be removed or revised

ABSENT / LATE TO CLINICAL SKILLS ASSESSMENT

Any student that misses a clinical skills assessment without a valid excuse must do a completion examination and will lose all points associated with the activity. Additionally, you would be subject to loss of all the professionalism points. For all OSCE/OCEX where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time DIFFERENCE FROM THEIR LOCATION.

POLICY ON SCALING

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

PERCENTAGE CONVERSION TO POINTS

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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.	Per incident; Notification, 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

<p><80% participation in a course component</p>	<p>If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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 notification 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.</p>
<p><70% participation in a course component</p>	<p>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.</p>
<p>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.)</p>	<p>Per incident; 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);</p> <p>AND</p> <p>A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled</p>
<p>Clicker Cheating (actively or passively)</p>	<p>Per incident; 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</p>
<p>Cheating on Examinations (actively or passively)</p>	<p>Per incident; 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</p>
<p>Presenting another student's preparatory content as your own in small groups</p>	<p>Per Incident; 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)</p>

Submitting another student's content as your own assignment without citations	Per Incident; 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)
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*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) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

COURSE, MODULE AND INSTRUCTOR EVALUATIONS

Module evaluations open on the day of the last examination of a module and are open for 1 week thereafter.

Course and Instructor evaluations open on the day of the last examination of the course and remain open for three weeks thereafter.

Student participation is required. The surveys are anonymous and all data is shared with the SGA and course leadership.

End of Module and End of Course evaluations all use a 6 point Likert scale and include the following items:

End of Module Evaluations

Please rate the quality of the following elements of the BPM 3 module 1 where appropriate: Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), Excellent (6)

End-of-Module Questions:

1. Organization
2. Formative Exercises (iMCQ, practice questions, quizzes, clicker questions)
3. Summative Exercises (examinations, OSCEs, OSPEs, SOAP notes)
4. Lectures
5. DLA's
6. Small group activities
7. Clinical skills activities (e.g. SIMLAB, hospital visits, standardized patient encounters)
8. Overall module rating
9. Please provide a specific example of a strong element of this module that should remain unchanged.
10. Please provide a specific example of a weak element of this module and how it should be changed.
11. Please provide any comments on the teaching/assessment venues and services supporting the curriculum delivery, e.g. venue readiness, exam proctoring service, internet etc.

End of Course Evaluation

Please indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. The course structure and expectations were clearly communicated
2. The MD Program Objectives were clearly communicated to students in this course.
3. Learning/module objectives were clearly communicated to students in this course.
4. The time and effort spent in preparation for this course and its assessments were proportionate to the credit allotment for this course.
5. Overall this course contributed effectively to my medical knowledge.
6. The major exams in this course were a fair assessment of the course learning objectives

Learning Environment Evaluation

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. SGU provides a safe and nurturing emotional climate that focuses on student success.
2. I did not experience and/or witnessed mistreatment of students during this educational experience (e.g. harassment, discrimination, public humiliation, psychological/physical punishment)
 - a. If any mistreatment witnessed please document in comment box
3. I feel supported in my personal and professional pursuits by other School of Medicine students.
4. There are faculty and/or other school representatives that I feel comfortable confiding in when important concerns arise.

LEARNING ENVIRONMENT

In the SOM program at SGU, students learn in a variety of social, didactic, small-group, and clinical settings. The learning environment, which includes the physical, social, psychological, and cultural environment surrounding learning, is a core component of students' educational experiences. The learning environment has an important influence on the effectiveness of SGU's medical program and as such, SGU values a positive learning environment and works to identify, prevent, and remove negative influences on the learning environment. SGU does not tolerate student mistreatment, retaliation, or other negative behaviors that are prohibited in other policies (such as discrimination).

The learning environment is assessed and monitored by SGU's Learning Environment Committee (LEC). The LEC reviews anonymous, aggregate-level data on the learning

environment obtained from student surveys and other sources (e.g., summative reports from Judicial Affairs) and makes recommendations to mitigate negative influences and enhance positive influences on the learning environment. The LEC reports its findings and recommendations to the Dean of the School of Medicine and shares a report of its activities with the Curriculum Committee on an annual basis.

STUDENT MANUAL

<https://www.sgu.edu/academic-programs/school-of-medicine/md/resources/>



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Basic Principles of Medicine II (BPM501)

FALL 2021

Prepared by (Course Director)

Version December 1st, 2021

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.

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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

How do we define participation in course activities?

For all onsite activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time and venue and answering all participation questions provided through the audience response system.

For all online activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time on the appropriate Zoom session and answering all participation questions through the audience response system. Note that different students in the class may be scheduled at different times, **your scheduled time is the only one that counts for your participation**. If you miss an activity do not ask to be placed at a later time, this will not be permitted because students at the last session of the day do not have this opportunity.

All Wi-Fi enabled electronic devices must be registered to the user for use on campus. The Wi-Fi connection of your registered devices to the SGU internet will be used along with the participation data from the audience response system to verify your presence in teaching facilities. Using a device not registered to you may result in you losing participation credit. Misrepresentation of participation records using another person's device is unprofessional behavior and will result in academic penalties outlined in the Unprofessional Behavior section of the syllabus.

SGU expects that students enrolled in the MD program demonstrate 100% participation in all scheduled activities. Participation below 100% means you are failing to meet our expectations, additionally, if your participation falls below 80% there are academic consequences.

Basic Principles of Medicine II (BPM501)

	Points	Date	Comments	# of Events
Examinations and Assessments (Total Points = 809)*				
BPM Exam 1: ER	101	Friday, 3 rd September 2021	Mandatory	1 + completion
BPM Exam 2: DM	125	Monday, 4 th October 2021	Mandatory	1 + completion
BPM Exam 3: NB	125	Friday, 29 th October 2021	Mandatory	1 + completion
BPM Exam 4: NB	125	Friday, 19 th November 2021	Mandatory	1 + completion
Objective Structured Practical Examination (OSPE)/ Online Clinical Evaluation Exercises (OCEX)*	48	Tuesday, 7 th and Wednesday, 8 th December 2021 (OSPE) Tuesday, 7 th December 2021 (OCEX)	Mandatory (onsite) Mandatory (online)	1 + completion
BPM2 Laboratory Examination	25	Thursday, 9 th December 2021	Mandatory	1 + completion
BPM Exam 5: NB	125	Friday, 10 th December 2021	Mandatory	1 + completion
BSCE 1	135	Tuesday, 14 th December 2021	Mandatory	1 + completion
Formative Assessments (Total points = 37)				
Weekly Online Quizzes	24	See schedule	Each submission = 1.5 point**	20
IMCQ Assessments	13	See schedule	≥ 50% correct in a session = 1 point***	17
Participation and Professionalism (Total Points = 30)****				
HPWP/SG/ LAB/ US/ SIM LAB/Mini OCEX/Mini OSPE	0	See schedule	80% participation requirement	30
Lectures	0	See schedule	80% participation requirement	144
ITI Sessions*****	0	See schedule	80% participation requirement	71
Total Points	876			

*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 24 points available.

***Maximum of 13 points available

**** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 30 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. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

***** 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 entire 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.

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.

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 627 points is required, corresponding to a percentage score of 71.50%. In addition, all relevant assessment and participation criteria must be fulfilled

COURSE DELIVERY:

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

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

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:

sombpm2@sgu.edu

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)
Endocrine and Reproductive Systems (ER)	3
Digestive System and Metabolism (DM)	4
Nervous System and Behavioral Science (NB)	11
Total:	18

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 through 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.

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; 7th edition; Online access:
<http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=1988>
2. Human Genetics and Genomics 4th ed Korf and Irons

Anatomy (ER, DM & NB Modules)

1. Gray's Anatomy for Students 3rd ed. Richard Drake, Wayne Vogl, and Adam Mitchell
2. Gray's Anatomy Review Book 2nd ed. Marios Loukas, Gene Colborn, Peter Abrahams, Stephen Carmichael
3. McMinn's Clinical Atlas of Human Anatomy 7th ed. Peter H. Abrahams, Jonathan D. Spratt, Marios Loukas, Albert Van Schoor
4. Atlas of Human Anatomy 7th 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 10th ed. Moore KL, Persaud TVN, Torchia MG. Elsevier.

Physiology (ER & DM Modules)

1. Medical Physiology: Principles for Clinical Medicine; 5th 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 7th 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, 2021; Online access:
<https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2482>
2. Haines D.E., Neuroanatomy in Clinical Context, An Atlas of Structures, Sections, Systems, and Syndromes, 10th edition, 2021 Lippincott Williams & Wilkins; Online access:
<https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2473>

Behavioral Sciences (NB Module)

1. 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>
2. 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)
3. 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](#)
4. Current Diagnosis and Treatment: Psychiatry, (2nd 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.

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

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. Mohamed Idries and Dr. Christopher Chinnatambi	Endocrine and Reproductive Systems	midries@sgu.edu and cchinnat@sgu.edu
Dr. Sharmila Upadhy	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. Deepak Sharma	Anatomical Sciences	dsharma1@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. Chrystal Antoine-Frank	Histology and Cell Biology	cantoinef@sgu.edu
Dr. Duncan Kirkby	Neurosciences	dkirkby@sgu.edu
Dr. Stephan Bandelow	Physiology	sbandelo@sgu.edu

Content Manager KBT GSP, Newcastle	Discipline	Email Address
Dr Briana Fahey	Neuroscience	bfahey@sgu.edu
Dr Mark Williams	Biochemistry	mwilliams@sgu.edu
Dr James Coey	Anatomy	jcoey@sgu.edu
Dr Haider Hilal	Physiology	hhilal@sgu.edu
Dr Kristna Thompson	Behavioral Sciences	kthomps@sgu.edu
Dr Nahidh Al-Jaberi	Histology and Cell Biology	naljaber@sgu.edu
Dr Robert Finn	Genetics	rfinn@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.

Standardized Patient (SPs)

St. George's University employs standardized patients in the training and evaluation of medical students. 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. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student's the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

COURSE MATERIAL

Copyright 2021 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)

- Lippincott's Illustrated Reviews Biochemistry Harvey and Ferrier; 7th edition; Online access: <https://meded-lwwhealthlibrary-com.periodicals.sgu.edu/book.aspx?bookid=1988>
- Human Genetics and Genomics 4th ed Korf and Irons (Only Available in Print)

Anatomy (ER, DM & NB Modules)

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

Physiology (ER & DM Modules)

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

Histology (ER Module)

- Histology: A Text and Atlas 8th Ed Wojciech Pawlina
Online access:
<http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=1316>
- Cell and Molecular Biology Nalini Chandar/Susan Viselli
- Lippincott's Illustrated Q&A Review of Histology, 1st Edition by Guiyun Zhang & Bruce A. Fenderson

Neuroscience (NB Module)

- Siegel, A and Sapru, HN, Essential Neuroscience, 4th edition, Lippincott Williams & Wilkins, 2021; 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, 10th edition, 2021 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, 5e by MD Feldman, JF Christensen, JM. Satterfield, and R Laponis (Access Medicine)

Online access: <https://accessmedicine-mhmedical-com.periodicals.sgu.edu/book.aspx?bookid=2747>
- The American Psychiatric Publishing Textbook of Psychiatry, 7e Edited by Laura Weiss Roberts, M.D., M.A., Robert E. Hales, M.D., M.B.A., Stuart C. Yudofsky, M.D. (DSM Premium Collection)

Online access: <https://doi.org/10.1176/appi.books.9781615372980>
- Smith's Patient-Centered Interviewing: An Evidence-Based Method, 4e AH. Fortin VI, FC Dwamena, RM Frankel, BL episto, RC Smith (Access Medicine)

Online access: <https://accessmedicine-mhmedical-com.periodicals.sgu.edu/Book.aspx?bookid=2446>

- Current Diagnosis and Treatment: Psychiatry, (3rd ed) Michael H. Ebert, James F. Leckman, Ismene L. Petrakis

Online access: <https://accessmedicine-mhmedical-com.periodicals.sgu.edu/Book.aspx?bookid=2509>

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 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.

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 or account 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 professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning

Technologies) and Wi-Fi log in data.. For 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.

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 app or browser, ensure adequate steps are taken to resolve the issue (e.g. download of new app, seek assistance from IT, etc.).

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all terms is essential for all courses. The PD Kit contents will not all be used every term and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes:

- Combined ophthalmoscope/otoscope set (with reusable otoscope specula),
- Reflex hammer,
- Set of tuning forks (512 Hz, 256 Hz),
- Penlight (batteries not included),
- Pocket eye chart,
- Tape measure,
- Stethoscope
- Sphygmomanometer with two cuffs (1 adult, 1 pediatric).
- Disposable items; cotton tipped applicators, tongue depressors and tourniquets

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMBPM2@sgu.edu by the end of the 1st week of term 2. Any report of missing items after this date will be treated as lost and replacements will not be issued.

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMBPM2@sgu.edu.

Please note that you will need the PD Kit for the Small Group Practical Sessions. You will perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Objective Structured Practical Examination (OSPE)

in Terms 1 and 2 as well as for Objective Structured Clinical Examination (OSCE) exams in Terms 4 and 5. **It is your responsibility to ensure that the PD Kit remains fully stocked and that broken and lost items are replaced before the OSPE/OSCE exam and at the start of each new term. Disposable items are issued once only, replacement items may be purchased from the SGU bookstore.**

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.

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
- 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
BPM Examination 1: Examssoft	101	101 MCQ x 1 point + (No cumulative) 20 experimental
BPM Examination 2: Examssoft	125	125 MCQ x 1 point (4 cumulative) + 19 experimental
BPM Examination 3: Examssoft	125	125 MCQ x 1 point (14 cumulative) + 19 experimental
BPM Examination 4: Examssoft	125	125 MCQ x 1 point (18 cumulative) + 19 experimental
BPM Examination 5: Examssoft	125	125 MCQ x 1 point (25 cumulative) + 19 experimental
Lab Exam	25	25 MCQ
BPM2 OCEX/OSPE	48	48 MCQ / 4 stations
BSCE 1	135	144 MCQ (no experimental)

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 or by directly contacting individual faculty members.**

Cadaver Laboratory Office Hours:

Every student can make lab appointments. Please note that these spots are limited and are offered on a first come first served basis. Students must make these appointments in groups of 5 or more and the appointment counts for every student in the group. Appointments for the cadaver lab can only be made one week in advance. In addition to faculty appointments, visiting professors may be available during the weekday morning Anatomy Cadaver Lab Open Hours. Visiting professors do not require individual or group appointments.

Cadaver Lab Open Hours:

The Anatomy Cadaver Lab will be opened during the weekday when there are no BPM1 or BPM 2 Anatomy Cadaver Laboratory classes taking place. It will also be open on weekday evenings

and on weekends. This is to facilitate students' individual or group study with the cadaver specimens. A schedule of the open hours will be provided on Sakai and in the Cadaver lab.

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), 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>

SECTION 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 understand that I am registered on an MD program and that I am expected to be committed to upholding the highest academic and professional standards during my tenure.
- 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) 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 is compliant with requirements 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 understand that I may be recorded at any time in the small group sessions.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
- I understand that I must register my device on the SGU network.
- I understand that the devices I use to connect to the SGU Wi-Fi may be used to confirm my participation at scheduled classes in a particular location on campus.
- I understand that the devices I use on campus with the audience response system must be registered to me in order to earn participation credit.
- I understand that misrepresentation of participation data is unprofessional and will incur academic penalties, or judicial referrals, as outlined in the syllabus.

ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Read the mission statement of the SGU SOM
- b. Read the MD outcome objectives in the syllabus or student manual
- c. Read the course and module objectives provided for each course in the syllabus
- d. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- e. Respond to all “clicker” polls using a device registered to you.
- f. Complete all assessments and examinations on the course at the scheduled dates and times
- g. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- h. Check course management site daily for announcements and updates
- i. Check posted results of assessments on time
- j. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- k. 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.
- l. Voice commendations and concerns through SGA class representatives

- m. Be aware of and use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- n. Participate in the course and instructor evaluations
- o. Comply with all requirements outlined in the course syllabus
- p. Abide by the University Code of Conduct outlined in the student Manual
- q. Carry your student ID card at all times on campus and online and should be able to show your ID upon request

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).

TIMEZONE CHANGES DURING TERM

You must apply to DOS (dos@sgu.edu) to register a time zone change. If accepted requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module of that course.

EXAM ACCOMMODATIONS

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination, for all written, practical and clinical examinations) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

RELIGIOUS OBSERVATIONS

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

In the case of multiday examinations (e.g. OSCE) if students are not sure whether their individual time slot will overlap with the religious holiday an application should be made to DOS assuming overlap so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

SUBSCRIPTION ACTIVATION

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

USE OF SCREENSHOTS / REPOSTING OF SGU RELATED MATERIAL

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office prior to its use. Any student posting material without written permission from the Deans Office may face academic penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU

DEFINITION OF PLAGIARISM

Plagiarism is the act of presenting words, language, ideas, data, imagery or objects without due citation of the original source of the work, either as an attempt to represent the work as originating from the presenter or simply omitting a citation for the original creator. Plagiarism of words is the direct use of consecutive words from an original author without quotation marks or a citation of the source. Plagiarism of sentence structure is the use of the original syntax of the text where synonyms replace the original words but no change in grammar has occurred. Both forms of plagiarism are avoided by writing an original summary of the work

using the new authors own grammar and wording or providing a standard citation for the information.

For all assignments in the SOM, all submissions you provide for coursework should be a representation of your original work, and any plagiarism is in contravention of the honor code and expectations of the standards required by students enrolled in the MD program. Plagiarism is unprofessional, whether deliberate, or careless omission of citation, and may have academic consequences outlined in the unprofessional behavior section of the syllabus.

LEAVE OF ABSENCE – SCHOOL OF MEDICINE

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course's scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of '0' on the missing examination(s) and the final course grade will be an F.

WITHDRAWAL – SCHOOL OF MEDICINE

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of '0' on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources>

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.

POLICIES AND PROCEDURES OF WRITTEN EXAMINATIONS AT SOM DURING THE HYBRID DELIVERY OF COURSES

All SOM Written Examinations during the hybrid (onsite and online) delivery of courses are guided by the University Examination Policies and Procedures, as published in the current Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/>

All SOM Written Examinations are computer-based, and follow the Computer Based Examination Administration Guidelines of the University, as published in the Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/computer-based-examination-administration-guidelines/>

During the hybrid delivery of courses, the supplemental rules and guidelines apply, as published in the Student Manual (School of Medicine, 4 Year MD Program):

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-program-4-year-md/examination-policies/>

Students taking their courses onsite (in person) in Grenada are also required to take their written examinations onsite, with some modifications:

Written Examinations during the hybrid (onsite and online) delivery of courses are governed by the Online Examination Policy for ALL students, whether taking the courses and their examinations onsite or online. This includes, but is not limited to, delivery in multiple exam blocks of approximately one hour duration with NO bathroom breaks being permitted during these blocks, but only between blocks. It also requires Exam ID and Exam Monitor, including online proctoring.

The following points are emphasized for students taking their examination in Grenada:

- 1) All students taking their SOM courses onsite (in person) in Grenada have to take all of their written examinations onsite.
- 2) Students will be assigned their individual examination venue, which will be indicated in their specific examination announcement, and they have to take the examination in the assigned venue without exceptions.
- 3) Within each venue, each student is assigned a specific carrel (cubicle); they have to be seated in the assigned spot to take the examination.
- 4) Individual seating will be posted outside the assigned examination venue approximately 15 minutes prior to the CHECK IN time, when students will be allowed to enter the venue.
- 5) Professional conduct requires students to be at the venue and ready to enter at the time of the announced CHECK IN time, and prior to the grace period (see below).
- 6) For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry; they have to swipe again every time they leave the venue.
- 7) After a 30-minute grace period following the start of the CHECK IN, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
- 8) At the end of an examination block, students are allowed to leave the examination venue; students leaving the examination venue are considered to have completed the examination block and will not be allowed back into the venue during an ongoing examination block. They will be allowed back into the venue at the CHECK IN of the following examination block.
- 9) All examination and monitoring files have to be uploaded to the server prior to leaving the examination venue.

- 10) Students experiencing medical or technical problems during the examination raise their hand to get the attention of a proctor, who will assist them.

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.

EXAM MASTERY REPORTS

Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination, e.g. by system, by subsystem, by NBME content area; and should be used by students to identify performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

DEAN OF BASIC SCIENCES PANELS

Where appropriate, course and examination noncompliance issues may be referred to a dean of basic sciences panel hearing. 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.

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.

Examination Compliance

For any non-compliance issues with examination protocols, that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation will result in an automatic penalty of up to 5% deduction of your course grade. These notifications will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record). The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (and above) notification, a student may appeal the grade deduction. 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 (examviolationSOM@sgu.edu for SOM Basic Sciences).

The DOBS-EIP will review the written appeal of a student, together with evidence of the violations submitted by the course director and make one of the following deliberations:

1. The grade deduction will be retained
2. The grade deduction will be removed or revised

ABSENT / LATE TO CLINICAL SKILLS ASSESSMENT

Any student that misses a clinical skills assessment without a valid excuse must do a completion examination and will lose all points associated with the activity. Additionally, you would be subject to loss of all the professionalism points. For all OSCE/OCEX where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time DIFFERENCE FROM THEIR LOCATION.

POLICY ON SCALING

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

PERCENTAGE CONVERSION TO POINTS

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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.	Per incident; Notification, 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

<p><80% participation in a course component</p>	<p>If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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 notification 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.</p>
<p><70% participation in a course component</p>	<p>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.</p>
<p>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.)</p>	<p>Per incident; 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);</p> <p>AND</p> <p>A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled</p>
<p>Clicker Cheating (actively or passively)</p>	<p>Per incident; 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</p>
<p>Cheating on Examinations (actively or passively)</p>	<p>Per incident; 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</p>
<p>Presenting another student's preparatory content as your own in small groups</p>	<p>Per Incident; 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)</p>

Submitting another student's content as your own assignment without citations	Per Incident; 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)
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*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) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

COURSE, MODULE AND INSTRUCTOR EVALUATIONS

Module evaluations open on the day of the last examination of a module and are open for 1 week thereafter.

Course and Instructor evaluations open on the day of the last examination of the course and remain open for three weeks thereafter.

Student participation is required. The surveys are anonymous and all data is shared with the SGA and course leadership.

End of Module and End of Course evaluations all use a 6 point Likert scale and include the following items:

End of Module Evaluations

Please rate the quality of the following elements of the BPM 3 module 1 where appropriate: Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), Excellent (6)

End-of-Module Questions:

1. Organization
2. Formative Exercises (iMCQ, practice questions, quizzes, clicker questions)
3. Summative Exercises (examinations, OSCEs, OSPEs, SOAP notes)
4. Lectures
5. DLA's
6. Small group activities
7. Clinical skills activities (e.g. SIMLAB, hospital visits, standardized patient encounters)
8. Overall module rating
9. Please provide a specific example of a strong element of this module that should remain unchanged.
10. Please provide a specific example of a weak element of this module and how it should be changed.
11. Please provide any comments on the teaching/assessment venues and services supporting the curriculum delivery, e.g. venue readiness, exam proctoring service, internet etc.

End of Course Evaluation

Please indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. The course structure and expectations were clearly communicated
2. The MD Program Objectives were clearly communicated to students in this course.
3. Learning/module objectives were clearly communicated to students in this course.
4. The time and effort spent in preparation for this course and its assessments were proportionate to the credit allotment for this course.
5. Overall this course contributed effectively to my medical knowledge.
6. The major exams in this course were a fair assessment of the course learning objectives

Learning Environment Evaluation

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. SGU provides a safe and nurturing emotional climate that focuses on student success.
2. I did not experience and/or witnessed mistreatment of students during this educational experience (e.g. harassment, discrimination, public humiliation, psychological/physical punishment)
 - a. If any mistreatment witnessed please document in comment box
3. I feel supported in my personal and professional pursuits by other School of Medicine students.
4. There are faculty and/or other school representatives that I feel comfortable confiding in when important concerns arise.

LEARNING ENVIRONMENT

In the SOM program at SGU, students learn in a variety of social, didactic, small-group, and clinical settings. The learning environment, which includes the physical, social, psychological, and cultural environment surrounding learning, is a core component of students' educational experiences. The learning environment has an important influence on the effectiveness of SGU's medical program and as such, SGU values a positive learning environment and works to identify, prevent, and remove negative influences on the learning environment. SGU does not tolerate student mistreatment, retaliation, or other negative behaviors that are prohibited in other policies (such as discrimination).

The learning environment is assessed and monitored by SGU's Learning Environment Committee (LEC). The LEC reviews anonymous, aggregate-level data on the learning

environment obtained from student surveys and other sources (e.g., summative reports from Judicial Affairs) and makes recommendations to mitigate negative influences and enhance positive influences on the learning environment. The LEC reports its findings and recommendations to the Dean of the School of Medicine and shares a report of its activities with the Curriculum Committee on an annual basis.

STUDENT MANUAL

<https://www.sgu.edu/academic-programs/school-of-medicine/md/resources/>



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Basic Principles of Medicine III (BPM502)

SUMMER 2021

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

Version June 2021

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.

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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 III (BPM502)				
	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 240)*				
Exam 1	120	Jul 19	Mandatory	1 + completion
Exam 2	120	Aug 06	Mandatory	1 + completion
Formative Assessments (Total points = 8)				
IMCQs	8	See schedule	≥ 50% correct in a session	10
Participation and Professionalism** (Total Points = 8)***				
Lectures	0	See schedule	80% participation requirement	52
ITI Sessions****	0	See schedule	80% participation requirement	26
Small Groups	0	See schedule	80% participation requirement	11
Take-Home Assignment - 1	0	Due Jul 06	Mandatory; Open Jul 01	1
Take-Home Assignment - 2	0	Due Aug 04	Mandatory; Open Aug 02	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. 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 entire 1-hr session**.

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 BPM502 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 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

COURSE DESCRIPTION

The Basic Principles of Medicine III (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. **Ethics, Professionalism and Medical Jurisprudence:** A survey of bioethics introduces research ethics, public health ethics, medical and clinical ethics, professional ethics, and the professional responsibilities of today's physicians. These responsibilities derive from professional knowledge, attitudes, and practices involved in clinical medicine, medical research, and disease prevention, surveillance, and control. They stem from the medical profession itself, and from fundamental concepts of law and ethics related to the medical profession and doctor-patient relationships. Specific topics addressed include environmental health ethics, physician impairment, social and community ethics, patient autonomy and informed consent, beginning of life issues and termination of pregnancy, and end-of-life decisions. Fundamental concepts of law and ethics that relate to the medical profession are discussed, along with issues bearing on physician professionalism and boundary crossings. Societal trust and related concerns involving the regulation of medical practice are emphasized along with basic principles of patient privacy, confidentiality, medical malpractice and liability.
2. **Basics of Immunology and Microbiology:** Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of the infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The detail as to the specific microbial infections that result from human-microbial interactions will be covered in PCM500 (Term 4).

3. **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.
4. **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.

GOALS AND 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 interventions 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. 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

Faculty	Module	Email Address
Dr. Kerry Mitchell (<i>Course Director</i>)	-	kmitche3@sgu.edu
Dr. Giselle Cumming (<i>Content Manager</i>)	Public Health Assessment Tools	gcumming@sgu.edu
Dr. Cheryl Cox Macpherson (<i>Content Manager</i>)	Ethics and Professionalism	ccox@sgu.edu
Dr. Maria Ramos-Nino (<i>Content Manager</i>)	Microbiology and Immunology	mramosni@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](#) (Carepage), 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** (5th edition). Elsevier.
- Bodenheimer, T., & Grumbach, K. (2016). **Understanding Health Policy: A Clinical Approach** (7th edition). McGraw-Hill Education / Medical.
- Carroll, K., Butel, J., & Morse, S. (2015). **Jawetz Melnick & Adelbergs Medical Microbiology** (27th edition). McGraw-Hill Education / Medical.
- Fletcher, G. S. (2020). **Clinical Epidemiology: The Essentials** (6th edition). LWW.
- Glaser, A. (2013). **High-Yield Biostatistics, Epidemiology, and Public Health** (4th edition). LWW.
- Veatch, R. M. (2011). **The Basics of Bioethics** (3rd 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.

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 email (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

The components of the BPM 3 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 Sessions
- Interactive Multiple-Choice Sessions (IMCQ's)

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	%
BPM502 Examination 1: ExamSoft	120	All	120 MCQ x 1 point + 12 experimental	46.88
BPM502 Examination 2: ExamSoft	120		120 MCQ x 1 point <i>(6 cumulative)</i> + 12 experimental	46.88

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 sombpm3@sgu.edu or by directly contacting individual faculty members.**

SECTION 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) 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 understand that I may be recorded at any time in the small group sessions.
- 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)

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).

EXAM ACCOMMODATIONS

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

RELIGIOUS OBSERVATIONS

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

If in the case of e.g. OSCEs that are scheduled as multiday examinations and students are not sure whether their individual time slot will overlap with the religious holiday an application should be made so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

SUBSCRIPTION ACTIVATION

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

USE OF SCREENSHOTS / REPOSTING OF SGU RELATED MATERIAL

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office prior to its use. Any student posting material without written permission from the Deans Office may face academic penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU

LEAVE OF ABSENCE – SCHOOL OF MEDICINE

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course's scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of '0' on the missing examination(s) and the final course grade will be an F.

WITHDRAWAL – SCHOOL OF MEDICINE

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of '0' on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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 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.

Examination Compliance

For any non-compliance issues with examination protocols, that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation will result in an automatic penalty of up to 5% deduction of your course grade. These notifications will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record). The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (and above) notification, a student may appeal the grade deduction. 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 (examviolationSOM@sgu.edu for SOM Basic Sciences).

The DOBS-EIP will review the written appeal of a student, together with evidence of the violations submitted by the course director and make one of the following deliberations:

1. The grade deduction will be retained
2. The grade deduction will be removed or revised

Late To OSCE/OCEXs

For all OSCE examinations where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time difference from their location. Any student that misses an OSCE due to lateness must do a completion examination but will not be offered credit for the activity.

Policy on Scaling

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may

result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

Percentage conversion to Points

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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.	Per incident; 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	If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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.)	Per incident; 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)	Per incident; 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)	Per incident; 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) 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

Topic hyperlink to SOM Student Manual
GENERAL COURSE INFORMATION
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
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Irregularity Reporting (Exams)
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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

Term 5

FALL 2021

Prepared by *Dr. Morona Sukhoo-Pertab*

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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.

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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

How do we define participation in course activities?

For all onsite activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time and venue, and answering all participation questions provided through the audience response system.

For all online activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time on the appropriate Zoom session, and answering all participation questions through the audience response system. Note that different students in the class may be scheduled at different times, **your scheduled time is the only one that counts for your participation**. If you miss an activity do not ask to be placed at a later time, this will not be permitted because students at the last session of the day do not have this opportunity.

All Wi-Fi enabled electronic devices must be registered to the user for use on campus. The Wi-Fi connection of your registered devices to the SGU internet will be used along with the participation data from the audience response system to verify your presence in teaching facilities. Using a device not registered to you may result in you losing participation credit. Misrepresentation of participation records using another person's device is unprofessional behavior and will result in academic penalties outlined in the Unprofessional Behavior section of the syllabus.

SGU expects that students enrolled in the MD program demonstrate 100% participation in all scheduled activities. Participation below 100% means you are failing to meet our expectations, additionally, if your participation falls below 80% there are academic consequences.

In order to pass Principles of Clinical Medicine 2 (PCM 2), you need to complete the following:

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 873)*				
PCM 2 Exam 1	72	13 th Sept	Mandatory	1 + completion
PCM 2 Exam 2	240	12 th Oct	Mandatory	1 + completion
PCM 2 Exam 3	240	5 th Nov	Mandatory	1 + completion
PCM 2 Exam 4	240	26 th Nov	Mandatory	1 + completion
OSCE / OCEX: Exam 1	18	7 th – 11 th Sept	Mandatory	1 + completion
OSCE / OCEX: Exam 2	9	8 th Oct	Mandatory	1 + completion
OSCE / OCEX: Exam 3	36	27 th Nov – 1 st Dec	Mandatory	1 + completion
Patient Care Assignment 1	5.4	13 th Oct	Mandatory	1
Patient Care Assignment 2	5.4	12 th Nov	Mandatory	1
Case Presentation	7.2	19 th Nov & 22 nd Nov	Mandatory	1
Participation and Professionalism** (Total Points = 25)				
HIPAA Certification	0	Due: 6 th Sept	Mandatory	1
Patient Safety Module	0	Due: 18 th Nov	Mandatory	1
Evidence Based Module	0	Due: 18 th Nov	Mandatory	1
Lectures****	0	See Schedule	80% participation required	121
Small groups	0	See Schedule	80% participation required	23
Hospital/Clinic/Sim	0	See Schedule	80% participation required	10
IMCQ	0	See Schedule	Score>50% in each session and >80% participation requirement	23
USMLE Rx quizzes	0	See SAKAI announcement	Mandatory. Attempt >50% of the questions in each quiz	12
TOTAL POINTS	898			

* 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 25 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. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

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% correct*) 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 entire 1-hr session.**

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.

To pass the PCM501 course a minimum of 651.05 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

In order to pass Basic Sciences Foundation for Clinical Reasoning (BSFCR), you need to complete the following:

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 144 *)				
BSCE2 (BSFCR Final Exam)	144	3 rd Dec	Mandatory	1 + completion
Formative**				
Small groups	0	See Schedule	80% participation required	11
UWorld	NA	From July	Use as daily resource	NA
Total Points	144			

* 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. UWorld subscription must be activated and utilized and the participation in small groups must be above the 80% threshold. Academic penalties as outlined in the unprofessional behavior part of the syllabus will apply to the course in the event that these criteria are not fulfilled.

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.

To pass the BSFCR course a minimum of 104.4 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

COURSE DELIVERY

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

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

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:

SOMPCM2@sgu.edu

COURSE DESCRIPTION – PCM 2

The Principles of Clinical Medicine – 2 (PCM 501) is a 19-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
TOTAL	18 Weeks

GOALS AND 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

COURSE DESCRIPTION - BSFCR

The Basic Sciences Foundation for Clinical Reasoning is a 4 credit course designed to expose students to the process of working as a team to define, refine and examine the reasoning steps behind making a clinical diagnosis from presenting symptoms only, incorporating additional information and using the integrated content from all basic sciences as a foundation for the development of a hypothesis. The cases are delivered as small groups and require students to explain their reasoning processes and work as a team to refine and redefine their hypothesis as additional information is made available. This course has 5 asynchronous lectures, 11 small groups, 11 asynchronous case debriefs, Uworld quizzes, and a final comprehensive examination. Emphasis is on the clinical reasoning process for diagnosis hypothesis development and adaptation in response to release of information.

COURSE OBJECTIVES

- a. Accurately obtain key clinical findings as a team using a hypothesis driven approach based on the patient's presenting complaint and form an initial differential diagnosis
- b. Demonstrate clinical reasoning to formulate an accurate problem representation expressed as a summary statement
- c. Integrate relevant patient history, physical examination findings, laboratory studies data and imaging into the formulation of the problem representation.
- d. Generate the patient illness script using pertinent semantic qualifiers
- e. Contrast critical diagnostic clinical findings from corroborative clinical findings and non-corroborative findings in each case.
- f. Describe essential properties of system 1 and system 2 processes as part of the clinical reasoning process.
- g. Demonstrate adaptability in the problem representation in response to new data or findings.
- h. Explain the prioritization of the differential diagnoses by comparing and contrasting supportive features from the patient's history, physical examination and investigations with accurate knowledge of characteristic disease manifestations.
- i. Identify cognitive biases throughout clinical reasoning in an effort to reduce diagnostic errors.
- j. Effectively communicate and collaborate with other healthcare professionals throughout the diagnostic process.
- k. Understand that uncertainty and ambiguity are inevitable aspects of a clinical work up.
- l. Demonstrate appropriate and timely arrival at a diagnosis and avoid early diagnostic bias and excessive testing in the pursuit of certainty.

FACULTY AND STAFF CONTACT INFORMATION

For all administrative questions (including notification of absence) contact our departmental secretaries and course director at 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.

PCM 2 Course Leadership Team: Course Director and Module Coordinators

Faculty	Title	Department	Email Address
Dr. Morona Sukhoo-Pertab	Course Director MNI Module Coordinator	Clinical Skills	MSukhoop@sgu.edu
Dr. Subramanya Upadhya	CPRH Module Coordinator	Pathophysiology	SUpadhya@sgu.edu
Dr. Raghvendra Tey	GOER Module Coordinator	Pathophysiology	RTey@sgu.edu
Dr. Michon Sukhoo-Pertab	DNPR Module Coordinator	Clinical skills	MSukhoo1@sgu.edu

BSFCR Course Director

Faculty	Title	Department	Email Address
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Content Manager	Discipline	Email Address
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Dr. Hisham Elnosh	Microbiology	askmicro@sgu.edu
Dr. Jessica Lendore	Communication and Physical Diagnosis (CPD)	AskCPD@sgu.edu
Dr. Subramanya Upadhya	Pathophysiology	pathophys@sgu.edu
Dr. Anna Cyrus-Murden	Introduction to Clinical Medicine (ICM)	askicm@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)

St. George's University employs standardized patients in the training and evaluation of medical students. 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. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording students the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

COURSE MATERIAL

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

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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 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).

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

Required Textbooks

- **ROBBINS BASIC PATHOLOGY**, V. KUMAR, A. K. ABBAS, & J. ASTER, 10TH ED., ELSEVIER, 9780323353175
- **ROBBINS ESSENTIAL PATHOLOGY** V. KUMAR, A. K. ABBAS, J. C. ASTER, & A. T. DEYRUP, 1ST ED., ELSEVIER, 781455751556
- **Pre-test Pathology (13th 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., Szilagy, 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.** 4th 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.

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.

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 and equipped for the SGU wireless network. 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 or account 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 professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data. For 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.

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 app or browser, ensure adequate steps are taken to resolve the issue (e.g. download of new app, seek assistance from IT, etc.).

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms is essential for all courses. The PD Kit contents will not all be used every term and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes:

- Combined ophthalmoscope/otoscope set (with reusable otoscope specula),
- Reflex hammer,
- Set of tuning forks (512 Hz, 256 Hz),
- Penlight (batteries not included),
- Pocket eye chart,
- Tape measure,
- Stethoscope
- Sphygmomanometer with two cuffs (1 adult, 1 pediatric).
- Disposable items; cotton tipped applicators, tongue depressors and tourniquets

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMPCM2@sgu.edu.

Please note that you will need the PD Kit for the Hospital and Small Group Practical Sessions. You will perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Objective Structured Practical Examination (OSPE) in Terms 1 and 2 as well as for Objective Structured Clinical Examination (OSCE) exams in Terms 4 and 5. **It is your responsibility to ensure that the PD Kit remains fully stocked and that broken and lost items are replaced before the OSPE/OSCE exam and at the start of each new term. Disposable items are issued once only, replacement items may be purchased from the SGU bookstore.**

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 PCM 2 course are listed in the table below:

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	Approx %
PCM 2 Exam 1	72	129 MCQs + 15 experimental	8.02%
PCM 2 Exam 2	240	144 MCQs	26.73%
PCM 2 Exam 3	240	144 MCQs	26.73%
PCM 2 Exam 4	240	144 MCQs	26.73%
OSCE / OCEX: Exam 1 (Individual based) *	18	2 Stations x 9 points	2.00%
OSCE / OCEX: Exam 2 (Team based)	9	1 Station x 9 points	1.00%
OSCE / OCEX: Exam 3 (Individual based) *	36	2 Stations x 18 points	4.01%
Patient Care Assignment 1	5.4		0.6%
Patient Care Assignment 2	5.4		0.6%
Case Presentation	7.2		0.8%
TOTAL	873		97.22%

* The number of stations are subject to change.

The examination at the end of the BSFCR course is a fully comprehensive examination based on the basic sciences curriculum of the MD program. The examination is delivered in the typical format using ExamSoft and is 144 questions based on NBME style clinical vignettes. A detailed description of the NBME content outline is given in the Learning Pathway.

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

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	Approx. %
BSCE 2 (BSFCR Final Exam)	144	144 MCQ	100%

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.**

SECTION 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 understand that I am registered on an MD program and that I am expected to be committed to upholding the highest academic and professional standards during my tenure.
- 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) 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 is compliant with requirements 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 understand that I may be recorded at any time in the small group sessions.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
- I understand that I must register my device on the SGU network.
- I understand that the devices I use to connect to the SGU Wi-Fi may be used to confirm my participation at scheduled classes in a particular location on campus.
- I understand that the devices I use on campus with the audience response system must be registered to me in order to earn participation credit.
- I understand that misrepresentation of participation data is unprofessional and will incur academic penalties, or judicial referrals, as outlined in the syllabus.

ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Read the mission statement of the SGU SOM
- b. Read the MD outcome objectives in the syllabus or student manual
- c. Read the course and module objectives provided for each course in the syllabus
- d. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- e. Respond to all “clicker” polls using a device registered to you.
- f. Complete all assessments and examinations on the course at the scheduled dates and times

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

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).

TIMEZONE CHANGES DURING TERM

You must apply to DOS (dos@sgu.edu) to register a time zone change. If accepted requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module of that course.

EXAM ACCOMMODATIONS

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination, for all written, practical and clinical examinations) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

RELIGIOUS OBSERVATIONS

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

In the case of multiday examinations (e.g. OSCE) if students are not sure whether their individual time slot will overlap with the religious holiday an application should be made to DOS assuming overlap so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

SUBSCRIPTION ACTIVATION

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

USE OF SCREENSHOTS / REPOSTING OF SGU RELATED MATERIAL

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office prior to its use. Any student posting material without written permission from the Deans Office may face academic penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU.

DEFINITION OF PLAGIARISM

Plagiarism is the act of presenting words, language, ideas, data, imagery or objects without due citation of the original source of the work, either as an attempt to represent the work as originating from the presenter or simply omitting a citation for the original creator. Plagiarism of words is the direct use of consecutive words from an original author without quotation marks or a citation of the source.

Plagiarism of sentence structure is the use of the original syntax of the text where synonyms replace the original words but no change in grammar has occurred. Both forms of plagiarism are avoided by writing an original summary of the work using the new authors own grammar and wording or providing a standard citation for the information.

For all assignments in the SOM, all submissions you provide for coursework should be a representation of your original work, and any plagiarism is in contravention of the honor code and expectations of the standards required by students enrolled in the MD program. Plagiarism is unprofessional, whether deliberate, or careless omission of citation, and may have academic consequences outlined in the unprofessional behavior section of the syllabus.

LEAVE OF ABSENCE – SCHOOL OF MEDICINE

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course’s scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of ‘0’ on the missing examination(s) and the final course grade will be an F.

WITHDRAWAL – SCHOOL OF MEDICINE

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of ‘0’ on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources>

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.

POLICIES AND PROCEDURES OF WRITTEN EXAMINATIONS AT SOM DURING THE HYBRID DELIVERY OF COURSES

All SOM Written Examinations during the hybrid (onsite and online) delivery of courses are guided by the University Examination Policies and Procedures, as published in the current Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/>

All SOM Written Examinations are computer-based, and follow the Computer Based Examination Administration Guidelines of the University, as published in the Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/computer-based-examination-administration-guidelines/>

During the hybrid delivery of courses, the supplemental rules and guidelines apply, as published in the Student Manual (School of Medicine, 4 Year MD Program):

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-program-4-year-md/examination-policies/>

Students taking their courses onsite (in person) in Grenada are also required to take their written examinations onsite, with some modifications:

Written Examinations during the hybrid (onsite and online) delivery of courses are governed by the Online Examination Policy for ALL students, whether taking the courses and their examinations onsite or online. This includes, but is not limited to, delivery in multiple exam blocks of approximately one hour duration with NO bathroom breaks being permitted during these blocks, but only between blocks. It also requires Exam ID and Exam Monitor, including online proctoring.

The following points are emphasized for students taking their examination in Grenada:

- 1) All students taking their SOM courses onsite (in person) in Grenada have to take all of their written examinations onsite.
- 2) Students will be assigned their individual examination venue, which will be indicated in their specific examination announcement, and they have to take the examination in the assigned venue without exceptions.
- 3) Within each venue, each student is assigned a specific carrel (cubicle); they have to be seated in the assigned spot to take the examination.
- 4) Individual seating will be posted outside the assigned examination venue approximately 15 minutes prior to the CHECK IN time, when students will be allowed to enter the venue.
- 5) Professional conduct requires students to be at the venue and ready to enter at the time of the announced CHECK IN time, and prior to the grace period (see below).
- 6) For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry; they have to swipe again every time they leave the venue.
- 7) After a 30-minute grace period following the start of the CHECK IN, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
- 8) At the end of an examination block, students are allowed to leave the examination venue; students leaving the examination venue are considered to have completed the examination block and will not be allowed back into the venue during an ongoing examination block. They will be allowed back into the venue at the CHECK IN of the following examination block.

- 9) All examination and monitoring files have to be uploaded to the server prior to leaving the examination venue.
- 10) Students experiencing medical or technical problems during the examination raise their hand to get the attention of a proctor, who will assist them.

SGU RULES AND GUIDELINES FOR EXAMSOFTE 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.

EXAM MASTERY REPORTS

Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination, e.g. by system, by subsystem, by NBME content area; and should be used by students to identify performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

DEAN OF BASIC SCIENCES PANELS

Where appropriate, course and examination noncompliance issues may be referred to a dean of basic sciences panel hearing. 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.

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.

Examination Compliance

For any non-compliance issues with examination protocols, that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation will result in an automatic penalty of up to 5% deduction of your course grade. These notifications will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record). The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (and above) notification, a student may appeal the grade deduction. 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 (examviolationSOM@sgu.edu for SOM Basic Sciences).

The DOBS-EIP will review the written appeal of a student, together with evidence of the violations submitted by the course director and make one of the following deliberations:

1. The grade deduction will be retained
2. The grade deduction will be removed or revised

ABSENT / LATE TO CLINICAL SKILLS ASSESSMENT

Any student that misses a clinical skills assessment without a valid excuse must do a completion examination and will lose all points associated with the activity. Additionally, you would be subject to loss of all the professionalism points. For all OSCE/OCEX where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time difference from their location.

POLICY ON SCALING

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

PERCENTAGE CONVERSION TO POINTS

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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*
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<p>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).</p>	<p>Per incident; Notification, 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</p>
<p><80% participation in a course component</p>	<p>If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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 notification 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.</p>
<p><70% participation in a course component</p>	<p>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.</p>
<p>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.)</p>	<p>Per incident; 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);</p> <p>AND</p> <p>A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled</p>
<p>Misrepresenting participation data (actively or passively)</p>	<p>Per incident; 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</p>

Cheating on Examinations (actively or passively)	Per Incident; 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
Presenting another student's preparatory content as your own in small groups	Per Incident; 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)
Submitting another student's content as your own assignment without citations	Per Incident; 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)

*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) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

LEARNING ENVIRONMENT

The School of Medicine policy on the Learning Environment is designed to monitor and improve the learning environment at SGU. The faculty of the School of Medicine recognize that the physical, social, psychological and cultural environment at SGU strongly influence the ability of students to learn in the social, didactic, small-group and clinical settings in which the program runs. To assess and monitor the learning environment and make recommendations for change, it is especially important that all students complete the Learning Environment Questions contained in the end of course and module evaluations that occur throughout the curriculum.

STUDENT MANUAL

<https://www.sgu.edu/academic-programs/school-of-medicine/md/resources/>



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Principles of Clinical Medicine I (PCM500)

FALL 2021

Prepared by (Dr. Ayesha Sultana)

Version 1 December, 2021

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.

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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

How do we define participation in course activities?

For all onsite activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time and venue and answering all participation questions provided through the audience response system.

For all online activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time on the appropriate Zoom session and answering all participation questions through the audience response system. Note that different students in the class may be scheduled at different times, **your scheduled time is the only one that counts for your participation**. If you miss an activity do not ask to be placed at a later time, this will not be permitted because students at the last session of the day do not have this opportunity.

All Wi-Fi enabled electronic devices must be registered to the user for use on campus. The Wi-Fi connection of your registered devices to the SGU internet will be used along with the participation data from the audience response system to verify your presence in teaching facilities. Using a device not registered to you may result in you losing participation credit. Misrepresentation of participation records using another person's device is unprofessional behavior and will result in academic penalties outlined in the Unprofessional Behavior section of the syllabus.

SGU expects that students enrolled in the MD program demonstrate 100% participation in all scheduled activities. Participation below 100% means you are failing to meet our expectations, additionally, if your participation falls below 80% there are academic consequences.

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 627) *				
Exam 1: FTCM	135	15 th September 2021	Mandatory	1 + completion
Exam 2: CRS	135	11 th October 2021	Mandatory	1 + completion
Exam 3: RHS	144	8 th November 2021	Mandatory	1 + completion
Exam 4: DERS	144	15 th December 2021	Mandatory	1 + completion
SOAP Assessment 1	7	30 th September & 1 st October 2021	Mandatory	1 + completion
SOAP Assessment 2	7	3 rd & 4 th November 2021	Mandatory	1 + completion
PE Assessment	15	15 th , 16 th & 17 th November 2021	Mandatory	1 + completion
OSCE/ OCEX	40	9 th to 13 th December 2021	Mandatory	1 + completion
Formative Assessments (Total points = 10)**				
IMCQ	10 **	See schedule	Score ≥ 50% in a session = 0.5 points	26 sessions
Participation and Professionalism (Total Points = 20) #				
Lectures †	0	See schedule	80% participation requirement	140 (70 ITI sessions)
Small groups/ Sim Lab	0	See schedule	80% participation requirement	49
ExamSoft Quizzes	0	See Module Roadmap	80% submission requirement	5
OSHA Blood Borne Pathogens Course	0	Due: 26 th October 2021	Mandatory	1
Course Total	657			

* 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. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

** Maximum of 10 points available, 0.5 points per session, best 20 sessions count towards the course grade.

† 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 entire 1-hr 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% correct*) in order to earn points associated with the activity.

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.

To pass the PCM500 course a minimum of **476.33 points** is required, corresponding to a percentage score of **72.50%**. In addition, all relevant assessment and participation criteria must be fulfilled.

COURSE DELIVERY:

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

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

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:

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
- Microbiology - askmicro@sgu.edu
- Pathology – askpathology@sgu.edu
- Pharmacology – 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	18 Weeks

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.
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 and cardiovascular system, abnormal bleeding and clotting disorders.

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 CONTACT INFORMATION

Course Leadership Team

Faculty	Title	Department	Email Address
Dr. Ayesha Sultana	Course Director	Pathology	asultana@sgu.edu
Dr. N’Kosha Fletcher	FTCM Module Coordinator	Pharmacology	Nfletch2@sgu.edu
Dr. Aigue Okogun	CRS Module Coordinator	Clinical Skills	AOkogun@sgu.edu
Dr. Vajinder Singh	RHS Module Coordinator	Pathology	vsingh@sgu.edu
Dr. Achut Malur	DERS Module Coordinator	Microbiology	amalur@sgu.edu

Content Managing Team

Faculty	Discipline/ Department	Email Address
Dr. Jessica Lendore	Clinical Skills	jlendore@sgu.edu
Dr. Hisham Elnosh	Microbiology	helnosh@sgu.edu
Drs. Shivayogi Bhusnurmath & Bharti Bhusnurmath	Pathology	SBhusnurmath@sgu.edu BBhusnurmath@sgu.edu
Dr. Theofanis Kollias	Pharmacology	Tkollia1@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI under a ‘Meet the Faculty Tab’

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)

St. George’s University employs standardized patients in the training and evaluation of medical students. 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. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student’s the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

COURSE MATERIAL

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

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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 (10th ed.)** – Kumar, Cotran, WB Saunders Co.
- **Robins Essential Pathology (1st ed.)** - Kumar, Abbas, Aster & Deyrup. [*for sample questions*]

- **Basic & Clinical Pharmacology (14th ed.)** Katzung, BG, Trevor, AJ & Masters, SB. McGraw-Hill.
- **Lippincott's Illustrated Reviews: Pharmacology (7th ed.)** Whalen, K. Lippincott Williams and Wilkins.
- **Katzung & Trevor's Pharmacology Examination and Board Review (12th ed.)** Trevor, AJ, Katzung, Knuidering-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 (9th ed.)** – Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Elsevier.
- Bickley, L. S., Szilagy, P. G., & Hoffman, R. M. **Bates' Guide to Physical Examination and History Taking (12th 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 (8th ed.)**. Philadelphia: Wolters Kluwer, 2017. Lippincott.
- Henderson, Mark C. **The patient history: an evidence-based approach to differential diagnosis (2nd ed.)**. Stamford, CT: Appleton & Lange, 2013. McGraw Hill.
- Stern, Scott D. C. **Symptom to Diagnosis: an evidence-based guide (4th ed.)**. New York: McGraw-Hill Education/Medical, 2015.
- McGee, Steven R. **Evidence-based physical diagnosis (4th 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.

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.

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 or account 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 professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data.. For 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.

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 app or browser, ensure adequate steps are taken to resolve the issue (e.g. download of new app, seek assistance from IT, etc.).

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms is essential for all courses. The PD Kit contents will not all be used every term and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes:

- Combined ophthalmoscope/otoscope set (with reusable otoscope specula),
- Reflex hammer,
- Set of tuning forks (512 Hz, 256 Hz),
- Penlight (batteries not included),
- Pocket eye chart,
- Tape measure,
- Stethoscope
- Sphygmomanometer with two cuffs (1 adult, 1 pediatric).
- Disposable items; cotton tipped applicators, tongue depressors and tourniquets

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMPCM1@sgu.edu by the end of the 1st week of term 1. Any report of missing items after this date will be treated as lost and replacements will not be issued.

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMPCM1@sgu.edu.

Please note that you will need the PD Kit for the Small Group Practical Sessions. You will perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Objective Structured Practical Examination (OSPE) in Terms 1 and 2 as well as for Objective Structured Clinical Examination (OSCE) exams in Terms 4 and 5. **It is your responsibility to ensure that the PD Kit remains fully stocked and that broken and lost items are replaced before the OSPE/OSCE exam and at the start of each new term. Disposable items are issued once only, replacement items may be purchased from the SGU bookstore.**

Required Electronic Equipment

LAPTOP

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.

COMPONENTS OF THE COURSE

The components of the BPM 3 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 Sessions
- Interactive Multiple-Choice Sessions (IMCQ's)

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:

PCM1 SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Point Breakdown	Percentage allocation
ExamSoft Examinations:			
PCM500 Exam 1: FTCTM Module	135	144 Qs (135 + 9 Experimental Qs)	21%
PCM500 Exam 2: CRS Module	135	144 Qs (120 + 15 Cumulative Qs + 9 Experimental Qs)	21%
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%
Clinical Skills Assessments:			
SOAP Assessment 1	7	Assessment of individual SOAP Note writing skills	1%
SOAP Assessment 2	7	Assessment of individual SOAP Note writing skills	1%
PE Assessment	15	ONSITE: Evaluation of Physical Examination Skills ONLINE: 48 MCQs (% achieved will be converted to a numeric score out of 15 points)	2%
OSCE/ OCEX	40	2 stations with patient encounters x 20 points	6%
TOTAL	627		96%

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 sompcm1@sgu.edu or by directly contacting individual faculty members or their course email addresses.**

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), 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>

SECTION 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 understand that I am registered on an MD program and that I am expected to be committed to upholding the highest academic and professional standards during my tenure.
- 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) 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 is compliant with requirements 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 understand that I may be recorded at any time in the small group sessions.

- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
- I understand that I must register my device on the SGU network.
- I understand that the devices I use to connect to the SGU Wi-Fi may be used to confirm my participation at scheduled classes in a particular location on campus.
- I understand that the devices I use on campus with the audience response system must be registered to me in order to earn participation credit.
- I understand that misrepresentation of participation data is unprofessional and will incur academic penalties, or judicial referrals, as outlined in the syllabus.

ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Read the mission statement of the SGU SOM
- b. Read the MD outcome objectives in the syllabus or student manual
- c. Read the course and module objectives provided for each course in the syllabus
- d. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- e. Respond to all “clicker” polls using a device registered to you.
- f. Complete all assessments and examinations on the course at the scheduled dates and times
- g. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- h. Check course management site daily for announcements and updates
- i. Check posted results of assessments on time
- j. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- k. 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.
- l. Voice commendations and concerns through SGA class representatives
- m. Be aware of and use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- n. Participate in the course and instructor evaluations
- o. Comply with all requirements outlined in the course syllabus
- p. Abide by the University Code of Conduct outlined in the student Manual
- q. Carry your student ID card at all times on campus and online and should be able to show your ID upon request

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).

TIMEZONE CHANGES DURING TERM

You must apply to DOS (dos@sgu.edu) to register a time zone change. If accepted requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module of that course.

EXAM ACCOMMODATIONS

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination, for all written, practical and clinical examinations) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

RELIGIOUS OBSERVATIONS

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

In the case of multiday examinations (e.g. OSCE) if students are not sure whether their individual time slot will overlap with the religious holiday an application should be made to DOS assuming overlap so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

SUBSCRIPTION ACTIVATION

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

USE OF SCREENSHOTS / REPOSTING OF SGU RELATED MATERIAL

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office prior to its use. Any student posting material without written permission from the Deans Office may face academic penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU.

DEFINITION OF PLAGIARISM

Plagiarism is the act of presenting words, language, ideas, data, imagery or objects without due citation of the original source of the work, either as an attempt to represent the work as originating from the presenter or simply omitting a citation for the original creator. Plagiarism of words is the direct use of consecutive words from an original author without quotation marks or a citation of the source.

Plagiarism of sentence structure is the use of the original syntax of the text where synonyms replace the original words but no change in grammar has occurred. Both forms of plagiarism are avoided by writing an original summary of the work using the new authors own grammar and wording or providing a standard citation for the information.

For all assignments in the SOM, all submissions you provide for coursework should be a representation of your original work, and any plagiarism is in contravention of the honor code and expectations of the standards required by students enrolled in the MD program. Plagiarism is unprofessional, whether deliberate, or careless omission of citation, and may have academic consequences outlined in the unprofessional behavior section of the syllabus.

LEAVE OF ABSENCE – SCHOOL OF MEDICINE

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course's scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of '0' on the missing examination(s) and the final course grade will be an F.

WITHDRAWAL – SCHOOL OF MEDICINE

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of '0' on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources>

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.

POLICIES AND PROCEDURES OF WRITTEN EXAMINATIONS AT SOM DURING THE HYBRID DELIVERY OF COURSES

All SOM Written Examinations during the hybrid (onsite and online) delivery of courses are guided by the University Examination Policies and Procedures, as published in the current Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/>

All SOM Written Examinations are computer-based, and follow the Computer Based Examination Administration Guidelines of the University, as published in the Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/computer-based-examination-administration-guidelines/>

During the hybrid delivery of courses, the supplemental rules and guidelines apply, as published in the Student Manual (School of Medicine, 4 Year MD Program):

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-program-4-year-md/examination-policies/>

Students taking their courses onsite (in person) in Grenada are also required to take their written examinations onsite, with some modifications:

Written Examinations during the hybrid (onsite and online) delivery of courses are governed by the Online Examination Policy for ALL students, whether taking the courses and their examinations onsite or online. This includes, but is not limited to, delivery in multiple exam blocks of approximately one hour duration with NO bathroom breaks being permitted during these blocks, but only between blocks. It also requires Exam ID and Exam Monitor, including online proctoring.

The following points are emphasized for students taking their examination in Grenada:

- 1) All students taking their SOM courses onsite (in person) in Grenada have to take all of their written examinations onsite.
- 2) Students will be assigned their individual examination venue, which will be indicated in their specific examination announcement, and they have to take the examination in the assigned venue without exceptions.
- 3) Within each venue, each student is assigned a specific carrel (cubicle); they have to be seated in the assigned spot to take the examination.
- 4) Individual seating will be posted outside the assigned examination venue approximately 15 minutes prior to the CHECK IN time, when students will be allowed to enter the venue.
- 5) Professional conduct requires students to be at the venue and ready to enter at the time of the announced CHECK IN time, and prior to the grace period (see below).
- 6) For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry; they have to swipe again every time they leave the venue.
- 7) After a 30-minute grace period following the start of the CHECK IN, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
- 8) At the end of an examination block, students are allowed to leave the examination venue; students leaving the examination venue are considered to have completed the examination block and will not be allowed back into the venue during an ongoing examination block. They will be allowed back into the venue at the CHECK IN of the following examination block.
- 9) All examination and monitoring files have to be uploaded to the server prior to leaving the examination venue.
- 10) Students experiencing medical or technical problems during the examination raise their hand to get the attention of a proctor, who will assist them.

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 Couse 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 examplify 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.

EXAM MASTERY REPORTS

Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination, e.g. by system, by subsystem, by NBME content area; and should be used by students to identify performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

DEAN OF BASIC SCIENCES PANELS

Where appropriate, course and examination noncompliance issues may be referred to a dean of basic sciences panel hearing. 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.

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.

Examination Compliance

For any non-compliance issues with examination protocols, that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation will result in an automatic penalty of up to 5% deduction of your course grade. These notifications will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record). The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (and above) notification, a student may appeal the grade deduction. 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 (examviolationSOM@sgu.edu for SOM Basic Sciences).

The DOBS-EIP will review the written appeal of a student, together with evidence of the violations submitted by the course director and make one of the following deliberations:

1. The grade deduction will be retained
2. The grade deduction will be removed or revised

ABSENT / LATE TO CLINICAL SKILLS ASSESSMENT

Any student that misses a clinical skills assessment without a valid excuse must do a completion examination and will lose all points associated with the activity. Additionally, you would be subject to loss of all the professionalism points. For all OSCE/OCEX where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time DIFFERENCE FROM THEIR LOCATION.

POLICY ON SCALING

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

PERCENTAGE CONVERSION TO POINTS

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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*
<p>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.</p>	<p>Per incident; Notification, 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</p>
<p><80% participation in a course component</p>	<p>If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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 notification 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.</p>

<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.)	Per incident; 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)	Per incident; 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)	Per incident; 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
Presenting another student's preparatory content as your own in small groups	Per Incident; 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)
Submitting another student's content as your own assignment without citations	Per Incident; 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)

*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) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

COURSE, MODULE AND INSTRUCTOR EVALUATIONS

Module evaluations open on the day of the last examination of a module and are open for 1 week thereafter.

Course and Instructor evaluations open on the day of the last examination of the course and remain open for three weeks thereafter.

Student participation is required. The surveys are anonymous and all data is shared with the SGA and course leadership.

End of Module and End of Course evaluations all use a 6 point Likert scale and include the following items:

END OF MODULE EVALUATIONS

Please rate the quality of the following elements of the PCM 1 module 1 where appropriate:

Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), Excellent (6)

End-of-Module Questions:

1. Organization
2. Formative Exercises (iMCQ, practice questions, quizzes, clicker questions)
3. Summative Exercises (examinations, OSCEs, OSPEs, SOAP notes)

4. Lectures
5. DLA's
6. Small group activities
7. Clinical skills activities (e.g. SIMLAB, hospital visits, standardized patient encounters)
8. Overall module rating
9. Please provide a specific example of a strong element of this module that should remain unchanged.
10. Please provide a specific example of a weak element of this module and how it should be changed.
11. Please provide any comments on the teaching/assessment venues and services supporting the curriculum delivery, e.g. venue readiness, exam proctoring service, internet etc.

END OF COURSE EVALUATION

Please indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. The course structure and expectations were clearly communicated
2. The MD Program Objectives were clearly communicated to students in this course.
3. Learning/module objectives were clearly communicated to students in this course.
4. The time and effort spent in preparation for this course and its assessments were proportionate to the credit allotment for this course.
5. Overall this course contributed effectively to my medical knowledge.
6. The major exams in this course were a fair assessment of the course learning objectives

LEARNING ENVIRONMENT EVALUATION

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. SGU provides a safe and nurturing emotional climate that focuses on student success.
2. I did not experience and/or witnessed mistreatment of students during this educational experience (e.g. harassment, discrimination, public humiliation, psychological/physical punishment)
 - a. If any mistreatment witnessed please document in comment box
3. I feel supported in my personal and professional pursuits by other School of Medicine students.
4. There are faculty and/or other school representatives that I feel comfortable confiding in when important concerns arise.

LEARNING ENVIRONMENT POLICY

In the SOM program at SGU, students learn in a variety of social, didactic, small-group, and clinical settings. The learning environment, which includes the physical, social, psychological, and cultural environment surrounding learning, is a core component of students' educational experiences. The learning environment has an important influence on the effectiveness of SGU's medical program and as such, SGU values a positive learning environment and works to identify, prevent, and remove negative influences on the learning environment. SGU does not tolerate student mistreatment, retaliation, or other negative behaviors that are prohibited in other policies (such as discrimination).

The learning environment is assessed and monitored by SGU's Learning Environment Committee (LEC). The LEC reviews anonymous, aggregate-level data on the learning environment obtained from student surveys and other sources (e.g., summative reports from Judicial Affairs) and makes recommendations to mitigate negative influences and enhance positive influences on the learning environment. The LEC reports its findings and recommendations to the Dean of the School of Medicine and shares a report of its activities with the Curriculum Committee on an annual basis.

STUDENT MANUAL

<https://www.sgu.edu/academic-programs/school-of-medicine/md/resources/>



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

Term 5

FALL 2021

Prepared by *Dr. Morona Sukhoo-Pertab*

Version September, 2021

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.

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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

How do we define participation in course activities?

For all onsite activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time and venue, and answering all participation questions provided through the audience response system.

For all online activities, participation is defined as full engagement for the whole duration of the academic activity at the scheduled time on the appropriate Zoom session, and answering all participation questions through the audience response system. Note that different students in the class may be scheduled at different times, **your scheduled time is the only one that counts for your participation**. If you miss an activity do not ask to be placed at a later time, this will not be permitted because students at the last session of the day do not have this opportunity.

All Wi-Fi enabled electronic devices must be registered to the user for use on campus. The Wi-Fi connection of your registered devices to the SGU internet will be used along with the participation data from the audience response system to verify your presence in teaching facilities. Using a device not registered to you may result in you losing participation credit. Misrepresentation of participation records using another person's device is unprofessional behavior and will result in academic penalties outlined in the Unprofessional Behavior section of the syllabus.

SGU expects that students enrolled in the MD program demonstrate 100% participation in all scheduled activities. Participation below 100% means you are failing to meet our expectations, additionally, if your participation falls below 80% there are academic consequences.

In order to pass Principles of Clinical Medicine 2 (PCM 2), you need to complete the following:

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 873)*				
PCM 2 Exam 1	72	13 th Sept	Mandatory	1 + completion
PCM 2 Exam 2	240	12 th Oct	Mandatory	1 + completion
PCM 2 Exam 3	240	5 th Nov	Mandatory	1 + completion
PCM 2 Exam 4	240	26 th Nov	Mandatory	1 + completion
OSCE / OCEX: Exam 1	18	7 th – 11 th Sept	Mandatory	1 + completion
OSCE / OCEX: Exam 2	9	8 th Oct	Mandatory	1 + completion
OSCE / OCEX: Exam 3	36	27 th Nov – 1 st Dec	Mandatory	1 + completion
Patient Care Assignment 1	5.4	13 th Oct	Mandatory	1
Patient Care Assignment 2	5.4	12 th Nov	Mandatory	1
Case Presentation	7.2	19 th Nov & 22 nd Nov	Mandatory	1
Participation and Professionalism** (Total Points = 25)				
HIPAA Certification	0	Due: 6 th Sept	Mandatory	1
Patient Safety Module	0	Due: 18 th Nov	Mandatory	1
Evidence Based Module	0	Due: 18 th Nov	Mandatory	1
Lectures****	0	See Schedule	80% participation required	121
Small groups	0	See Schedule	80% participation required	23
Hospital/Clinic/Sim	0	See Schedule	80% participation required	10
IMCQ	0	See Schedule	Score>50% in each session and >80% participation requirement	23
USMLE Rx quizzes	0	See SAKAI announcement	Mandatory. Attempt >50% of the questions in each quiz	12
TOTAL POINTS	898			

* 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 25 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. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

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% correct*) 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 entire 1-hr session.**

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.

To pass the PCM501 course a minimum of 651.05 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

In order to pass Basic Sciences Foundation for Clinical Reasoning (BSFCR), you need to complete the following:

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 144 *)				
BSCE2 (BSFCR Final Exam)	144	3 rd Dec	Mandatory	1 + completion
Formative**				
Small groups	0	See Schedule	80% participation required	11
UWorld	NA	From July	Use as daily resource	NA
Total Points	144			

* 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. UWorld subscription must be activated and utilized and the participation in small groups must be above the 80% threshold. Academic penalties as outlined in the unprofessional behavior part of the syllabus will apply to the course in the event that these criteria are not fulfilled.

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.

To pass the BSFCR course a minimum of 104.4 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

COURSE DELIVERY

ONSITE DELIVERY

Live onsite course activities are delivered by course faculty in predetermined venues. Venues will be available in the course schedule and on Sakai. All lectures, small groups, IMCQ's and ITI sessions are delivered live onsite.

ONLINE DELIVERY

Synchronous course activities use 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:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

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

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

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 examinations are outlined in the above link under Exemplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab).

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

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:

SOMPCM2@sgu.edu

COURSE DESCRIPTION – PCM 2

The Principles of Clinical Medicine – 2 (PCM 501) is a 19-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
TOTAL	18 Weeks

GOALS AND 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

COURSE DESCRIPTION - BSFCR

The Basic Sciences Foundation for Clinical Reasoning is a 4 credit course designed to expose students to the process of working as a team to define, refine and examine the reasoning steps behind making a clinical diagnosis from presenting symptoms only, incorporating additional information and using the integrated content from all basic sciences as a foundation for the development of a hypothesis. The cases are delivered as small groups and require students to explain their reasoning processes and work as a team to refine and redefine their hypothesis as additional information is made available. This course has 5 asynchronous lectures, 11 small groups, 11 asynchronous case debriefs, Uworld quizzes, and a final comprehensive examination. Emphasis is on the clinical reasoning process for diagnosis hypothesis development and adaptation in response to release of information.

COURSE OBJECTIVES

- a. Accurately obtain key clinical findings as a team using a hypothesis driven approach based on the patient's presenting complaint and form an initial differential diagnosis
- b. Demonstrate clinical reasoning to formulate an accurate problem representation expressed as a summary statement
- c. Integrate relevant patient history, physical examination findings, laboratory studies data and imaging into the formulation of the problem representation.
- d. Generate the patient illness script using pertinent semantic qualifiers
- e. Contrast critical diagnostic clinical findings from corroborative clinical findings and non-corroborative findings in each case.
- f. Describe essential properties of system 1 and system 2 processes as part of the clinical reasoning process.
- g. Demonstrate adaptability in the problem representation in response to new data or findings.
- h. Explain the prioritization of the differential diagnoses by comparing and contrasting supportive features from the patient's history, physical examination and investigations with accurate knowledge of characteristic disease manifestations.
- i. Identify cognitive biases throughout clinical reasoning in an effort to reduce diagnostic errors.
- j. Effectively communicate and collaborate with other healthcare professionals throughout the diagnostic process.
- k. Understand that uncertainty and ambiguity are inevitable aspects of a clinical work up.
- l. Demonstrate appropriate and timely arrival at a diagnosis and avoid early diagnostic bias and excessive testing in the pursuit of certainty.

FACULTY AND STAFF CONTACT INFORMATION

For all administrative questions (including notification of absence) contact our departmental secretaries and course director at 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.

PCM 2 Course Leadership Team: Course Director and Module Coordinators

Faculty	Title	Department	Email Address
Dr. Morona Sukhoo-Pertab	Course Director MNI Module Coordinator	Clinical Skills	MSukhoop@sgu.edu
Dr. Subramanya Upadhya	CPRH Module Coordinator	Pathophysiology	SUpadhya@sgu.edu
Dr. Raghvendra Tey	GOER Module Coordinator	Pathophysiology	RTey@sgu.edu
Dr. Michon Sukhoo-Pertab	DNPR Module Coordinator	Clinical skills	MSukhoo1@sgu.edu

BSFCR Course Director

Faculty	Title	Department	Email Address
Dr. Lenny Joy Lim	Course Director	Pathophysiology	lilm@sgu.edu

Content Manager	Discipline	Email Address
Dr. Bharti Bhusnurmath & Dr. Shivayogi Bhusnurmath	Pathology	askpathology@sgu.edu
Dr. Theophanis Kollias	Pharmacology	askpharmacology@sgu.edu
Dr. Hisham Elnosh	Microbiology	askmicro@sgu.edu
Dr. Jessica Lendore	Communication and Physical Diagnosis (CPD)	AskCPD@sgu.edu
Dr. Subramanya Upadhya	Pathophysiology	pathophys@sgu.edu
Dr. Anna Cyrus-Murden	Introduction to Clinical Medicine (ICM)	askicm@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)

St. George's University employs standardized patients in the training and evaluation of medical students. 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. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording students the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

COURSE MATERIAL

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

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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 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).

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

Required Textbooks

- **ROBBINS BASIC PATHOLOGY**, V. KUMAR, A. K. ABBAS, & J. ASTER, 10TH ED., ELSEVIER, 9780323353175
- **ROBBINS ESSENTIAL PATHOLOGY** V. KUMAR, A. K. ABBAS, J. C. ASTER, & A. T. DEYRUP, 1ST ED., ELSEVIER, 781455751556
- **Pre-test Pathology (13th 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.** 4th 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.

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.

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 and equipped for the SGU wireless network. 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 or account 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 professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data. For 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.

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 app or browser, ensure adequate steps are taken to resolve the issue (e.g. download of new app, seek assistance from IT, etc.).

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms is essential for all courses. The PD Kit contents will not all be used every term and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes:

- Combined ophthalmoscope/otoscope set (with reusable otoscope specula),
- Reflex hammer,
- Set of tuning forks (512 Hz, 256 Hz),
- Penlight (batteries not included),
- Pocket eye chart,
- Tape measure,
- Stethoscope
- Sphygmomanometer with two cuffs (1 adult, 1 pediatric).
- Disposable items; cotton tipped applicators, tongue depressors and tourniquets

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMPCM2@sgu.edu.

Please note that you will need the PD Kit for the Hospital and Small Group Practical Sessions. You will perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Objective Structured Practical Examination (OSPE) in Terms 1 and 2 as well as for Objective Structured Clinical Examination (OSCE) exams in Terms 4 and 5. **It is your responsibility to ensure that the PD Kit remains fully stocked and that broken and lost items are replaced before the OSPE/OSCE exam and at the start of each new term. Disposable items are issued once only, replacement items may be purchased from the SGU bookstore.**

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 PCM 2 course are listed in the table below:

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	Approx %
PCM 2 Exam 1	72	129 MCQs + 15 experimental	8.02%
PCM 2 Exam 2	240	144 MCQs	26.73%
PCM 2 Exam 3	240	144 MCQs	26.73%
PCM 2 Exam 4	240	144 MCQs	26.73%
OSCE / OCEX: Exam 1 (Individual based) *	18	2 Stations x 9 points	2.00%
OSCE / OCEX: Exam 2 (Team based)	9	1 Station x 9 points	1.00%
OSCE / OCEX: Exam 3 (Individual based) *	36	2 Stations x 18 points	4.01%
Patient Care Assignment 1	5.4		0.6%
Patient Care Assignment 2	5.4		0.6%
Case Presentation	7.2		0.8%
TOTAL	873		97.22%

* The number of stations are subject to change.

The examination at the end of the BSFCR course is a fully comprehensive examination based on the basic sciences curriculum of the MD program. The examination is delivered in the typical format using ExamSoft and is 144 questions based on NBME style clinical vignettes. A detailed description of the NBME content outline is given in the Learning Pathway.

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

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	Approx. %
BSCE 2 (BSFCR Final Exam)	144	144 MCQ	100%

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.**

SECTION 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 understand that I am registered on an MD program and that I am expected to be committed to upholding the highest academic and professional standards during my tenure.
- 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) 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 is compliant with requirements 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 understand that I may be recorded at any time in the small group sessions.
- I have read and understand the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
- I understand that I must register my device on the SGU network.
- I understand that the devices I use to connect to the SGU Wi-Fi may be used to confirm my participation at scheduled classes in a particular location on campus.
- I understand that the devices I use on campus with the audience response system must be registered to me in order to earn participation credit.
- I understand that misrepresentation of participation data is unprofessional and will incur academic penalties, or judicial referrals, as outlined in the syllabus.

ADDITIONAL EXPECTATIONS IN SOM COURSES

Students are also expected to:

- a. Read the mission statement of the SGU SOM
- b. Read the MD outcome objectives in the syllabus or student manual
- c. Read the course and module objectives provided for each course in the syllabus
- d. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- e. Respond to all “clicker” polls using a device registered to you.
- f. Complete all assessments and examinations on the course at the scheduled dates and times

- g. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- h. Check course management site daily for announcements and updates
- i. Check posted results of assessments on time
- j. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- k. 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.
- l. Voice commendations and concerns through SGA class representatives
- m. Be aware of and use support services available, including faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, and the Psychological Services Center.
- n. Participate in the course and instructor evaluations
- o. Comply with all requirements outlined in the course syllabus
- p. Abide by the University Code of Conduct outlined in the student Manual
- q. Carry your student ID card at all times on campus and online and should be able to show your ID upon request

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).

TIMEZONE CHANGES DURING TERM

You must apply to DOS (dos@sgu.edu) to register a time zone change. If accepted requests will not be processed one at a time – but the requested time zone change will take places on the resumption of the next module of that course.

EXAM ACCOMMODATIONS

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination, for all written, practical and clinical examinations) will not be honored at the upcoming examination, but will be honored for the next examination in the term.

RELIGIOUS OBSERVATIONS

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead. Application for religious observations must be made by the second Friday after classes start. The application for religious observations must be made to the Dean of Students Office dos@sgu.edu

In the case of multiday examinations (e.g. OSCE) if students are not sure whether their individual time slot will overlap with the religious holiday an application should be made to DOS assuming overlap so that the course director is aware that a completion may need to be offered. Please note that the religious observation policy is for examinations only. Participation in course activities all falls within the 80:20 rule (i.e. a minimum of 80% participation is required as set out in the Part B of the Syllabus) irrespective of reason for missing and activity.

SUBSCRIPTION ACTIVATION

In term 5 many subscriptions are offered, e.g. UWorld, Rx and Pastest. These subscriptions should be activated within 1 week of receiving them and used during the term. Activities are integrated into term 5 course and require regular use of e.g. Rx throughout the course, and therefore require you to use the SGU subscription only.

USE OF SCREENSHOTS / REPOSTING OF SGU RELATED MATERIAL

SGU resources that are provided on Sakai, presented in class, or received via e-mail (data, information, slides, e-mail contents, announcements etc.) are the property of St. Georges University and cannot be posted or disseminated either as hard copies or online. If any student wishes to use material for anything other than their own personal educational purposes, e.g. posting to social media, they must seek written permission from the Dean of Basic Sciences Office prior to its use. Any student posting material without written permission from the Deans Office may face academic penalties for professionalism breaches as outlined in the course syllabus and may be referred to the Office of the Judiciary for SGU.

DEFINITION OF PLAGIARISM

Plagiarism is the act of presenting words, language, ideas, data, imagery or objects without due citation of the original source of the work, either as an attempt to represent the work as originating from the presenter or simply omitting a citation for the original creator. Plagiarism of words is the direct use of consecutive words from an original author without quotation marks or a citation of the source.

Plagiarism of sentence structure is the use of the original syntax of the text where synonyms replace the original words but no change in grammar has occurred. Both forms of plagiarism are avoided by writing an original summary of the work using the new authors own grammar and wording or providing a standard citation for the information.

For all assignments in the SOM, all submissions you provide for coursework should be a representation of your original work, and any plagiarism is in contravention of the honor code and expectations of the standards required by students enrolled in the MD program. Plagiarism is unprofessional, whether deliberate, or careless omission of citation, and may have academic consequences outlined in the unprofessional behavior section of the syllabus.

LEAVE OF ABSENCE – SCHOOL OF MEDICINE

Students can apply for an LOA prior to the start of a term *or* after a term has started. Students intending to take an LOA once a term has started can do so at any time up through 5PM EST **on the day prior to the course’s scheduled final examination** (not including completion examinations). Students can apply by clicking [here](#). The last date for each term (final examination) is published on the [Office of the University Registrar webpage](#) on the SGU Portal. If a student submits an LOA request on the last day of the term (date of scheduled final exam), the LOA will not be approved.

Any student who misses the final examination and/or any scheduled completion exam and has not requested and been approved for an LOA, will receive a grade of ‘0’ on the missing examination(s) and the final course grade will be an F.

WITHDRAWAL – SCHOOL OF MEDICINE

Students intending to withdraw from the School of Medicine must submit a [Withdrawal Request](#)

Any student who has stopped participating in course activities and/or has not submitted a withdrawal request by 5PM EST on the day prior to the scheduled final examination will receive a grade of ‘0’ on the missing examinations(s) and the final course grade will be an F. The last date for each term (final examination) is published at the [Office of the University Registrar](#) webpage on the SGU Portal.

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 latecomers 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://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources>

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.

POLICIES AND PROCEDURES OF WRITTEN EXAMINATIONS AT SOM DURING THE HYBRID DELIVERY OF COURSES

All SOM Written Examinations during the hybrid (onsite and online) delivery of courses are guided by the University Examination Policies and Procedures, as published in the current Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/>

All SOM Written Examinations are computer-based, and follow the Computer Based Examination Administration Guidelines of the University, as published in the Student Manual (University):

<https://www.sgu.edu/studentmanual/university/student-policies-procedures-and-nonacademic-standards/university-examination-policies-and-procedures/computer-based-examination-administration-guidelines/>

During the hybrid delivery of courses, the supplemental rules and guidelines apply, as published in the Student Manual (School of Medicine, 4 Year MD Program):

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-program-4-year-md/examination-policies/>

Students taking their courses onsite (in person) in Grenada are also required to take their written examinations onsite, with some modifications:

Written Examinations during the hybrid (onsite and online) delivery of courses are governed by the Online Examination Policy for ALL students, whether taking the courses and their examinations onsite or online. This includes, but is not limited to, delivery in multiple exam blocks of approximately one hour duration with NO bathroom breaks being permitted during these blocks, but only between blocks. It also requires Exam ID and Exam Monitor, including online proctoring.

The following points are emphasized for students taking their examination in Grenada:

- 1) All students taking their SOM courses onsite (in person) in Grenada have to take all of their written examinations onsite.
- 2) Students will be assigned their individual examination venue, which will be indicated in their specific examination announcement, and they have to take the examination in the assigned venue without exceptions.
- 3) Within each venue, each student is assigned a specific carrel (cubicle); they have to be seated in the assigned spot to take the examination.
- 4) Individual seating will be posted outside the assigned examination venue approximately 15 minutes prior to the CHECK IN time, when students will be allowed to enter the venue.
- 5) Professional conduct requires students to be at the venue and ready to enter at the time of the announced CHECK IN time, and prior to the grace period (see below).
- 6) For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry; they have to swipe again every time they leave the venue.
- 7) After a 30-minute grace period following the start of the CHECK IN, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
- 8) At the end of an examination block, students are allowed to leave the examination venue; students leaving the examination venue are considered to have completed the examination block and will not be allowed back into the venue during an ongoing examination block. They will be allowed back into the venue at the CHECK IN of the following examination block.

- 9) All examination and monitoring files have to be uploaded to the server prior to leaving the examination venue.
- 10) Students experiencing medical or technical problems during the examination raise their hand to get the attention of a proctor, who will assist them.

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.

EXAM MASTERY REPORTS

Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination, e.g. by system, by subsystem, by NBME content area; and should be used by students to identify performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

DEAN OF BASIC SCIENCES PANELS

Where appropriate, course and examination noncompliance issues may be referred to a dean of basic sciences panel hearing. 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.

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.

Examination Compliance

For any non-compliance issues with examination protocols, that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation will result in an automatic penalty of up to 5% deduction of your course grade. These notifications will be kept on internal records by the Dean of Basic Sciences Office (not part of a permanent academic record). The typical reasons for flagging are;

- verbalization – you are not allowed to talk during the examinations
- face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- frequent looking off screen
- other common problems are lighting, glare and any environmental condition that do not allow the software to monitor your face; you can always test ahead of time to check that your face is lit evenly (not backlit), that your eyes are visible and free from glare, especially if you wear eyeglasses, by setting up your camera in the place you will be taking the examination with the same lighting conditions and using any software to test your camera recording, e.g. zoom. IN the examination you can also use the monitor tab to confirm your face is evenly lit, and that no glare is present on your glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (and above) notification, a student may appeal the grade deduction. 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 (examviolationSOM@sgu.edu for SOM Basic Sciences).

The DOBS-EIP will review the written appeal of a student, together with evidence of the violations submitted by the course director and make one of the following deliberations:

1. The grade deduction will be retained
2. The grade deduction will be removed or revised

ABSENT / LATE TO CLINICAL SKILLS ASSESSMENT

Any student that misses a clinical skills assessment without a valid excuse must do a completion examination and will lose all points associated with the activity. Additionally, you would be subject to loss of all the professionalism points. For all OSCE/OCEX where students have individual start times it is their responsibility to ensure that they are not late and that they are aware of the Grenada / Local time difference from their location.

POLICY ON SCALING

If any examinations are scaled in the SOM they are all scaled according to the NBME process (typically all comprehensive examinations are scaled). The students Z score for their raw exam score is used to calculate their new scaled score. For scaled examinations an average of 80% with a standard deviation of 10% is used. This may result in the scaled score being higher than, equivalent or lower than (only in extreme cases for students that are many standard deviations below the average) the raw score. The process is explained in the Learning Pathway document.

PERCENTAGE CONVERSION TO POINTS

For some activities the raw points available in the gradebook may differ from the item number on the assessment itself, e.g. an exam may have 150 questions but be worth 100 points in the gradebook. In these cases, the percentage grade achieved for the assessment is converted into points to 2 decimal places. So e.g. if you achieved a 104/150 in the assessment, which is 69.3333%, the percentage score is converted into a points for the activity and rounded to 2 decimal places, 69.33 points.

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*
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<p>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).</p>	<p>Per incident; Notification, 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</p>
<p><80% participation in a course component</p>	<p>If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. 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 notification 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.</p>
<p><70% participation in a course component</p>	<p>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.</p>
<p>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.)</p>	<p>Per incident; 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);</p> <p>AND</p> <p>A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled</p>
<p>Misrepresenting participation data (actively or passively)</p>	<p>Per incident; 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</p>

Cheating on Examinations (actively or passively)	Per Incident; 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
Presenting another student's preparatory content as your own in small groups	Per Incident; 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)
Submitting another student's content as your own assignment without citations	Per Incident; 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)

*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) if they believe they have been unjustly penalized.
8. Points deductions are per incident category, and in some cases may be additive per incident.

LEARNING ENVIRONMENT

The School of Medicine policy on the Learning Environment is designed to monitor and improve the learning environment at SGU. The faculty of the School of Medicine recognize that the physical, social, psychological and cultural environment at SGU strongly influence the ability of students to learn in the social, didactic, small-group and clinical settings in which the program runs. To assess and monitor the learning environment and make recommendations for change, it is especially important that all students complete the Learning Environment Questions contained in the end of course and module evaluations that occur throughout the curriculum.

STUDENT MANUAL

<https://www.sgu.edu/academic-programs/school-of-medicine/md/resources/>

ST. GEORGE'S UNIVERSITY

School of Medicine

Course Director Listing - FALL 2021

Department Chair - Dr. Robert Hage

Term Coordinator - Dr. Maria Du Plessis

Banner CRN	COURSES Term I	COURSE CODE	17 Credits	Course Director	SYLLABI SAVED YES
11937	Basic Principles of Medicine I	BPM 500	17	Dr Deon Forrester	YES
11748	Term I SOM Prep Course	PREP 500	0	Dr Deon Forrester	

SOM Academic Enhancement Program (non-gradeable 0 credits)

12308	SOM Academic Enhancement Prog	AEP 999	0	Dr. Sara Rabie	
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Department Chair - Dr. Walter Kolbinger

Term Coordinator - Dr. Juanette McKenzie

Banner CRN	COURSES Term II	COURSE CODE	17 Credits	Course Director	YES
12010	Basic Principles of Medicine II	BPM 501	17	Dr Juanette McKenzie	YES
11807	BSCE I	BSC1 502	0	Dr. Walter Kolbinger	

Department Chair - Dr. Christine Richards

Term Coordinator - Dr. Kerry Mitchell

Banner CRN	COURSES Term III	COURSE CODE	8 Credits	Course Director	YES
12074	Basic Principles of Medicine III	BPM 502	8	Dr. Kerry Mitchell	YES

Department Chair - Dr. Shivayogi Bhusnurmath

Term Coordinator - Dr. Ayesha Sultana

Banner CRN	COURSES Term IV	COURSE CODE	21 Credits	Course Director	YES
12084	Principles of Clinical Medicine I	PCM 500	21	Dr. Ayesha Sultana	YES
11979	OSHA	OSHA 500	0	Dr. Martin Forde	

CRN

Banner CRN	COURSES Term V	COURSE CODE	23 Credits	Course Director	YES YES
12132	Principles of Clinical Medicine II	PCM 501	19	Dr. Morona Sukhoo-Pertab	YES
12360	Basic Sciences Foundation for Clinical Reasoning	PATH 500	4 P/F	Dr. Deeksha Sikri	YES
12224	Step One Study Course	US1 999	0	Dr. Lucy Clunes	
12166	HIPAA	PREP 502	0	Dr. Michon Sukhoo-Pertab	
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 2021

Department Chair - Dr. Robert Hage

Term Coordinator - Dr. Maria Du Plessis

Banner CRN	COURSES <u>Term I</u>	COURSE CODE	17 Credits	Course Director	SYLLABI SAVED
11939	Basic Principles of Medicine I	BPM 500	17	Dr Deon Forrester	YES
11748	<i>Term 1 SOM Prep Course</i>	<i>PREP 500</i>	0	<i>Dr Deon Forrester</i>	
<i>SOM Academic Enhancement Program (non-gradeable 0 credits)</i>					
12308	<i>SOM Academic Enhancement Prog</i>	<i>AEP 999</i>	0	<i>Dr. Sara Rabie</i>	

Department Chair - Dr. Walter Kolbinger

Term Coordinator - Dr. Juanette McKenzie

Banner CRN	COURSES <u>Term II</u>	COURSE CODE	17 Credits	Course Director	SYLLABI SAVED
12012	Basic Principles of Medicine II	BPM 501	17	Dr Juanette McKenzie	YES
12134	<i>BSCE 1</i>	<i>BSC1 502</i>	0	<i>Dr. Walter Kolbinger</i>	

**Indicates changes for the semester.*