

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 27 April 2020 approved by the Course Director.

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

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SECTION A: COURSE REQUIREMENTS

The following changes are in force for the remainder of the term for online distance learning.

Basic Principles of Medicine 1 (BPM 1 – BPM 500)				
	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 620)				
Exam 1: FTM 1	116	10 th February	Mandatory	1 + completion
Exam 2: FTM 2	126	2 nd March	Mandatory	1 + completion
Exam 3: MSK	126	7 th April	Mandatory	1 + completion
Exam 4: CPR 1	126	29 th April	Mandatory	1 + completion
Exam 5: CPR 2	126	22 nd May	Mandatory	1 + completion
Formative Assessments (Total points = 58)				
Baseline points earned to date	10	credited on gradebook		
IMCQ	28	See schedule	More offered than credited, must achieve 50%	18 (2 points per quiz)
Weekly ESoft quizzes	14	See schedule	More offered than credited, no min score	9 (2 points per quiz)
Anatomy Lab quizzes	6	See schedule	More offered than credited, no min score	4 (2 points per quiz)

Whilst the course is being offered remotely the new requirements for earning course grades are outlined above. Participation is mandatory for all activities and the penalty for participating in less than 80% of activities will be in effect from April 1st. The table below outlines the number of activities remaining and the minimum number you are expected to participate in.

Basic Principles of Medicine 1 (BPM 1 – BPM 500)		
Participation requirements		
Activity	Number remaining	Minimum participation
Small group	6	5

Exam breakdown and policies

SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Points Breakdown	%
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	17.10
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	18.58
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	18.58

BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	18.58
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	18.58

All exams are pre-calibrated to 79-81% and examinations meeting that performance target will stand, however, we will also reserve the right to scale the examinations to an 80% mean using standard protocol for national board examinations should the class performance be significantly affected by the transition. Therefore, examinations will have an average of 79-81%.

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

Time zone

All course activities and online quizzes are set to the following time zones.

Atlantic Standard Time

Time zone in Grenada (UCT-4:00) All synchronous classes are delivered in this time zone.

Lectures

The lectures will continue to be offered on MediaSite. These will be scheduled by day so that you can plan content to match online small group sessions, however, the entire lecture catalog will be available for you so that you can watch lectures at any time.

Small Groups

The small group schedule will be published. Zoom will be used as the online platform, and you will be placed in breakout rooms with a facilitator. The full details will be posted on Sakai and Sakai will contain a Zoom utility link in the side bar. These sessions are synchronous and will be at 10 am Grenada time, as per the schedule. All synchronous classes are in Atlantic Standard Time (UCT-4:00). Synchronous classes start at 10:00 am AST.

Assignments

Some assigned readings and resource packets will be made available to you in place of some small groups. All of these resources will be available in the resources tab of Sakai and are directed learning activities to complement the course lectures.

ESoft Quizzes

We will continue to provide weekly quizzes via examsoft. A defined window will be announced via Sakai for the opening and closing times, submission should be made within that window of opportunity. Completing and uploading these quizzes before the deadline will earn you 2 points each to a maximum of 14 points.

IMCQ Quizzes

We will provide MCQ quizzes via ExamSoft that take the place of the IMCQ sessions. A defined window will be announced via Sakai for the opening and closing times, submission should be made within that window of opportunity. Completing and uploading these quizzes and achieving a score of 50% before the deadline will earn you 2 points each to a maximum of 28 points.

Anatomy Lab quizzes

We will provide LAB quizzes via SAKAI. A defined window will be announced via Sakai for the opening and closing times, submission should be made within that window of opportunity. Completing these quizzes before the deadline will earn you 2 points each to a maximum of 6 points.

Faculty Support

Faculty will service the discussion forums in the Sakai sites. In addition some faculty may be available online via Skype or Zoom calls, faculty will indicate their preferences on Sakai and publish times that they are available.

Lesson Plans

The lesson plan tool has been activated on SAKAI and will give you an outline of the order in which the activities for that week should be reviewed. The lesson plan contains links for everything that is available on SAKAI. You will need to refer to the schedule for ESoft quiz and IMCQ timings.

Professionalism Points

The participation and professionalism points have been redistributed to the online quizzes and activities. The points were reduced in line with the reduction in the denominator due to loss of practical assessments, so the balance between summative examination points and formative assessment points remains the same as before.

To pass the course the student must achieve a grade of **69.50% or higher (472 points)** and must write all exams.

REPORTING OF ERRORS

Errors in participation and in scores for course assessments manually entered into the gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported after will not be considered.

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

SECTION B: COURSE INFORMATION

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
Ms Maira du Plessis, Course Director	Anatomical Sciences	mdupless@sgu.edu
Dr Deepak Sharma, MSK Module Coordinator	Anatomical Sciences	kraeburn1@sgu.edu
Dr Mohamed Idries, FTM Module Coordinator	Biochemistry	MIdries@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, MSK Module Coordinator	Anatomical Sciences, UK	jcoey@sgu.edu
Dr Kristna Thompson, FTM Module Coordinator	Anatomical Sciences, UK	kthpomps@sgu.edu
Dr Breon Samuel, CPR Module Coordinator	Anatomical Sciences, UK	bsamuel@sgu.edu

Discipline Managers

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

Discipline Manager	Discipline	Email Address
Dr Kazzara Raeburn	Anatomy	kraeburn1@sgu.edu
Dr Stephan Bandelow	Physiology	sbandelo@sgu.edu
Dr Leonardo Dasso	Pharmacology	ldasso@sgu.edu
Dr Kathleen Bubb	Histology	kbubb@sgu.edu
Dr Sharmila Upadhya	Biochemistry	shupadhya@sgu.edu
Dr Andrew Sobering	Genetics	asoberin@sgu.edu

Courses Secretaries

SGU SOM, Grenada	Department	Email Address
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Ms Nadica Thomas-Dominique, MSK Module Secretary	Anatomical Sciences	nthomas-dominique@sgu.edu
Ms Maisha Archibald, Secretary	Anatomical Sciences	myarchibald@sgu.edu
Ms Kamille Williams	Physiology and Neuroscience	kwilliams@sgu.edu
KBT GSP, UK	Email Address	
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Teaching Faculty

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Dr Robert Finn	Biochemistry, UK (NU)	robert.finn@northumbria.ac.uk rfinn@sgu.edu
Dr Shubhra Malhotra	Anatomical Sciences, UK	sbaruah@sgu.edu shubhra.malhotra@northumbria.ac.uk
Dr Mark Williams	Biochemistry, UK (NU)	MWilliams@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

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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 Basic Principles of Medicine One (BPM1) 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.

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

Biochemistry and Genetics:

Lippincott's Illustrated Reviews Biochemistry
Harvey and Ferrier; 7th edition

Human Genetics and Genomics 4th ed
Korf and Irons

Anatomy:

Gray's Anatomy for Students 3rd ed.

Richard Drake, Wayne Vogl, and Adam Mitchell

The Developing Human - Clinically Oriented Embryology 10th Edition
Keith L. Moore, T. V. N. Persaud and Mark Torchia

Gray's Anatomy Review Book 2nd ed.
Marios Loukas, Gene Colborn, Peter Abrahams, Stephen Carmichael

Atlas of Human Anatomy 7th Ed.
Frank H. Netter

McMinn's Clinical Atlas of Human Anatomy 7th ed.
Peter H. Abrahams, Jonathan D. Spratt, Marios Loukas, Albert Van Schoor

Clinical Photographic Dissector of the Human Body
Marios Loukas, Brion Benninger, Shane Tubbs

Essential Ultrasound Anatomy
Marios Loukas and Danny Burns

Physiology:

Medical Physiology: Principles for Clinical Medicine; 5th ed
Rhoades and Bell

Histology:

Histology: A Text and Atlas 7th Ed
Wojciech Pawlina

Cell and Molecular Biology
Nalini Chandar/Susan Viselli

Lippincott's Illustrated Q&A Review of Histology 1st Ed
Guiyun Zhang & Bruce A. Fenderson

Pharmacology:

Basic and Clinical Pharmacology
BJ Katzung and A J Trevor, 13th Ed

Optional additional resources:

List of all online medical textbooks available through SGU library:

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

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

AccessMedicine:

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

Searchable medical textbooks

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms and was issued to you during the Term 1 registration and orientation process, is essential for all courses. The PD Kit contents will not all be used from term 1 and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes a 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, and sphygmomanometer with two cuffs (1 adult, 1 pediatric). A packet containing disposable items; cotton tipped applicators, tongue depressors and tourniquets are also included.

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMBPM1@sgu.edu by the end of the 1st week of term 1 (24 January 2020). Any report of missing items after this date will be treated as lost and 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 SOMBPM1@sgu.edu.

Please note that you will need the PD Kit for the Small Group Practical Sessions to 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 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 exam and 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 as specified by SGU 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 always keep it up to date and equipped for the SGU wireless network. **For those students in ITI an ethernet cable and USB ethernet dongle will be required. In ITI venues no WiFi 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.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in course penalties and/or referral to the judicial office and dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, 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.

If there is any problem with the clicker report to the course e-mail (SOMBPM1@sgu.edu) on the day the problem occurs and take adequate steps to resolve the issue immediately, e.g. battery replacement, or repair or replacement of device. A new device or batteries can be obtained at the bookstore. **Clicker functioning can be checked at the Charter Hall print room.**

Students are required to bring their clicker to every scheduled teaching session and it is the students' responsibility to ensure that their clickers are registered and in working order.

COMPONENTS OF THE COURSE

Lectures

Lectures are an essential component of the BPM1 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts.

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

but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessments (clicker questions), all questions should be answered to earn participation credit for lectures.

Directed Learning Activities

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

Small Group (SG) Practical Sessions

Overall Description:

Small Group Practical Sessions (SGs) are an essential component of the course, organized in a dedicated small group facility, and supervised by a Facilitator. The key of these sessions is team work, active professional interaction and critical thinking. The success of these sessions largely depends on all members of the team coming prepared and actively participating in the discussion. Facilitators shall neither lecture nor provide all the information to be gathered by the students. They monitor, guide, emphasize and correct the facts being discussed. At the end of the session, all students are responsible to have completed all the learning objectives listed for that session. If a group is not able to finish all learning objectives in allotted time, students have the individual responsibility for learning them. If a group finishes all learning objectives before the allotted time has ended, the students must reinforce the learned concepts by inviting interactions with Facilitators, peers and subject experts.

Overall Objectives:

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

1. Be present and participate in the small group well prepared
2. Actively engage in discussion
3. Ability to communicate with a diverse array of peer
4. Ability to express varying views in a professional manner
5. Ability to resolve disagreements in a professional manner

Small Group Formation

The class will be divided into 4 cohorts: A, B, C and D that are assigned based on colleges at the beginning of the term. Each cohort will then be further subdivided into groups of 7-8 students.

COLLEGE	GROUP
Curie	A
Galen	
Hippocrates	B
Metrodora	
Blackwell	C
Fleming	
McIndoe	D
Peabody	

SG Requirements

- PD kits
- Textbooks and Atlases for the topic being covered
- [Dress Code \(see section C\)](#)

Small Group Regulations

1. Arrive on-time for all small groups. Late arrivals are considered unprofessional and subject to disciplinary action.
2. Students must present a cordial and professional attitude during these sessions and make an effort to communicate positively with their peers and clinical facilitator.
3. Students **MUST** wear their SGU Photo ID at all times. It should be worn in such a way that it is clearly visible to the faculty at the table.
4. The learning resources, such as monitors, laptops etc., are expensive and limited in number. Any attempts to pilfer or damage these will result in disciplinary action.
5. The furniture and equipment must not be rearranged at any time.
6. Food and drinks are not permitted in the small group venues at any time (that includes chewing gum and drinking water).
7. Use of cell phones is forbidden.

Small Group Evaluation

At the end of every small group session, students are expected to evaluate the SG experience. The evaluation will be either paper-based or available on the course management site and should be completed at the end of the small group session. Students will assess the facilitator's professionalism, knowledge, facilitation and communication skills by scanning the QR code associated with the facilitator's name card. Similarly, the assigned facilitator will assess each student on the following:

1. Preparation and Participation
2. Task Performance

3. Respect for peers and facilitators
4. Communication skills
5. Punctuality

Any deficiencies will be discussed with the student and will be recorded, continual violations will be reported to the course director and the office of the dean of basic sciences.

Categories of Small Groups

SG (Case Based Discussion)

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

SG (Standardized Patient Encounters)

These are guided team-based sessions on approaching a patient with a system-based complaint. The sessions are intended to be student driven and use clinical vignettes as a means of problem solving as well as aligning knowledge from the basic science with clinical reasoning. Students may be expected to obtain an adequate focused history, performing a focused physical examination, formulating the differential diagnosis and medical documentation (SOAP Note). Students may be required to discuss diagnostic modalities, management and complications whenever necessary.

SG (Presentation)

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

SG (Models)

These small group sessions employ anatomically-realistic models, anatomical atlases and/or interactive MRI software to familiarize students with key anatomical structures and their 3D relationships. Sessions are guided by a Facilitator and students are expected to localize structures, compare them across the different media and present to group members.

SG (Hybrid)

These small group sessions combine the standardized patient (SP) with a human body part (manikins) to simulate clinical scenarios with the purpose of active learning. Students can practice

communication and physical examination skills in a safe learning environment while building their self-confidence allowing an easier and more successful transition to clinical clerkships.

SG (Health Promotion, Wellness, and Professionalism Sessions (HPWPs))

HPWPs are a series of activities held each term that are focused on aspects of health promotion, wellness, and professional identity formation. These sessions are held in a small-group setting and involve a combination of educational approaches including didactic instruction, case discussion, and/or experiential learning. Consistent with other elements of the course, participation in HPWPs is mandatory.

Cadaver Laboratory (LAB) Sessions

Cadaver laboratory sessions (LAB) are an essential component of the BPM1 course held in the Anatomy Cadaver Lab. During this 2-hour activity, groups of 4-5 students rotate through 5 - 6 stations which may contain prosected specimens, plastinated specimens, bones, anatomical models and imaging (X-Ray, CT Scan, MRI etc.). At each station there may also be discussion of the application of the anatomical knowledge to clinical concepts. The time for each station is approximately 15 minutes. Faculty is available to assist students who may require explanation or who have difficulty identifying structures.

Preparation:

To effectively contribute to their lab team, students are expected to come to labs prepared. The material needed for preparation for the lab including the objectives and images will be available in the weekly Resource folder on Sakai. All structures to be identified are listed and described in the Clinical Photographic Dissector of the Human Body. A lab checklist is provided at the end of each chapter and should be used for every lab. Students must be present for the scheduled session to which they are assigned without exception.

LAB Requirements:

- Clinical Photographic Dissector of the Human Body
- [Dress Code \(see section B\)](#)

LAB Regulations:

- Students must always wear their SGU Photo ID and place it in such a way that it is clearly visible by faculty.
- The laboratory learning resources such as plastic models, plastinated specimens, and cadaveric materials are expensive and limited in number. Students should take special care when they handle them.
- Food and drinks are not permitted in the lab at any time (that includes chewing gum and drinking water).
- Taking pictures is not allowed in the lab at any time.
- Use of cell phones is restricted. If at all necessary, in the lab, students should use the vibration mode and not answer the phone while in the lab.

- Always Respect the cadaveric material.
- Students must wear gloves when touching specimens in the wet lab. Students are expected to supply their own gloves.
- For any lost items in the wet lab please ask the assistance any of the dieners (laboratory technicians).

LAB Open Hours:

The cadaver lab open hours **allow for individual or group study with the cadaver specimens.** A specific schedule for the open hours will be posted on Sakai. Visiting professors and upper term demonstrators may be present during the open hours depending on availability.

LAB Examination Policies

Lab dress code (full scrubs and closed toed shoes) is required. Students improperly dressed will not be allowed to write the exam. The only items that students can bring to the sequestration and exam venues are: **Student ID, Pencil and Eraser, Clicker.**

All other items are strictly prohibited. Students in possession of any prohibited items will be in violation of the examination policies and professional conduct. The items will be confiscated, and students will lose course points beginning with professionalism points. Students should not bring or should arrange to store all personal belongings, e.g. phones, wallets, cigarette cartons etc. in a locker prior to arrival at the venue.

Simulation Laboratory (SIMLAB) Sessions

Simulation Laboratory (SIMLAB) Sessions are an essential component of the BPM1 course offered in the CPR module. The mannequin-based simulators provide realistic hospital environments to help students practice basic examination skills and integrate the basic sciences with clinical medicine. Students will use mannequin simulators to enhance their skills of cardiovascular and respiratory examination and physical diagnosis. The simulators are programmable human models that demonstrate the apex beat, heart sounds, arrhythmias, murmurs, carotid pulses, vital signs, breath and adventitious sounds. They can also be used to simulate clinical scenarios with the use of laboratory findings and investigations.

SIMLAB Requirements

- **Current Basic Life-Support (BLS) certification**
- PD kits - especially stethoscope
- [Dress Code \(see section C\)](#)

SIMLAB Regulations

- Students must always wear their SGU Photo ID and place it in such a way that it is clearly visible by faculty.
- No cell phones allowed in SIMLAB; turn off and place in your carry bag (interferes with electronics in the SIMLAB)

- No cameras of any kind.
- No pens or markers are allowed in the SIMLAB. Pencils will be provided for everyone. (Pen ink marks manikins FOREVER).
- No liquids allowed in SIMLAB.
- All bags and papers must be left in designated area inside the SIMLAB entrance on the shelves.

Each simulation laboratory contains a formative assessment in the form of an online pretest and/or posttest.

Ultrasound Sessions

These are 1 hour sessions where students are taught the basics of ultrasound techniques. Clinical facilitators will first demonstrate the techniques on the standardized patient, followed by the students practicing the techniques themselves on the standardized patient. This dynamic imaging modality allows students to review the relevant anatomy of different body systems with focus on the musculoskeletal and cardiovascular systems.

Interactive Multiple-Choice Question (IMCQ) Sessions

Interactive multiple-choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

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

To earn the participation point for each IMCQ session, students **MUST** correctly answer at **least 50%** of the questions and **respond to all questions**. Suboptimal participation may result in a loss of session points or a professionalism penalty being applied.

Directed Self Study / Group Study

Apart from studying independently, students are encouraged to form their own study groups of 3 to 5 active members. These groups should meet about 1 to 2 times a week to discuss difficult

course concepts. Active participation in these small group discussions is essential to students' successful understanding, application, and mastery of course material.

Activities on Course Management Site:

Weekly ExamSoft (ESoft) Practice Quizzes

Practice quizzes delivered via ExamSoft will be provided every week, the first quiz consist of 20 questions with a limit of 30min. From quiz 2 onward each will be comprised of 25 questions within a 35-minute time window. 20 questions will be on material covered during the week and 5 questions will be from a previous module or material delivered prior to the last exam. Students earn 1 point for each of the practice quizzes up to a maximum of 12 points. A minimum number of correct answers is NOT required. Students will earn the point for uploading a completed quiz irrespective of the number of correct answers. Detailed feedback for each question will be provided at the closing time of each quiz. ESoft Quizzes are announced on Sakai each week. The quizzes will be open from Sunday morning till Monday evening and are meant as a way for students to check how well they know the material studied previously.

Practice questions on Sakai

Additional practice questions will be provided for each week through Sakai. No points are awarded for these questions.

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	15.14
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.45
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.45

BPM Examination 4: Examssoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.45
BPM Examination 5: Examssoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	16.45
BPM1 Laboratory Examination*	30	25 MCQ x 1 points (score/5*6 = 30)	3.92
Objective Structured Practical Examination 1 (OSPE 1)*	50	5 patient interaction stations	6.53

(insert relevant table here)

*** 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.**

Objective Structured Practical Examination

There will be an Objective Structured Practical Examination which will involve timed stations through which students will rotate. This will assess the professional and physical examination skills that are taught during the BPM 1 course.

STUDENT SUPPORT

Discussion Forum

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

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

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

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

Office Hours

Office hours will be provided by all teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will

be posted weekly on Sakai. **Students may also contact individual faculty for appointments at any time during the course.**

ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), 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: SGU SOM POLICIES AND PROCEDURES

GOALS AND OBJECTIVES OF THE MD PROGRAM

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

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.

FOUR YEAR OUTCOME OBJECTIVES

1. MEDICAL KNOWLEDGE

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
- b. 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.
- c. The principles of normal homeostasis including molecular and cellular mechanisms.
- d. 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.
- e. 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.
- f. 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.
- g. Apply the theories and principles that govern ethical decision-making in the management of patients.
- h. 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.

EXPECTATIONS

- a. Participate in all scheduled classes on time
- b. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- c. Bring a fully functional personal "clicker" to all learning activities and respond to all "clicker" polls
- d. Complete all assessments and examinations on the course at the scheduled dates and times
- e. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- f. Check SGU email daily; this is the only official email account that is used to relay messages between University and students
- g. Check course management site daily for announcements and updates
- h. Check posted results of assessments on time
- i. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- j. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website
- k. Voice commendations and concerns through SGA class representatives
- l. Use support services available; faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, Psychological Services Center.
- m. Participate in the course and instructor evaluations
- n. Comply with all requirements outlined in the course syllabus
- o. Abide by the University Code of Conduct outlined in the student manual
- p. Carry your student ID card at all times on campus

COMMUNICATION REQUIREMENTS

Students are responsible for ensuring that the School of Medicine is able to contact them at all times. They should notify the Registrar of any change in contact information as soon as possible.

Students must monitor and respond to all university communications during their entire matriculation at the University; this includes during the academic terms, clinical rotations, while at affiliated hospitals, while on vacation or a leave of absence, during clinical bridge time, or while awaiting graduation.

Failure to monitor communications, respond to communications, or to act on information contained in communications from the School including failure to participate in mandatory meetings as specified by DOS, DOBS, Academic Advising, Developing and Support Division, or any other administrative body or individual, is considered unprofessional behavior. Such unprofessional behavior may have adverse effects on performance and grades and may lead to a recommendation of dismissal from the University.

STUDENT COMPORTMENT AND PROFESSIONAL COMMITMENT

Professional Commitment

Civil and professional behavior toward all University personnel and fellow students is expected at all times.

When students enter the School of Medicine, they take an academic oath reciting the following professional commitment at the White Coat Ceremony:

“Today is the beginning of my medical education as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding until that day when I will cease to be a practicing physician.

I am entering training for a noble profession in which my interest must always be subservient to those who may seek my assistance. I must be ever conscious of the value of my fellow health professionals and treat them with respect at all times. My classmates at St. George’s University are now my colleagues, and I owe to them the same support and encouragement to achieve their goals as I hope to receive from them. I will work alongside my colleagues and professors with tolerance, compassion, and honesty.

I acknowledge my obligation to adhere to the University Honor Code, and to conduct myself with integrity and in an ethical manner at all times henceforth. I shall do all within my power to show in myself an example of all that is honorable and good throughout my medical career. It is a privilege to have been given the opportunity to become a physician. May I be ever conscious of that privilege and never abuse it.”

PROFESSIONALISM

The Four-Year Outcome Objectives emphasize the importance of knowing and developing the professional attitudes and behaviors expected of medical professionals. Professional comportment of students is essential as students develop into medical professionals. Students are expected to adhere to professionalism expectations as specified by the School of Medicine policies and their course Syllabus. Failure to adhere to expectations of professionalism may result in mandatory

advising and remediation, loss of professionalism points, failure of course components, or disciplinary action by the Dean.

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).

COURSE PARTICIPATION POLICY

Students are expected to participate fully and for the duration of all required activities of the MD program and should be present from the start to the end date of each term. Students should consult the official academic calendar for the published start and end dates for each term prior to making travel arrangements. Travel conflicts are not valid reasons for missing required course activities. (See <https://mycampus.sgu.edu/group/oep-registrar/academic-calendars>). In case of examination delays travel should not be planned on examination days.

The faculty considers participation to be an essential component of professionalism. Students must participate in all required educational activities as defined by Course and Clerkship directors. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, and continuous quality improvement. Course Directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade. Makeups will not be offered for any missed activities. Students should consult their course Syllabi for additional information related to course participation.

RULES OF CLICKER USAGE

Each student has a registered clicker and is responsible for the activity of that clicker registered through the audience response system. Appropriate use of clickers during class is expected. Students should only use the clicker registered in their name and should be aware of their clicker status (location, functionality) in all learning activities, as its use in class indicates the presence of the student registered to the clicker. To earn participation credit, students must participate in their assigned class activities (assigned by College, cohort or any other means outlined in the syllabus or course management site) and will only earn credit for participation in their assigned activities. Misrepresentation of participation records is a violation of the honor code and students may face academic penalties for attempting to misrepresent their participation record for their assigned learning activities.

Attempting to earn participation credit for an activity by partial participation, or for which the student has not participated in, will result in referral to the Dean of Basic Sciences Office for disciplinary action and students may be subject to academic penalties and further disciplinary consequences.

Any student using more than one clicker, or using another person's assigned clicker, will be referred to the Dean of Basic Sciences office for disciplinary action and may have the academic penalties applied that have been outlined in the course syllabus.

Random clicker checks will be carried out during the term. After the last clicker assessment, a sign-out system will be used to verify student presence and compare it with the participation records from the audience response system. Anyone who is registered as participating through the audience response system, but who is not present for sign-out, will be referred to the Dean of Basic Sciences Office for consideration of the reasons, and possible disciplinary action.

Any student leaving a learning activity early, e.g. prior to the full debrief after the last clicker assessment of the lecture, will not be considered as fully participating. Although students are expected to make every effort to participate in all required academic activities, they must participate in at least 80% of required course activities to earn participation credit for the course. Any student trying to claim credit for participation, by clicking in on the first and last clicker assessment, but who has left prior to sign-out during checks is in violation and will be flagged during a clicker check. Any student who has clicked in during a clicker check but is not present and signed out, irrespective of the reason for the absence, is in violation and will be flagged during a clicker check.

It is the responsibility of every student to have a registered clicker, to ensure that the student knows where it is and that it is in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with his or her participation records. Failure to do so may result in the loss of participation credit or flagging of the student during clicker checks, for which the student will be held responsible.

Those students flagged during random clicker checks will receive an e-mail inviting them to explain, in writing and in person, the reasons for the discrepancy between the audience response system and the sign-out data. They will be referred to the Dean of Basic Sciences office for determination of the appropriate academic penalty. They may then be further referred to the Judiciary Office for potential disciplinary action.

DEAN OF BASIC SCIENCES PANEL

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).

Based on current School of Medicine policy, the student will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances that resulted in their incomplete grade. 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. Each hearing lasts 30 minutes.

Protocol for Arranging a DOBS-EIP Hearing

A student should:

- 1) Meet with one of the deans in the Dean of Students Office (DOS);
- 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.

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.

MEDICAL EXCUSES

Students who have missed a written examination or the physical examination skills assessment with a valid medical excuse will receive an approved Incomplete (“I”) and will be offered a completion exam. Medical excuses must be submitted electronically through the SGU Carenage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete (“I”) for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an examination score of zero (“0”).

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.

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; 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</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 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/or halting of</p>

	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)	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. As students progress through the curriculum, SGU expects students to develop their professional identity. Thus, when determining the precise consequence of unprofessional behavior, the semester the student is in and evidence of prior unprofessional behavior may be taken into consideration with an increasing percentage of maximum course point deductions (up to the maximums listed). Course Directors will consult with Dean of Basic Sciences office when determining consequences.

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 under the category of “Unprofessional Behavior” with an item titled “Penalty”. A negative sign followed by the number of points deducted will be reflected.
7. Students have the right to request a hearing through the Dean of Basic Sciences office if they believe they have been unjustly penalized.
8. Points deductions are per incident and may be additive per incident.

BASIC SCIENCES EXAMINATIONS

Exams are an integral part of the MD program, and students are expected to comply with examination policies (see Examination Policies) Students are expected to adhere to the master schedule (published on the OEP/Registrar site at <https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>), which provides examination dates and times.

The following are considered mandatory Assessments/Examinations:

- a. Module Examinations
- b. Midterm Examinations
- c. Final Examinations
- d. Lab Practical Examinations
- e. Objective Structured Clinical Examinations (OSCEs),
- f. Objective Structured Practical Examinations (OSPEs),
- g. Basic Sciences Comprehensive Examination 1 (BSCE 1)
- h. Basic Sciences Comprehensive Examination 2 (BSCE 2)
- i. Comprehensive Basic Sciences Examination (CBSE)
- j. Completion Examinations for any missed first offering of an examination
- k. Physical Examination Assessments
- l. SOAP Assessments

m. Other assessments may be detailed in the course specific part of the syllabus.

Several of these examinations are comprehensive examinations and are described in further detail in the next section.

EXAMINATION POLICIES

Students must complete all course examinations in order to meet course requirements and earn a final course grade. If a student completes only part of an examination (e.g., Part 1 but not Part 2 of a two-part examination), then the completed part of the examination is invalidated, no score exists, and the examination as a whole is considered missed.

Students are expected to take all regular and Completion examinations as scheduled (see master School of Medicine schedule published on the OEP/Registrar site

(<https://mycampus.sgu.edu/group/oep-registrar/welcome>).

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. Examination policies apply to all Examinations (See Appendix Electronic Examination Procedures).

IRREGULARITY REPORTING

Any exam irregularities that significantly affect a student's examination performance must be reported immediately within the examination venue to the chief proctor at the time of the incidence. For issues that cannot be resolved in the venue students should request an irregularity report be completed by the chief proctor in the venue at that time. Students should mail the Course Director immediately after the exam to alert the Course Director of the irregularity report being filed in the venue. Irregularity reports will not be considered after the examination is completed and the student has left the venue or if the outlined process is not followed.

After grades are published by the Course Director no changes will be made based on irregularity reports that are filed inappropriately or late, therefore students should ensure that all irregularities are dealt with appropriately in venue and that the Course Director is alerted to the presence of a filed report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

In the event that the irregularity report is filed appropriately and it is agreed by the Course Director in consultation with Office of Institutional Advancement (OIA) and the Dean of Basic Sciences

Office that it may have affected student performance, the affected grade will remain sequestered. A student may be offered a completion examination after investigation of the events. The completion exam, if offered, is scheduled at the end of term at the regularly scheduled date of the completion exams for the course affected.

In exceptional circumstances it may be necessary to delay the start time of an exam or postpone the examination. Students are advised to not make travel arrangements for immediately after an examination to cover this eventuality.

APPROVED ABSENCES FROM EXAMINATIONS: RELIGIOUS OBSERVANCES

A student who wishes to observe a religious holiday on an examination date may take a completion examination on the scheduled date if appropriate protocol is followed for documenting the religious observance. Specifically, at the beginning of each term, the Dean of Students office will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who register these dates after January 31st (Spring semester), or after August 31st (Fall semester) will not receive an excused absence from examinations. This protocol must be followed each term. The protocol does not cover any dates of travel associated with the religious observance beyond the actual religious holiday. All completion examinations are scheduled after the semester ends, as per the official schedule on the OEP/Registrar site

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

MEDICAL EXCUSE

In rare instances, medical reasons may prevent a student taking an examination as scheduled. Students are entitled to one Medical Excuse for examinations per 12-month period. The student receives an “I” for the exam grade and is permitted to take the Completion Examination. Students take the Completion Examination after the semester ends, as per the official schedule on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>).

Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate student travel.

Students should use their Medical Excuse wisely as no additional excused absences for examinations will be allowed. If a student does not take an examination as scheduled and has

already used his/her Medical Excuse in the prior 12-month period, then the student will receive a “0” grade for the examination.

Students with extenuating circumstances for missing an additional examination should seek guidance from the Dean of Basic Science Office.

PROCEDURE FOR SUBMITTING MEDICAL EXCUSE (ME)

To submit a Medical Excuse, the student uses the “SOM Examinations” link on the Carepage portal at <https://cas.sgu.edu/cas/login>). This self-report form should be submitted before the end of the scheduled examination time. The Medical Excuse covers all exams within a 7-day period starting from the date of submission of the Medical Excuse. If a student becomes able to take some or all of the examinations during the timeframe covered by the Medical Excuse, he/she may take any remaining examinations. If a student makes a second Medical Excuse request within 12 months, then the student receives a written notice about his/her ineligibility for a second Medical Excuse and is apprised of the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student’s grade, irrespective of how much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

PROCESS FOR RESOLUTION OF MISSED EXAMINATIONS

Any student with an approved absence who misses an examination will temporarily receive a zero “0” score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss an examination must appear before a Dean of Basic Sciences panel, who will determine the academic penalty to the students’ course grade for the absence. The student will then receive a zero 0 score for the missed examination and an Incomplete grade for the course.

To rectify the zero 0 score, the student must sit the scheduled completion exam. Students must take a Completion Examination as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all Completion Examinations are held approximately one week after the end of the semester.

Students who do not take the scheduled Completion Examination to rectify their zero 0 score and their Incomplete grade will receive a failing grade for the course.

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM. Students must bring a computer with the appropriate specifications to examinations. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/examination-services/training-resources>

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

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

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

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

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

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

[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 for the whole duration of the examination.
3. Examinees are required to take the onboarding/practice (mock) examination prior to exam day, to ensure their computer is working properly.
4. Examinees experiencing technical difficulties must contact the online support team TellExaminationServices@sgu.edu immediately for assistance, and **prior to exam day**.

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 have to 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. The entire face of the examinee must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.
2. The eyes of the examinee must be visible at all times. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
3. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee’s face.
4. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.
5. 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
 - Food or beverages
 - Water bottles
6. 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 this 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 confirm 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 because of 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.
7. 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.
8. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.

9. The examinee cannot return to a finished examination block.
10. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
11. If an examinee experiences problems that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
12. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete 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 of the student 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.

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.

Untested 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 "untested 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.

ELECTRONIC EXAMINATION PROCEDURES

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Prior to Examination Day:

1. Each student is required to have a laptop for taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).
2. NOTE: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.
3. Examinees must ensure that they meet the requirements to access the university network at any time, and should confirm access prior to examinations.

4. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summer Time BST = UTC+1).
5. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of Examplify on their laptop prior to examination day.
6. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
7. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
8. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
9. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

On Examination Day:

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.
4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID to access the examination venue.
6. Once seated, examinees must place their ID clearly visible on the left side of the desk they are seated at.

7. Permitted items - only the following items are allowed in the examination venue:
 - a. Laptop and accessories
 - b. SGU ID
 - c. Completely clear (see-through) bottle of plain water, which must be placed outside the examination venue for all examinations
 - d. Items explicitly permitted for a specific examination (see announcement), or approved by the Disability office
8. Items that are explicitly NOT permitted inside the examination venues include:
 - a. Cell phones
 - b. iPods/ iPads
 - c. Wrist watches
 - d. Calculators
 - e. Paging devices
 - f. Recording/filming devices
 - g. Reference materials (book, notes, papers)
 - h. Backpacks, briefcases, or luggage
 - i. Beverages or food of any type
 - j. Coats, outer jackets, headwear
 - k. Jackets/sweaters with pockets
 - l. Hooded jackets/sweaters
 - m. Note: Sweaters and jackets with hoods are not allowed.
9. Examinees need to be prepared to turn their pockets inside out for inspection.
10. Any prohibited items found inside the examination venue will be confiscated.
11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
16. An examinee who is experiencing problems should seek immediate attention from a proctor.

17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

1. An examinee may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.

4. Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

INTERACTIVE TEAM INSTRUCTION METHOD (ITI)

Students in the MD program are expected to be adaptive, self-directed learners who can capably integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and following an academic lecture; likewise, it may occur during and following interactions with others. Teaching and learning in the MD program includes required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions and clinical experiences. Additional optional activities are also available: open lab hours, faculty office hours, peer-to-peer facilitated reviews and academic support seminars. Students are encouraged to take advantage of the many varied opportunities for learning and academic development that are available to them. Most students matriculate into the traditional, Live Lecture-based Delivery track (LLD) of the MD curriculum. While lectures are the foundation of this delivery format, approximately 50% of contact hours are in small groups and laboratories where students have opportunities for faculty interaction, collaborative learning and academic support.

The ITI utilizes an instructional pedagogy that provides interaction with faculty and incorporates frequent collaborative active learning based on videos of lectures. The small group discussion and lab components are identical to the traditional LLD delivery track. Students' progress through ITI in an instructor-guided small-group setting (approximately 8:1 student-to-faculty ratio). Students study the lectures through using the SGU lecture recording platform. Multiple choice questions, discussions and clinical cases introduced at key points during each lecture serve as catalysts for the clarification of concepts. The instructors of the small groups ensure that all questions raised by students are effectively addressed in the ITI session. The ITI incorporates academic support through Learning Strategies Seminars given by the Department of Educational Services (DES) and individual Learning Strategies Advising meetings.

ENTRY INTO ITI

Following every examination period, the Academic Progress Review Committee (APRC) reviews student performance and identifies students with performance trends that indicate students are at risk of not achieving performance standards. Subsequently, during mandatory advising meetings,

Academic Advisors meet individually with these students to discuss program requirements and standards, identify obstacles to progress, and consider opportunities for improvement. Performance data indicate that many students who do not meet performance standards in the traditional Live-Lecture delivery track make significant improvement in ITI track; therefore, Academic Advisors may encourage students to choose the ITI track. Students who choose this option by the established deadline transition into the ITI sessions and schedule and must remain there for the remainder of the academic term.

At the end of the academic term, the APRC makes recommendations about students achieving well above minimum requirements transitioning back into the Live Lecture delivery. The APRC makes all determinations about student progression in the ITI delivery method at the end of each term.

Technical Requirements for ITI

All students in ITI will require an ethernet cable and a USB ethernet dongle to stream video content. These are available for purchase from the University bookstore if required. Video streaming of the Mediasite lecture content is not allowed via WiFi in the ITI venues.

CREDIT REMEDIATION (CR)

The Four-Year MD program is designed to be continuous without interruption. Any timeline extensions could impact students' ability to graduate on time. Nonetheless, some students encounter academic setbacks which may be resolved with an opportunity to remediate courses. The APRC identifies students who are not likely to meet academic standards by the end of an academic term and recommends that they be granted a CR option, which is an extension of their timeline by one academic term. Also, a student may choose the CR option.

The CR allows students to repeat the course once if they are not likely to meet academic standards for progress. Deadlines for the CR option are posted prior to the final exam of the last course module.

Students who opt for the CR do not take the final exam of the last course module; however, they must participate in all remaining scheduled academic activities in the academic term, complete a Final Self-Directed Learning Assignment at the end of the term and present it in person on the scheduled final exam day.

The Medical Excuse Policy for course examinations applies to the CR Final Self-Directed Learning Assignment. Students with an approved excused absence will be permitted to complete the CR final assignment as per the Completion Examination schedule. Students who receive an approved Incomplete ("I") for an exam or a CR assignment must complete their CR Assignment in person as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Completion examinations are held approximately one week after the end of the term. Students should consider this completion examination period when scheduling end of term travel.

Students who do not have a Medical Excuse, who fail to complete or submit the CR Final Self-Directed Learning Assignment will receive an Incomplete grade for the course. They must then appear before a Dean of Basic Sciences Office panel to appeal for the opportunity to rectify this and to explain their failure to submit the Assignment. Students must then contact the Course Director to arrange to complete or submit the missed Assignment. Failure to resolve the missing Assignment by the specified deadline will result in the student forfeiting their CR option and receiving a Failing grade for the course.

Students who comply with all CR requirements will receive a grade of CR on their transcript and repeat all term coursework in the ITI delivery.

They are not charged tuition for their repeat of the course, but administrative fees will apply.

Students who take the CR option are at risk of not meeting the MD program's satisfactory progress guidelines and will be placed on Monitored Academic Status (MAS) by the Academic Performance Review Committee (APRC). Student should note that although no final grade is issued, during an APRC or CAPPs performance review, a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

An additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F or I grades, Leave of Absence/Withdraw, Academic Performance Review Committee/Committee for Satisfactory Academic Progress and Professional Standards and only one previous CR, they may be granted up to two CR terms in accordance with the following rules:

One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5); or

Two CRs granted in Year 2 (Term 3, 4, or 5).

CR COMBINATIONS:

	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 1a	CR	No CR	CR	No CR	No CR
Option 1b	CR	No CR	No CR	CR	No CR
Option 1c	CR	No CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 2a	No CR	CR	CR	No CR	No CR
Option 2b	No CR	CR	No CR	CR	No CR
Option 2c	No CR	CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 3a	No CR	No CR	CR	CR	No CR
Option 3b	No CR	No CR	CR	No CR	CR
Option 3c	No CR	No CR	No CR	CR	CR

This chart assumes student has no prior grades of “F” or ‘W’.

Students who use the Credit Remediation (CR) option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on Monitored Academic

Status (MAS). Students with prior academic setbacks or timeline delays (F or I grade, LOA/W, APRC/CAPPS stipulations) may be ineligible for one or both CR options.

Note: In year 2, Terms 3 and 4 CRs are counted separately— a CR in Term 3 counts as 1 CR, and a CR in Term 4 counts as a separate CR.

ACADEMIC PROGRESS

In addition to meeting academic performance standards for progress, students must also progress through the MD program within the established timeline. Disruptions to a student's program, whether as a result of personal or academic setbacks (e.g., repeated courses, LOAs), may prevent the student from maintaining timeline requirements.

Although timeline extensions may be permitted (e.g., CR, LOA), the APRC will consider these extensions when making recommendations for the retention or dismissal of students. Students who have timeline delays or interruptions will be placed on a Monitored Academic Status (MAS) for the duration of the MD program.

At the end of each academic term 1-5, the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC will make recommendations to the Dean of Basic Sciences for a student's progression, promotion or dismissal. Students who fail to meet standards may be allowed to remain in the program if they have had no previous failure to meet standards and no timeline delays. Students with previous failures to meet standards and/or timeline delays may be granted an additional term on MAS or recommended for dismissal in the following situations:

FAILING GRADES

A failing grade ("F") is defined as a final course grade of less than the minimum passing grade established for each term. **If this is the student's first attempt at a course, there are two possible consequences of a failing grade:**

a. Continue on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program, despite failing to meet satisfactory academic performance, if the following conditions are met:

1. No previous F grade in any course in a prior term.
2. No more than one of the following timeline delays:
 - a. Credit Remediation option (CR)
 - b. Leave of Absence (LOA)

The student will be given an opportunity to repeat the course in the ITI and will be placed on MAS for the subsequent term. Additional stipulations will be applied.

The student will be permitted to register for the course a second time and to earn a second grade for the course. The grade and credits earned on both the first and the second attempt at a course will be calculated into the cumulative WMPG. The grade earned on the second attempt does not replace the grade earned on the first attempt.

b. Recommended for Dismissal

Students will be recommended for dismissal if any one of the following applies to them:

1. Two of the following in any combination:
 - a. Prior Credit Remediation option (CR)
 - b. Prior Leave of Absence (LOA)
2. One of the following:
 - a. Previous F grade in a course
3. The student will exceed the 3 years maximum allowed to complete Terms 1-5, if permitted to progress.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPs, as per the section on REVIEW, DISMISSAL AND APPEAL PROCESS

MONITORED ACADEMIC STATUS (MAS)

Monitored Academic Status (MAS) is an internal marker placed in students' progress files by the Dean of Basic Sciences or the Office of the Dean. It allows students who are at risk of not making satisfactory academic progress to continue in the program with additional academic advising. Students are placed on MAS throughout the academic program if they meet any of these conditions:

Failing a Term 1-5 course

Requiring an extra term to complete the Basic Sciences program (CR, LOA)

Students on MAS are assessed, supported and monitored by the Academic Advising and Development Support (AADS) division of the Dean of Basic Sciences Office or the Student Support Services in the Office of the Dean in the clinical years. They will be required to meet

regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

RECOMMENDATION FOR DISMISSAL DURING TERMS 1-5 AND BEFORE CLINICALS

The following criteria will be used by the APRC to determine end of term dismissal recommendations:

1. Failure to complete the basic science curriculum within three years.
2. A second failure to earn a passing grade during basic sciences. Only one F grade is allowed during basic sciences.
3. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
4. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CRs.
5. Failure to meet CAPPs stipulations after the CAPPs retains a student following an appeal of a recommendation for dismissal.
6. Failure to begin clinical rotations within 6 months, after taking the maximum 3 years to complete the Basic Sciences.
7. Failure to accept the terms of the APRC letter by the deadline specified.

All students who are recommended for dismissal can appeal to the CAPPs, as per REVIEW, DISMISSAL AND APPEAL PROCESS

RECOGNITION OF ACHIEVEMENT

Students who have high cumulative WMPGs are recognized for their achievement as follows:

Cumulative WMPG \geq 95%: Students are placed on the Chancellor's List and promoted to the next term.

Cumulative WMPG \geq 90% - 94.99%: Students are placed on the Dean's List and promoted to the next term.

STANDARDS FOR PROFESSIONAL BEHAVIOR

The faculty has established professional standards and requires all medical students to meet these standards in order to progress and successfully complete the Four-Year MD Program. The School

reserves the right to issue a warning, to place on probation, suspend or to dismiss a student whose behavior renders the student unable to meet the required standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 10% penalty of the total available course points and may result in an F grade for the course in which the student is registered. Penalties may be summative if there are multiple penalties. During clinical rotations, professional behavior is worth 20% of the final grade.

Students are expected to abide by the University Code of Conduct and to demonstrate professional behavior at all times. The University Code of Conduct can be found on our website. The Dean of Basic Sciences and/or the Dean of Clinical Years (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

PROBATION FOR UNPROFESSIONAL BEHAVIOR

Probation is reflected in students' progress files for students who violate the standards of professional behavior as defined by the Code of Conduct. Probation allows students who do not meet these standards to continue in the Doctor of Medicine program for a specified period with a prescribed course of action. Students will be monitored for adherence to stipulations specified in their probation letters. Although probation does not appear on a student's transcript, the School of Medicine must supply this information if it is requested by external agencies, such as a state licensing board. While on probation, students' behavior must improve in accordance with the specific written stipulations given to students. Students who fail to meet the prescribed course of action risk a recommendation of dismissal.

Information regarding University Disciplinary and Judiciary Policies and Procedures can be found on the Carepage on the University website.

THE COMMITTEE FOR SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL STANDARDS (CAPPS)

CAPPS ACADEMIC APPEALS PROCESS

The mission of the CAPPS is to make fair and objective decisions on individual student appeals.

Although the School of Medicine is committed to providing students with remediation and support needed to facilitate student success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as student's performance history, timeline and academic risk factors.

APRC and CAPPS TERMS 1-5

REVIEW, DISMISSAL AND APPEAL PROCESS

Following each major examination, the APRC, comprised of Course/ Module Directors and Dean of Basic Sciences representatives, will conduct a review and analysis of student performance. At this meeting, the APRC will identify students at risk of failing to meet academic standards.

Following each major examination, Academic Advisors will counsel at-risk students and inform them of the appeals process, should they find themselves recommended for dismissal at the end of the term.

At the conclusion of the final exam period for each term, the APRC will conduct comprehensive review and analysis of student performance. The APRC makes academic progress recommendations to the Dean of Basic Sciences based on students' achievement of School of Medicine standards as stated in the Student Manual or in additional post-appeal CAPPS stipulations.

Within two working days of the APRC meeting, the Dean of Basic Sciences will email an offer for the student to continue in the program (with stipulations) or a recommendation for dismissal to any student who fails to meet the standards. Students permitted to continue must reply to the email indicating they have accepted the offer to continue with stipulations within the timeframe specified in the email. For those students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified may result in a recommendation for dismissal. For those recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw, and specify the timeframe in which to do this.

The email will provide a link to the electronic Appeal Form which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal by the stipulated deadline (see timeline below). The submission will be automatically directed to the CAPPS office. Once the timeframe to submit the appeal has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPS office in preparation for the review by the committee. Should a student fail to submit his/her appeal by the stipulated deadline, there is no guarantee that the appeal will be reviewed. While preparing their appeals and considering what supporting documentation to include, students should bear in mind that there is only one opportunity to appeal a recommendation for dismissal. Extensions to the appeal deadline will not be granted, nor will additional appeals.

If a student's appeal is successful, the CAPPS will determine the conditions a student must meet to progress in the MD program. A letter will be issued to the student detailing the conditions as specified by the CAPPS. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPS conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the

CAPPS' conditions and does not withdraw within the specified timeframe, the student will be dismissed.

Students who are retained after a successful appeal of a recommended dismissal are placed on a Period of Academic Focus (PAF). Students on PAF are assessed, supported and monitored by the Academic Advising and Development Support division of the Dean of Basic Sciences Office. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

The APRC reviews students on a PAF each term. During Terms 1-5, students are removed from a PAF by successfully achieving School of Medicine standards for the duration of Terms 1-5 and satisfying their academic plan as prescribed by the Dean of Basic Sciences or the CAPPS.

If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the MD program within a specified timeframe. If the student does not withdraw within the specified timeframe, the student will be dismissed. The School of Medicine has no further mechanism for appeal.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

Question Review

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

Grading Scale

The current grading scale of St George's University School of Medicine, for incoming from Fall 2019 is based on percentage scores as follows;

Grade	Numeric Grade
Honors	89.50-100
High Pass	79.50-89.49
Term 1	
Pass	69.50
Fail	≤ 69.49
Term 2	
Pass	71.50
Fail	≤ 71.49
Terms 3, 4, 5	
Pass	72.50
Fail	≤ 72.49
I	N/A
W	N/A

CR	N/A
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For students matriculated prior to Fall 2019 the grading scales are;

	Term 2			Term 3, 4 and 5	
	From	To		From	To
A+	96.5	100	A+	96.5	100
A	92.5	96.49	A	92.5	96.49
A-	89.5	92.49	A-	89.5	92.49
B+	86.5	89.49	B+	86.5	89.49
B	82.5	86.49	B	82.5	86.49

B-	79.5	82.49	B-	79.5	82.49
C+	76.5	79.49	C+	76.5	79.49
C	72.5	76.49	C	72.5	76.49
C-	71.5	72.49	C-	NO C-	
F	1	71.49	F	1	72.49
I	0.5	0.99	I	0.5	0.99
CR	0	0.49	CR	0	0.49

Publication of Results

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

Reporting of Errors

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

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

Technical errors reported after the deadline will not be considered.

Change of Published Results

A published result can only be changed if the published score or grade is incorrect, and errors have been reported in time.

Course and Instructor Critiques: Students are expected to participate in all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student participation in the Evaluation Process is mandatory: When requested, students in a course are expected to complete all required faculty and course evaluations. The critiques coordinator notifies students when evaluation periods have begun and sends periodic reminders to ensure that critiques are submitted within the allotted time frame. Failure to complete all required course and instructor critiques means that students did not fulfill all course requirements. The Office of Institutional Advancement, which runs the Course and Instructor Critique Program, send a letter of non-compliance to the students for non-participation. If the student is non-compliant again, the OIA refers the student to the Dean of Students Office for continued unprofessional behavior.

The Importance of Evaluation

Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves as students' needs and expectations are considered.

Feedback

At the beginning of each term, course directors will address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

SGU WISDOM

SGU is the first medical school in the world to use a safe digital platform designed to help your Advisors and other SGU leaders understand what matters to you. It also provides a secure way for students to learn a little bit about each other. We call it [SGU_Wisdom](#), and it's all about listening.

Please go to [SGU_Wisdom](#), sign up, and do the My Self section by February 1 – it takes less than 10 minutes. If you signed up in the fall, please be sure that the My Self section is complete and up to date. **Note that we consider completing SGU Wisdom a behavioral sign of professionalism, so please be sure to follow through.**

You will see the Snapshots for Colleagues (a bit about you that students can access) and Snapshots for Leaders (a little more about you that advisors and other leaders can access) in real time. It's a great opportunity to make the SGU community even stronger.



ST. GEORGE'S UNIVERSITY SCHOOL OF MEDICINE

Basic Principles of Medicine 2 BPM501

BPM-2 SYLLABUS

Version of May 14, 2020

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

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SECTION A: UPDATED COURSE REQUIREMENTS (APRIL 23RD)

The following changes are applied to the course for the remainder of the term for online distance learning.

Basic Principles of Medicine II (BPM501)				
	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 736)				
BPM Exam 1: ER	101	Friday, January 31, 2020	Mandatory	1 + completion
BPM Exam 2: DM	125	Wednesday, March 4, 2020	Mandatory	1 + completion
BPM Exam 3: NB	125	Wednesday, April 8, 2020	Mandatory	1 + completion
BPM Exam 4: NB	125	Monday, May 4, 2020	Mandatory	1 + completion
BPM Exam 5: NB	125	Monday, May 18, 2020	Mandatory	1 + completion
BSCE 1	135	Wednesday, May 20, 2020	Mandatory	1 + completion
Formative Assessments (Total points = 62)				
Formative assessment points awarded	22	Credited on gradebook		
Weekly Online Quizzes	18	See schedule	Best 9 of 11 Each submission = 2 points	11
IMCQ Assessments	22	See schedule	Best 11 of 14 ≥ 50% correct in a session = 2 points	14
Total points	798			

Whilst the course is being offered remotely the new requirements for earning course grades are outlined above.

Participation is mandatory for all activities. The participation policy of an 80% requirement will be in effect for virtual small group sessions delivered via Zoom. This takes effect from April 1st 2020. The table below outlines the number of activities remaining and the minimum number you are expected to participate in.

Basic Principles of Medicine II (BPM 501)		
Participation Requirements		
Activity	Number of Zoom SG sessions after April 1st	Minimum Participation Requirement
Virtual Small group	3	2

Lectures

The lectures will continue to be offered on MediaSite. These will be scheduled by day so that you can plan content to match online small group sessions, however, the entire lecture catalog will be available for you so that you can watch lectures at any time.

Small Groups

The small group schedule will be published. Zoom will be used as the online platform, and you will be placed in breakout rooms with a facilitator. The full details will be posted on Sakai and Sakai will contain a Zoom utility link in the side bar. All synchronous classes are in Atlantic Standard Time (UTC-4:00). Synchronous classes start at 1:00 pm AST.

Assignments

Some assigned readings and resource packets will be made available to you in place of some small groups. All of these resources will be available in the resources tab of Sakai and are directed learning activities to complement the course lectures.

Esoft Quizzes

We will continue to provide weekly quizzes via ExamSoft. A defined window will be announced via Sakai for the opening and closing times, submission should be made within that window of opportunity. Completing and uploading these quizzes before the deadline will earn you 2 points each to a maximum of 18 points.

Online Exams

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

IMCQ Quizzes

We will provide MCQ quizzes via ExamSoft that take the place of the IMCQ sessions. A defined window will be announced via Sakai for the opening and closing times, submission should be made within that window of opportunity. Completing and uploading these quizzes and achieving a score of 50% before the deadline will earn you 2 points each to a maximum of 22points.

Professionalism Points

The participation and professionalism points have been redistributed to the online quizzes and activities. The points were reduced in line with the reduction in the denominator due to loss of practical

assessments, so the balance between summative examination points and formative assessment points remains the same as before.

Faculty Support

Faculty will service the discussion forums in the Sakai sites. In addition some faculty may be available online via Skype or Zoom calls, faculty will indicate their preferences on Sakai and publish times that they are available.

Summative Assessment Points

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	101	101 MCQ x 1 point + 20 experimental	12.66
BPM Examination 2	125	125 MCQ x 1 point (14 cumulative) + 20 experimental	15.66
BPM Examination 3	125	125 MCQ x 1 point (14 cumulative) + 19 experimental	15.66
BPM Examination 4	125	125 MCQ x 1 point (14 cumulative) + 20 experimental	15.66
BPM Examination 5	125	125 MCQ x 1 point (14 cumulative) + 19 experimental	15.66
BSCE 1	135		16.92
Total:	736		

All of 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.

The final course grade is calculated by converting the points obtained by the student into a percentage. Course scores are then converted to grades according to the tables published in Part C of the syllabus.

To pass the course the student must achieve a grade of **71.50% or higher (570.57 points)** and must sit all exams.

REPORTING OF ERRORS

Errors in participation and in scores for course assessments manually entered into the gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported after will not be considered.

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

SGU Rules and Guidelines for ExamSoft Online Examinations (Version of 14 May 2020)

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.
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 this 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.

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 of the student 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.

SECTION B: COURSE INFORMATION

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)	4.6
Nervous System and Behavioral Science (NB)	10.4
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 to the cadaver and wet lab sessions, micrographs and radiological images in small group sessions. At the end of each system two to three pathological conditions are explained through micrographs and imaging relevant to the specific organ systems. 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 as well as in specialties such as 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 should be able to:

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.

FACULTY, STAFF AND CONTACT INFORMATION

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries, module coordinators and course directors at:

Campus	Email Address
SGU SOM, Grenada	SOMBPM2@sgu.edu
KBT GSP, UK	SOMBPM2NU@sgu.edu

(Please do not send a message to all faculty or to individual faculty members concerning administrative questions. Faculty and staff may not respond to emails during the weekend.)

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 sites.

Course Directors

Dr. Juanette McKenzie, Course Director (St. George's, Grenada),

Dr. Briana Fahey, Associate Course Director (Newcastle upon Tyne, UK)

Module Coordinators

SGU SOM, Grenada Module Coordinators	Module	Department	Email Address
Dr. Kathleen Bubb	ER Module	Anatomy	kbubb@sgu.edu
Dr. Sharmila Upadhya	DM Module	Biochemistry	shupadhya@sgu.edu
Dr. Juanette McKenzie	NB Module	Physiology, Neuroscience and Behavioral Sciences	jmckenzi@sgu.edu

KBT GSP, Newcastle, Associate Module Coordinators	Module	Department	Email Address
Dr. Nahidh Al-Jaberi	ER Module	Anatomy	naljaber@sgu.edu
Dr. Mark Williams	DM Module	Biochemistry	mwilliams@sgu.edu
Dr. Briana Fahey	NB Module	Physiology, Neuroscience and Behavioral Sciences	bfahey@sgu.edu

Discipline Managers

Discipline Managers are responsible for the content related to their discipline in lectures, Small Groups and multiple-choice questions.

Content Manager	Discipline	Email Address
Dr. Kazzara Raeburn	Anatomy	Kraeburn1@sgu.edu
Dr. Brenda Kirkby	Behavioral Sciences	bkirkby@sgu.edu
Dr. Sharmila Upadhya	Biochemistry and Nutrition	shupadhya@sgu.edu
Dr. Andrew Sobering	Genetics	asobering@sgu.edu
Dr. Kathleen Bubb	Histology	kbubb@sgu.edu
Dr. Duncan Kirkby	Neuroscience	dkirkby@sgu.edu
Dr. Stephan Bandelow	Physiology	sbandelo@sgu.edu

Course and Module Secretaries and Administrative Staff

SGU SOM, Grenada,	Module	Department	Email Address
Angel Charles	ER Module and DM Module	Biochemistry	acharl16@sgu.edu
Sharon Dowden (Assistant)	ER Module and DM Module	Biochemistry	sdowden@sgu.edu
Shennel Boca	NB Module	Physiology, Neuroscience and Behavioral Sciences	sboca@sgu.edu
Cecilia George McSween (Assistant)	NB Module	Physiology, Neuroscience and Behavioral Sciences	cgeorge@sgu.edu

KBT GSP, Newcastle, UK	Email Address
Nicola Sands , Senior Academic & Student Coordinator	nsands@sgu.edu
Luke Whatmore , Academic Admin Assistant	lwhatmor@sgu.edu

Hayley Wallace, General Admin Support hwallace@sgu.edu

Teaching Faculty

SGU SOM, Grenada	Department	Email Address
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Dr. Deepak Sharma	Anatomical Sciences	dsharma1@sgu.edu
Dr. Deon Forrester	Anatomical Sciences	dforrester@sgu.edu
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Dr. Kazzara Raeburn	Anatomical Sciences	kraeburn1@sgu.edu
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Dr. Georbrina Hargrove	Anatomical Sciences	ghargrov@sgu.edu
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Arlette Henry		

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Dr. James Coey	Anatomical Sciences, UK	jcoey@sgu.edu
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Dr. Mark Williams	Biochemistry, UK	mwilliams@sgu.edu
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Dr. Briana Fahey	Physiology & Neuroscience, UK	bfahey@sgu.edu
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Dr. Breon Samuel		bsamuel@sgu.edu
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Dr Kristna Thompson		kthompso@sgu.edu

Standardized Patients

St. George's University employs standardized patients in the training and evaluation of medical students. The BPM2 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

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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 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 ER, DM and NB lecture notes are provided electronically through Sakai.

Electronic Resources

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

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

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

Required Textbooks

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

Biochemistry & Genetics (ER & DM Modules)

1. Lippincott's Illustrated Reviews Biochemistry Harvey and Ferrier; 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, 2020; 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, 2020 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.

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for Term 1, is essential for the course. The kit includes a combined ophthalmoscope/otoscope set (contains reusable otoscope specula), reflex hammer, two tuning forks (512 Hz, 256 Hz), penlight (batteries not included), learner eye cube, pocket eye chart, tape measure, stethoscope, and sphygmomanometer with two cuffs (1 adult, 1 pediatric).

Please note that you will need the PD Kit for the Small Group Practical Sessions to perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Physical Examination Skills Assessment in Terms 1, 2 and subsequent terms. Please check that

your kit contains all items. A detailed inventory is available on the course Sakai site. If any items are missing from your personal kit, please contact SOMBPM2@sgu.edu.

Required Electronic Equipment

Laptop

Students need a personal laptop as specified by SGU 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 at all times. For those students in ITI 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.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in course penalties and/or referral to the judicial office and dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail (SOMBPM2@sgu.edu) 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 bring their clicker to every scheduled teaching session and it is the students' responsibility to ensure that their clickers are registered and in working order.

If there is any problem with the clicker, ensure adequate steps are taken to resolve the issue, e.g. battery replacement, or repair or replacement of device. A new device or batteries can be obtained at the bookstore. **Clicker functioning can be checked at the Charter Hall print room.**

COMPONENTS OF THE COURSE

Lectures

Lectures are an essential component of the BPM2 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks. It is an important learning exercise for students to read textbooks and glean important

information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessments (clicker questions), all questions should be answered to earn participation credit for lectures.

Directed Learning Activities (DLAs)

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

Small Group (SG) Practical Sessions

Overall Description:

Small Group Practical Sessions (SGs) are an essential component of the course, organized in a dedicated small group facility, and supervised by a Facilitator. The key of these sessions is teamwork, active professional interaction and critical thinking. The success of these sessions largely depends on all members of the team coming prepared and actively participating in the discussion. Students must participate in the scheduled session to which they are assigned without exception.

Facilitators shall neither lecture nor provide all the information to be gathered by the students. They will monitor, guide, emphasize, and give corrections during student discussions.

Students are responsible for all the learning objectives listed for each small group session. If a group is not able to finish all learning objectives in the allotted time, students have the individual responsibility for learning them. If a group finishes all learning objectives before the allotted time has ended, the students must reinforce the learned concepts by inviting interactions with Facilitators, peers and subject experts.

Professionalism in the SG Setting:

In addition to fulfilling the academic objectives which will be outlined for each small group, students should demonstrate professionalism in each SG session by their ability to:

1. Prepare for the session
2. Actively engage in discussion
3. Communicate with a diverse array of peer
4. Express varying views in a professional manner
5. Resolve disagreements in a professional manner

Small Group Formation

The class will be divided into 4 cohorts: A, B, C and D that are assigned based on colleges at the beginning of the term (see table below). Each cohort will then be further subdivided into groups of 7-8 students. Please refer to the small group assignments posted on your Sakai site for more details.

COLLEGE	GROUP
Curie	A
Galen	
Hippocrates	B
Metrodora	
Blackwell	C
Fleming	
McIndoe	D
Peabody	

SG Requirements

- A Physical Diagnosis (PD) Kit

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms and was issued to you during the Term 1 registration and orientation process, is essential for all courses. It is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes a 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, and sphygmomanometer with two cuffs (1 adult, 1 pediatric). Disposable items; cotton tipped applicators, tongue depressors and tourniquets are also required.

Items that are not in working order 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 to 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 Term 2 as well as for 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 exam and each new term. Disposable items are issued once only, replacement items may be purchased from the SGU bookstore.**

- Textbooks and Atlases for the topic being covered
- [Dress Code \(see section C\)](#)
- Other items as indicated in your Small Group materials on Sakai

Small Group Regulations

1. Arrive on-time for all small groups. Late arrivals are considered unprofessional and subject to disciplinary action.
2. Students must present a cordial and professional attitude during these sessions and make an effort to communicate positively with their peers and clinical facilitator.
3. Students MUST wear their SGU Photo ID at all times. It should be worn in such a way that it is clearly visible to the faculty at the table.
4. The learning resources, such as monitors, laptops etc., are expensive and limited in number. Any attempts to pilfer or damage these will result in disciplinary action.
5. The furniture and equipment must not be rearranged during the session.
6. Food and drinks are not permitted in the small group venues at any time (that includes chewing gum and drinking water).
7. Use of cell phones is forbidden.

Small Group Evaluation

At the end of every small group session, students are expected to evaluate the SG experience. The evaluation will be either paper-based or electronic and should be completed at the end of the small group session. Students will assess the facilitator's professionalism, knowledge, facilitation and communication skills. Similarly, the assigned facilitator will assess each student on the following:

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

Any deficiencies will be discussed with the student and will be recorded.

Categories of Small Groups

SG (Case Based Discussion)

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

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SG (Standardized Patient Encounters)

These are guided team-based sessions on approaching a patient with a system-based complaint. The sessions are intended to be student driven and use clinical vignettes as a means of problem solving as well as aligning knowledge from the basic science with clinical reasoning. Students can be expected to obtain an adequate focused history, performing a focused physical examination, formulating the differential diagnosis and medical documentation (SOAP Note). Students may be required to discuss diagnostic modalities, management and complications whenever necessary.

SG (Presentation)

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

SG (Models)

These small group sessions employ anatomically realistic models, anatomical atlases and/or interactive MRI software to familiarize students with key anatomical structures and their 3D relationships. Sessions are guided by a Facilitator and students are expected to localize structures, compare them across the different media and present to group members.

SG (Hybrid)

These small group sessions combine the standardized patient (SP) with a human body part (manikins) to simulate clinical scenarios with the purpose of active learning. Students can practice communication and physical examination skills in a safe learning environment while building their self-confidence allowing an easier and more successful transition to clinical clerkships.

Cadaver Laboratory (LAB) Sessions

Cadaver laboratory sessions (LAB) are an essential component of the BPM2 course held in the Anatomy Cadaver Lab. During this activity, groups of 4-5 students will rotate through 5 - 6 stations which may contain prosected specimens, plastinated specimens, bones, anatomical models and imaging (X-Ray, CT Scan, MRI etc.). At each station there may also be discussion of the application of the anatomical knowledge to clinical concepts. The time for each station is approximately 15 minutes. Faculty is available to assist students who may require explanation or who have difficulty identifying structures.

Preparation:

To effectively contribute to their lab team, students are expected to come to labs prepared. The material needed for preparation for the lab including the objectives and images will be available in the weekly Resource folder on Sakai. All structures to be identified are listed and described in the Clinical Photographic Dissector of the Human Body. A lab checklist is provided at the end of each chapter and should be used for every lab. Students must participate in the scheduled session to which they are assigned without exception.

LAB Requirements:

- Clinical Photographic Dissector of the Human Body
- [Dress Code \(see section C\)](#)

LAB Regulations:

- Students must always wear their SGU Photo ID and place it in such a way that it is clearly visible by faculty.
- The laboratory learning resources such as plastic models, plastinated specimens, and cadaveric materials are expensive and limited in number. Students should take special care when they handle them.
- Food and drinks are not permitted in the lab at any time (that includes chewing gum and drinking water).
- Taking pictures is not allowed in the lab at any time.
- Use of cell phones is restricted. If at all necessary, in the lab, students should use the vibration mode and not answer the phone while in the lab.
- Always Respect the cadaveric material.
- Students must wear gloves when touching specimens in the wet lab. Students are expected to supply their own gloves.
- For any lost items in the wet lab please ask the assistance any of the dieners (laboratory technicians).

LAB Open Hours:

The cadaver lab open hours **allow for individual or group study with the cadaver specimens**. A specific schedule for the open hours will be posted on Sakai. Visiting professors and upper term demonstrators may be present during the open hours depending on availability.

LAB Examination Policies

Lab dress code (full scrubs and closed toed shoes) is required. Students improperly dressed will not be allowed to write the exam. The only items that students can bring to the sequestration and exam venues are: **Student ID, Pencil and Eraser, Clicker.**

All other items are strictly prohibited. Students in possession of any prohibited items will be in violation of the examination policies and professional conduct. The items will be confiscated, and students will lose course points beginning with professionalism points. Students should not bring or should arrange to store all personal belongings, e.g. phones, wallets, cigarette cartons etc. in a locker prior to arrival at the venue.

Simulation Laboratory (SIMLAB) Sessions

Simulation Laboratory (SIMLAB) Sessions are an essential component of the BPM2 course offered in the NB module. The mannequin-based simulators provide realistic hospital environments to help students practice basic examination skills and integrate the basic sciences with clinical medicine. Students will use mannequin simulators to enhance their skills in physical diagnosis. The simulators are programmable human models that demonstrate the apex beat, heart sounds, arrhythmias, murmurs, carotid pulses, vital signs, breath and adventitious sounds. They can also be used to simulate clinical scenarios with the use of laboratory findings and investigations.

SIMLAB Requirements

- **Current Basic Life-Support (BLS) certification**
- PD kits - especially stethoscope
- [Dress Code \(see section C\)](#)

SIMLAB Regulations

- Students must always wear their SGU Photo ID and place it in such a way that it is clearly visible by faculty.
- No cell phones allowed in SIMLAB; turn off and place in your carry bag (interferes with electronics in the SIMLAB)
- No cameras of any kind.
- No pens or markers are allowed in the SIMLAB. Pencils will be provided for everyone. (Pen ink marks manikins FOREVER).
- No liquids allowed in SIMLAB.
- All bags and papers must be left in designated area inside the SIMLAB entrance on the shelves.

Each simulation laboratory contains a formative assessment in the form of an online pretest and/or posttest.

Ultrasound Sessions

These are 1-hour sessions where students are taught the basics of ultrasound techniques. Clinical facilitators will first demonstrate the techniques on the standardized patient, followed by the students practicing the techniques themselves on the standardized patient. This dynamic imaging modality allows students to review the relevant anatomy of different body systems with focus on the musculoskeletal and cardiovascular systems. An ultrasound manual and video links will be provided on Sakai for students to use as preview material before coming to the sessions.

Health Promotion, Wellness, and Professionalism Sessions (HPWPs)

HPWPs are a series of activities held each term that are focused on aspects of health promotion, wellness, and professional identity formation. These sessions are held in a small group setting and involve a combination of educational approaches including didactic instruction, case discussion, and/or experiential learning.

Interactive Multiple-Choice Question (IMCQ) Sessions

Interactive multiple-choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

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

To earn the participation point for each IMCQ session, students **MUST** correctly answer at **least 50%** of the questions and **respond to all questions**. Suboptimal participation may result in a loss of session points or a professionalism penalty being applied.

Directed Self Study / Group Study

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

Activities on Course Management Site:

Weekly ExamSoft (ESoft) Practice Quizzes

Practice quizzes will be provided every week, each comprised of 20 questions delivered via ExamSoft within a 30-minute time window. Students earn 1 point for each of the practice quizzes. A maximum of 16 points can be earned from quizzes in this course. A minimum number of correct answers is NOT required. Students will earn the point for uploading a **completed quiz** irrespective of the number of correct answers. Detailed feedback for each question will be provided at the closing time of each quiz.

The BPM2 course has 20 ESoft Quizzes. Weekly announcements on Sakai will inform you when the quizzes are available. .

Practice questions on Sakai

Additional practice questions will be provided for each module through Sakai, either under -> Resources -> Module -> Practice Quizzes or through the "Tests & Quizzes" links on the right-hand tab. No points are awarded for these questions.

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	Maximum points that can be Awarded	Points Breakdown	%
BPM Examination 1: Examsoft*	101	All	101 MCQ x 1 point + 20 experimental	11.15
BPM Examination 2: Examsoft *	125		125 MCQ x 1 point (14 cumulative) + 20 experimental	13.80
BPM Examination 3: Examsoft*	125		125 MCQ x 1 point (14 cumulative) + 20 experimental	13.80
BPM Examination 4: Examsoft*	125		125 MCQ x 1 point (14 cumulative) + 20 experimental	13.80
BPM Examination 5: Examsoft*	125		125 MCQ x 1 point (14 cumulative) + 20 experimental	13.80
BPM2 Laboratory Examination*	30			3.31
Mini OSPE*	10			1.10
Objective Structured Practical Examination 2 (OSPE 2)*	60			6.62
BSCE 1*	135			14.90

All of 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.

Objective Structured Practical Examination

There will be an Objective Structured Practical Examination which will involve timed stations through which students will rotate. This will assess the professional and physical examination skills that are taught during the course.

Objective Structured Practical Exams (OSPE) 2

There will be an Objective Structured Practical Exams 2, a practical examination with timed stations through which students will rotate, testing the clinical skills objectives of the course. Students who have missed the OSPE 2 examination with a valid medical excuse will be offered a completion exam.

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 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. **All appointments will be made through the module secretaries and module support staff. These appointments need to be done in person by visiting the respective departments, not by emails or phone calls. Students are discouraged from contacting individual faculty members to make appointments (unless otherwise specified).**

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://mycampus.sgu.edu/group/des/welcome>

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: SGU SOM POLICIES AND PROCEDURES

GOALS AND OBJECTIVES OF THE MD PROGRAM

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

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.

FOUR YEAR OUTCOME OBJECTIVES

1. MEDICAL KNOWLEDGE

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
- b. 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.
- c. The principles of normal homeostasis including molecular and cellular mechanisms.
- d. 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.
- e. 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.
- f. 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.
- g. Apply the theories and principles that govern ethical decision-making in the management of patients.
- h. 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.

EXPECTATIONS

- a. Participate in all scheduled classes on time
- b. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- c. Bring a fully functional personal "clicker" to all learning activities and respond to all "clicker" polls
- d. Complete all assessments and examinations on the course at the scheduled dates and times
- e. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- f. Check SGU email daily; this is the only official email account that is used to relay messages between University and students
- g. Check course management site daily for announcements and updates

- h. Check posted results of assessments on time
- i. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- j. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website
- k. Voice commendations and concerns through SGA class representatives
- l. Use support services available; faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, Psychological Services Center.
- m. Participate in the course and instructor evaluations
- n. Comply with all requirements outlined in the course syllabus
- o. Abide by the University Code of Conduct outlined in the student manual
- p. Carry your student ID card at all times on campus

COMMUNICATION REQUIREMENTS

Students are responsible for ensuring that the School of Medicine is able to contact them at all times. They should notify the Registrar of any change in contact information as soon as possible.

Students must monitor and respond to all university communications during their entire matriculation at the University; this includes during the academic terms, clinical rotations, while at affiliated hospitals, while on vacation or a leave of absence, during clinical bridge time, or while awaiting graduation.

Failure to monitor communications, respond to communications, or to act on information contained in communications from the School including failure to participate in mandatory meetings as specified by DOS, DOBS, Academic Advising, Developing and Support Division, or any other administrative body or individual, is considered unprofessional behavior. Such unprofessional behavior may have adverse effects on performance and grades and may lead to a recommendation of dismissal from the University.

STUDENT COMPORTMENT AND PROFESSIONAL COMMITMENT

Professional Commitment

Civil and professional behavior toward all University personnel and fellow students is expected at all times.

When students enter the School of Medicine, they take an academic oath reciting the following professional commitment at the White Coat Ceremony:

“Today is the beginning of my medical education as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding until that day when I will cease to be a practicing physician.

I am entering training for a noble profession in which my interest must always be subservient to those who may seek my assistance. I must be ever conscious of the value of my fellow health professionals and treat them with respect at all times. My classmates at St. George’s University are now my colleagues, and I owe to them the same support and encouragement to achieve their goals as I hope to receive from them. I will work alongside my colleagues and professors with tolerance, compassion, and honesty.

I acknowledge my obligation to adhere to the University Honor Code, and to conduct myself with integrity and in an ethical manner at all times henceforth. I shall do all within my power to show in myself an example of all that is honorable and good throughout my medical career. It is a privilege to have been given the opportunity to become a physician. May I be ever conscious of that privilege and never abuse it."

PROFESSIONALISM

The Four-Year Outcome Objectives emphasize the importance of knowing and developing the professional attitudes and behaviors expected of medical professionals. Professional comportment of students is essential as students develop into medical professionals. Students are expected to adhere to professionalism expectations as specified by the School of Medicine policies and their course Syllabus. Failure to adhere to expectations of professionalism may result in mandatory advising and remediation, loss of professionalism points, failure of course components, or disciplinary action by the Dean.

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).

COURSE PARTICIPATION POLICY

Students are expected to participate fully and for the duration of all required activities of the MD program and should be present from the start to the end date of each term. Students should consult the official academic calendar for the published start and end dates for each term prior to making travel arrangements. Travel conflicts are not valid reasons for missing required course activities. (See <https://mycampus.sgu.edu/group/oep-registrar/academic-calendars>). In case of examination delays travel should not be planned on examination days.

The faculty considers participation to be an essential component of professionalism. Students must participate in all required educational activities as defined by Course and Clerkship directors. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, and continuous quality improvement. Course Directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade. Makeups will not be offered for any missed activities. Students should consult their course Syllabi for additional information related to course participation.

RULES OF CLICKER USAGE

Each student has a registered clicker and is responsible for the activity of that clicker registered through the audience response system. Appropriate use of clickers during class is expected. Students should only use the clicker registered in their name and should be aware of their clicker status (location, functionality) in all learning activities, as its use in class indicates the presence of the student registered to the clicker. To earn participation credit, students must participate in their assigned class activities (assigned by College, cohort or any other means outlined in the syllabus or course management site) and will only earn credit for participation in their assigned activities. Misrepresentation

of participation records is a violation of the honor code and students may face academic penalties for attempting to misrepresent their participation record for their assigned learning activities.

Attempting to earn participation credit for an activity by partial participation, or for which the student has not participated in, will result in referral to the Dean of Basic Sciences Office for disciplinary action and students may be subject to academic penalties and further disciplinary consequences.

Any student using more than one clicker, or using another person's assigned clicker, will be referred to the Dean of Basic Sciences office for disciplinary action and may have the academic penalties applied that have been outlined in the course syllabus.

Random clicker checks will be carried out during the term. After the last clicker assessment, a sign-out system will be used to verify student presence and compare it with the participation records from the audience response system. Anyone who is registered as participating through the audience response system, but who is not present for sign-out, will be referred to the Dean of Basic Sciences Office for consideration of the reasons, and possible disciplinary action.

Any student leaving a learning activity early, e.g. prior to the full debrief after the last clicker assessment of the lecture, will not be considered as fully participating. Although students are expected to make every effort to participate in all required academic activities, they must participate in at least 80% of required course activities to earn participation credit for the course. Any student trying to claim credit for participation, by clicking in on the first and last clicker assessment, but who has left prior to sign-out during checks is in violation and will be flagged during a clicker check. Any student who has clicked in during a clicker check but is not present and signed out, irrespective of the reason for the absence, is in violation and will be flagged during a clicker check.

It is the responsibility of every student to have a registered clicker, to ensure that the student knows where it is and that it is in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with his or her participation records. Failure to do so may result in the loss of participation credit or flagging of the student during clicker checks, for which the student will be held responsible.

Those students flagged during random clicker checks will receive an e-mail inviting them to explain, in writing and in person, the reasons for the discrepancy between the audience response system and the sign-out data. They will be referred to the Dean of Basic Sciences office for determination of the appropriate academic penalty. They may then be further referred to the Judiciary Office for potential disciplinary action.

DEAN OF BASIC SCIENCES PANEL

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).

Based on current School of Medicine policy, the student will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances that resulted in their incomplete grade. 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. Each hearing lasts 30 minutes.

Protocol for Arranging a DOBS-EIP Hearing

A student should:

- 1) Meet with one of the deans in the Dean of Students Office (DOS);
- 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.

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.

MEDICAL EXCUSES

Students who have missed a written examination or the physical examination skills assessment with a valid medical excuse will receive an approved Incomplete (“I”) and will be offered a completion exam. Medical excuses must be submitted electronically through the SGU Carenage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete (“I”) for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an examination score of zero (“0”).

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.

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/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)	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. As students progress through the curriculum, SGU expects students to develop their professional identity. Thus, when determining the precise consequence of unprofessional behavior, the semester the student is in and evidence of prior unprofessional behavior may be taken into consideration with an increasing percentage of maximum course point deductions (up to the maximums listed). Course Directors will consult with Dean of Basic Sciences office when determining consequences.
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 under the category of "Unprofessional Behavior" with an item titled "Penalty". A negative sign followed by the number of points deducted will be reflected.
7. Students have the right to request a hearing through the Dean of Basic Sciences office if they believe they have been unjustly penalized.
8. Points deductions are per incident and may be additive per incident.

BASIC SCIENCES EXAMINATIONS

Exams are an integral part of the MD program, and students are expected to comply with examination policies (see Examination Policies) Students are expected to adhere to the master schedule (published on the OEP/Registrar site at <https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>), which provides examination dates and times.

The following are considered mandatory Assessments/Examinations:

- a. Module Examinations
- b. Midterm Examinations
- c. Final Examinations
- d. Lab Practical Examinations
- e. Objective Structured Clinical Examinations (OSCEs),
- f. Objective Structured Practical Examinations (OSPEs),
- g. Basic Sciences Comprehensive Examination 1 (BSCE 1)
- h. Basic Sciences Comprehensive Examination 2 (BSCE 2)
- i. Comprehensive Basic Sciences Examination (CBSE)

- j. Completion Examinations for any missed first offering of an examination
- k. Physical Examination Assessments
- l. SOAP Assessments
- m. Other assessments may be detailed in the course specific part of the syllabus.

Several of these examinations are comprehensive examinations and are described in further detail in the next section.

EXAMINATION POLICIES

Students must complete all course examinations in order to meet course requirements and earn a final course grade. If a student completes only part of an examination (e.g., Part 1 but not Part 2 of a two-part examination), then the completed part of the examination is invalidated, no score exists, and the examination as a whole is considered missed.

Students are expected to take all regular and Completion examinations as scheduled (see master School of Medicine schedule published on the OEP/Registrar site

(<https://mycampus.sgu.edu/group/oep-registrar/welcome>).

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. Examination policies apply to all Examinations (See Appendix Electronic Examination Procedures).

IRREGULARITY REPORTING

Any exam irregularities that significantly affect a student's examination performance must be reported immediately within the examination venue to the chief proctor at the time of the incidence. For issues that cannot be resolved in the venue students should request an irregularity report be completed by the chief proctor in the venue at that time. Students should mail the Course Director immediately after the exam to alert the Course Director of the irregularity report being filed in the venue. Irregularity reports will not be considered after the examination is completed and the student has left the venue or if the outlined process is not followed.

After grades are published by the Course Director no changes will be made based on irregularity reports that are filed inappropriately or late, therefore students should ensure that all irregularities are dealt with appropriately in venue and that the Course Director is alerted to the presence of a filed report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

In the event that the irregularity report is filed appropriately and it is agreed by the Course Director in consultation with Office of Institutional Advancement (OIA) and the Dean of Basic Sciences Office that it may have affected student performance, the affected grade will remain sequestered. A student may be offered a completion examination after investigation of the events. The completion exam, if offered, is scheduled at the end of term at the regularly scheduled date of the completion exams for the course affected.

In exceptional circumstances it may be necessary to delay the start time of an exam or postpone the examination. Students are advised to not make travel arrangements for immediately after an examination to cover this eventuality.

APPROVED ABSENCES FROM EXAMINATIONS:

RELIGIOUS OBSERVANCES

A student who wishes to observe a religious holiday on an examination date may take a completion examination on the scheduled date if appropriate protocol is followed for documenting the religious observance. Specifically, at the beginning of each term, the Dean of Students office will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who register these dates after January 31st (Spring semester), or after August 31st (Fall semester) will not receive an excused absence from examinations. This protocol must be followed each term. The protocol does not cover any dates of travel associated with the religious observance beyond the actual religious holiday. All completion examinations are scheduled after the semester ends, as per the official schedule on the OEP/Registrar site

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

MEDICAL EXCUSE

In rare instances, medical reasons may prevent a student taking an examination as scheduled. Students are entitled to one Medical Excuse for examinations per 12-month period. The student receives an "I" for the exam grade and is permitted to take the Completion Examination. Students take the Completion Examination after the semester ends, as per the official schedule on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>).

Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate student travel.

Students should use their Medical Excuse wisely as no additional excused absences for examinations will be allowed. If a student does not take an examination as scheduled and has already used his/her Medical Excuse in the prior 12-month period, then the student will receive a "0" grade for the examination.

Students with extenuating circumstances for missing an additional examination should seek guidance from the Dean of Basic Science Office.

PROCEDURE FOR SUBMITTING MEDICAL EXCUSE (ME)

To submit a Medical Excuse, the student uses the "SOM Examinations" link on the Carenage portal at <https://cas.sgu.edu/cas/login>. This self-report form should be submitted before the end of the scheduled examination time. The Medical Excuse covers all exams within a 7-day period starting from the date of submission of the Medical Excuse. If a student becomes able to take some or all of the examinations during the timeframe covered by the Medical Excuse, he/she may take any remaining examinations. If a student makes a second Medical

Excuse request within 12 months, then the student receives a written notice about his/her ineligibility for a second Medical Excuse and is apprised of the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student's grade, irrespective of how much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

PROCESS FOR RESOLUTION OF MISSED EXAMINATIONS

Any student with an approved absence who misses an examination will temporarily receive a zero "0" score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss an examination must appear before a Dean of Basic Sciences panel, who will determine the academic penalty to the students' course grade for the absence. The student will then receive a zero 0 score for the missed examination and an Incomplete grade for the course.

To rectify the zero 0 score, the student must sit the scheduled completion exam. Students must take a Completion Examination as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all Completion Examinations are held approximately one week after the end of the semester.

Students who do not take the scheduled Completion Examination to rectify their zero 0 score and their Incomplete grade will receive a failing grade for the course.

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

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

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

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

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

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

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

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

Kindly see the following link to OIA’s training resources on Carepage: <https://mycampus.sgu.edu/group/office-of-institutional-advancement/examination-services/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.

Untested 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 “untested 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.

ELECTRONIC EXAMINATION PROCEDURES

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to

these policies. : <https://mycampus.sgu.edu/group/office-of-institutional-advancement/examination-services/training-resources>

Prior to Examination Day:

1. Each student is required to have a laptop for taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).
2. NOTE: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.
3. Examinees must ensure that they meet the requirements to access the university network at any time, and should confirm access prior to examinations.
4. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summer Time BST = UTC+1).
5. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of Examplify on their laptop prior to examination day.
6. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
7. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
8. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
9. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

On Examination Day:

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.

4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID to access the examination venue.
6. Once seated, examinees must place their ID clearly visible on the left side of the desk they are seated at.
7. Permitted items - only the following items are allowed in the examination venue:
 - a. Laptop and accessories
 - b. SGU ID
 - c. Completely clear (see-through) bottle of plain water, which must be placed outside the examination venue for all examinations
 - d. Items explicitly permitted for a specific examination (see announcement), or approved by the Disability office
8. Items that are explicitly NOT permitted inside the examination venues include:
 - a. Cell phones
 - b. iPods/ iPads
 - c. Wrist watches
 - d. Calculators
 - e. Paging devices
 - f. Recording/filming devices
 - g. Reference materials (book, notes, papers)
 - h. Backpacks, briefcases, or luggage
 - i. Beverages or food of any type
 - j. Coats, outer jackets, headwear
 - k. Jackets/sweaters with pockets
 - l. Hooded jackets/sweaters
 - m. Note: Sweaters and jackets with hoods are not allowed.
9. Examinees need to be prepared to turn their pockets inside out for inspection.
10. Any prohibited items found inside the examination venue will be confiscated.
11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.

16. An examinee who is experiencing problems should seek immediate attention from a proctor.
17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

1. An examinee may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.
4. Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

INTERACTIVE TEAM INSTRUCTION METHOD (ITI)

Students in the MD program are expected to be adaptive, self-directed learners who can capably integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and following an academic lecture; likewise, it may occur during and following interactions with others. Teaching and learning in the MD program includes required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions and clinical experiences. Additional optional activities are also available: open lab hours, faculty office hours, peer-to-peer facilitated reviews and academic support seminars. Students are encouraged to take advantage of the many varied opportunities for learning and academic development that are available to them. Most students matriculate into the traditional, Live Lecture-based Delivery track (LLD) of the MD curriculum. While lectures are the foundation of this delivery format, approximately 50% of contact hours are in small groups and laboratories where students have opportunities for faculty interaction, collaborative learning and academic support.

The ITI utilizes an instructional pedagogy that provides interaction with faculty and incorporates frequent collaborative active learning based on videos of lectures. The small group discussion and lab components are identical to the traditional LLD delivery track. Students' progress through ITI in an instructor-guided small-group setting (approximately 8:1 student-to-faculty ratio). Students study the lectures through using the SGU lecture recording platform. Multiple choice questions, discussions and clinical cases introduced at key points during each lecture serve as catalysts for the clarification of concepts. The instructors of the small groups ensure that all questions raised by students are effectively addressed in the ITI session. The ITI incorporates academic support through Learning Strategies Seminars given by the Department of Educational Services (DES) and individual Learning Strategies Advising meetings.

ENTRY INTO ITI

Following every examination period, the Academic Progress Review Committee (APRC) reviews student performance and identifies students with performance trends that indicate students are at risk of not achieving performance standards. Subsequently, during mandatory advising meetings, Academic Advisors meet individually with these students to discuss program requirements and standards, identify obstacles to progress, and consider opportunities for improvement. Performance data indicate that many students who do not meet performance standards in the traditional Live-Lecture delivery track make significant improvement in ITI track; therefore, Academic Advisors may encourage students to choose the ITI track. Students who choose this option by the established deadline transition into the ITI sessions and schedule and must remain there for the remainder of the academic term.

At the end of the academic term, the APRC makes recommendations about students achieving well above minimum requirements transitioning back into the Live Lecture delivery. The APRC makes all determinations about student progression in the ITI delivery method at the end of each term.

Technical Requirements for ITI

All students in ITI will require an ethernet cable and a USB ethernet dongle to stream video content. These are available for purchase from the University bookstore if required. Video streaming of the Mediasite lecture content is not allowed via WiFi in the ITI venues.

CREDIT REMEDIATION (CR)

The Four-Year MD program is designed to be continuous without interruption. Any timeline extensions could impact students' ability to graduate on time. Nonetheless, some students encounter academic setbacks which may be resolved with an opportunity to remediate courses. The APRC identifies students who are not likely to meet academic standards by the end of an academic term and recommends that they be granted a CR option, which is an extension of their timeline by one academic term. Also, a student may choose the CR option.

The CR allows students to repeat the course once if they are not likely to meet academic standards for progress. Deadlines for the CR option are posted prior to the final exam of the last course module.

Students who opt for the CR do not take the final exam of the last course module; however, they must participate in all remaining scheduled academic activities in the academic term, complete a Final Self-Directed Learning Assignment at the end of the term and present it in person on the scheduled final exam day.

The Medical Excuse Policy for course examinations applies to the CR Final Self-Directed Learning Assignment. Students with an approved excused absence will be permitted to complete the CR final assignment as per the Completion Examination schedule. Students who receive an approved Incomplete ("I") for an exam or a CR assignment must complete their CR Assignment in person as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Completion examinations are held approximately one week after the end of the term. Students should consider this completion examination period when scheduling end of term travel.

Students who do not have a Medical Excuse, who fail to complete or submit the CR Final Self-Directed Learning Assignment will receive an Incomplete grade for the course. They must then appear before a Dean of Basic Sciences Office panel to appeal for the opportunity to rectify this and to explain their failure to submit the Assignment. Students must then contact the Course Director to arrange to complete or submit the missed Assignment. Failure to resolve the missing Assignment by the specified deadline will result in the student forfeiting their CR option and receiving a Failing grade for the course.

Students who comply with all CR requirements will receive a grade of CR on their transcript and repeat all term coursework in the ITI delivery.

They are not charged tuition for their repeat of the course, but administrative fees will apply.

Students who take the CR option are at risk of not meeting the MD program's satisfactory progress guidelines and will be placed on Monitored Academic Status (MAS) by the Academic Performance Review Committee (APRC). Student should note that although no final grade is issued, during an APRC or CAPPs performance review, a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

An additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F or I grades, Leave of Absence/Withdraw, Academic Performance Review Committee/Committee for Satisfactory Academic Progress and Professional Standards and only one previous CR, they may be granted up to two CR terms in accordance with the following rules:

One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5); or

Two CRs granted in Year 2 (Term 3, 4, or 5).

CR COMBINATIONS:

	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 1a	CR	No CR	CR	No CR	No CR
Option 1b	CR	No CR	No CR	CR	No CR
Option 1c	CR	No CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 2a	No CR	CR	CR	No CR	No CR
Option 2b	No CR	CR	No CR	CR	No CR
Option 2c	No CR	CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 3a	No CR	No CR	CR	CR	No CR
Option 3b	No CR	No CR	CR	No CR	CR
Option 3c	No CR	No CR	No CR	CR	CR

This chart assumes student has no prior grades of “F” or ‘W’.

Students who use the Credit Remediation (CR) option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on Monitored Academic Status (MAS). Students with prior academic setbacks or timeline delays (F or I grade, LOA/W, APRC/CAPPS stipulations) may be ineligible for one or both CR options.

Note: In year 2, Terms 3 and 4 CRs are counted separately— a CR in Term 3 counts as 1 CR, and a CR in Term 4 counts as a separate CR.

ACADEMIC PROGRESS

In addition to meeting academic performance standards for progress, students must also progress through the MD program within the established timeline. Disruptions to a student’s program, whether as a result of personal or academic setbacks (e.g., repeated courses, LOAs), may prevent the student from maintaining timeline requirements.

Although timeline extensions may be permitted (e.g., CR, LOA), the APRC will consider these extensions when making recommendations for the retention or dismissal of students. Students who have timeline delays or interruptions will be placed on a Monitored Academic Status (MAS) for the duration of the MD program.

At the end of each academic term 1-5, the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC will make recommendations to the Dean of Basic Sciences for a student's progression, promotion or dismissal. Students who fail to meet standards may be allowed to remain in the program if they have had no previous failure to meet standards and no timeline delays. Students with previous failures to meet standards and/or timeline delays may be granted an additional term on MAS or recommended for dismissal in the following situations:

FAILING GRADES

A failing grade ("F") is defined as a final course grade of less than the minimum passing grade established for each term. **If this is the student's first attempt at a course, there are two possible consequences of a failing grade:**

a. Continue on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program, despite failing to meet satisfactory academic performance, if the following conditions are met:

1. No previous F grade in any course in a prior term.
2. No more than one of the following timeline delays:
 - a. Credit Remediation option (CR)
 - b. Leave of Absence (LOA)

The student will be given an opportunity to repeat the course in the ITI and will be placed on MAS for the subsequent term. Additional stipulations will be applied.

The student will be permitted to register for the course a second time and to earn a second grade for the course. The grade and credits earned on both the first and the second attempt at a course will be calculated into the cumulative WMPG. The grade earned on the second attempt does not replace the grade earned on the first attempt.

b. Recommended for Dismissal

Students will be recommended for dismissal if any one of the following applies to them:

1. Two of the following in any combination:
 - a. Prior Credit Remediation option (CR)
 - b. Prior Leave of Absence (LOA)
2. One of the following:
 - a. Previous F grade in a course
3. The student will exceed the 3 years maximum allowed to complete Terms 1-5, if permitted to progress.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPs, as per the section on REVIEW, DISMISSAL AND APPEAL PROCESS

MONITORED ACADEMIC STATUS (MAS)

Monitored Academic Status (MAS) is an internal marker placed in students' progress files by the Dean of Basic Sciences or the Office of the Dean. It allows students who are at risk of not making satisfactory academic progress to continue in the program with additional academic advising. Students are placed on MAS throughout the academic program if they meet any of these conditions:

Failing a Term 1-5 course

Requiring an extra term to complete the Basic Sciences program (CR, LOA)

Students on MAS are assessed, supported and monitored by the Academic Advising and Development Support (AADS) division of the Dean of Basic Sciences Office or the Student Support Services in the Office of the Dean in the clinical years. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

RECOMMENDATION FOR DISMISSAL DURING TERMS 1-5 AND BEFORE CLINICALS

The following criteria will be used by the APRC to determine end of term dismissal recommendations:

1. Failure to complete the basic science curriculum within three years.
2. A second failure to earn a passing grade during basic sciences. Only one F grade is allowed during basic sciences.
3. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
4. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CRs.
5. Failure to meet CAPPs stipulations after the CAPPs retains a student following an appeal of a recommendation for dismissal.
6. Failure to begin clinical rotations within 6 months, after taking the maximum 3 years to complete the Basic Sciences.
7. Failure to accept the terms of the APRC letter by the deadline specified.

All students who are recommended for dismissal can appeal to the CAPPs, as per REVIEW, DISMISSAL AND APPEAL PROCESS

RECOGNITION OF ACHIEVEMENT

Students who have high cumulative WMPGs are recognized for their achievement as follows:

Cumulative WMPG \geq 95%: Students are placed on the Chancellor's List and promoted to the next term.

Cumulative WMPG \geq 90% - 94.99%: Students are placed on the Dean's List and promoted to the next term.

STANDARDS FOR PROFESSIONAL BEHAVIOR

The faculty has established professional standards and requires all medical students to meet these standards in order to progress and successfully complete the Four-Year MD Program. The School reserves the right to issue a warning, to place on probation, suspend or to dismiss a student whose behavior renders the student unable to meet the required standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 10% penalty of the total available course points and may result in an F grade for the course in which the student is registered. Penalties may be summative if there are multiple penalties. During clinical rotations, professional behavior is worth 20% of the final grade.

Students are expected to abide by the University Code of Conduct and to demonstrate professional behavior at all times. The University Code of Conduct can be found on our website. The Dean of Basic Sciences and/or the Dean of Clinical Years (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

PROBATION FOR UNPROFESSIONAL BEHAVIOR

Probation is reflected in students' progress files for students who violate the standards of professional behavior as defined by the Code of Conduct. Probation allows students who do not meet these standards to continue in the Doctor of Medicine program for a specified period with a prescribed course of action. Students will be monitored for adherence to stipulations specified in their probation letters. Although probation does not appear on a student's transcript, the School of Medicine must supply this information if it is requested by external agencies, such as a state licensing board. While on probation, students' behavior must improve in accordance with the specific written stipulations given to students. Students who fail to meet the prescribed course of action risk a recommendation of dismissal.

Information regarding University Disciplinary and Judiciary Policies and Procedures can be found on the Carepage on the University website.

THE COMMITTEE FOR SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL STANDARDS (CAPPS)

CAPPS ACADEMIC APPEALS PROCESS

The mission of the CAPPS is to make fair and objective decisions on individual student appeals.

Although the School of Medicine is committed to providing students with remediation and support needed to facilitate student success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as student's performance history, timeline and academic risk factors.

APRC and CAPPS TERMS 1-5

REVIEW, DISMISSAL AND APPEAL PROCESS

Following each major examination, the APRC, comprised of Course/ Module Directors and Dean of Basic Sciences representatives, will conduct a review and analysis of student performance. At this meeting, the APRC will identify students at risk of failing to meet academic standards.

Following each major examination, Academic Advisors will counsel at-risk students and inform them of the appeals process, should they find themselves recommended for dismissal at the end of the term.

At the conclusion of the final exam period for each term, the APRC will conduct comprehensive review and analysis of student performance. The APRC makes academic progress recommendations to the Dean of Basic Sciences based on students' achievement of School of Medicine standards as stated in the Student Manual or in additional post-appeal CAPPS stipulations.

Within two working days of the APRC meeting, the Dean of Basic Sciences will email an offer for the student to continue in the program (with stipulations) or a recommendation for dismissal to any student who fails to meet the standards. Students permitted to continue must reply to the email indicating they have accepted the offer to continue with stipulations within the timeframe specified in the email. For those students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified may result in a recommendation for dismissal. For those recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw, and specify the timeframe in which to do this.

The email will provide a link to the electronic Appeal Form which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal by the stipulated deadline (see timeline below). The submission will be automatically directed to the CAPPS office. Once the timeframe to submit the appeal has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPS office in preparation for the review by the committee. Should a student fail to submit his/her appeal by the stipulated deadline, there is no guarantee that the appeal will be reviewed. While preparing their appeals and considering what supporting documentation to include, students should bear in mind that there is only one opportunity to appeal a recommendation for dismissal. Extensions to the appeal deadline will not be granted, nor will additional appeals.

If a student's appeal is successful, the CAPPS will determine the conditions a student must meet to progress in the MD program. A letter will be issued to the student detailing the conditions as specified by the CAPPS. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPS conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the CAPPS' conditions and does not withdraw within the specified timeframe, the student will be dismissed.

Students who are retained after a successful appeal of a recommended dismissal are placed on a Period of Academic Focus (PAF). Students on PAF are assessed, supported and monitored by the Academic Advising and Development Support division of the Dean of Basic Sciences Office. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

The APRC reviews students on a PAF each term. During Terms 1-5, students are removed from a PAF by successfully achieving School of Medicine standards for the duration of Terms 1-5 and satisfying their academic plan as prescribed by the Dean of Basic Sciences or the CAPPS.

If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the MD program within a specified timeframe. If the student does not withdraw within the specified timeframe, the student will be dismissed. The School of Medicine has no further mechanism for appeal.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

Question Review

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

Grading Scale

The current grading scale of St George's University School of Medicine, for incoming from Fall 2019 is based on percentage scores as follows;

Grade	Numeric Grade
Honors	89.50-100
High Pass	79.50-89.49
Term 1	
Pass	69.50
Fail	≤ 69.49
Term 2	
Pass	71.50
Fail	≤ 71.49
Terms 3, 4, 5	
Pass	72.50
Fail	≤ 72.49
I	N/A
W	N/A
CR	N/A

For students matriculated prior to Fall 2019 the grading scales are;

	Term 2			Term 3, 4 and 5	
	From	To		From	To
A+	96.5	100	A+	96.5	100
A	92.5	96.49	A	92.5	96.49
A-	89.5	92.49	A-	89.5	92.49
B+	86.5	89.49	B+	86.5	89.49
B	82.5	86.49	B	82.5	86.49
B-	79.5	82.49	B-	79.5	82.49
C+	76.5	79.49	C+	76.5	79.49
C	72.5	76.49	C	72.5	76.49
C-	71.5	72.49	C-	NO C-	
F	1	71.49	F	1	72.49
I	0.5	0.99	I	0.5	0.99
CR	0	0.49	CR	0	0.49

Publication of Results

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

Reporting of Errors

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

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

Technical errors reported after the deadline will not be considered.

Change of Published Results

A published result can only be changed if the published score or grade is incorrect, and errors have been reported in time.

COURSE AND INSTRUCTOR CRITIQUE PROGRAM

Course and Instructor Critiques: Students are expected to participate in all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student participation in the Evaluation Process is mandatory: When requested, students in a course are expected to complete all required faculty and course evaluations. The critiques coordinator notifies students when evaluation periods have begun and sends periodic reminders to ensure that critiques are submitted within the allotted time frame. Failure to complete all required course and instructor critiques means that students did not fulfill all course requirements. The Office of Institutional Advancement, which runs the Course and Instructor Critique Program, send a letter of non-compliance to the students for non-participation. If the student is non-compliant again, the OIA refers the student to the Dean of Students Office for continued unprofessional behavior.

The Importance of Evaluation

Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves as students' needs and expectations are considered.

Feedback

At the beginning of each term, course directors will address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

SGU is the first medical school in the world to use a safe digital platform designed to help your Advisors and other SGU leaders understand what matters to you. It also provides a secure way for students to learn a little bit about each other. We call it [SGU Wisdom](#), and it's all about listening.

Please go to [SGU Wisdom](#), sign up, and do the My Self section by February 1 – it takes less than 10 minutes. If you signed up in the fall, please be sure that the My Self section is complete and up to date. **Note that we consider completing SGU Wisdom a behavioral sign of professionalism, so please be sure to follow through.**

You will see the Snapshots for Colleagues (a bit about you that students can access) and Snapshots for Leaders (a little more about you that advisors and other leaders can access) in real time. It's a great opportunity to make the SGU community even stronger.

ST GEORGE'S UNIVERSITY SCHOOL OF MEDICINE

Basic Principles of Medicine III (BPM502) – Spring 2020

Prepared by Dr. Kerry Mitchell (Course Director)

Revision 7th January 2020

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

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SECTION A : COURSE REQUIREMENTS

Basic Principles of Medicine 3 (BPM502)				
	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 240)*				
Exam 1	120	3 rd February	Must complete	1 + completion
Exam 2	120	21 st February	Must complete	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
Small groups	0	See schedule	80% participation requirement	17
Total points	256			

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

** All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 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 clickers are used, participation credit is only awarded for full participation in all clicker questions. Some activities (e.g. IMCQs) have a performance requirement standard, i.e. answer all questions and score more than 50% correctly in order to earn points associated with the activity.

The final course grade is calculated by converting the points obtained by the student into a percentage. Course scores are then converted to grades according to the tables published in Part C of the syllabus.

To pass the course the student must achieve a grade of **72.50% or higher (185.6 points)** and must meet all participation criteria.

REPORTING OF ERRORS

Errors in participation and in scores for course assessments manually entered into the gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported after will not be considered.

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

Please direct all queries to:

sombpm3@sgu.edu

SECTION B : COURSE INFORMATION

COURSE DESCRIPTION

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

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

1. Basics of Immunology and Microbiology: Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of the infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The detail as to the specific microbial infections that result from human-microbial interactions will be covered in MICR672 Introduction to Infectious Disease (Term 4).

2. Public Health Assessment Tools: Basic biostatistics concepts and tools are introduced, which will enable physicians to understand and critically examine the medical literature. Core concepts in clinical epidemiology, preventive medicine and evidence-based medicine that are most relevant to physicians are

taught. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations and using such information to 1) inform diagnosis and treatment strategy in patient care; and to 2) foster application of ethically and scientifically sound principles in community intervention. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research findings to care of individual patients. The ways in which human behavior, the environment, and politics influences health in different societies are also considered. An international comparison of health systems is provided, and factors underlying existing disparities in healthcare is explored. Current issues in healthcare financing and delivery are discussed, along with insurance systems, cost containment, different types of medical practice, and medical practice economics.

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

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

GOALS & OBJECTIVES

The Basic Principles of Medicine 3 (BPM3) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The BPM3 course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1b,1d), clinical skills (2a, 2b, 2e, 2k) and professional attitudes (3d, 3e, 3f, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

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 (Course Director)	Public Health Assessment Tools	kmitche3@sgu.edu
Dr Cheryl Cox Macpherson (Module Coordinator)	Ethics and Professionalism	ccox@sgu.edu
Dr. Maria Ramos-Nino (Module Coordinator)	Microbiology and Immunology	mramosni@sgu.edu

Teaching Faculty

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Clinical Tutors

See Sakai Listing

Support Staff

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

COURSE MATERIAL

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

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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 BPM3 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.

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

Basics of Bioethics, 3rd ed., 2012
R. Veatch

Clinical Epidemiology: The Essentials, 5th ed., 2014
R. Fletcher, S. Fletcher & G, Fletcher,

Understanding Health Policy, 7th ed., 2016
T. Bodenheimer & K. Grunbach

High Yield Biostatistics, Epidemiology, and Public Health, 4th ed., 2013
A. Glaser

Environmental Health Ethics, 2012
David B. Resnick

LANGE, Medical Microbiology, 27th Edition by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.

Basic Immunology by Abbas et al, 5th edition, 2016

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.

Required Electronic Equipment

Laptop

Students need a personal laptop as specified by SGU 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 at all times. For those students in ITI 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.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in course penalties and/or referral to the judicial office and dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail (SOMBPM3@sgu.edu) 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 bring their clicker to every scheduled teaching session, and it is the students' responsibility to ensure that their clickers are registered and in working order.

If there is any problem with the clicker, ensure adequate steps are taken to resolve the issue, e.g. battery replacement, or repair or replacement of device. A new device or batteries can be obtained at the bookstore. **Clicker functioning can be checked at the Charter Hall print room.**

COMPONENTS OF THE COURSE

Lectures

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

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

Each lecture contains formative assessments (clicker questions), all questions should be answered to earn participation credit for lectures.

Directed Learning Activities

DLAs are exercises developed by Faculty to support, complement, and/or supplement the learning of the class and are available through the course management site in different formats, including PDF handouts,

Panopto videos, Research papers etc. These DLAs are mandatory and the content of the DLA's is testable material. The sequence in which the exercises should be completed is important as it coordinates with the lecture(s) they are supporting. The DLAs and the timeline will be available via the course management site and can be viewed at any time.

Small Group (SG) Practical Sessions

Overall Description:

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

Clinical tutors shall neither lecture nor provide all the information to be gathered by the students. The clinical tutors monitor, guide, emphasize and correct the facts being discussed. At the end of the session, all students are responsible to know all the learning objectives listed for that module. If a group is not able to finish all learning objectives in 1 hour and 45 minutes, the students have to continue to learn them off the classroom. If a group finishes all learning objectives before that time, the students have to reinforce the learned concepts by inviting interactions with tutor/facilitator/subject experts.

Overall Objectives:

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

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

SMALL GROUP FORMATION

The class will be divided into two cohorts. Each small group will consist of 7-8 students that are assigned randomly at the beginning of the term. See SAKAI for student roster.

SMALL GROUP REGULATIONS

1. Arrive on-time for all small groups. Late arrivals are considered unprofessional and subject to disciplinary action.
2. Students must present a cordial and professional attitude during these sessions and make an effort to communicate positively with their peers and clinical facilitator.
3. Students **MUST** wear their SGU Photo ID at all times. It should be worn in such a way that it is clearly visible to the faculty at the table.
4. The learning resources, such as monitors, laptops etc., are expensive and limited in number. Any attempts to pilfer or damage these will result in disciplinary action.
5. The furniture and equipment must not be rearranged during the session.
6. Food and drinks are not permitted in the small group venues at any time (that includes chewing gum and drinking water).
7. Use of cell phones is forbidden.

SMALL GROUP EVALUATION

At the end of every small group session, students are expected to evaluate the SG experience. The evaluation will be either paper-based or online and should be completed at the end of the small group session. Students will assess the facilitator's professionalism, knowledge, facilitation and communication skills. Similarly, the assigned facilitator will assess each student on the following:

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

Any deficiencies will be discussed with the student and will be recorded.

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

SG (Case Based Discussion)

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

SG (Presentation)

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

INTERACTIVE MULTIPLE-CHOICE QUESTION (IMCQ) SESSIONS – TERM 1 DESCRIPTION

Interactive multiple-choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

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

To earn the participation point for each IMCQ session, students MUST correctly answer at **least 50%** of the questions and **respond to all questions**. Suboptimal participation may result in a loss of session points or a professionalism penalty being applied.

Directed Self-Study / Group Study

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

Online Activities: Weekly Practice Quizzes

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

CLINICAL TUTOR EVALUATION

At the end of every SG session, students are given the opportunity to evaluate the SG experience. Students will assess the Clinical Tutor's professionalism, knowledge, and communication skills, as well as their own performance, with a 4-5 question survey that will be located under Test and Quizzes in Sakai. This survey should be completed at the end of the SG session and before the end of the academic day at the latest.

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	Maximum points that can be Awarded	Points Breakdown	%
BPM502 Examination 1: Examsoft	120	All	120 MCQ x 1 point + 12 experimental	46.88
BPM Examination 2: Examsoft	120		120 MCQ x 1 point (6 cumulative) + 12 experimental	46.88

IMCQ Assessments

IMCQ sessions will be provided as posted in the schedule. **Students must correctly answer at least 50% of the questions to earn this point and must respond to all questions in the session.** Questions used during IMCQ sessions will be posted on the course Sakai after delivery.

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, students must tag each post with the lecture number, the small group, IMCQ or Sakai quiz question 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. Use of derogatory remarks or inappropriate language is not allowed.

Office Hours

Office hours will be provided by the 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 on Sakai. **All appointments will be made through SOMBPM3@sgu.edu. Students should not contact individual faculty members to make appointments (unless otherwise specified).**

PART C: SGU SOM POLICIES AND PROCEDURES

GOALS AND OBJECTIVES OF THE MD PROGRAM

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

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.

FOUR YEAR OUTCOME OBJECTIVES

1. MEDICAL KNOWLEDGE

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
- b. 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.
- c. The principles of normal homeostasis including molecular and cellular mechanisms.
- d. 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.
- e. 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.
- f. 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.
- g. Apply the theories and principles that govern ethical decision-making in the management of patients.
- h. 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.

EXPECTATIONS

- a. Participate in all scheduled classes on time
- b. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- c. Bring a fully functional personal "clicker" to all learning activities and respond to all "clicker" polls
- d. Complete all assessments and examinations on the course at the scheduled dates and times
- e. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- f. Check SGU email daily; this is the only official email account that is used to relay messages between University and students
- g. Check course management site daily for announcements and updates
- h. Check posted results of assessments on time
- i. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies

- j. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website
- k. Voice commendations and concerns through SGA class representatives
- l. Use support services available; faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, Psychological Services Center.
- m. Participate in the course and instructor evaluations
- n. Comply with all requirements outlined in the course syllabus
- o. Abide by the University Code of Conduct outlined in the student manual
- p. Carry your student ID card at all times on campus

COMMUNICATION REQUIREMENTS

Students are responsible for ensuring that the School of Medicine is able to contact them at all times. They should notify the Registrar of any change in contact information as soon as possible.

Students must monitor and respond to all university communications during their entire matriculation at the University; this includes during the academic terms, clinical rotations, while at affiliated hospitals, while on vacation or a leave of absence, during clinical bridge time, or while awaiting graduation.

Failure to monitor communications, respond to communications, or to act on information contained in communications from the School including failure to participate in mandatory meetings as specified by DOS, DOBS, Academic Advising, Developing and Support Division, or any other administrative body or individual, is considered unprofessional behavior. Such unprofessional behavior may have adverse effects on performance and grades and may lead to a recommendation of dismissal from the University.

STUDENT COMPORTMENT AND PROFESSIONAL COMMITMENT

Professional Commitment

Civil and professional behavior toward all University personnel and fellow students is expected at all times.

When students enter the School of Medicine, they take an academic oath reciting the following professional commitment at the White Coat Ceremony:

“Today is the beginning of my medical education as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding until that day when I will cease to be a practicing physician.

I am entering training for a noble profession in which my interest must always be subservient to those who may seek my assistance. I must be ever conscious of the value of my fellow health professionals and treat them with respect at all times. My classmates at St. George’s University are now my colleagues, and I owe to them the same support and encouragement to achieve their goals as I hope to receive from them. I will work alongside my colleagues and professors with tolerance, compassion, and honesty.

I acknowledge my obligation to adhere to the University Honor Code, and to conduct myself with integrity and in an ethical manner at all times henceforth. I shall do all within my power to show in myself an example of all that is honorable and good throughout my medical career. It is a privilege to have been given the opportunity to become a physician. May I be ever conscious of that privilege and never abuse it.”

PROFESSIONALISM

The Four-Year Outcome Objectives emphasize the importance of knowing and developing the professional attitudes and behaviors expected of medical professionals. Professional comportment of students is essential as students develop into medical professionals. Students are expected to adhere to professionalism expectations as specified by the School of Medicine policies and their course Syllabus. Failure to adhere to expectations of professionalism may result in mandatory advising and remediation, loss of professionalism points, failure of course components, or disciplinary action by the Dean.

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).

COURSE PARTICIPATION POLICY

Students are expected to participate fully and for the duration of all required activities of the MD program and should be present from the start to the end date of each term. Students should consult the official academic calendar for the published start and end dates for each term prior to making travel arrangements. Travel conflicts are not valid reasons for missing required course activities. (See <https://mycampus.sgu.edu/group/oep-registrar/academic-calendars>). In case of examination delays travel should not be planned on examination days.

The faculty considers participation to be an essential component of professionalism. Students must participate in all required educational activities as defined by Course and Clerkship directors. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, and continuous quality improvement. Course Directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade. Makeups will not be offered for any missed activities. Students should consult their course Syllabi for additional information related to course participation.

RULES OF CLICKER USAGE

Each student has a registered clicker and is responsible for the activity of that clicker registered through the audience response system. Appropriate use of clickers during class is expected. Students should only use the clicker registered in their name and should be aware of their clicker status (location, functionality) in all learning activities, as its use in class indicates the presence of the student registered to the clicker. To earn participation credit, students must participate in their assigned class activities (assigned by College, cohort or any other means outlined in the syllabus or course management site) and will only earn credit for participation in their assigned activities. Misrepresentation of participation records is a violation of the honor code and students may face academic penalties for attempting to misrepresent their participation record for their assigned learning activities.

Attempting to earn participation credit for an activity by partial participation, or for which the student has not participated in, will result in referral to the Dean of Basic Sciences Office for disciplinary action and students may be subject to academic penalties and further disciplinary consequences.

Any student using more than one clicker, or using another person's assigned clicker, will be referred to the Dean of Basic Sciences office for disciplinary action and may have the academic penalties applied that have been outlined in the course syllabus.

Random clicker checks will be carried out during the term. After the last clicker assessment, a sign-out system will be used to verify student presence and compare it with the participation records from the audience response system. Anyone who is registered as participating through the audience response system, but who is not present for sign-out, will be referred to the Dean of Basic Sciences Office for consideration of the reasons, and possible disciplinary action.

Any student leaving a learning activity early, e.g. prior to the full debrief after the last clicker assessment of the lecture, will not be considered as fully participating. Although students are expected to make every effort to participate in all required academic activities, they must participate in at least 80% of required course activities to earn participation credit for the course. Any student trying to claim credit for participation, by clicking in on the first and last clicker assessment, but who has left prior to sign-out during checks is in violation and will be flagged during a clicker check. Any student who has clicked in during a clicker check but is not present and signed out, irrespective of the reason for the absence, is in violation and will be flagged during a clicker check.

It is the responsibility of every student to have a registered clicker, to ensure that the student knows where it is and that it is in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with his or her participation records. Failure to do so may result in the loss of participation credit or flagging of the student during clicker checks, for which the student will be held responsible.

Those students flagged during random clicker checks will receive an e-mail inviting them to explain, in writing and in person, the reasons for the discrepancy between the audience response system and the sign-out data. They will be referred to the Dean of Basic Sciences office for determination of the appropriate academic penalty. They may then be further referred to the Judiciary Office for potential disciplinary action.

DEAN OF BASIC SCIENCES PANEL

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).

Based on current School of Medicine policy, the student will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances that resulted in their incomplete grade. 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. Each hearing lasts 30 minutes.

Protocol for Arranging a DOBS-EIP Hearing

A student should:

- 1) Meet with one of the deans in the Dean of Students Office (DOS);
- 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.

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.

MEDICAL EXCUSES

Students who have missed a written examination or the physical examination skills assessment with a valid medical excuse will receive an approved Incomplete (“I”) and will be offered a completion exam. Medical excuses must be submitted electronically through the SGU Carenage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete (“I”) for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an examination score of zero (“0”).

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.

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)	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. As students progress through the curriculum, SGU expects students to develop their professional identity. Thus, when determining the precise consequence of unprofessional behavior, the semester the student is in and evidence of prior unprofessional behavior may be taken into consideration with an increasing percentage of maximum course point deductions (up to the maximums listed). Course Directors will consult with Dean of Basic Sciences office when determining consequences.
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 under the category of "Unprofessional Behavior" with an item titled "Penalty". A negative sign followed by the number of points deducted will be reflected.
7. Students have the right to request a hearing through the Dean of Basic Sciences office if they believe they have been unjustly penalized.
8. Points deductions are per incident and may be additive per incident.

BASIC SCIENCES EXAMINATIONS

Exams are an integral part of the MD program, and students are expected to comply with examination policies (see Examination Policies) Students are expected to adhere to the master schedule (published on the OEP/Registrar site at <https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>), which provides examination dates and times.

The following are considered mandatory Assessments/Examinations:

- a. Module Examinations
- b. Midterm Examinations
- c. Final Examinations
- d. Lab Practical Examinations
- e. Objective Structured Clinical Examinations (OSCEs),
- f. Objective Structured Practical Examinations (OSPEs),
- g. Basic Sciences Comprehensive Examination 1 (BSCE 1)
- h. Basic Sciences Comprehensive Examination 2 (BSCE 2)
- i. Comprehensive Basic Sciences Examination (CBSE)

- j. Completion Examinations for any missed first offering of an examination
- k. Physical Examination Assessments
- l. SOAP Assessments
- m. Other assessments may be detailed in the course specific part of the syllabus.

Several of these examinations are comprehensive examinations and are described in further detail in the next section.

EXAMINATION POLICIES

Students must complete all course examinations in order to meet course requirements and earn a final course grade. If a student completes only part of an examination (e.g., Part 1 but not Part 2 of a two-part examination), then the completed part of the examination is invalidated, no score exists, and the examination as a whole is considered missed.

Students are expected to take all regular and Completion examinations as scheduled (see master School of Medicine schedule published on the OEP/Registrar site

(<https://mycampus.sgu.edu/group/oep-registrar/welcome>).

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. Examination policies apply to all Examinations (See Appendix Electronic Examination Procedures).

IRREGULARITY REPORTING

Any exam irregularities that significantly affect a student's examination performance must be reported immediately within the examination venue to the chief proctor at the time of the incidence. For issues that cannot be resolved in the venue students should request an irregularity report be completed by the chief proctor in the venue at that time. Students should mail the Course Director immediately after the exam to alert the Course Director of the irregularity report being filed in the venue. Irregularity reports will not be considered after the examination is completed and the student has left the venue or if the outlined process is not followed.

After grades are published by the Course Director no changes will be made based on irregularity reports that are filed inappropriately or late, therefore students should ensure that all irregularities are dealt with appropriately in venue and that the Course Director is alerted to the presence of a filed report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

In the event that the irregularity report is filed appropriately and it is agreed by the Course Director in consultation with Office of Institutional Advancement (OIA) and the Dean of Basic Sciences Office that it may have affected student performance, the affected grade will remain sequestered. A student may be offered a completion examination after investigation of the events. The completion exam, if offered, is scheduled at the end of term at the regularly scheduled date of the completion exams for the course affected.

In exceptional circumstances it may be necessary to delay the start time of an exam or postpone the examination. Students are advised to not make travel arrangements for immediately after an examination to cover this eventuality.

APPROVED ABSENCES FROM EXAMINATIONS:

RELIGIOUS OBSERVANCES

A student who wishes to observe a religious holiday on an examination date may take a completion examination on the scheduled date if appropriate protocol is followed for documenting the religious observance. Specifically, at the beginning of each term, the Dean of Students office will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who register these dates after January 31st (Spring semester), or after August 31st (Fall semester) will not receive an excused absence from examinations. This protocol must be followed each term. The protocol does not cover any dates of travel associated with the religious observance beyond the actual religious holiday. All completion examinations are scheduled after the semester ends, as per the official schedule on the OEP/Registrar site

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

MEDICAL EXCUSE

In rare instances, medical reasons may prevent a student taking an examination as scheduled. Students are entitled to one Medical Excuse for examinations per 12-month period. The student receives an "I" for the exam grade and is permitted to take the Completion Examination. Students take the Completion Examination after the semester ends, as per the official schedule on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>).

Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate student travel.

Students should use their Medical Excuse wisely as no additional excused absences for examinations will be allowed. If a student does not take an examination as scheduled and has already used his/her Medical Excuse in the prior 12-month period, then the student will receive a "0" grade for the examination.

Students with extenuating circumstances for missing an additional examination should seek guidance from the Dean of Basic Science Office.

PROCEDURE FOR SUBMITTING MEDICAL EXCUSE (ME)

To submit a Medical Excuse, the student uses the "SOM Examinations" link on the Carepage portal at <https://cas.sgu.edu/cas/login>. This self-report form should be submitted before the end of the scheduled examination time. The Medical Excuse covers all exams within a 7-day period starting from the date of submission of the Medical Excuse. If a student becomes able to take some or all of the examinations during the timeframe covered by the Medical Excuse, he/she may take any remaining examinations. If a student makes a second Medical Excuse request within 12 months, then the student receives a written notice about his/her ineligibility for a second Medical Excuse and is apprised of the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student's grade, irrespective of how much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

PROCESS FOR RESOLUTION OF MISSED EXAMINATIONS

Any student with an approved absence who misses an examination will temporarily receive a zero "0" score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss an examination must appear before a Dean of Basic Sciences panel, who will determine the academic penalty to the students' course grade for the absence. The student will then receive a zero 0 score for the missed examination and an Incomplete grade for the course.

To rectify the zero 0 score, the student must sit the scheduled completion exam. Students must take a Completion Examination as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all Completion Examinations are held approximately one week after the end of the semester.

Students who do not take the scheduled Completion Examination to rectify their zero 0 score and their Incomplete grade will receive a failing grade for the course.

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

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

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

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

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

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

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

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

OIA's training resources on Carepage

Link- <https://mycampus.sgu.edu/group/office-of-institutional-advancement/examination-services/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.

Untested 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 "untested 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.

ELECTRONIC EXAMINATION PROCEDURES

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Prior to Examination Day:

1. Each student is required to have a laptop for taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).
2. NOTE: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.
3. Examinees must ensure that they meet the requirements to access the university network at any time, and should confirm access prior to examinations.
4. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summer Time BST = UTC+1).
5. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of Examplify on their laptop prior to examination day.
6. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
7. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
8. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
9. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

On Examination Day:

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.
4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID to access the examination venue.
6. Once seated, examinees must place their ID clearly visible on the left side of the desk they are seated at.
7. Permitted items - only the following items are allowed in the examination venue:
 - a. Laptop and accessories

- b. SGU ID
 - c. Completely clear (see-through) bottle of plain water, which must be placed outside the examination venue for all examinations
 - d. Items explicitly permitted for a specific examination (see announcement), or approved by the Disability office
8. Items that are explicitly NOT permitted inside the examination venues include:
- a. Cell phones
 - b. iPods/ iPads
 - c. Wrist watches
 - d. Calculators
 - e. Paging devices
 - f. Recording/filming devices
 - g. Reference materials (book, notes, papers)
 - h. Backpacks, briefcases, or luggage
 - i. Beverages or food of any type
 - j. Coats, outer jackets, headwear
 - k. Jackets/sweaters with pockets
 - l. Hooded jackets/sweaters
 - m. Note: Sweaters and jackets with hoods are not allowed.
9. Examinees need to be prepared to turn their pockets inside out for inspection.
10. Any prohibited items found inside the examination venue will be confiscated.
11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
16. An examinee who is experiencing problems should seek immediate attention from a proctor.
17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.

21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal “START NOW” (or “BEGIN NOW”).
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

1. An examinee may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.
4. Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

INTERACTIVE TEAM INSTRUCTION METHOD (ITI)

Students in the MD program are expected to be adaptive, self-directed learners who can capably integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and following an academic lecture; likewise, it may occur during and following interactions with others. Teaching and learning in the MD program includes required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions and clinical experiences. Additional optional activities are also available: open lab hours, faculty office hours, peer-to-peer facilitated reviews and academic support seminars. Students are encouraged to take advantage of the many varied opportunities for learning and academic development that are available to them. Most students matriculate into the traditional, Live Lecture-based Delivery track (LLD) of the MD curriculum. While lectures are the foundation of this delivery format, approximately 50% of contact hours are in small groups and laboratories where students have opportunities for faculty interaction, collaborative learning and academic support.

The ITI utilizes an instructional pedagogy that provides interaction with faculty and incorporates frequent collaborative active learning based on videos of lectures. The small group discussion and lab components are identical to the traditional LLD delivery track. Students' progress through ITI in an instructor-guided small-group setting (approximately 8:1 student-to-faculty ratio). Students study the lectures through using the SGU lecture recording platform. Multiple choice questions, discussions and clinical cases introduced at key points during each lecture serve as catalysts for the clarification of concepts. The instructors of the small groups ensure that all questions raised by students are effectively addressed in the ITI session. The ITI incorporates academic support through Learning Strategies Seminars given by the Department of Educational Services (DES) and individual Learning Strategies Advising meetings.

ENTRY INTO ITI

Following every examination period, the Academic Progress Review Committee (APRC) reviews student performance and identifies students with performance trends that indicate students are at risk of not achieving performance standards. Subsequently, during mandatory advising meetings, Academic Advisors meet individually with these students to discuss program requirements and standards, identify obstacles to progress, and consider opportunities for improvement. Performance data indicate that many students who do not meet performance standards in the traditional Live-Lecture delivery track make significant improvement in ITI track; therefore, Academic Advisors may encourage students to choose the ITI track. Students who choose this option by the established deadline transition into the ITI sessions and schedule and must remain there for the remainder of the academic term.

At the end of the academic term, the APRC makes recommendations about students achieving well above minimum requirements transitioning back into the Live Lecture delivery. The APRC makes all determinations about student progression in the ITI delivery method at the end of each term.

Technical Requirements for ITI

All students in ITI will require an ethernet cable and a USB ethernet dongle to stream video content. These are available for purchase from the University bookstore if required. Video streaming of the Mediasite lecture content is not allowed via WiFi in the ITI venues.

CREDIT REMEDIATION (CR)

The Four-Year MD program is designed to be continuous without interruption. Any timeline extensions could impact students' ability to graduate on time. Nonetheless, some students encounter academic setbacks which may be resolved with an opportunity to remediate courses. The APRC identifies students who are not likely to meet academic standards by the end of an academic term and recommends that they be granted a CR option, which is an extension of their timeline by one academic term. Also, a student may choose the CR option.

The CR allows students to repeat the course once if they are not likely to meet academic standards for progress. Deadlines for the CR option are posted prior to the final exam of the last course module.

Students who opt for the CR do not take the final exam of the last course module; however, they must participate in all remaining scheduled academic activities in the academic term, complete a Final Self-Directed Learning Assignment at the end of the term and present it in person on the scheduled final exam day.

The Medical Excuse Policy for course examinations applies to the CR Final Self-Directed Learning Assignment. Students with an approved excused absence will be permitted to complete the CR final assignment as per the Completion Examination schedule. Students who receive an approved Incomplete ("I") for an exam or a CR

assignment must complete their CR Assignment in person as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Completion examinations are held approximately one week after the end of the term. Students should consider this completion examination period when scheduling end of term travel.

Students who do not have a Medical Excuse, who fail to complete or submit the CR Final Self-Directed Learning Assignment will receive an Incomplete grade for the course. They must then appear before a Dean of Basic Sciences Office panel to appeal for the opportunity to rectify this and to explain their failure to submit the Assignment. Students must then contact the Course Director to arrange to complete or submit the missed Assignment. Failure to resolve the missing Assignment by the specified deadline will result in the student forfeiting their CR option and receiving a Failing grade for the course.

Students who comply with all CR requirements will receive a grade of CR on their transcript and repeat all term coursework in the ITI delivery.

They are not charged tuition for their repeat of the course, but administrative fees will apply.

Students who take the CR option are at risk of not meeting the MD program's satisfactory progress guidelines and will be placed on Monitored Academic Status (MAS) by the Academic Performance Review Committee (APRC). Student should note that although no final grade is issued, during an APRC or CAPPs performance review, a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

An additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F or I grades, Leave of Absence/Withdraw, Academic Performance Review Committee/Committee for Satisfactory Academic Progress and Professional Standards and only one previous CR, they may be granted up to two CR terms in accordance with the following rules:

One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5); or

Two CRs granted in Year 2 (Term 3, 4, or 5).

CR COMBINATIONS:

	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 1a	CR	No CR	CR	No CR	No CR
Option 1b	CR	No CR	No CR	CR	No CR
Option 1c	CR	No CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 2a	No CR	CR	CR	No CR	No CR
Option 2b	No CR	CR	No CR	CR	No CR
Option 2c	No CR	CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 3a	No CR	No CR	CR	CR	No CR
Option 3b	No CR	No CR	CR	No CR	CR
Option 3c	No CR	No CR	No CR	CR	CR

This chart assumes student has no prior grades of “F” or ‘W’.

Students who use the Credit Remediation (CR) option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on Monitored Academic Status (MAS). Students with prior academic setbacks or timeline delays (F or I grade, LOA/W, APRC/CAPPS stipulations) may be ineligible for one or both CR options.

Note: In year 2, Terms 3 and 4 CRs are counted separately— a CR in Term 3 counts as 1 CR, and a CR in Term 4 counts as a separate CR.

ACADEMIC PROGRESS

In addition to meeting academic performance standards for progress, students must also progress through the MD program within the established timeline. Disruptions to a student’s program, whether as a result of personal or academic setbacks (e.g., repeated courses, LOAs), may prevent the student from maintaining timeline requirements.

Although timeline extensions may be permitted (e.g., CR, LOA), the APRC will consider these extensions when making recommendations for the retention or dismissal of students. Students who have timeline delays or interruptions will be placed on a Monitored Academic Status (MAS) for the duration of the MD program.

At the end of each academic term 1-5, the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC will make recommendations to the Dean of Basic Sciences for a student's progression, promotion or dismissal. Students who fail to meet standards may be allowed to remain in the program if they have had no previous failure to meet standards and no timeline delays. Students with previous failures to meet standards and/or timeline delays may be granted an additional term on MAS or recommended for dismissal in the following situations:

FAILING GRADES

A failing grade ("F") is defined as a final course grade of less than the minimum passing grade established for each term. **If this is the student's first attempt at a course, there are two possible consequences of a failing grade:**

a. Continue on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program, despite failing to meet satisfactory academic performance, if the following conditions are met:

1. No previous F grade in any course in a prior term.
2. No more than one of the following timeline delays:
 - a. Credit Remediation option (CR)
 - b. Leave of Absence (LOA)

The student will be given an opportunity to repeat the course in the ITI and will be placed on MAS for the subsequent term. Additional stipulations will be applied.

The student will be permitted to register for the course a second time and to earn a second grade for the course. The grade and credits earned on both the first and the second attempt at a course will be calculated into the cumulative WMPG. The grade earned on the second attempt does not replace the grade earned on the first attempt.

b. Recommended for Dismissal

Students will be recommended for dismissal if any one of the following applies to them:

1. Two of the following in any combination:
 - a. Prior Credit Remediation option (CR)
 - b. Prior Leave of Absence (LOA)
2. One of the following:
 - a. Previous F grade in a course
3. The student will exceed the 3 years maximum allowed to complete Terms 1-5, if permitted to progress.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPs, as per the section on REVIEW, DISMISSAL AND APPEAL PROCESS

MONITORED ACADEMIC STATUS (MAS)

Monitored Academic Status (MAS) is an internal marker placed in students' progress files by the Dean of Basic Sciences or the Office of the Dean. It allows students who are at risk of not making satisfactory academic progress to continue in the program with additional academic advising. Students are placed on MAS throughout the academic program if they meet any of these conditions:

Failing a Term 1-5 course

Requiring an extra term to complete the Basic Sciences program (CR, LOA)

Students on MAS are assessed, supported and monitored by the Academic Advising and Development Support (AADS) division of the Dean of Basic Sciences Office or the Student Support Services in the Office of the Dean in the clinical years. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

RECOMMENDATION FOR DISMISSAL DURING TERMS 1-5 AND BEFORE CLINICALS

The following criteria will be used by the APRC to determine end of term dismissal recommendations:

1. Failure to complete the basic science curriculum within three years.
2. A second failure to earn a passing grade during basic sciences. Only one F grade is allowed during basic sciences.
3. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
4. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CRs.
5. Failure to meet CAPPs stipulations after the CAPPs retains a student following an appeal of a recommendation for dismissal.
6. Failure to begin clinical rotations within 6 months, after taking the maximum 3 years to complete the Basic Sciences.
7. Failure to accept the terms of the APRC letter by the deadline specified.

All students who are recommended for dismissal can appeal to the CAPPs, as per REVIEW, DISMISSAL AND APPEAL PROCESS

RECOGNITION OF ACHIEVEMENT

Students who have high cumulative WMPGs are recognized for their achievement as follows:

Cumulative WMPG \geq 95%: Students are placed on the Chancellor's List and promoted to the next term.

Cumulative WMPG \geq 90% - 94.99%: Students are placed on the Dean's List and promoted to the next term.

STANDARDS FOR PROFESSIONAL BEHAVIOR

The faculty has established professional standards and requires all medical students to meet these standards in order to progress and successfully complete the Four-Year MD Program. The School reserves the right to issue a warning, to place on probation, suspend or to dismiss a student whose behavior renders the student unable to meet the required standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 10% penalty of the total available course points and may result in an F grade for the course in which the student is registered. Penalties may be summative if there are multiple penalties. During clinical rotations, professional behavior is worth 20% of the final grade.

Students are expected to abide by the University Code of Conduct and to demonstrate professional behavior at all times. The University Code of Conduct can be found on our website. The Dean of Basic Sciences and/or the Dean of Clinical Years (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

PROBATION FOR UNPROFESSIONAL BEHAVIOR

Probation is reflected in students' progress files for students who violate the standards of professional behavior as defined by the Code of Conduct. Probation allows students who do not meet these standards to continue in the Doctor of Medicine program for a specified period with a prescribed course of action. Students will be monitored for adherence to stipulations specified in their probation letters. Although probation does not appear on a student's transcript, the School of Medicine must supply this information if it is requested by external agencies, such as a state licensing board. While on probation, students' behavior must improve in accordance with the specific written stipulations given to students. Students who fail to meet the prescribed course of action risk a recommendation of dismissal.

Information regarding University Disciplinary and Judiciary Policies and Procedures can be found on the Carepage on the University website.

THE COMMITTEE FOR SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL STANDARDS (CAPPS)

CAPPS ACADEMIC APPEALS PROCESS

The mission of the CAPPS is to make fair and objective decisions on individual student appeals.

Although the School of Medicine is committed to providing students with remediation and support needed to facilitate student success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as student's performance history, timeline and academic risk factors.

APRC and CAPPS TERMS 1-5

REVIEW, DISMISSAL AND APPEAL PROCESS

Following each major examination, the APRC, comprised of Course/ Module Directors and Dean of Basic Sciences representatives, will conduct a review and analysis of student performance. At this meeting, the APRC will identify students at risk of failing to meet academic standards.

Following each major examination, Academic Advisors will counsel at-risk students and inform them of the appeals process, should they find themselves recommended for dismissal at the end of the term.

At the conclusion of the final exam period for each term, the APRC will conduct comprehensive review and analysis of student performance. The APRC makes academic progress recommendations to the Dean of Basic Sciences based on students' achievement of School of Medicine standards as stated in the Student Manual or in additional post-appeal CAPPs stipulations.

Within two working days of the APRC meeting, the Dean of Basic Sciences will email an offer for the student to continue in the program (with stipulations) or a recommendation for dismissal to any student who fails to meet the standards. Students permitted to continue must reply to the email indicating they have accepted the offer to continue with stipulations within the timeframe specified in the email. For those students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified may result in a recommendation for dismissal. For those recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw, and specify the timeframe in which to do this.

The email will provide a link to the electronic Appeal Form which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal by the stipulated deadline (see timeline below). The submission will be automatically directed to the CAPPs office. Once the timeframe to submit the appeal has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPs office in preparation for the review by the committee. Should a student fail to submit his/her appeal by the stipulated deadline, there is no guarantee that the appeal will be reviewed. While preparing their appeals and considering what supporting documentation to include, students should bear in mind that there is only one opportunity to appeal a recommendation for dismissal. Extensions to the appeal deadline will not be granted, nor will additional appeals.

If a student's appeal is successful, the CAPPs will determine the conditions a student must meet to progress in the MD program. A letter will be issued to the student detailing the conditions as specified by the CAPPs. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPs conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the CAPPs' conditions and does not withdraw within the specified timeframe, the student will be dismissed.

Students who are retained after a successful appeal of a recommended dismissal are placed on a Period of Academic Focus (PAF). Students on PAF are assessed, supported and monitored by the Academic Advising and Development Support division of the Dean of Basic Sciences Office. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

The APRC reviews students on a PAF each term. During Terms 1-5, students are removed from a PAF by successfully achieving School of Medicine standards for the duration of Terms 1-5 and satisfying their academic plan as prescribed by the Dean of Basic Sciences or the CAPPs.

If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the MD program within a specified timeframe. If the student does not withdraw within the specified timeframe, the student will be dismissed. The School of Medicine has no further mechanism for appeal.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

Question Review

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

Grading Scale

The current grading scale of St George's University School of Medicine, for incoming from Fall 2019 is based on percentage scores as follows;

Grade	Numeric Grade
Honors	89.50-100
High Pass	79.50-89.49
Term 1	
Pass	69.50
Fail	≤ 69.49
Term 2	
Pass	71.50
Fail	≤ 71.49
Terms 3, 4, 5	
Pass	72.50
Fail	≤ 72.49
I	N/A
W	N/A
CR	N/A

For students matriculated prior to Fall 2019 the grading scales are;

	Term 2			Term 3, 4 and 5	
	From	To		From	To
A+	96.5	100	A+	96.5	100
A	92.5	96.49	A	92.5	96.49
A-	89.5	92.49	A-	89.5	92.49
B+	86.5	89.49	B+	86.5	89.49
B	82.5	86.49	B	82.5	86.49
B-	79.5	82.49	B-	79.5	82.49
C+	76.5	79.49	C+	76.5	79.49
C	72.5	76.49	C	72.5	76.49
C-	71.5	72.49	C-	NO C-	
F	1	71.49	F	1	72.49
I	0.5	0.99	I	0.5	0.99
CR	0	0.49	CR	0	0.49

Publication of Results

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

Reporting of Errors

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

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

Technical errors reported after the deadline will not be considered.

Change of Published Results

A published result can only be changed if the published score or grade is incorrect, and errors have been reported in time.

COURSE AND INSTRUCTOR CRITIQUE PROGRAM

Course and Instructor Critiques: Students are expected to participate in all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student participation in the Evaluation Process is mandatory: When requested, students in a course are expected to complete all required faculty and course evaluations. The critiques coordinator notifies students when evaluation periods have begun and sends periodic reminders to ensure that critiques are submitted within the allotted time frame. Failure to complete all required course and instructor critiques means that students did not fulfill all course requirements. The Office of Institutional Advancement, which runs the Course and Instructor Critique Program, send a letter of non-compliance to the students for non-participation. If the student is non-compliant again, the OIA refers the student to the Dean of Students Office for continued unprofessional behavior.

The Importance of Evaluation

Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves as students' needs and expectations are considered.

Feedback

At the beginning of each term, course directors will address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

SGU WISDOM

SGU is the first medical school in the world to use a safe digital platform designed to help your Advisors and other SGU leaders understand what matters to you. It also provides a secure way for students to learn a little bit about each other. We call it [SGU Wisdom](#), and it's all about listening.

Please go to [SGU Wisdom](#), sign up, and do the My Self section by February 1 – it takes less than 10 minutes. If you signed up in the fall, please be sure that the My Self section is complete and up to date. **Note that we consider completing SGU Wisdom a behavioral sign of professionalism, so please be sure to follow through.**

You will see the Snapshots for Colleagues (a bit about you that students can access) and Snapshots for Leaders (a little more about you that advisors and other leaders can access) in real time. It's a great opportunity to make the SGU community even stronger.

COURSE SYLLABUS

ST. GEORGE'S UNIVERSITY SCHOOL OF MEDICINE

PRINCIPLES OF
CLINICAL
MEDICINE 1
(PCM 500)

SPRING 2020

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

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SECTION A: UPDATED COURSE REQUIREMENTS

Principles of Clinical Medicine 1 (PCM1 – PCM500)				
	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 558)*				
Exam 1: FTCM	135	6th April 2020	Mandatory	1 + completion
Exam 2: CRS	135	30th April 2020	Mandatory	1 + completion
Exam 3: RHS	144	26th May 2020	Mandatory	1 + completion
Exam 4: DERS	144	2nd July 2020	Mandatory	1 + completion
Formative Assessments (Total points = 30)***				
IMCQ	30	See schedule	Score ≥ 50% in a session = 1.5 points***	26 sessions
Additional Requirement				
OSHA Blood Borne Pathogens Course	0	Due: 8 th May 2020 (see schedule)	Mandatory	1
Course Total	588			

* 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 30 points available, 1.5 points per session, best 20 sessions count towards the course grade, out of the 26 sessions that are scheduled for the remainder of the course. The 5 IMCQ sessions that have been administered until now, will now no longer count towards the course grade.

The final course grade is calculated by converting the points obtained by the student into a percentage. Course scores are then converted to grades according to the tables published in Part C of the syllabus.

To pass the course the student must achieve a grade of **72.50% or higher (426.3 points)**.

Whilst the courses are being offered remotely the new requirements for earning course grades are outlined above. Attendance is mandatory for all activities; the participation policy of an 80% requirement will be in effect on sessions scheduled 1st April onwards.

Scheduled Activities	Number offered	Minimum Requirement
Zoom SG sessions (with effect from CRS SG 2 onwards)	15	12

LECTURES

The lectures will continue to be offered on MediaSite. These will be scheduled by day so that you can plan content to match online small group sessions, however, the entire lecture catalog will be available for you so that you can watch lectures at any time.

SMALL GROUPS

The small group schedule will be published. Zoom will be used as the online platform, and you will be placed in breakout rooms with a facilitator. The full details will be posted on Sakai and Sakai will contain a Zoom utility link in the side bar. These sessions are synchronous and will be at **(1 pm AST or UTC - 4:00)**.

ASSIGNMENTS

Some assigned readings and resource packets will be made available to you in place of some small groups. All of these resources will be available in the resources tab of Sakai and are directed learning activities to complement the course lectures.

QUIZZES/IMCQ QUIZZES

The course will provide IMCQs via Test and Quizzes on Sakai. A defined window of 48 hours will be announced via Sakai for the Quiz opening times, submission should be made within that window of opportunity.

FACULTY SUPPORT

Faculty will service the discussion forums in the Sakai sites. In addition, some faculty may be available online via Zoom calls, faculty will indicate their preferences on Sakai and publish times that they are available.

PROFESSIONALISM POINTS

The participation and professionalism points have been redistributed to the online quizzes and activities. The total course points were reduced in line with the reduction in the denominator due to loss of

practical assessments, so the balance between summative examination points and formative assessment points remains the same as before.

EXAMINATIONS

All exams are pre-calibrated to 79-81% and examinations meeting that performance target will stand, however, we will also reserve the right to scale the examinations to an 80% mean using standard protocol for national board examinations should the class performance be significantly affected by the transition. Therefore, examinations will have an average of 79-81%.

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

SGU RULES AND GUIDELINES FOR EXAMSOFT ONLINE EXAMINATIONS

Version of 14 May 2020

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.
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 this 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.

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 of the student 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.

SGU SOM ALTERNATIVE SCORING

With the transition from face-to-face class sessions to synchronous and asynchronous online instructions, the teaching and learning environment has changed significantly. A different study environment may also have an impact on the calibration of examinations, which has been based on historical performance data obtained in a face-to-face teaching and learning environment. To overcome the limitations of a calibration based on historical data, an alternative scoring procedure is introduced for the existing online instruction period.

In the event that the class performance is significantly below the pre-calibrated average (79-81%) , the raw scores achieved in these examinations are transformed, to fit the SOM grading scale, based on the (normal) distribution of raw scores within the class. The position of each individual student within the class is defined by the class average, and the deviation from this average (above or below), measured in standard deviations. During the transformation process, the class average and the standard deviation of the raw data are transformed into a scaled class average of 80% and a standard deviation of 10%. We use a similar procedure to the one used by the National Board of Medical Examiners (NBME), although their scaled test score is targeted to a 70% scaled class average, which cannot be used for our course grade calculations. This method has been used in term 5 for many semesters when using NBME examinations.

The transformed percentage score is then used to calculate the number of course points (full points only) earned for this examination, to be entered into the Sakai gradebook of the course. The number of points earned for an examination cannot exceed the maximum number of points allocated for this examination.

To give you an example: Let us assume that the average of raw scores of the class is 65% and the standard deviation of the raw scores is 9%. Then a student who scores a 65% raw score will get 80%

curved score, rounded to full points out of the maximum points allocated in the course gradebook. A student with a 56% raw score (65 minus 9) is one standard deviation below the class average. This student will get a curved score of 70% (80 minus 10) of the course points, rounded to full points.

For the completion examination, the Course Director will assemble a test with a targeted difficulty level equivalent to the original examination delivered to the class. The transformation will follow the same conversion table based on the original class data. It cannot be based on the much smaller and select cohort taking the completion examination, which is not a representative sample.

UPDATED - SUMMATIVE ASSESSMENT POINTS

UPDTAED - PCM1 SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Point Breakdown	Percentage allocation
ExamSoft Examinations:			
PCM1 Exam 1: FTCM Module	135	144 Qs (135 + 9 Experimental Qs)	23%
PCM1 Exam 2: RCS Module	135	144 Qs (120 + 15 Cumulative Qs + 9 Experimental Qs)	23%
PCM1 Exam 3: RHS Module	144	144 Qs (120 + 24 Cumulative Qs)	25%
PCM1 Exam 4: DERS Module	144	144 Qs (120 + 24 Cumulative Qs)	25%
TOTAL	558		95%

REPORTING OF ERRORS

Errors in participation and in scores for course assessments manually entered into the gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported after will not be considered.

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

SECTION B: COURSE INFORMATION

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, disorders of abnormal bleeding and clotting.
15. Categorize skin, muscle and bone infections based on clinical presentation, microbial characteristics and diagnostic features and associate each with the most likely causal agent.

CARDIOVASCULAR AND RENAL SYSTEMS (CRS) MODULE

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

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with a cardiovascular and peripheral vascular complaint.
2. Perform a comprehensive physical examination of the cardiovascular and peripheral vascular systems.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.

6. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of renal and cardiovascular diseases.
7. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the renal, cardiovascular and hematologic systems.
8. Differentiate cardiovascular infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
9. Differentiate urinary tract infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.

RESPIRATORY AND HEMATOPOIETIC SYSTEMS (RHS) MODULE

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

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

DIGESTIVE, ENDOCRINE AND REPRODUCTIVE SYSTEMS (DERS) MODULE

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

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

CONTACT INFORMATION

For any queries regarding the course contact our departmental secretaries, module coordinators and course directors at:

sompcm1@sgu.edu

Please do not send a message to all faculty or to individual faculty members. Faculty and staff may NOT respond to emails during the weekend.

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

FACULTY AND STAFF INFORMATION

COURSE LEADERSHIP TEAM

Faculty	Department	Email Address
Dr. Ayesha Sultana, Course Director	Pathology	asultana@sgu.edu
Dr. Vajinder Singh, FTCM Module Coordinator	Pathology	vsingh@sgu.edu
Dr. Morona Sukhoo-Pertab, CRS Module Coordinator	Clinical Skills	MSukhoop@sgu.edu
Dr. Achut Malur, RHS Module Coordinator	Microbiology	amalur@sgu.edu
Dr. N’Kosha Fletcher, DERS Module Coordinator	Pharmacology	Nfletch2@sgu.edu

COURSE SECRETARIES

Administrative Assistant	Department	Email Address
Ms. Davette St. Louis, FTCM Module Secretary	Pathology	DStLouis@sgu.edu
Ms. Vanessa Smith, CRS Module Secretary	Clinical Skills	SmiVan@sgu.edu
Mrs. Junie Emery-Jones, RHS Module Secretary	Microbiology	JEmeryjo@sgu.edu
Ms. Samanta Johnson, DERS Module Secretary	Pharmacology	sjohnson@sgu.edu

DISCIPLINE MANAGERS

Faculty	Discipline	Email Address
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Dr. Lucy Clunes	Pharmacology	LClunes@sgu.edu

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VISITING PROFESSORS

SGU SOM, Grenada	Affiliation	Email Address
TBA		

CLINICAL TUTORS

A group of physicians responsible for facilitating small group sessions and other educational activities.

SUPPORT STAFF

Surname	First Name	Position	Email Address
CLINICAL SKILLS			
Boodoo	Lydia	Executive Secretary	Lboodoo@Sgu.Edu
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McSween	Preslyn	Secretary	PMcsween@sgu.edu

STANDARDIZED PATIENT (SPS)

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

COURSE MATERIAL

COPYRIGHT

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).

Students can access SAKAI using their SGU email 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 teaching week which contain the relevant course materials. 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).

REQUIRED TEXTBOOKS

- **Robbins Basic Pathology (10th ed.)** – V. Kumar, Cotran, Robbins - latest Edition, WB Saunders Co.
- **Pre-test Pathology (13th ed.)** - Earl J. Brown. McGraw Hill. *[for sample questions]*
- **Robbins and Cotran Review of Pathology (4th ed.)** - Klatt and Kumar, WB Saunders Co. Elsevier. *[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, Knudering-Hall, M. McGraw-Hill Medical. *[for sample questions]*
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 28th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Medical Microbiology (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.

The library also offers a vast array of online resources. Please peruse them at:

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

Strongly recommended resources available through the library are:

<https://accessmedicine.mhmedical.com>

<http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/>

<http://www.dynamed.com/>

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.

- I. <https://www.clinicalkey.com>
- II. <https://library.med.utah.edu/WebPath/webpath.html>
- III. <http://peir.path.uab.edu/library/>
- IV. <http://www.path.uiowa.edu/virtualslidebox/>
- V. <http://www.rxlist.com>
- VI. <http://www.merck.com/mmpe/index.html>
- VII. <http://www.cdc.gov>
- VIII. <http://www.medscape.com>

REQUIRED MEDICAL EQUIPMENT

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms and was issued to you during the Term 1 registration and orientation process, is essential

for all courses. The PD Kit contents will not all be used from term 1 and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School.

The kit includes a 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, and sphygmomanometer with two cuffs (1 adult, 1 pediatric). Disposable items; cotton tipped applicators, tongue depressors and tourniquets are also required.

Items that are not in working order 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 to perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Physical Examination Skills Assessments and Objective Structured Clinical Examinations. **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 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 as specified by SGU 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 always keep it up to date and equipped for the SGU wireless network at all times. **For those students in ITI 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 SGU bookstore.

CLICKER

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in the dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, 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. Registration can be done through your course Sakai site under the TurningPoint7 course tool.

Any problems with the device should be reported to the course e-mail (sompcm1@sgu.edu) on the day the problem occurs, and adequate steps should be taken to resolve the issue, e.g. battery replacement, or repair or replacement of device.

Students are required to bring their clicker to every scheduled teaching session and it is the students' responsibility to ensure that their clickers are registered and in working order.

If there is any problem with the clicker, ensure adequate steps are taken to resolve the issue, e.g. battery replacement, or repair or replacement of device. A new device or batteries can be obtained at the bookstore. **Clicker functioning can be checked at the Charter Hall print room.**

COMPONENTS OF THE COURSE

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

LECTURES

Lectures are an essential component of the BPM1 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts.

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

Each lecture contains formative assessments (clicker questions), all questions should be answered to earn participation credit for lectures.

DIRECTED LEARNING ACTIVITIES (DLA)

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

SMALL GROUP SESSIONS (SG)

OVERALL DESCRIPTION

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

Facilitators shall neither lecture nor provide all the information to be gathered by the students. They monitor, guide, emphasize and correct the facts being discussed. At the end of the session, all students are responsible to know all the learning objectives listed for that session. If a group is not able to finish all

learning objectives in allotted time, students have the individual responsibility for learning them. If a group finishes all learning objectives before the allotted time has ended, the students must reinforce the learned concepts by inviting interactions with Facilitators, peers and subject experts.

OVERALL OBJECTIVES

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

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

GROUP FORMATION

The class will be divided into four cohorts: Cohort A, B, C and D that will be further subdivided into small groups. Each small group will consist of 7-8 students that are assigned randomly at the beginning of the term. See SAKAI for student roster.

SMALL GROUP REGULATIONS

1. Arrive on-time for all small groups. Late arrivals are considered unprofessional and subject to disciplinary action.
 2. Students must present a cordial and professional attitude during these sessions and make an effort to communicate positively with their peers and clinical facilitator.
 3. Students MUST always wear their SGU Photo ID. It should be worn in such a way that it is clearly visible to the faculty at the table.
 4. The learning resources, such as monitors, laptops etc., are expensive and limited in number. Any attempts to pilfer or damage these will result in disciplinary action.
 5. The furniture and equipment must not be rearranged during the session.
 6. Food and drinks are not permitted in the small group venues at any time (that includes chewing gum and drinking water).
 7. Use of cell phones is forbidden.
-

SMALL GROUP EVALUATION

At the end of every small group session, students are expected to evaluate the SG experience. The evaluation will be either paper-based or available on the course management site and should be completed at the end of the small group session. Students will assess the facilitator's professionalism,

knowledge, facilitation and communication skills. Similarly, the assigned facilitator will assess each student on the following:

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

Any deficiencies will be discussed with the student and will be recorded.

CATEGORIES OF SMALL GROUPS

SG (CASE BASED DISCUSSION)

The goal of case based small groups is to prepare students for clinical practice using authentic clinical cases. They link theory to practice through the application of knowledge to the cases using enquiry-based learning methods. Thistle Waite JE Med Teach 2012 34(6): E421

SG (STANDARDIZED PATIENT ENCOUNTERS)

These are guided team-based sessions on approaching a patient with a system-based complaint. The sessions are intended to be student driven and use clinical vignettes as a means of problem solving as well as aligning knowledge from the basic science with clinical reasoning. Students can be expected to obtain an adequate focused history, performing a focused physical examination, formulating the differential diagnosis and medical documentation (SOAP Note). Students may be required to discuss diagnostic modalities, management and complications whenever necessary.

SG (PRESENTATION)

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

SG (MODELS)

These small group sessions employ anatomically-realistic models, anatomical atlases and/or interactive MRI software to familiarize students with key anatomical structures and their 3D relationships. Sessions are guided by a Facilitator and students are expected to localize structures, compare them across the different media and present to group members.

SG (HYBRID)

These small group sessions combine the standardized patient (SP) with a human body part (manikins) to simulate clinical scenarios with the purpose of active learning. Students can practice communication and physical examination skills in a safe learning environment while building their self-confidence allowing an easier and more successful transition to clinical clerkships.

SIMULATION LAB SESSION

Students will use mannequin simulators to enhance their skills of cardiovascular and respiratory examination and procedural skills. The simulators are programmable human models that demonstrate the apex beat, heart sounds, arrhythmias, murmurs, carotid pulses, vital signs, breath and adventitious sounds. They can also be used to simulate clinical scenarios with the use of laboratory findings and investigations.

CLINICAL TUTOR EVALUATION

At the end of every SG session, students are expected to evaluate the SG experience. The evaluation will be either paper-based or online through QR Codes and should be completed at the end of the small group session. Students will assess the Clinical Tutor's professionalism, knowledge, facilitation and communication skills.

INTERACTIVE MULTIPLE CHOICE QUESTION (IMCQ) SESSIONS

Interactive Multiple Choice Question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback, enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

During the presentation of the question, students are given a discretionary period of 1 to 1.5 minutes to answer the question. Peer discussion is allowed. **The last answer recorded for a question is used in performance calculations.** After the single presentation of the question faculty will debrief the question. Active participation is expected and all questions must have a recorded response. Group discussion with

classmates helps to promote improvement in critical clinical thinking and reasoning. Questions used during IMCQ sessions will be posted on the course Sakai after delivery.

To earn the participation point for each IMCQ session, students MUST correctly answer **at least 50%** of the questions and **respond to all questions**. Suboptimal participation may result in a loss of session points or a professionalism penalty being applied.

DIRECTED SELF-STUDY/ GROUP STUDY

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

PRACTICE MATERIAL

Practice material in the form of questions or interactive clinical cases will be uploaded on SAKAI in a Practice Material folder under Resources. These could be in the format of interactive PowerPoints, PDF documents, or assessments under Resources tab on SAKAI. This material does not carry any points towards the course and is only meant for self-assessment and discussion.

OSHA BLOOD BORNE PATHOGENS COURSE

The OSHA BBP course will be offered online. The students will be allowed to do the 2-hour course and complete the quiz, during one of the weeks in Term 4. An announcement will be sent out via Sakai of when the course is available. The course will be made available on 27th of April and will remain for a period of one week, the submission is due on 1st of May.

Failure to do the OSHA BBP course within the specified week it is offered will lead to the loss of all participation and professionalism course points. If a student fails to take the course within the specified week, it must be remediated but the loss of professionalism points will stand. Failure of successful completion of the OSHA BBP course in Term 4 will result in an incomplete grade that is converted to an F at the end of term. (Refer to [UNPROFESSIONAL BEHAVIOUR](#) section of this document.)

COURSE ASSESSMENT

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:

PCM1 SUMMATIVE POINTS BREAKDOWN			
Assessment	Grade Points	Point Breakdown	Percentage allocation
ExamSoft Examinations:			
PCM1 Exam 1: FTCM Module	135	150 Qs (135 + 15 Experimental Qs)	19%
PCM1 Exam 2: RCS Module	135	150 Qs (120 + 15 Cumulative Qs + 15 Experimental Qs)	19%
PCM1 Exam 3: RHS Module	145	160 Qs (120 + 25 Cumulative Qs + 15 Experimental Qs)	20%
PCM1 Exam 4: DERS Module	190	200 Qs (145 + 45 Cumulative Qs + 10 Experimental Qs)	27%
Clinical Skills Assessments:			
SOAP Assessment 1	7		1%
SOAP Assessment 2	7		1%
PE Assessment	15		2%
OSCE 4 Examination	40		6%
TOTAL	674		95%

PHYSICAL EXAMINATION SKILLS ASSESSMENT

This is an individual based assessment used to evaluate the student's understanding, skill and technique of a particular set of physical examination skills. Further details of the assessment will be posted on SAKAI closer to the scheduled date.

SOAP ASSESSMENT

Two SOAP assessments will be provided during the small group sessions (**details of date and time will be posted on SAKAI**). Students will work as a team to obtain the necessary information in a timed simulated encounter. The SOAP assessment portion is an individual based assessment. The students are expected to type and submit their patient note in a SOAP format (read the Patient (SOAP) Note Guideline Fall 2018) in 15 minutes for the first assessment and 10 minutes for the second.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)

There will be one individual based Objective Structured Clinical Examinations (OSCE) during the course. Each student will have 3-5 stations. Each station will consist of a patient encounter (history, physical examination and closure) and a SOAP note.

The OSCE is evaluated based on the following rubrics:

1. **Communication and Interpersonal Skills (CIS) Rubric – Faculty:** graded by the faculty.
2. **Communication and Interpersonal Skills Rubric – Standardized Patient:** graded by the Standardized Patient.
3. **Physical Examination Rubric:** graded by the faculty.
4. **Patient (SOAP) Note Rubric:** graded by the faculty.

The students could be offered a completion exam if he/she missed the Physical examination skills assessment, SOAP assessments or the OSCE according to SGU examination policies.

PUBLICATION OF PARTICIPATION AND ASSESSMENT RESULTS

The gradebook is updated weekly with the participation to lectures, small groups, hospital visits, ultrasound sessions and IMCQs. Results of all assessments are also published in the gradebook. The results of all electronic examinations will usually be posted at the end of an examination period. It is each student's responsibility to check the published results.

CLINICAL SKILLS ASSESSMENT POLICIES

REVIEW REQUESTS

Review on any assessment will be provided on request made via email in a professional manner to the Clinical Skills department. **Request must be made within 1 week after publication of results.**

The primary purpose of a review request is to obtain feedback for self-improvement. Feedback can be provided in person or via email. During the review, if done in person, a designated member of faculty will sit with the requester to offer feedback (especially with regard to areas of improvement). The faculty conducting the review is absolutely deserving of being addressed politely and treated with respect. Any combative or excessive argumentative behavior will NOT be tolerated and considered unprofessional behavior and subject to disciplinary action.

Please note that a review request is NOT a request for a regrade. So, you must specify the purpose of your request. Kindly ensure that you think about the nature and intent of your request, and phrase it accurately and reasonably, before making a request.

REGRADE REQUESTS

Any concern regarding an examination question or grade received must be presented via email in a professional manner to the Clinical skills department email. In order for your request to be approved, the requester must provide a full explanation of why he/she believes the given grade is inaccurate. In certain circumstances, it will be necessary to specify which component (e.g., SOAP Note, etc.) is deemed incorrectly graded.

It is important to note that once your request for a regrade is approved, **the result is final**, and that grade will stand (higher or lower). Also note the following:

1. Each regrade request is treated objectively, and the re-grader(s) is/are not privy to the initial grade.
2. Due to the sensitivity of examination materials (including videos), all regrades are done internally and does not require the presence of the requester. The student will subsequently be informed of the department's decision by email.
3. If a student is of the opinion that too many points were taken off his/her grade, the student should be prepared for the likely conclusion that no additional points will be awarded. Please note that the evaluator or grader makes the decision based on the importance of a given aspect of the complaint, and the grader's decision on this question is the standard.
4. After regrading, it is important to note that the regrade score may be lower than the original score. In such a circumstance, the requester's score could go down. Of course, the grader will always make such decisions without prejudice; nevertheless, it is recommended that you submit a request only in a situation where you feel there is a strong claim.
5. **The department will not regrade a regrade. All regrades are final.**
6. All regrade requests or enquiries pertaining to grades must be submitted within 7 days of grade being posted on SAKAI. **Thereafter, the posted grades will be FINAL, and no further requests will be considered.**

REMEDIATION

All students will be monitored continuously via the B-Line system and directly by the faculty (including professors, instructors and clinical facilitators). The student will be asked to come to the department and speak with the discipline manager. Student's performance will be discussed, and if necessary, the student will be asked to review his/her recording with the instructor. If there is a need for remediation, the student will be mandated to attend extra sessions regardless of whether the grade is being reviewed. These sessions do not replace your regular small group sessions, and there is no credit attached to them. The number of sessions mandated will depend on the overall student's progress. Failure to attend those remediation sessions is considered unprofessional behavior and it will be reported to the Dean of Students.

VIDEO RECORDING OF ACADEMIC ACTIVITIES

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.

STUDENT SUPPORT

OFFICE HOURS

Office hours will be provided by the teaching faculty of all Departments as open office hours (walk-in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on SAKAI. **Appointments should be made through the module secretaries or individual faculty. These appointments can be done in person or by emails.**

PATHOLOGY OPEN HOURS

Clinical Tutors will be available by rotation on weekday evenings, on weekends and on public holidays. The sessions would be geared, not for revisions, but to learn how to study and to discuss problems raised by students. Such sessions will ONLY be held in the designated area. The names of the tutors and their rosters will be posted on SAKAI (course website) in advance. There will be a sign-up sheet for students meeting the tutors for these sessions.

These sessions will however not be available in the first week of the course.

CLINICAL SKILLS OPEN HOURS

Open hours will be offered and guided by a clinical facilitator to provide students with the opportunity to practice their communication and physical examination skills with a standardized patient. Sessions will be offered on a first come first serve basis and a sign-up sheet will be available at each session.

PHARMACOLOGY OPEN HOURS

The Pharmacology Open Hours are run by our Clinical Instructors. They are offered on a walk-in basis. No appointment is necessary. The days and times of the sessions will be advertised on Sakai.

MEDICAL EXCUSES

Students who have missed a written examination or any clinical skills assessment with a valid medical excuse will receive an approved Incomplete (“I”) and will be offered a completion exam. Medical excuses must be submitted electronically through the SGU Carenage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete (“I”) for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an exam grade of zero (“0”).

SECTION C: SGU SOM POLICIES AND PROCEDURES

GOALS AND OBJECTIVES OF THE MD PROGRAM

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

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.

FOUR YEAR OUTCOME OBJECTIVES

1. MEDICAL KNOWLEDGE

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
- b. 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.
- c. The principles of normal homeostasis including molecular and cellular mechanisms.
- d. 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.
- e. 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.
- f. 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.
- g. Apply the theories and principles that govern ethical decision-making in the management of patients.
- h. 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.

EXPECTATIONS

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

COMMUNICATION REQUIREMENTS

Students are responsible for ensuring that the School of Medicine is able to contact them at all times. They should notify the Registrar of any change in contact information as soon as possible.

Students must monitor and respond to all university communications during their entire matriculation at the University; this includes during the academic terms, clinical rotations, while at affiliated hospitals, while on vacation or a leave of absence, during clinical bridge time, or while awaiting graduation.

Failure to monitor communications, respond to communications, or to act on information contained in communications from the School including failure to participate in mandatory meetings as specified by DOS, DOBS, Academic Advising, Developing and Support Division, or any other administrative body or individual, is considered unprofessional behavior. Such unprofessional behavior may have adverse effects on performance and grades and may lead to a recommendation of dismissal from the University.

STUDENT COMPORTMENT AND PROFESSIONAL COMMITMENT

Professional Commitment

Civil and professional behavior toward all University personnel and fellow students is expected at all times.

When students enter the School of Medicine, they take an academic oath reciting the following professional commitment at the White Coat Ceremony:

“Today is the beginning of my medical education as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding until that day when I will cease to be a practicing physician.

I am entering training for a noble profession in which my interest must always be subservient to those who may seek my assistance. I must be ever conscious of the value of my fellow health professionals and treat them with respect at all times. My classmates at St. George’s University are now my colleagues, and I owe to them the same support and encouragement to achieve their goals as I hope to receive from them. I will work alongside my colleagues and professors with tolerance, compassion, and honesty.

I acknowledge my obligation to adhere to the University Honor Code, and to conduct myself with integrity and in an ethical manner at all times henceforth. I shall do all within my power to show in myself an example of all that is honorable and good throughout my medical career. It is a privilege to have been given the opportunity to become a physician. May I be ever conscious of that privilege and never abuse it.”

PROFESSIONALISM

The Four-Year Outcome Objectives emphasize the importance of knowing and developing the professional attitudes and behaviors expected of medical professionals. Professional comportment of students is essential as students develop into medical professionals. Students are expected to adhere to professionalism expectations as specified by the School of Medicine policies and their course Syllabus. Failure to adhere to expectations of professionalism may result in mandatory advising and remediation, loss of professionalism points, failure of course components, or disciplinary action by the Dean.

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).

COURSE PARTICIPATION POLICY

Students are expected to participate fully and for the duration of all required activities of the MD program and should be present from the start to the end date of each term. Students should consult the official academic calendar for the published start and end dates for each term prior to making travel arrangements. Travel conflicts are not valid reasons for missing required course activities. (See <https://mycampus.sgu.edu/group/oep-registrar/academic-calendars>). In case of examination delays travel should not be planned on examination days.

The faculty considers participation to be an essential component of professionalism. Students must participate in all required educational activities as defined by Course and Clerkship directors. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, and continuous quality improvement. Course Directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade. Makeups will not be offered for any missed activities. Students should consult their course Syllabi for additional information related to course participation.

RULES OF CLICKER USAGE

Each student has a registered clicker and is responsible for the activity of that clicker registered through the audience response system. Appropriate use of clickers during class is expected. Students should only use the clicker registered in their name and should be aware of their clicker status (location, functionality) in all learning activities, as its use in class indicates the presence of the student registered to the clicker. To earn participation credit, students must participate in their assigned class activities (assigned by College, cohort or any other means outlined in the syllabus or course management site) and will only earn credit for participation in their assigned activities. Misrepresentation of participation records is a violation of the honor code and students may face academic penalties for attempting to misrepresent their participation record for their assigned learning activities.

Attempting to earn participation credit for an activity by partial participation, or for which the student has not participated in, will result in referral to the Dean of Basic Sciences Office for disciplinary action and students may be subject to academic penalties and further disciplinary consequences.

Any student using more than one clicker, or using another person's assigned clicker, will be referred to the Dean of Basic Sciences office for disciplinary action and may have the academic penalties applied that have been outlined in the course syllabus.

Random clicker checks will be carried out during the term. After the last clicker assessment, a sign-out system will be used to verify student presence and compare it with the participation records from the audience response system. Anyone who is registered as participating through the audience response system, but who is not present for sign-out, will be referred to the Dean of Basic Sciences Office for consideration of the reasons, and possible disciplinary action.

Any student leaving a learning activity early, e.g. prior to the full debrief after the last clicker assessment of the lecture, will not be considered as fully participating. Although students are expected to make every effort to participate in all required academic activities, they must participate in at least 80% of required course activities to earn participation credit for the course. Any student trying to claim credit for participation, by clicking in on the first and last clicker assessment, but who has left prior to sign-out during checks is in violation and will be flagged during a clicker check. Any student who has clicked in during a clicker check but is not present and signed out, irrespective of the reason for the absence, is in violation and will be flagged during a clicker check.

It is the responsibility of every student to have a registered clicker, to ensure that the student knows where it is and that it is in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with his or her participation records. Failure to do so may result in the loss of participation credit or flagging of the student during clicker checks, for which the student will be held responsible.

Those students flagged during random clicker checks will receive an e-mail inviting them to explain, in writing and in person, the reasons for the discrepancy between the audience response system and the sign-out data. They will be referred to the Dean of Basic Sciences office for determination of the appropriate academic penalty. They may then be further referred to the Judiciary Office for potential disciplinary action.

DEAN OF BASIC SCIENCES PANEL

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).

Based on current School of Medicine policy, the student will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances that resulted in their incomplete grade. 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. Each hearing lasts 30 minutes.

Protocol for Arranging a DOBS-EIP Hearing

A student should:

- 1) Meet with one of the deans in the Dean of Students Office (DOS);
- 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.

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.

MEDICAL EXCUSES

Students who have missed a written examination or the physical examination skills assessment with a valid medical excuse will receive an approved Incomplete (“I”) and will be offered a completion exam. Medical excuses must be submitted electronically through the SGU Carenage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete (“I”) for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site <https://mycampus.sgu.edu/group/oep-registrar/welcome>). Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an examination score of zero (“0”).

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.

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; 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</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 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.</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)</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>

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. As students progress through the curriculum, SGU expects students to develop their professional identity. Thus, when determining the precise consequence of unprofessional behavior, the semester the student is in and evidence of prior unprofessional behavior may be taken into consideration with an increasing percentage of maximum course point deductions (up to the maximums listed). Course Directors will consult with Dean of Basic Sciences office when determining consequences.
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 under the category of "Unprofessional Behavior" with an item titled "Penalty". A negative sign followed by the number of points deducted will be reflected.
7. Students have the right to request a hearing through the Dean of Basic Sciences office if they believe they have been unjustly penalized.
8. Points deductions are per incident and may be additive per incident.

BASIC SCIENCES EXAMINATIONS

Exams are an integral part of the MD program, and students are expected to comply with examination policies (see Examination Policies) Students are expected to adhere to the master schedule (published on the OEP/Registrar site at <https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>), which provides examination dates and times.

The following are considered mandatory Assessments/Examinations:

- a. Module Examinations
- b. Midterm Examinations
- c. Final Examinations
- d. Lab Practical Examinations
- e. Objective Structured Clinical Examinations (OSCEs),
- f. Objective Structured Practical Examinations (OSPEs),
- g. Basic Sciences Comprehensive Examination 1 (BSCE 1)
- h. Basic Sciences Comprehensive Examination 2 (BSCE 2)
- i. Comprehensive Basic Sciences Examination (CBSE)
- j. Completion Examinations for any missed first offering of an examination
- k. Physical Examination Assessments
- l. SOAP Assessments
- m. Other assessments may be detailed in the course specific part of the syllabus.

Several of these examinations are comprehensive examinations and are described in further detail in the next section.

EXAMINATION POLICIES

Students must complete all course examinations in order to meet course requirements and earn a final course grade. If a student completes only part of an examination (e.g., Part 1 but not Part 2 of a two-part examination), then the completed part of the examination is invalidated, no score exists, and the examination as a whole is considered missed.

Students are expected to take all regular and Completion examinations as scheduled (see master School of Medicine schedule published on the OEP/Registrar site

(<https://mycampus.sgu.edu/group/oep-registrar/welcome>).

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. Examination policies apply to all Examinations (See Appendix Electronic Examination Procedures).

IRREGULARITY REPORTING

Any exam irregularities that significantly affect a student's examination performance must be reported immediately within the examination venue to the chief proctor at the time of the incidence. For issues that cannot be resolved in the venue students should request an irregularity report be completed by the chief proctor in the venue at that time. Students should mail the Course Director immediately after the exam to alert the Course Director of the irregularity report being filed in the venue. Irregularity reports

will not be considered after the examination is completed and the student has left the venue or if the outlined process is not followed.

After grades are published by the Course Director no changes will be made based on irregularity reports that are filed inappropriately or late, therefore students should ensure that all irregularities are dealt with appropriately in venue and that the Course Director is alerted to the presence of a filed report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

In the event that the irregularity report is filed appropriately and it is agreed by the Course Director in consultation with Office of Institutional Advancement (OIA) and the Dean of Basic Sciences Office that it may have affected student performance, the affected grade will remain sequestered. A student may be offered a completion examination after investigation of the events. The completion exam, if offered, is scheduled at the end of term at the regularly scheduled date of the completion exams for the course affected.

In exceptional circumstances it may be necessary to delay the start time of an exam or postpone the examination. Students are advised to not make travel arrangements for immediately after an examination to cover this eventuality.

APPROVED ABSENCES FROM EXAMINATIONS:

RELIGIOUS OBSERVANCES

A student who wishes to observe a religious holiday on an examination date may take a completion examination on the scheduled date if appropriate protocol is followed for documenting the religious observance. Specifically, at the beginning of each term, the Dean of Students office will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who register these dates after January 31st (Spring semester), or after August 31st (Fall semester) will not receive an excused absence from examinations. This protocol must be followed each term. The protocol does not cover any dates of travel associated with the religious observance beyond the actual religious holiday. All completion examinations are scheduled after the semester ends, as per the official schedule on the OEP/Registrar site

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

MEDICAL EXCUSE

In rare instances, medical reasons may prevent a student taking an examination as scheduled. Students are entitled to one Medical Excuse for examinations per 12-month period. The student receives an “I” for the exam grade and is permitted to take the Completion Examination. Students take the Completion Examination after the semester ends, as per the official schedule on the OEP/Registrar site

(<https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>). Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate student travel.

Students should use their Medical Excuse wisely as no additional excused absences for examinations will be allowed. If a student does not take an examination as scheduled and has already used his/her Medical Excuse in the prior 12-month period, then the student will receive a “0” grade for the examination.

Students with extenuating circumstances for missing an additional examination should seek guidance from the Dean of Basic Science Office.

PROCEDURE FOR SUBMITTING MEDICAL EXCUSE (ME)

To submit a Medical Excuse, the student uses the “SOM Examinations” link on the Carenage portal at (<https://cas.sgu.edu/cas/login>). This self-report form should be submitted before the end of the scheduled examination time. The Medical Excuse covers all exams within a 7-day period starting from the date of submission of the Medical Excuse. If a student becomes able to take some or all of the examinations during the timeframe covered by the Medical Excuse, he/she may take any remaining examinations. If a student makes a second Medical Excuse request within 12 months, then the student receives a written notice about his/her ineligibility for a second Medical Excuse and is apprised of the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student’s grade, irrespective of how much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

PROCESS FOR RESOLUTION OF MISSED EXAMINATIONS

Any student with an approved absence who misses an examination will temporarily receive a zero “0” score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss an examination must appear before a Dean of Basic Sciences panel, who will determine the academic penalty to the students’ course grade for the absence. The student will then receive a zero 0 score for the missed examination and an Incomplete grade for the course.

To rectify the zero 0 score, the student must sit the scheduled completion exam. Students must take a Completion Examination as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>). Regardless of which examination is missed, all Completion Examinations are held approximately one week after the end of the semester.

Students who do not take the scheduled Completion Examination to rectify their zero 0 score and their Incomplete grade will receive a failing grade for the course.

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

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

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

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

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

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

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

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

Kindly see the following link to OIA's training resources on Carepage:

<https://mycampus.sgu.edu/group/office-of-institutional-advancement/examination-services/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.

UNTESTED 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 "untested 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.

ELECTRONIC EXAMINATION PROCEDURES

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

PRIOR TO EXAMINATION DAY:

1. Each student is required to have a laptop for taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).
2. NOTE: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.
3. Examinees must ensure that they meet the requirements to access the university network at any time, and should confirm access prior to examinations.

4. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summer Time BST = UTC+1).
5. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of Examplify on their laptop prior to examination day.
6. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
7. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
8. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
9. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

ON EXAMINATION DAY:

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.
4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID to access the examination venue.
6. Once seated, examinees must place their ID clearly visible on the left side of the desk they are seated at.
7. Permitted items - only the following items are allowed in the examination venue:
 - a. Laptop and accessories

- b. SGU ID
 - c. Completely clear (see-through) bottle of plain water, which must be placed outside the examination venue for all examinations
 - d. Items explicitly permitted for a specific examination (see announcement), or approved by the Disability office
8. Items that are explicitly NOT permitted inside the examination venues include:
- a. Cell phones
 - b. iPods/ iPads
 - c. Wrist watches
 - d. Calculators
 - e. Paging devices
 - f. Recording/filming devices
 - g. Reference materials (book, notes, papers)
 - h. Backpacks, briefcases, or luggage
 - i. Beverages or food of any type
 - j. Coats, outer jackets, headwear
 - k. Jackets/sweaters with pockets
 - l. Hooded jackets/sweaters
 - m. Note: Sweaters and jackets with hoods are not allowed.
9. Examinees need to be prepared to turn their pockets inside out for inspection.
10. Any prohibited items found inside the examination venue will be confiscated.
11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
16. An examinee who is experiencing problems should seek immediate attention from a proctor.
17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a

bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.

19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

AFTER THE EXAMINATION:

1. An examinee may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.
4. Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

INTERACTIVE TEAM INSTRUCTION METHOD (ITI)

Students in the MD program are expected to be adaptive, self-directed learners who can capably integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and following an academic lecture; likewise, it may occur during and following interactions with others. Teaching and learning in the MD program includes required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions and clinical experiences. Additional optional activities are also available: open lab hours, faculty office hours, peer-to-peer facilitated reviews and academic support seminars. Students are encouraged to take advantage of the many varied opportunities for learning and academic development that are available to them. Most students matriculate into the traditional, Live Lecture-based Delivery track (LLD) of the MD curriculum. While lectures are the foundation of this delivery format, approximately 50% of contact hours are in small groups and laboratories where students have opportunities for faculty interaction, collaborative learning and academic support.

The ITI utilizes an instructional pedagogy that provides interaction with faculty and incorporates frequent collaborative active learning based on videos of lectures. The small group discussion and lab components are identical to the traditional LLD delivery track. Students' progress through ITI in an instructor-guided small-group setting (approximately 8:1 student-to-faculty ratio). Students study the lectures through using the SGU lecture recording platform. Multiple choice questions, discussions and clinical cases introduced at key points during each lecture serve as catalysts for the clarification of concepts. The instructors of the small groups ensure that all questions raised by students are effectively addressed in the ITI session. The ITI incorporates academic support through Learning Strategies Seminars given by the Department of Educational Services (DES) and individual Learning Strategies Advising meetings.

ENTRY INTO ITI

Following every examination period, the Academic Progress Review Committee (APRC) reviews student performance and identifies students with performance trends that indicate students are at risk of not achieving performance standards. Subsequently, during mandatory advising meetings, Academic Advisors meet individually with these students to discuss program requirements and standards, identify obstacles to progress, and consider opportunities for improvement. Performance data indicate that many students who do not meet performance standards in the traditional Live-Lecture delivery track make significant improvement in ITI track; therefore, Academic Advisors may encourage students to choose the ITI track. Students who choose this option by the established deadline transition into the ITI sessions and schedule and must remain there for the remainder of the academic term.

At the end of the academic term, the APRC makes recommendations about students achieving well above minimum requirements transitioning back into the Live Lecture delivery. The APRC makes all determinations about student progression in the ITI delivery method at the end of each term.

TECHNICAL REQUIREMENTS FOR ITI

All students in ITI will require an ethernet cable and a USB ethernet dongle to stream video content. These are available for purchase from the University bookstore if required. Video streaming of the Mediasite lecture content is not allowed via Wi-Fi in the ITI venues.

CREDIT REMEDIATION (CR)

The Four-Year MD program is designed to be continuous without interruption. Any timeline extensions could impact students' ability to graduate on time. Nonetheless, some students encounter academic setbacks which may be resolved with an opportunity to remediate courses. The APRC identifies students who are not likely to meet academic standards by the end of an academic term and recommends that they be granted a CR option, which is an extension of their timeline by one academic term. Also, a student may choose the CR option.

The CR allows students to repeat the course once if they are not likely to meet academic standards for progress. Deadlines for the CR option are posted prior to the final exam of the last course module.

Students who opt for the CR do not take the final exam of the last course module; however, they must participate in all remaining scheduled academic activities in the academic term, complete a Final Self-Directed Learning Assignment at the end of the term and present it in person on the scheduled final exam day.

The Medical Excuse Policy for course examinations applies to the CR Final Self-Directed Learning Assignment. Students with an approved excused absence will be permitted to complete the CR final assignment as per the Completion Examination schedule. Students who receive an approved Incomplete ("I") for an exam or a CR assignment must complete their CR Assignment in person as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Completion examinations are held approximately one week after the end of the term. Students should consider this completion examination period when scheduling end of term travel.

Students who do not have a Medical Excuse, who fail to complete or submit the CR Final Self-Directed Learning Assignment will receive an Incomplete grade for the course. They must then appear before a Dean of Basic Sciences Office panel to appeal for the opportunity to rectify this and to explain their failure to submit the Assignment. Students must then contact the Course Director to arrange to complete or submit the missed Assignment. Failure to resolve the missing Assignment by the specified deadline will result in the student forfeiting their CR option and receiving a Failing grade for the course.

Students who comply with all CR requirements will receive a grade of CR on their transcript and repeat all term coursework in the ITI delivery.

They are not charged tuition for their repeat of the course, but administrative fees will apply.

Students who take the CR option are at risk of not meeting the MD program’s satisfactory progress guidelines and will be placed on Monitored Academic Status (MAS) by the Academic Performance Review Committee (APRC). Student should note that although no final grade is issued, during an APRC or CAPPS performance review, a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

An additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F or I grades, Leave of Absence/Withdraw, Academic Performance Review Committee/Committee for Satisfactory Academic Progress and Professional Standards and only one previous CR, they may be granted up to two CR terms in accordance with the following rules:

One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5); or

Two CRs granted in Year 2 (Term 3, 4, or 5).

CR COMBINATIONS:

	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 1a	CR	No CR	CR	No CR	No CR
Option 1b	CR	No CR	No CR	CR	No CR
Option 1c	CR	No CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 2a	No CR	CR	CR	No CR	No CR
Option 2b	No CR	CR	No CR	CR	No CR
Option 2c	No CR	CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 3a	No CR	No CR	CR	CR	No CR
Option 3b	No CR	No CR	CR	No CR	CR
Option 3c	No CR	No CR	No CR	CR	CR

This chart assumes student has no prior grades of “F” or ‘W’.

Students who use the Credit Remediation (CR) option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on Monitored Academic Status (MAS). Students with prior academic setbacks or timeline delays (F or I grade, LOA/W, APRC/CAPPS stipulations) may be ineligible for one or both CR options.

Note: In year 2, Terms 3 and 4 CRs are counted separately— a CR in Term 3 counts as 1 CR, and a CR in Term 4 counts as a separate CR.

ACADEMIC PROGRESS

In addition to meeting academic performance standards for progress, students must also progress through the MD program within the established timeline. Disruptions to a student's program, whether as a result of personal or academic setbacks (e.g., repeated courses, LOAs), may prevent the student from maintaining timeline requirements.

Although timeline extensions may be permitted (e.g., CR, LOA), the APRC will consider these extensions when making recommendations for the retention or dismissal of students. Students who have timeline delays or interruptions will be placed on a Monitored Academic Status (MAS) for the duration of the MD program.

At the end of each academic term 1-5, the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC will make recommendations to the Dean of Basic Sciences for a student's progression, promotion or dismissal. Students who fail to meet standards may be allowed to remain in the program if they have had no previous failure to meet standards and no timeline delays. Students with previous failures to meet standards and/or timeline delays may be granted an additional term on MAS or recommended for dismissal in the following situations:

FAILING GRADES

A failing grade ("F") is defined as a final course grade of less than the minimum passing grade established for each term. **If this is the student's first attempt at a course, there are two possible consequences of a failing grade:**

a. Continue on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program, despite failing to meet satisfactory academic performance, if the following conditions are met:

1. No previous F grade in any course in a prior term.
2. No more than one of the following timeline delays:
 - a. Credit Remediation option (CR)

b. Leave of Absence (LOA)

The student will be given an opportunity to repeat the course in the ITI and will be placed on MAS for the subsequent term. Additional stipulations will be applied.

The student will be permitted to register for the course a second time and to earn a second grade for the course. The grade and credits earned on both the first and the second attempt at a course will be calculated into the cumulative WMPG. The grade earned on the second attempt does not replace the grade earned on the first attempt.

b. Recommended for Dismissal

Students will be recommended for dismissal if any one of the following applies to them:

1. Two of the following in any combination:
 - a. Prior Credit Remediation option (CR)
 - b. Prior Leave of Absence (LOA)
2. One of the following:
 - a. Previous F grade in a course
3. The student will exceed the 3 years maximum allowed to complete Terms 1-5, if permitted to progress.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPs, as per the section on REVIEW, DISMISSAL AND APPEAL PROCESS

MONITORED ACADEMIC STATUS (MAS)

Monitored Academic Status (MAS) is an internal marker placed in students' progress files by the Dean of Basic Sciences or the Office of the Dean. It allows students who are at risk of not making satisfactory academic progress to continue in the program with additional academic advising. Students are placed on MAS throughout the academic program if they meet any of these conditions:

Failing a Term 1-5 course

Requiring an extra term to complete the Basic Sciences program (CR, LOA)

Students on MAS are assessed, supported and monitored by the Academic Advising and Development Support (AADS) division of the Dean of Basic Sciences Office or the Student Support Services in the Office of the Dean in the clinical years. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

RECOMMENDATION FOR DISMISSAL DURING TERMS 1-5 AND BEFORE CLINICALS

The following criteria will be used by the APRC to determine end of term dismissal recommendations:

1. Failure to complete the basic science curriculum within three years.
2. A second failure to earn a passing grade during basic sciences. Only one F grade is allowed during basic sciences.
3. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
4. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CRs.
5. Failure to meet CAPPs stipulations after the CAPPs retains a student following an appeal of a recommendation for dismissal.
6. Failure to begin clinical rotations within 6 months, after taking the maximum 3 years to complete the Basic Sciences.
7. Failure to accept the terms of the APRC letter by the deadline specified.

All students who are recommended for dismissal can appeal to the CAPPs, as per REVIEW, DISMISSAL AND APPEAL PROCESS

RECOGNITION OF ACHIEVEMENT

Students who have high cumulative WMPGs are recognized for their achievement as follows:

Cumulative WMPG \geq 95%: Students are placed on the Chancellor's List and promoted to the next term.

Cumulative WMPG \geq 90% - 94.99%: Students are placed on the Dean's List and promoted to the next term.

STANDARDS FOR PROFESSIONAL BEHAVIOR

The faculty has established professional standards and requires all medical students to meet these standards in order to progress and successfully complete the Four-Year MD Program. The School reserves the right to issue a warning, to place on probation, suspend or to dismiss a student whose behavior renders the student unable to meet the required standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 10% penalty of the total available course points and may result in an F grade for the course in which the student is registered. Penalties may be summative if there are multiple penalties. During clinical rotations, professional behavior is worth 20% of the final grade.

Students are expected to abide by the University Code of Conduct and to demonstrate professional behavior at all times. The University Code of Conduct can be found on our website. The Dean of Basic Sciences and/or the Dean of Clinical Years (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

PROBATION FOR UNPROFESSIONAL BEHAVIOR

Probation is reflected in students' progress files for students who violate the standards of professional behavior as defined by the Code of Conduct. Probation allows students who do not meet these standards to continue in the Doctor of Medicine program for a specified period with a prescribed course of action. Students will be monitored for adherence to stipulations specified in their probation letters. Although probation does not appear on a student's transcript, the School of Medicine must supply this information if it is requested by external agencies, such as a state licensing board. While on probation, students' behavior must improve in accordance with the specific written stipulations given to students. Students who fail to meet the prescribed course of action risk a recommendation of dismissal.

Information regarding University Disciplinary and Judiciary Policies and Procedures can be found on the Carepage on the University website.

THE COMMITTEE FOR SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL STANDARDS (CAPPS)

CAPPS ACADEMIC APPEALS PROCESS

The mission of the CAPPS is to make fair and objective decisions on individual student appeals.

Although the School of Medicine is committed to providing students with remediation and support needed to facilitate student success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as student's performance history, timeline and academic risk factors.

APRC AND CAPPS TERMS 1-5

REVIEW, DISMISSAL AND APPEAL PROCESS

Following each major examination, the APRC, comprised of Course/ Module Directors and Dean of Basic Sciences representatives, will conduct a review and analysis of student performance. At this meeting, the APRC will identify students at risk of failing to meet academic standards.

Following each major examination, Academic Advisors will counsel at-risk students and inform them of the appeals process, should they find themselves recommended for dismissal at the end of the term.

At the conclusion of the final exam period for each term, the APRC will conduct comprehensive review and analysis of student performance. The APRC makes academic progress recommendations to the Dean of Basic Sciences based on students' achievement of School of Medicine standards as stated in the Student Manual or in additional post-appeal CAPPS stipulations.

Within two working days of the APRC meeting, the Dean of Basic Sciences will email an offer for the student to continue in the program (with stipulations) or a recommendation for dismissal to any student who fails to meet the standards. Students permitted to continue must reply to the email indicating they have accepted the offer to continue with stipulations within the timeframe specified in the email. For those students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified may result in a recommendation for dismissal. For those recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw, and specify the timeframe in which to do this.

The email will provide a link to the electronic Appeal Form which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal by the stipulated deadline (see timeline below). The submission will be automatically directed to the CAPPs office. Once the timeframe to submit the appeal has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPs office in preparation for the review by the committee. Should a student fail to submit his/her appeal by the stipulated deadline, there is no guarantee that the appeal will be reviewed. While preparing their appeals and considering what supporting documentation to include, students should bear in mind that there is only one opportunity to appeal a recommendation for dismissal. Extensions to the appeal deadline will not be granted, nor will additional appeals.

If a student's appeal is successful, the CAPPs will determine the conditions a student must meet to progress in the MD program. A letter will be issued to the student detailing the conditions as specified by the CAPPs. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPs conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the CAPPs' conditions and does not withdraw within the specified timeframe, the student will be dismissed.

Students who are retained after a successful appeal of a recommended dismissal are placed on a Period of Academic Focus (PAF). Students on PAF are assessed, supported and monitored by the Academic Advising and Development Support division of the Dean of Basic Sciences Office. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

The APRC reviews students on a PAF each term. During Terms 1-5, students are removed from a PAF by successfully achieving School of Medicine standards for the duration of Terms 1-5 and satisfying their academic plan as prescribed by the Dean of Basic Sciences or the CAPPs.

If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the MD program within a specified timeframe. If the student does not withdraw within the specified timeframe, the student will be dismissed. The School of Medicine has no further mechanism for appeal.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

QUESTION REVIEW

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

GRADING SCALE

The current grading scale of St George's University School of Medicine, for incoming from Fall 2019 is based on percentage scores as follows;

Grade	Numeric Grade
Honors	89.50-100
High Pass	79.50-89.49
Term 1 Pass Fail	69.50 ≤ 69.49
Term 2 Pass Fail	71.50 ≤ 71.49
Terms 3, 4, 5 Pass Fail	72.50 ≤ 72.49
I	N/A
W	N/A
CR	N/A

For students matriculated prior to Fall 2019 the grading scales are;

	Term 2			Term 3, 4 and 5	
	From	To		From	To
A+	96.5	100	A+	96.5	100
A	92.5	96.49	A	92.5	96.49
A-	89.5	92.49	A-	89.5	92.49
B+	86.5	89.49	B+	86.5	89.49
B	82.5	86.49	B	82.5	86.49
B-	79.5	82.49	B-	79.5	82.49
C+	76.5	79.49	C+	76.5	79.49

C	72.5	76.49	C	72.5	76.49
C-	71.5	72.49	C-	NO C-	
F	1	71.49	F	1	72.49
I	0.5	0.99	I	0.5	0.99
CR	0	0.49	CR	0	0.49

PUBLICATION OF RESULTS

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

REPORTING OF ERRORS

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

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

Technical errors reported after the deadline will not be considered.

CHANGE OF PUBLISHED RESULTS

A published result can only be changed if the published score or grade is incorrect, and errors have been reported in time.

COURSE AND INSTRUCTOR CRITIQUE PROGRAM

Course and Instructor Critiques: Students are expected to participate in all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student participation in the Evaluation Process is mandatory: When requested, students in a course are expected to complete all required faculty and course evaluations. The critiques coordinator notifies students when evaluation periods have begun and sends periodic reminders to ensure that critiques are submitted within the allotted time frame. Failure to complete all required course and instructor critiques means that students did not fulfill all course requirements. The Office of Institutional Advancement, which runs the Course and Instructor Critique Program, send a letter of non-compliance to the students for non-participation. If the student is non-compliant again, the OIA refers the student to the Dean of Students Office for continued unprofessional behavior.

THE IMPORTANCE OF EVALUATION

Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves as students' needs and expectations are considered.

FEEDBACK

At the beginning of each term, course directors will address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

SGU WISDOM

SGU is the first medical school in the world to use a safe digital platform designed to help your Advisors and other SGU leaders understand what matters to you. It also provides a secure way for students to learn a little bit about each other. We call it [SGU_Wisdom](#), and it's all about listening.

Please go to [SGU_Wisdom](#), sign up, and do the My Self section by February 1 – it takes less than 10 minutes. If you signed up in the fall, please be sure that the My Self section is complete and up to date. **Note that we consider completing SGU Wisdom a behavioral sign of professionalism, so please be sure to follow through.**

You will see the Snapshots for Colleagues (a bit about you that students can access) and Snapshots for Leaders (a little more about you that advisors and other leaders can access) in real time. It's a great opportunity to make the SGU community even stronger.



ST. GEORGE'S UNIVERSITY

SCHOOL OF MEDICINE

COURSE SYLLABUS
PRINCIPLES OF CLINICAL MEDICINE – 2
(PCM 501)

Spring 2020

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

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ERRATA (2020-04-22)

REVISED SECTION A: COURSE REQUIREMENTS

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

Course Activity	Points	Date	Comments	# of events
Summative Assessment (Total points = 792)				
PCM 2 Exam 1*	72	24 th Feb	Mandatory	1 + completion
PCM 2 Exam 2*	240	30 th March	Mandatory	1 + completion
PCM 2 Exam 3*	240	1 st May	Mandatory	1 + completion
PCM 2 Exam 4*	240	21 st May	Mandatory	1 + completion
Formative Assessment (Total points = 28)				
IMCQ	8		Score >50% in ≥10 sessions	14
USMLE Rx quizzes	20		Attempt >50% in ≥10 quizzes	12
TOTAL POINTS	820			

* 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. Whilst the course is being offered remotely, the new requirements for earning a course grade is outlined above.

As the participation policy has been reinstated effective 1st April, the following course activities are MANDATORY and will follow the SGU 80% participation policy

Participation Requirement	# of events	Minimum required
Small Groups	5	4

To pass the course the student must achieve a grade of **72.50% or higher (594.5 points)** and must meet all participation criteria.

Lectures:

The lectures will continue to be offered on MediaSite. These will be scheduled by day so that you can plan content to match online small group sessions. Please note that the entire lecture catalog will be available for you so that you can watch lectures at any time.

Small Groups:

The small group schedule will be published. Zoom will be used as the online platform, and you will be placed in breakout rooms with a facilitator. The full details will be posted on Sakai and Sakai will contain a Zoom utility link in the side bar. These sessions are synchronous and will be at 10 am Grenada time

Assignments:

Some reading assignments and resource packets will be made available to you in place of some small groups. These are directed learning activities to complement the course lectures. All of these resources will be available in the 'Resources' tab on Sakai.

Quizzes/IMCQ Quizzes:

Courses may provide weekly quizzes via examsoft or via Sakai. A defined window will be announced via Sakai for the Quiz opening times, submission should be made within that window of opportunity.

Faculty Support:

Faculty will service the discussion forums in the Sakai sites. In addition some faculty may be available online via Skype or Zoom calls, faculty will indicate their preferences on Sakai and publish times that they are available.

Professionalism Points:

The participation and professionalism points have been redistributed to the online quizzes and other activities. The points were adjusted in line with the reduction in the denominator due to loss of practical assessments. Therefore, the balance between summative examination points and formative assessment points remains the same as before.

Examinations:

The exams are pre-calibrated to 79-81%, and most exams in the SOM achieve this performance standard. Out with this range, scaled scoring may be applied using the standard procedures for national board exams where the average is set to 80%. **For all online proctored examinations, the published scores are preliminary at the time of publication; they are retractable if a subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirements.**

Time Zone:

All timed activities will follow the time zone in Grenada (Standard Atlantic time – GMT 4)

SGU Rules and Guidelines for ExamSoft Online Examinations

Version of 14 May 2020

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.

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.

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 of the student 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.

UPDATED COURSE ASSESSMENT

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	%
PCM 2 Exam 1 (Examsoft)	72	135 MCQs x 0.534 point + 15 experimental	8.8%
PCM 2 Exam 2 (ProctorTrack)	240	144 MCQs	29.3%
PCM 2 Exam 3 (Examsoft)	240	144 MCQs	29.3%
PCM 2 Exam 4 (Examsoft)	240	144 MCQs	29.3%
IMCQ	8	0.8 points per session	0.9%
USMLE Rx Quiz	20	2 points per session	2.4%
TOTAL	820		100%

PCM 2 Exam 2, Exam 3 and Exam 4

The BSCE2 Book 1, Book 2 and Book 3 NBME exams have been replaced by SGU equivalent exams, that is, PCM Exam 2, Exam 3 and Exam 4. These equivalent examinations will assess material taught throughout the basic science years (Term 1 – Term 5). The outline below provides the organization of the content across each exam.

Organ System	PCM 2 Exam 2	PCM 2 Exam 3	PCM 2 Exam 4
01 General Principles	Yes 1)	Yes 2)	Yes 3)
02 Immune System		Yes	
03 Blood and Lymphoreticular System	Yes		
04 Behavioral Health			Yes
05 Nervous System and Special Senses			Yes
06 Skin and Subcutaneous Tissue			Yes
07 Musculoskeletal System			Yes
08 Cardiovascular System	Yes		
09 Respiratory System	Yes		
10 Gastrointestinal System		Yes	
11 Renal and Urinary System	Yes		
12 Pregnancy, Childbirth and the Puerperium		Yes	
13 Female Reproductive and Breast		Yes	
14 Male Reproductive		Yes	
15 Endocrine System		Yes	
16 Multisystem Processes and Disorders			Yes

17 Biostatistics, Epidemiology/Population Health, & Interpretation of the Medical Literature		Yes	
18 Social Sciences		Yes 4)	Yes 5)

- 1) Biochemistry and molecular biology, Biology of cells, Human development and genetics
- 2) Biology of tissue response to disease, Pharmacodynamic and pharmacokinetic processes, Microbial biology
- 3) Normal age-related findings and care of the well patient
- 4) Communication and interpersonal skills
- 5) Medical ethics and jurisprudence, Systems-based practice and patient safety

SECTION B: COURSE INFORMATION

COURSE DESCRIPTION

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

MODULES	DURATION
Musculoskeletal, Neurology & Infections (MNI)	6 Weeks
Cardiopulmonary, Renal and Hematology (CPRH)	4 Weeks
Gastroenterology, Genitourinary, Obstetrics, Endocrine and Rheumatology (GGOER)	4 Weeks
Dermatology, Neurology, Psychiatry, Pediatrics and Geriatrics (DNPG)	4 Weeks
TOTAL	18 Weeks

CONTACT INFORMATION

For any queries regarding the course, please email:

sompcm2@sgu.edu

NB: Do not send messages to all faculty or to individual faculty members. Faculty and staff may not respond to emails on the weekend.

Content Related questions

For all content-related questions, the most efficient way of interacting with faculty is via the following email addresses:

- Communication and Physical Diagnosis (CPD) – askcpd@sgu.edu
- Introduction to Clinical Skills (ICM) – askicm@sgu.edu
- Microbiology - askmicro@sgu.edu
- Pathology – askpathology@sgu.edu
- Pharmacology – askpharmacology@sgu.edu
- Pathophysiology - pathophys@sgu.edu
- UWorld Question Bank – dpace@sgu.edu
- USMLE Rx Queries – supadhya@sgu.edu

Course 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

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

1. Describe the mechanism of disease for various micro-organisms
2. Identify and explain the etiology, pathogenesis, clinical features, macroscopic and microscopic appearance, complications and prognosis of common diseases
3. Determine, interpret and analyze relevant laboratory investigations, imaging and other test specific to a disease entity
4. Analyze and formulate an algorithm for various clinical scenarios to distinguish one disease entity from another.
5. Describe the mechanism of action, indications, contraindications, adverse effects and interactions of major drug classes.
6. Select appropriate pharmacological therapies based on the current practice guidelines.
7. Conduct comprehensive and/or focus integrated (patient and clinician centered) patient interviews and perform appropriate physical examinations
8. Develop and apply clinical reasoning through problem-solving strategies to formulate an appropriate differential diagnosis and select appropriate initial investigations based on the patient encounter
9. Apply the principles of evidence based medicine to acquire, appraise, and assimilate new clinical information to improve patient care.
10. Provide appropriate patient education, counseling and demonstrate the ability to handle ethical conflicts encountered in daily practice.
11. Discuss and explain medicolegal and ethical aspects of documenting patient information
12. Document pertinent patient information in the SOAP note format
13. Perform oral case presentations
14. Discuss, critically assess and apply advanced communication skills to resolving dilemmas in medicine

15. Provide leadership skills that enhance team functioning, learning environment and/or health care delivery system
16. Develop appropriate student-patient bedside relationships through hospital and clinic interactions
17. Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies
18. Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles including demonstration of compassion and empathy, sensitivity to a diverse patient population (not limited to gender, race, culture or sexual orientation) and a commitment to relevant laws, regulations and policies of patient care.
19. 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
20. Integrate various basic science components for various diseases
21. Develop an understanding of the principles and techniques of basic procedural skills

Module Objectives

Musculoskeletal, Neurology and Infections (MNI) Module

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

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 agents that affect bone mineral homeostasis
5. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of botanicals and nutritional supplements.
6. Practice communication skills and a hypothesis-driven approach for a standardized patient presenting with a psychiatric, musculoskeletal or neurological complaint
7. Perform a comprehensive physical examination of the musculoskeletal and nervous system including a mental status assessment
8. Practice communication skills, history taking and a comprehensive physical examination for a pediatric patient

9. Practice and evaluate documentation of patient information in the SOAP note format
10. Demonstrate the ability to provide and accept constructive feedback including self-evaluations
11. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals
12. Identify, explain and summarize the basic characteristics of retroviruses
13. Analyze and summarize the basic aspects of infections in HIV-AIDS patients
14. Identify, classify and explain CNS infections based on clinical presentation and laboratory studies, including imaging and CSF analysis.
15. Identify, classify and explain infections of the special senses such as eye and ear based on pathogenesis, predisposing factors and causal agents.
16. Describe epidemiological distribution, clinical manifestations, pathogenesis, diagnosis and methods of prevention and control measures for multisystem infections
17. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of bone and nervous system
18. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of pediatric diseases
19. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of Immunological diseases

Cardiopulmonary, Renal and Hematology (CPRH) Module

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

1. 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
2. Provide an overview of the 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. 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
4. 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

5. Perform a focused history and physical examination using a hypothesis-driven approach for patients presenting with a cardiovascular, respiratory, renal or hematological complaint
6. Identify, perform and interpret relevant investigations and imaging studies based on the clinical presentation
7. Identify, evaluate and apply acute patient care in critical situations
8. Demonstrate respect for health professionals consultants as well as the ability to present the case orally
9. Perform a comprehensive history and physical examination on a hospitalized patient
10. Demonstrates moral principles that apply values to the practice of clinical medicine and scientific research.
11. Understand and incorporate the best clinical evidence from research to optimize clinical reasoning and decision making in medical practice

Gastroenterology, Genitourinary, Obstetrics, Endocrine and Rheumatology (GGOER) Module

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

1. Compare and contrast the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations and complications of autoimmune and rheumatologic disorders.
2. Provide an overview of the management of common OB/GYN disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations, and interpretation of those investigations.
3. Provide an overview of the identification and management of common disorders of the GIT, focusing mainly on integration of relevant basic sciences with the clinical features and interpretation of lab investigations, including invasive techniques.
4. Provide an overview of the identification and management of common disorders of the Genito-urinary system, including prostate; focusing mainly on integration of relevant basic sciences with the clinical features and interpretation of lab investigations.
5. 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.
6. Provide an overview of the identification and management of common disorders of the musculoskeletal system, focusing mainly on integration of anatomy and other relevant basic sciences with the clinical features and

interpretation of lab investigations and special tests. Including systemic involvement.

7. Practice communication skills and perform a focused history taking using a hypothesis-driven approach for patients presenting with an abdominal, endocrine and rheumatological complaint
8. Identify and practice a focused physical examination of the abdominal, pelvic and musculoskeletal system based on the clinical presentation
9. Identify, perform and interpret relevant investigations and imaging studies based on the clinical presentation
10. Identify, evaluate and apply acute patient care in critical clinical situations and understand the demand for utilization of professional consultants as well as the ability to present the case orally
11. Recognize and address difficult clinical scenarios using appropriate skills when necessary
12. Perform a comprehensive history and core physical examination on a hospital / clinic patient

Dermatology, Neurology, Psychiatry, Pediatrics and Geriatrics (DNPG) Module

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

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. Provide an overview of the identification and management of common pediatric disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports. This includes all stages of pediatrics (prenatal, delivery, postnatal, newborn, infancy, toddler until adolescence)
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. Practice communication skills and perform a focused history taking using a hypothesis-driven approach for patients presenting with an skin, neurological or psychiatric complaint

7. Identify and practice a focused physical examination of the skin or nervous system based on the clinical presentation
8. Identify and practice a mental status examination based on the clinical presentation
9. Identify, perform and interpret relevant investigations and imaging studies based on the clinical presentation
10. Identify, evaluate and apply acute patient care in critical clinical situations and understand the demand for utilization of professional consultants as well as the ability to present the case orally
11. Recognize and address difficult clinical scenarios using appropriate skills when necessary

FACULTY AND STAFF INFORMATION

Course Leadership Team

Faculty	Title	Department	Email Address
Dr. Morona Sukhoo-Pertab	Course Director & MNI Module Coordinator	Clinical Skills	MSukhoop@sgu.edu
Dr. Subramanya Upadhyia	CPRH Module Coordinator	Pathophysiology	SUpadhyia@sgu.edu
Dr. Raghvendra Tey	GGOER Module Coordinator	Pathophysiology	RTey@sgu.edu
Dr. Michon Sukhoo-Pertab	DNPG Module Coordinator	Clinical skills	MSukhoo1@sgu.edu

Discipline Managers

Faculty	Discipline	Email Address
Dr. Shivayogi Bhusnurmath	Pathology	SBhusnurmath@sgu.edu
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Dr. Joanna Rayner	Microbiology	JRayner@sgu.edu
Dr. Jessica Lendore	Communication and Physical Diagnosis	jlendore@sgu.edu
Dr. Subramanya Upadhyia	Pathophysiology	SUpadhyia@sgu.edu
Dr. Anna Cyrus-Murden	Introduction to Clinical Medicine	ACyrusmu@sgu.edu

Module Secretaries

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Lydia Boodoo	MNI	Clinical Skills	LBoodoo@sgu.edu
Grace Narine	CPRH	Pathophysiology	gnarine@sgu.edu
Abigail Phillip	GGOER	Pathophysiology	aphillip@sgu.edu
Jacqueline Hope	DNPG	Clinical skills	JHope@sgu.edu

Teaching Faculty

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Lim	Lenny Joy	llim@sgu.edu
Haldankar	Pallavi	phaldank@sgu.edu

Visiting Professors

SGU SOM, Grenada	Affiliation	Email Address
TBA		

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.

Clinical Tutors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities.

Standardized Patient (SPs)

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

Support Staff

Surname	First Name	Position	Email Address
Clinical Skills			
Boodoo	Lydia	Executive Secretary	Lboodoo@Sgu.Edu
Hope	Jacqueline	Executive Secretary	Jhope@Sgu.Edu
Hall	Suzanne	Executive Secretary	shall@sgu.edu
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COURSE MATERIAL

Copyright

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Course Website

The Principles of Clinical Medicine two (PCM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books). Students can access SAKAI using their SGU email 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, Robbins - latest Edition, WB Saunders Co.
- **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.

Reference textbooks, Additional study and Sample questions (optional)

- **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.

Online Resources

The library offers a vast array of online resources:

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

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:

- I. <https://www.clinicalkey.com>
- II. <https://library.med.utah.edu/WebPath/webpath.html>
- III. <http://peir.path.uab.edu/library/>
- IV. <http://www.path.uiowa.edu/virtualslidebox/>
- V. <http://www.rxlist.com>
- VI. <http://www.merck.com/mmpe/index.html>
- VII. <http://www.cdc.gov>
- VIII. <http://www.medscape.com>
- IX. <https://accessmedicine.mhmedical.com/index.aspx>
- X. <http://meded.lwwhealthlibrary.com/periodicals.sgu.edu/>
- XI. <http://www.dynamed.com/>

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms and was issued to you during the Term 1 registration and orientation process, is essential for all courses. The PD Kit contents will not all be used from term 1 and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School. The kit includes a 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, and sphygmomanometer with two cuffs (1 adult, 1 pediatric). Disposable items; cotton tipped applicators, tongue depressors and tourniquets are also required.

Items that are not in working order 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 Small Group Practical Sessions to perform practical clinical skills in class and for continued practice outside class to prepare you for practical clinical examinations, including Physical Examination Skills Assessments and Objective Structured Clinical Examinations. **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 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 as specified by SGU 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 at all times. For those students in ITI 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.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in course penalties and/or referral to the judicial office and dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail (SOMPCM2@sgu.edu) 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 bring their clicker to every scheduled teaching session and it is the students' responsibility to ensure that their clickers are registered and in working order.

If there is any problem with the clicker, ensure adequate steps are taken to resolve the issue, e.g. battery replacement, or repair or replacement of device. A new device or batteries can be obtained at the bookstore. **Clicker functioning can be checked at the Charter Hall print room.**

COMPONENTS OF THE COURSE

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

Lectures

Lectures are an essential component of the PCM2 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts. The posted lecture slides may not be comprehensive and do not replace the need to read textbooks. It is an important learning exercise for students to read textbooks and glean important information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessments (clicker questions), all questions should be answered to earn participation credit for lectures.

Directed Learning Activities (DLA)

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

Small Group Sessions (SG)

Overall Description

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

Facilitators shall neither lecture nor provide all the information to be gathered by the students. They monitor, guide, emphasize and correct the facts being discussed. At the end of the session, all students are responsible to know all the learning objectives listed for that session. If a group is not able to finish all learning objectives in allotted time, students have the individual responsibility for learning them. If a group finishes all learning objectives before the allotted time has ended, the students must reinforce the learned concepts by inviting interactions with Facilitators, peers and subject experts.

Overall Objectives:

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

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

Group Formation

The class will be divided into four cohorts (A, B, C & D) that will be further subdivided into small groups. Each small group will consist of 7-8 students that are assigned randomly at the beginning of the term.

Small Group Regulations

1. Arrive on-time for all small groups. Late arrivals (> 5minutes) are considered unprofessional and subject to disciplinary action and loss of professionalism points
2. Students must present a cordial and professional attitude during these sessions and make an effort to communicate positively with their peers and clinical facilitator.
3. Students MUST wear their SGU Photo ID at all times. It should be worn in such a way that it is clearly visible to the faculty.
4. The learning resources, such as monitors, laptops etc., are expensive and limited in number. Any attempts to pilfer or damage these will result in disciplinary action.
5. The furniture and equipment must not be rearranged during the session.
6. Food and drinks are not permitted in the small group venues at any time (that includes chewing gum and drinking water).
7. Use of cell phones is forbidden.

Small Group Evaluation

At the end of every small group session, students are expected to evaluate the SG experience. The evaluation will be either paper-based or QR codes and should be completed at the end of the small group session. Students will assess the facilitator's professionalism, knowledge, facilitation and communication skills. Similarly, the assigned facilitator will assess each student on the following:

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

Any deficiencies will be discussed with the student and recorded.

Categories of Small Groups

SG (Case Based Discussion)

The goal of case based small groups is to prepare students for clinical practice through the use of authentic clinical cases. They link theory to practice through the application of knowledge to the cases using enquiry-based learning methods. Thistle Waite JE Med Teach 2012 34(6): E421

SG (Standardized Patient Encounters)

These are guided team-based sessions on approaching a patient with a system-based complaint. The sessions are intended to be student driven and use clinical vignettes as a means of problem solving as well as aligning knowledge from the basic science with clinical reasoning. Students can be expected to obtain an adequate focused history, performing a focused physical examination, formulating the differential diagnosis and medical documentation (SOAP Note). Students may be required to discuss diagnostic modalities, management and complications whenever necessary.

You will be required to submit one SOAP note from any of the two sessions mentioned in Section A. The SOAP note should be based on the patient encounter you witnessed during the small group. Plagiarism is considered unprofessional and both students will be subject to disciplinary action

SG (Presentation)

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

SG (Models)

These small group sessions employ anatomically-realistic models, anatomical atlases and/or interactive MRI software to familiarize students with key anatomical structures and their 3D relationships. Sessions are guided by a Facilitator and students are expected to localize structures, compare them across the different media and present to group members.

SG (Hybrid)

These small group sessions combine the standardized patient (SP) with a human body part (manikins) to simulate clinical scenarios with the purpose of active learning. Students can practice communication and physical examination skills in a safe learning environment while building their self-confidence allowing an easier and more successful transition to clinical clerkships.

Simulation Lab Session

Students will use mannequin simulators to enhance their physical examination skills and procedural skills. The simulators are programmable human models that demonstrate normal and pathological findings. They can also be used to simulate clinical scenarios with the use of laboratory findings and investigations.

Health Information Portability and Accountability Act (HIPAA)

HIPAA is a US law designed to provide privacy standards to protect patients' medical records and other health information provided to health plans, doctors, hospitals and other health care providers. All students **MUST** be HIPAA certified before beginning their hospital rotations.

Hospital and Clinic Sessions

These visits serve as an exciting preview to your clinical rotations, OSCE and USMLE CS Examination; therefore, despite the 80% participation rule, you are strongly encouraged to participate in all sessions. These sessions will occur at the St. George's General Hospital, The Mount Gay Mental Hospital, Health Centers, Private physician offices and/or Blessed Sacrament Clinic. The hospital and clinic rotations are facilitated through the SGU clinical preceptor program. The preceptors will observe and evaluate each student during their assigned visit. Pictures of preceptors and a hospital map are posted on SAKAI; please familiarize yourself before each visit.

During each visit, students will perform history taking and physical examinations on assigned patients as determined by the preceptor, followed by a case presentation. Following presentation, students will discuss their assessment, differential diagnosis, clinical reasoning and basic management with the preceptor. The emphasis is on the "Patient-student" interaction at the bedside, proficiency at the history, "core and cluster" physical examination and critical thinking.

Students will have the most exposure to Internal Medicine, mainly because it is the foundation of all practice. There will be at least 2-3 hospital medicine-based visits, 1-2 Ambulatory care, 1 Emergency Medicine, 1-2 Surgical Specialties – Orthopedics, Anesthesia/ICU and Obstetrics/Gynecology, 1-2 Pediatrics, 1 Psychiatry and 2 Simulation Laboratories. Hospital Visit Assignments and Group Leaders will be posted on SAKAI. The name of the group leader is highlighted on the group list.

- **Prerequisite:** Must be HIPAA Certified
- **Dress Code:** Professional Attire with White Coat.
- **Duration:** 2hrs 30 mins
- **Departure Venue:** All students are required to depart with their assigned group on the SGU bus and remain with their assigned group for the session. **Each student MUST report to their group leader by 8:00AM at the Bus stop.** The group leaders will then report to Dr. Frances McGill or Dr. Carey Williams, upon which the groups can

then proceed to board the buses for departure. If for some reason, you are separated from your group, please contact Dr. Frances McGill or Dr. Carey Williams to assist. **Buses will leave the True Blue Campus promptly at 8:15AM**

- **Hospital Evaluation:** Each student MUST sign the participation sheet ONLY upon arrival to the ward or clinic. This sheet also contains the preceptor evaluation for each student. The preceptor will bring this form to the Clinical Teaching Unit (CTU) or it will be transported to the Clinical Skills Department. It is important that each student complete the site/preceptor evaluations on SAKAI at the end of each patient visit. Your feedback is essential in assisting us to improve the course.
- **Hospital Participation:** If you are ill or have an emergency, please notify your hospital coordinators, Dr. Frances McGill (fmcgill@sgu.edu – 459-3701) or Dr. Carey Williams (cwilliams@sgu.edu - 4073532) immediately by phone or email with a copy to Ms. Suzanne Hall shall@sgu.edu. Do NOT use text messaging for this purpose. It is unprofessional to miss academic and clinical activities without official notification. Your absence would be noted as such. **There will be no make-up sessions.** Please be advised that lack of participation by any entire group will be noted as improper professional conduct and will result in loss of points.

If you plan to be away for a personal reason, you may switch your schedule without jeopardizing your participation. Both parties must agree and send an email to Dr. Frances McGill, Dr. Carey Williams and Ms. Suzanne Hall and copy Dr. Anna Cyrus-Murden and Ms. Lydia Boodoo. Participation is earned by your presence at each planned activity. The department will communicate the switch to the group leader and the students who switched. On the day of the switch, the name of the person who is not present will be crossed out and the other noted as the approved switch. This switch will then print and sign their name. Please NOTE that all switches must be done through Dr. Frances McGill and be approved to be credited as participation for the session

- **Preparation for the Hospital**
 - Review your physical examination skills: Students are required to a head-to-toe screening physical examination with a focused (cluster) exam specific to the patient's illness
 - Reviewing pertinent anatomy, physiology and pathology. If assigned to subspecialty review as follows:
 - Pediatrics: Developmental milestones, pediatric history and physical exam
 - Orthopedics: Bone and Musculoskeletal systems
 - Anesthesia/ICU: Pulmonary system
 - OBGYN: Pregnancy and pregnancy related complication, lactation
 - Psychiatry: Psychiatric disease and mental status examination
 - Please try to eat breakfast and bring water to maintain hydration. Do not drink at the bedside. The wards are not air conditioned.
 - Bring paper and a pen for note-taking

Interactive Multiple-Choice Question (IMCQ) Sessions

Interactive multiple-choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

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

To earn the participation point for each IMCQ session, students **MUST** correctly answer at **least 50%** of the questions and **respond to all questions**. Suboptimal participation may result in a loss of session points or a professionalism penalty being applied.

Practice Material

Practice material in the form of questions or interactive clinical cases will be uploaded on SAKAI in a Practice Material folder under Resources. These could be in the format of interactive PowerPoints, PDF documents, or assessments under Test & Quizzes tab on SAKAI. This material does not carry any points towards the course and is only meant for self-assessment and discussion.

USMLE Rx and UWorld Question Bank

Each student will receive an USMLE-Rx and UWorld subscription. These question banks provide a great practice resource to solidify high yield content, highlight strengths and weakness and monitor performance so you can do your best in high stake examinations.

The pathophysiology department will release one quiz per week from the USMLE Rx Q-bank. **Practicing all quizzes is mandatory and a student must practice at least 50% of the questions in each quiz in order to qualify for the professionalism points.**

Point- of-Care Ultrasound Sessions (POCUS)

Point of care ultrasound refers to the use of portable ultrasonography at a patient's bedside in conjunction with the clinical presentation for diagnostic and therapeutic purposes. Upon successful completion, a certificate will be issued.

SAKAI Modules

There will be SAKAI E-Modules on Patient safety and Evidence Based Medicine. Each module presents a clinical scenario that is designed to emphasize key issues and concepts needed to reduce medical errors and improve patient care in preparation for clinical rotations.

Examsoft Quizzes

These quizzes are meant to give practice to the students for the timing and pattern of questions for the written exams. Quizzes will be administered at the end of each pathophysiology small group session. **A student must practice at least 50% of the questions in 80% of the quizzes in order to qualify for the professionalism points.**

COURSE ASSESSMENT

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	%
PCM 2 Exam 1 (Examsoft)	72	135 MCQs x 0.534 point + 15 experimental	8%
BSCE2: Book 1	240	150 MCQs	26.67%
BSCE2: Book 2	240	150 MCQs	26.67%
BSCE2: Book 3	240	150 MCQs	26.67%
OSCE 5: Exam 1 (Examsoft + B-Line)	18	3 Stations x 6 points	2%
OSCE 5: Exam 2 (Examsoft + B-Line)	18	1 Station x 18 points	2%
OSCE 5: Exam 3 (Examsoft + B-Line)	36	4 Stations x 9 points	4%
Patient Care Assignment 1 (Examsoft)	2.7		0.3%
Patient Care Assignment 2 (Examsoft)	2.7		0.3%
Case Presentation	3.6		0.4%
TOTAL	873		97%

BSCE2: Book 1, Book 2 and Book 3

The National Board of Medical Examiners (NBME) Basic Sciences Comprehensive examination 2 (BSCE2) is a customized comprehensive examination of the Basic Sciences content offered by the NBME. These examinations will assess material taught throughout the basic science years (Term 1 – Term 5). The outline below provides the organization of the content across each book and is based on the updated version of the USMLE content outline. Further details will be posted on the BSCE2 SAKAI site.

Organ System	BSCE2 Bk1	BSCE2 Bk2	BSCE2 Bk3
01 General Principles	Yes 1)	Yes 2)	Yes 3)
02 Immune System		Yes	
03 Blood and Lymphoreticular System	Yes		
04 Behavioral Health			Yes
05 Nervous System and Special Senses			Yes
06 Skin and Subcutaneous Tissue			Yes
07 Musculoskeletal System			Yes
08 Cardiovascular System	Yes		
09 Respiratory System	Yes		
10 Gastrointestinal System		Yes	
11 Renal and Urinary System	Yes		
12 Pregnancy, Childbirth and the Puerperium		Yes	
13 Female Reproductive and Breast		Yes	
14 Male Reproductive		Yes	
15 Endocrine System		Yes	
16 Multisystem Processes and Disorders			Yes
17 Biostatistics, Epidemiology/Population Health, & Interpretation of the Medical Literature		Yes	
18 Social Sciences		Yes 4)	Yes 5)

1) Biochemistry and molecular biology, Biology of cells, Human development and genetics

2) Biology of tissue response to disease, Pharmacodynamic and pharmacokinetic processes, Microbial biology

3) Normal age-related findings and care of the well patient

4) Communication and interpersonal skills

5) Medical ethics and jurisprudence, Systems-based practice and patient safety

Objective Structured Clinical Examination (OSCE)

There will be several Objective structured clinical examinations (OSCEs) that can be either individual or team based throughout the course. Each station will consist of a patient encounter (focused history, physical examination and closure) and medical documentation in the SOAP format. Detailed instructions will be provided on the SAKAI site.

These OSCEs are evaluated based on the following rubrics:

1. **Communication and Interpersonal Skills (CIS) Rubric – Faculty**
2. **Communication and Interpersonal Skills Rubric – Standardized Patient**
3. **Physical Examination Rubric**
4. **Patient (SOAP) Note Rubric**

Patient Care Assignments (PCA)

Assignments are based on any witnessed patient encounter during your hospital or clinic visit. **It is your responsibility to obtain all the required information to complete the assignment.** Each assignment consists of a

- Evidence Based Medicine (EBM) Essay
 - Patient (SOAP) Note
 - Discussion of patient care: This consists of 1-2 paragraphs that incorporates the best practices and strong evidence particular to the patient's diagnostic evaluations and treatment. Evidence may support current management or offer alternatives
- Reflective essay on any specific moment, learning experience, verbal exchanges or interaction that provided meaning and value to your development.

Detailed instructions will be posted on SAKAI.

Case Presentation

Each student will be required to give an oral presentation guided by a PowerPoint to your assigned Clinical Fellow/Clinical Tutor and colleagues during Small Group. This will be based on one of your Evidence Based Medicine (EBM) Essays submitted for Patient Care Assignments.

Publication of Participation and Assessments

The gradebook is updated weekly with the participation to lectures, small groups, hospital visits, ultrasound sessions and IMCQs. Results of all assessments are also published in the gradebook. The results of all electronic examinations will usually be posted at the end of an examination period. It is each student's responsibility to check the published results.

CLINICAL SKILLS ASSESSMENT POLICIES

Review Requests

Review on any assessment will be provided on request made via email in a professional manner to the respective discipline in the Clinical Skills department (Communication and physical diagnosis – CPD OR Introduction to clinical medicine – ICM). **Request must be made within 1 week after publication of results.**

The primary purpose of a review request is to obtain feedback for self-improvement. During the review, if done in person, a designated member of faculty will sit with the requester to offer feedback (especially with regard to areas of improvement). The faculty conducting the review is absolutely deserving of being addressed politely and

treated with respect. Any combative or excessive argumentative behavior will NOT be tolerated and considered unprofessional behavior and subject to disciplinary action.

Please note that a review request is NOT a request for a regrade. So, you must specify the purpose of your request. Kindly ensure that you think about the nature and intent of your request, and phrase it accurately and reasonably, before making a request.

Regrade Requests

Any concern regarding an examination question or grade received must be presented via email in a professional manner to the Clinical skills department email. In order for your request to be approved, the requester must provide a full explanation of why he/she believes the given grade is inaccurate. In certain circumstances, it will be necessary to specify which component (e.g., SOAP Note, etc.) that is deemed incorrectly graded.

It is important to note that once your request for a regrade is approved, **the result is final**, and that grade will stand (higher or lower). Also note the following:

- I. Each regrade request is treated objectively, and the re-grader(s) is/are not privy to the initial grade.
- II. Due to the sensitivity of examination materials (including videos), all regrades are done internally and does not require the presence of the requester. The student will subsequently be informed of the department's decision by email.
- III. If a student is of the opinion that too many points were taken off his/her grade, the student should be prepared for the likely conclusion that no additional points will be awarded. Please note that the evaluator or grader makes the decision based on the importance of a given aspect of the complaint, and the grader's decision on this question is the standard.
- IV. After regrading, it is important to note that the regrade score may be lower than the original score. In such a circumstance, the requester's score could go down. Of course, the grader will always make such decisions without prejudice; nevertheless, it is recommended that you submit a request only in a situation where you feel there is a strong claim.
- V. **The department will not regrade a regrade. All regrades are final.**
- VI. All regrade requests or enquiries pertaining to grades must be submitted within 7 days of grade being posted on SAKAI. **Thereafter, the posted grades will be FINAL, and no further requests will be considered.**

Remediation

All students will be monitored continuously via the B-Line system and directly by the faculty (including professors, preceptors, instructors and clinical facilitators). The student of concern will be asked to come to the department and speak with the discipline manager. Student's performance will be discussed, and if necessary, the student will be asked to review his/her recording with the instructor. If there is a need for remediation, the student will be mandated to participate in extra sessions regardless of whether the grade is being reviewed. These sessions do not replace your regular small group sessions, and there is no credit attached to them. The number of sessions mandated will depend

on the overall student's progress. Failure to participate in those remediation sessions is considered unprofessional behavior and it will be reported to the Dean of Students.

VIDEO RECORDING OF ACADEMIC ACTIVITIES

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.

STUDENT SUPPORT

Office Hours

Office hours will be provided by the Senior faculty as walk-in office hours or by appointment. The available hours for the different Senior faculty members will be posted on Sakai. **Appointments should be made through the module secretaries or individual faculty. These appointments can be done in person or by email.**

Open Hours

Clinical Tutors and Teaching Fellows will be made available to provide additional assistance to student's outside of scheduled coursed activities.

Pathology Open Hours

Clinical Tutors will be available by rotation on weekday evenings, on weekends and on public holidays. The sessions would be geared, not for revisions, but to learn how to study and to discuss problems raised by students. Such sessions will ONLY be held in the designated area. The names of the tutors and their rosters will be posted on SAKAI (course website) in advance. There will be a sign-up sheet for students meeting the tutors for these sessions.

These sessions will however not be available in the first week of the course.

Clinical Skills Open Hours

Open hours will be offered and guided by a clinical facilitator to provide students with the opportunity to practice their communication and physical examination skills with a standardized patient. Sessions will be offered on a first come first serve basis and a sign-up sheet will be available at each session.

Pathophysiology Open Hours

Clinical tutors will be available in the off hours to address issues raised by individual students. The exact venue and timings of these sessions will be announced in the course web site. The students who participate need to sign up the sign-up sheet provided.

MEDICAL EXCUSES

Students who have missed a written examination or any clinical skills assessment with a valid medical excuse will receive an approved Incomplete ("I") and will be offered a

completion exam. Medical excuses must be submitted electronically through the SGU Carepage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete ("I") for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an exam grade of zero ("0").

PART C: SGU SOM POLICIES AND PROCEDURES

GOALS AND OBJECTIVES OF THE MD PROGRAM

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

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.

FOUR YEAR OUTCOME OBJECTIVES

1. MEDICAL KNOWLEDGE

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
- b. 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.
- c. The principles of normal homeostasis including molecular and cellular mechanisms.
- d. 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.
- e. 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.
- f. 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.
- g. Apply the theories and principles that govern ethical decision-making in the management of patients.
- h. 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.

EXPECTATIONS

- a. Participate in all scheduled classes on time
- b. Actively participate appropriately in all class activities and be present for the duration of the entire activity
- c. Bring a fully functional personal "clicker" to all learning activities and respond to all "clicker" polls
- d. Complete all assessments and examinations on the course at the scheduled dates and times
- e. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits.
- f. Check SGU email daily; this is the only official email account that is used to relay messages between University and students
- g. Check course management site daily for announcements and updates
- h. Check posted results of assessments on time
- i. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
- j. Report illness through the medical self-report system on myCampus Secure Login (Carepage) of the SGU website
- k. Voice commendations and concerns through SGA class representatives
- l. Use support services available; faculty consultation hours, designated Academic Advisors, Dean of Students Office, Department of Education Services, Psychological Services Center.
- m. Participate in the course and instructor evaluations
- n. Comply with all requirements outlined in the course syllabus
- o. Abide by the University Code of Conduct outlined in the student manual
- p. Carry your student ID card at all times on campus

COMMUNICATION REQUIREMENTS

Students are responsible for ensuring that the School of Medicine is able to contact them at all times. They should notify the Registrar of any change in contact information as soon as possible.

Students must monitor and respond to all university communications during their entire matriculation at the University; this includes during the academic terms, clinical rotations, while at affiliated hospitals, while on vacation or a leave of absence, during clinical bridge time, or while awaiting graduation.

Failure to monitor communications, respond to communications, or to act on information contained in communications from the School including failure to participate in mandatory meetings as specified by DOS, DOBS, Academic Advising, Developing and Support Division, or any other administrative body or individual, is considered unprofessional behavior. Such unprofessional behavior may have adverse effects on performance and grades and may lead to a recommendation of dismissal from the University.

STUDENT COMPORTMENT AND PROFESSIONAL COMMITMENT

Professional Commitment

Civil and professional behavior toward all University personnel and fellow students is expected at all times.

When students enter the School of Medicine, they take an academic oath reciting the following professional commitment at the White Coat Ceremony:

"Today is the beginning of my medical education as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding until that day when I will cease to be a practicing physician.

I am entering training for a noble profession in which my interest must always be subservient to those who may seek my assistance. I must be ever conscious of the value of my fellow health professionals and treat them with respect at all times. My classmates at St. George's University are now my colleagues, and I owe to them the same support and encouragement to achieve their goals as I hope to receive from them. I will work alongside my colleagues and professors with tolerance, compassion, and honesty.

I acknowledge my obligation to adhere to the University Honor Code, and to conduct myself with integrity and in an ethical manner at all times henceforth. I shall do all within my power to show in myself an example of all that is honorable and good throughout my medical career. It is a privilege to have been given the opportunity to become a physician. May I be ever conscious of that privilege and never abuse it."

PROFESSIONALISM

The Four-Year Outcome Objectives emphasize the importance of knowing and developing the professional attitudes and behaviors expected of medical professionals. Professional comportment of students is essential as students develop into medical professionals. Students are expected to adhere to professionalism expectations as specified by the School of Medicine policies and their course Syllabus. Failure to adhere to expectations of professionalism may result in mandatory advising and remediation, loss of professionalism points, failure of course components, or disciplinary action by the Dean.

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).

COURSE PARTICIPATION POLICY

Students are expected to participate fully and for the duration of all required activities of the MD program and should be present from the start to the end date of each term. Students should consult the official academic calendar for the published start and end dates for each term prior to making travel arrangements. Travel conflicts are not valid reasons for missing required course activities. (See <https://mycampus.sgu.edu/group/oep-registrar/academic-calendars>). In case of examination delays travel should not be planned on examination days.

The faculty considers participation to be an essential component of professionalism. Students must participate in all required educational activities as defined by Course and Clerkship directors. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, and continuous quality improvement. Course Directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade. Makeups will not be offered for any missed activities. Students should consult their course Syllabi for additional information related to course participation.

RULES OF CLICKER USAGE

Each student has a registered clicker and is responsible for the activity of that clicker registered through the audience response system. Appropriate use of clickers during class is expected. Students should only use the clicker registered in their name and should be aware of their clicker status (location, functionality) in all learning activities, as its use in class indicates the presence of the student registered to the clicker. To earn participation credit, students must participate in their assigned class activities (assigned by College, cohort or any other means outlined in the syllabus or course management site) and will only earn credit for participation in their assigned activities. Misrepresentation of participation records is a violation of the honor code and students may face academic penalties for attempting to misrepresent their participation record for their assigned learning activities.

Attempting to earn participation credit for an activity by partial participation, or for which the student has not participated in, will result in referral to the Dean of Basic Sciences Office for disciplinary action and students may be subject to academic penalties and further disciplinary consequences.

Any student using more than one clicker, or using another person's assigned clicker, will be referred to the Dean of Basic Sciences office for disciplinary action and may have the academic penalties applied that have been outlined in the course syllabus.

Random clicker checks will be carried out during the term. After the last clicker assessment, a sign-out system will be used to verify student presence and compare it with the participation records from the audience response system. Anyone who is registered as participating through the audience response system, but who is not present for sign-out, will be referred to the Dean of Basic Sciences Office for consideration of the reasons, and possible disciplinary action.

Any student leaving a learning activity early, e.g. prior to the full debrief after the last clicker assessment of the lecture, will not be considered as fully participating. Although students are expected to make every effort to participate in all required academic activities, they must participate in at least 80% of required course activities to earn participation credit for the course. Any student trying to claim credit for participation, by clicking in on the first and last clicker assessment, but who has left prior to sign-out during checks is in violation and will be flagged during a clicker check. Any student who has clicked in during a clicker check but is not present and signed out, irrespective of the reason for the absence, is in violation and will be flagged during a clicker check.

It is the responsibility of every student to have a registered clicker, to ensure that the student knows where it is and that it is in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with his or her participation records. Failure to do so may result in the loss of participation credit or flagging of the student during clicker checks, for which the student will be held responsible.

Those students flagged during random clicker checks will receive an e-mail inviting them to explain, in writing and in person, the reasons for the discrepancy between the audience response system and the sign-out data. They will be referred to the Dean of Basic Sciences office for determination of the appropriate academic penalty. They may then be further referred to the Judiciary Office for potential disciplinary action.

DEAN OF BASIC SCIENCES PANEL

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).

Based on current School of Medicine policy, the student will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances that resulted in their incomplete grade. 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. Each hearing lasts 30 minutes.

Protocol for Arranging a DOBS-EIP Hearing

A student should:

- 1) Meet with one of the deans in the Dean of Students Office (DOS);
- 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.

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.

MEDICAL EXCUSES

Students who have missed a written examination or the physical examination skills assessment with a valid medical excuse will receive an approved Incomplete ("I") and will be offered a completion exam. Medical excuses must be submitted electronically through the SGU Carenage portal.

COMPLETION EXAMS

Students who receive an approved Incomplete ("I") for an exam must take a Completion Examination as per the master SOM schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all completion examinations are held approximately one week after the end of the semester. Failure to take scheduled examinations results in an examination score of zero ("0").

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.

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; 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</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 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.</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)</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>

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. As students progress through the curriculum, SGU expects students to develop their professional identity. Thus, when determining the precise consequence of unprofessional behavior, the semester the student is in and evidence of prior unprofessional behavior may be taken into consideration with an increasing percentage of maximum course point deductions (up to the maximums listed). Course Directors will consult with Dean of Basic Sciences office when determining consequences.
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 under the category of "Unprofessional Behavior" with an item titled "Penalty". A negative sign followed by the number of points deducted will be reflected.
7. Students have the right to request a hearing through the Dean of Basic Sciences office if they believe they have been unjustly penalized.
8. Points deductions are per incident and may be additive per incident.

BASIC SCIENCES EXAMINATIONS

Exams are an integral part of the MD program, and students are expected to comply with examination policies (see Examination Policies) Students are expected to adhere to the master schedule (published on the OEP/Registrar site at <https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules>), which provides examination dates and times.

The following are considered mandatory Assessments/Examinations:

- a. Module Examinations
- b. Midterm Examinations
- c. Final Examinations
- d. Lab Practical Examinations
- e. Objective Structured Clinical Examinations (OSCEs),
- f. Objective Structured Practical Examinations (OSPES),
- g. Basic Sciences Comprehensive Examination 1 (BSCE 1)
- h. Basic Sciences Comprehensive Examination 2 (BSCE 2)
- i. Comprehensive Basic Sciences Examination (CBSE)

- j. Completion Examinations for any missed first offering of an examination
- k. Physical Examination Assessments
- l. SOAP Assessments
- m. Other assessments may be detailed in the course specific part of the syllabus.

Several of these examinations are comprehensive examinations and are described in further detail in the next section.

EXAMINATION POLICIES

Students must complete all course examinations in order to meet course requirements and earn a final course grade. If a student completes only part of an examination (e.g., Part 1 but not Part 2 of a two-part examination), then the completed part of the examination is invalidated, no score exists, and the examination as a whole is considered missed.

Students are expected to take all regular and Completion examinations as scheduled (see master School of Medicine schedule published on the OEP/Registrar site

(<https://mycampus.sgu.edu/group/oep-registrar/welcome>).

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. Examination policies apply to all Examinations (See Appendix Electronic Examination Procedures).

IRREGULARITY REPORTING

Any exam irregularities that significantly affect a student's examination performance must be reported immediately within the examination venue to the chief proctor at the time of the incidence. For issues that cannot be resolved in the venue students should request an irregularity report be completed by the chief proctor in the venue at that time. Students should mail the Course Director immediately after the exam to alert the Course Director of the irregularity report being filed in the venue. Irregularity reports will not be considered after the examination is completed and the student has left the venue or if the outlined process is not followed.

After grades are published by the Course Director no changes will be made based on irregularity reports that are filed inappropriately or late, therefore students should ensure that all irregularities are dealt with appropriately in venue and that the Course Director is alerted to the presence of a filed report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

In the event that the irregularity report is filed appropriately and it is agreed by the Course Director in consultation with Office of Institutional Advancement (OIA) and the Dean of Basic Sciences Office that it may have affected student performance, the affected grade will remain sequestered. A student may be offered a completion examination after investigation of the events. The completion exam, if offered, is scheduled at the end of term at the regularly scheduled date of the completion exams for the course affected.

In exceptional circumstances it may be necessary to delay the start time of an exam or postpone the examination. Students are advised to not make travel arrangements for immediately after an examination to cover this eventuality.

APPROVED ABSENCES FROM EXAMINATIONS:

RELIGIOUS OBSERVANCES

A student who wishes to observe a religious holiday on an examination date may take a completion examination on the scheduled date if appropriate protocol is followed for documenting the religious observance. Specifically, at the beginning of each term, the Dean of Students office will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who register these dates after January 31st

(Spring semester), or after August 31st (Fall semester) will not receive an excused absence from examinations. This protocol must be followed each term. The protocol does not cover any dates of travel associated with the religious observance beyond the actual religious holiday. All completion examinations are scheduled after the semester ends, as per the official schedule on the OEP/Registrar site

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

MEDICAL EXCUSE

In rare instances, medical reasons may prevent a student taking an examination as scheduled. Students are entitled to one Medical Excuse for examinations per 12-month period. The student receives an "I" for the exam grade and is permitted to take the Completion Examination. Students take the Completion Examination after the semester ends, as per the official schedule on the OEP/Registrar site (<https://mycampus>).

[sgu.edu/group/oep-registrar/academic-class-schedules](https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules)). Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate student travel.

Students should use their Medical Excuse wisely as no additional excused absences for examinations will be allowed. If a student does not take an examination as scheduled and has already used his/her Medical Excuse in the prior 12-month period, then the student will receive a "0" grade for the examination.

Students with extenuating circumstances for missing an additional examination should seek guidance from the Dean of Basic Science Office.

PROCEDURE FOR SUBMITTING MEDICAL EXCUSE (ME)

To submit a Medical Excuse, the student uses the "SOM Examinations" link on the Carenage portal at <https://cas.sgu.edu/cas/login>. This self-report form should be submitted before the end of the scheduled examination time. The Medical Excuse covers all exams within a 7-day period starting from the date of submission of the Medical Excuse. If a student becomes able to take some or all of the examinations during the timeframe covered by the Medical Excuse, he/she may take any remaining examinations. If a student makes a second Medical Excuse request within 12 months, then the student receives a written notice about his/her ineligibility for a second Medical Excuse and is apprised of the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student's grade, irrespective of how much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

PROCESS FOR RESOLUTION OF MISSED EXAMINATIONS

Any student with an approved absence who misses an examination will temporarily receive a zero "0" score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss an examination must appear before a Dean of Basic Sciences panel, who will determine the academic penalty to the students' course grade for the absence. The student will then receive a zero 0 score for the missed examination and an Incomplete grade for the course.

To rectify the zero 0 score, the student must sit the scheduled completion exam. Students must take a Completion Examination as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)). Regardless of which examination is missed, all Completion Examinations are held approximately one week after the end of the semester.

Students who do not take the scheduled Completion Examination to rectify their zero 0 score and their Incomplete grade will receive a failing grade for the course.

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

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

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

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

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

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

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

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

Kindly see the following link to OIA's training resources on Carepage: <https://mycampus.sgu.edu/group/office-of-institutional-advancement/examination-services/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.

Untested 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 "untested 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.

ELECTRONIC EXAMINATION PROCEDURES

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies. <https://mycampus.sgu.edu/group/office-of-institutional-advancement/welcome>

Prior to Examination Day:

1. Each student is required to have a laptop for taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).
2. NOTE: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.
3. Examinees must ensure that they meet the requirements to access the university network at any time, and should confirm access prior to examinations.
4. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summer Time BST = UTC+1).
5. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of Examplify on their laptop prior to examination day.
6. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
7. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
8. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
9. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

On Examination Day:

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.
4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID to access the examination venue.
6. Once seated, examinees must place their ID clearly visible on the left side of the desk they are seated at.
7. Permitted items - only the following items are allowed in the examination venue:
 - a. Laptop and accessories

- b. SGU ID
 - c. Completely clear (see-through) bottle of plain water, which must be placed outside the examination venue for all examinations
 - d. Items explicitly permitted for a specific examination (see announcement), or approved by the Disability office
8. Items that are explicitly NOT permitted inside the examination venues include:
 - a. Cell phones
 - b. iPods/ iPads
 - c. Wrist watches
 - d. Calculators
 - e. Paging devices
 - f. Recording/filming devices
 - g. Reference materials (book, notes, papers)
 - h. Backpacks, briefcases, or luggage
 - i. Beverages or food of any type
 - j. Coats, outer jackets, headwear
 - k. Jackets/sweaters with pockets
 - l. Hooded jackets/sweaters
 - m. Note: Sweaters and jackets with hoods are not allowed.
 9. Examinees need to be prepared to turn their pockets inside out for inspection.
 10. Any prohibited items found inside the examination venue will be confiscated.
 11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
 12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
 13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
 14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
 15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
 16. An examinee who is experiencing problems should seek immediate attention from a proctor.
 17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
 18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
 19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
 20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
 21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
 22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
 23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
 24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
 25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

1. An examinee may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.
4. Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

INTERACTIVE TEAM INSTRUCTION METHOD (ITI)

Students in the MD program are expected to be adaptive, self-directed learners who can capably integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and following an academic lecture; likewise, it may occur during and following interactions with others. Teaching and learning in the MD program includes required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions and clinical experiences. Additional optional activities are also available: open lab hours, faculty office hours, peer-to-peer facilitated reviews and academic support seminars. Students are encouraged to take advantage of the many varied opportunities for learning and academic development that are available to them. Most students matriculate into the traditional, Live Lecture-based Delivery track (LLD) of the MD curriculum. While lectures are the foundation of this delivery format, approximately 50% of contact hours are in small groups and laboratories where students have opportunities for faculty interaction, collaborative learning and academic support.

The ITI utilizes an instructional pedagogy that provides interaction with faculty and incorporates frequent collaborative active learning based on videos of lectures. The small group discussion and lab components are identical to the traditional LLD delivery track. Students' progress through ITI in an instructor-guided small-group setting (approximately 8:1 student-to-faculty ratio). Students study the lectures through using the SGU lecture recording platform. Multiple choice questions, discussions and clinical cases introduced at key points during each lecture serve as catalysts for the clarification of concepts. The instructors of the small groups ensure that all questions raised by students are effectively addressed in the ITI session. The ITI incorporates academic support through Learning Strategies Seminars given by the Department of Educational Services (DES) and individual Learning Strategies Advising meetings.

ENTRY INTO ITI

Following every examination period, the Academic Progress Review Committee (APRC) reviews student performance and identifies students with performance trends that indicate students are at risk of not achieving performance standards. Subsequently, during mandatory advising meetings, Academic Advisors meet individually with these students to discuss program requirements and standards, identify obstacles to progress, and consider opportunities for improvement. Performance data indicate that many students who do not meet performance standards in the traditional Live-Lecture delivery track make significant improvement in ITI track; therefore, Academic Advisors may encourage students to choose the ITI track. Students who choose this option by the established deadline transition into the ITI sessions and schedule and must remain there for the remainder of the academic term.

At the end of the academic term, the APRC makes recommendations about students achieving well above minimum requirements transitioning back into the Live Lecture delivery. The APRC makes all determinations about student progression in the ITI delivery method at the end of each term.

Technical Requirements for ITI

All students in ITI will require an ethernet cable and a USB ethernet dongle to stream video content. These are available for purchase from the University bookstore if required. Video streaming of the Mediasite lecture content is not allowed via WiFi in the ITI venues.

CREDIT REMEDIATION (CR)

The Four-Year MD program is designed to be continuous without interruption. Any timeline extensions could impact students' ability to graduate on time. Nonetheless, some students encounter academic setbacks which may be resolved with an opportunity to remediate courses. The APRC identifies students who are not likely to meet academic standards by the end of an academic term and recommends that they be granted a CR option, which is an extension of their timeline by one academic term. Also, a student may choose the CR option.

The CR allows students to repeat the course once if they are not likely to meet academic standards for progress. Deadlines for the CR option are posted prior to the final exam of the last course module.

Students who opt for the CR do not take the final exam of the last course module; however, they must participate in all remaining scheduled academic activities in the academic term, complete a Final Self-Directed Learning Assignment at the end of the term and present it in person on the scheduled final exam day.

The Medical Excuse Policy for course examinations applies to the CR Final Self-Directed Learning Assignment. Students with an approved excused absence will be permitted to complete the CR final assignment as per the Completion Examination schedule. Students who receive an approved Incomplete ("I") for an exam or a CR assignment must complete their CR Assignment in person as per the master School of Medicine schedule (published on the OEP/Registrar site (<https://mycampus.sgu.edu/group/oep-registrar/welcome>)).

Completion examinations are held approximately one week after the end of the term. Students should consider this completion examination period when scheduling end of term travel.

Students who do not have a Medical Excuse, who fail to complete or submit the CR Final Self-Directed Learning Assignment will receive an Incomplete grade for the course. They must then appear before a Dean of Basic Sciences Office panel to appeal for the opportunity to rectify this and to explain their failure to submit the Assignment. Students must then contact the Course Director to arrange to complete or submit the missed Assignment. Failure to resolve the missing Assignment by the specified deadline will result in the student forfeiting their CR option and receiving a Failing grade for the course.

Students who comply with all CR requirements will receive a grade of CR on their transcript and repeat all term coursework in the ITI delivery.

They are not charged tuition for their repeat of the course, but administrative fees will apply.

Students who take the CR option are at risk of not meeting the MD program's satisfactory progress guidelines and will be placed on Monitored Academic Status (MAS) by the Academic Performance Review Committee (APRC). Student should note that although no final grade is issued, during an APRC or CAPPs performance review, a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

An additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F or I grades, Leave of Absence/Withdraw, Academic Performance Review Committee/Committee for Satisfactory Academic Progress and Professional Standards and only one previous CR, they may be granted up to two CR terms in accordance with the following rules:

One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5); or

Two CRs granted in Year 2 (Term 3, 4, or 5).

CR COMBINATIONS:

	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 1a	CR	No CR	CR	No CR	No CR
Option 1b	CR	No CR	No CR	CR	No CR
Option 1c	CR	No CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 2a	No CR	CR	CR	No CR	No CR
Option 2b	No CR	CR	No CR	CR	No CR
Option 2c	No CR	CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 3a	No CR	No CR	CR	CR	No CR
Option 3b	No CR	No CR	CR	No CR	CR
Option 3c	No CR	No CR	No CR	CR	CR

This chart assumes student has no prior grades of 'F' or 'W'.

Students who use the Credit Remediation (CR) option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on Monitored Academic Status (MAS). Students with prior academic setbacks or timeline delays (F or I grade, LOA/W, APRC/CAPPS stipulations) may be ineligible for one or both CR options.

Note: In year 2, Terms 3 and 4 CRs are counted separately— a CR in Term 3 counts as 1 CR, and a CR in Term 4 counts as a separate CR.

In addition to meeting academic performance standards for progress, students must also progress through the MD program within the established timeline. Disruptions to a student's program, whether as a result of personal or academic setbacks (e.g., repeated courses, LOAs), may prevent the student from maintaining timeline requirements.

Although timeline extensions may be permitted (e.g., CR, LOA), the APRC will consider these extensions when making recommendations for the retention or dismissal of students. Students who have timeline delays or interruptions will be placed on a Monitored Academic Status (MAS) for the duration of the MD program.

At the end of each academic term 1-5, the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC will make recommendations to the Dean of Basic Sciences for a student's progression, promotion or dismissal. Students who fail to meet standards may be allowed to remain in the program if they have had no previous failure to meet standards and no timeline delays. Students with previous failures to meet standards and/or timeline delays may be granted an additional term on MAS or recommended for dismissal in the following situations:

FAILING GRADES

A failing grade ("F") is defined as a final course grade of less than the minimum passing grade established for each term. **If this is the student's first attempt at a course, there are two possible consequences of a failing grade:**

a. Continue on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program, despite failing to meet satisfactory academic performance, if the following conditions are met:

1. No previous F grade in any course in a prior term.
2. No more than one of the following timeline delays:
 - a. Credit Remediation option (CR)
 - b. Leave of Absence (LOA)

The student will be given an opportunity to repeat the course in the ITI and will be placed on MAS for the subsequent term. Additional stipulations will be applied.

The student will be permitted to register for the course a second time and to earn a second grade for the course. The grade and credits earned on both the first and the second attempt at a course will be calculated into the cumulative WMPG. The grade earned on the second attempt does not replace the grade earned on the first attempt.

b. Recommended for Dismissal

Students will be recommended for dismissal if any one of the following applies to them:

1. Two of the following in any combination:
 - a. Prior Credit Remediation option (CR)
 - b. Prior Leave of Absence (LOA)
2. One of the following:
 - a. Previous F grade in a course
3. The student will exceed the 3 years maximum allowed to complete Terms 1-5, if permitted to progress.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPs, as per the section on REVIEW, DISMISSAL AND APPEAL PROCESS

MONITORED ACADEMIC STATUS (MAS)

Monitored Academic Status (MAS) is an internal marker placed in students' progress files by the Dean of Basic Sciences or the Office of the Dean. It allows students who are at risk of not making satisfactory academic progress to continue in the program with additional academic advising. Students are placed on MAS throughout the academic program if they meet any of these conditions:

Failing a Term 1-5 course

Requiring an extra term to complete the Basic Sciences program (CR, LOA)

Students on MAS are assessed, supported and monitored by the Academic Advising and Development Support (AADS) division of the Dean of Basic Sciences Office or the Student Support Services in the Office of the Dean in the clinical years. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

RECOMMENDATION FOR DISMISSAL DURING TERMS 1-5 AND BEFORE CLINICALS

The following criteria will be used by the APRC to determine end of term dismissal recommendations:

1. Failure to complete the basic science curriculum within three years.
2. A second failure to earn a passing grade during basic sciences. Only one F grade is allowed during basic sciences.
3. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
4. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CRs.
5. Failure to meet CAPPs stipulations after the CAPPs retains a student following an appeal of a recommendation for dismissal.
6. Failure to begin clinical rotations within 6 months, after taking the maximum 3 years to complete the Basic Sciences.
7. Failure to accept the terms of the APRC letter by the deadline specified.

All students who are recommended for dismissal can appeal to the CAPPs, as per REVIEW, DISMISSAL AND APPEAL PROCESS

RECOGNITION OF ACHIEVEMENT

Students who have high cumulative WMPGs are recognized for their achievement as follows:

Cumulative WMPG \geq 95%: Students are placed on the Chancellor's List and promoted to the next term.

Cumulative WMPG \geq 90% - 94.99%: Students are placed on the Dean's List and promoted to the next term.

STANDARDS FOR PROFESSIONAL BEHAVIOR

The faculty has established professional standards and requires all medical students to meet these standards in order to progress and successfully complete the Four-Year MD Program. The School reserves the right to issue a warning, to place on probation, suspend or to dismiss a student whose behavior renders the student unable to meet the required standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 10% penalty of the total available course points and may result in an F grade for the course in which the student is registered. Penalties may be summative if there are multiple penalties. During clinical rotations, professional behavior is worth 20% of the final grade.

Students are expected to abide by the University Code of Conduct and to demonstrate professional behavior at all times. The University Code of Conduct can be found on our website. The Dean of Basic Sciences and/or the Dean of Clinical Years (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

PROBATION FOR UNPROFESSIONAL BEHAVIOR

Probation is reflected in students' progress files for students who violate the standards of professional behavior as defined by the Code of Conduct. Probation allows students who do not meet these standards to continue in the Doctor of Medicine program for a specified period with a prescribed course of action. Students will be monitored for adherence to stipulations specified in their probation letters. Although probation does not appear on a student's transcript, the School of Medicine must supply this information if it is requested by external agencies, such as a state licensing board. While on probation, students' behavior must improve in accordance with the specific written stipulations given to students. Students who fail to meet the prescribed course of action risk a recommendation of dismissal.

Information regarding University Disciplinary and Judiciary Policies and Procedures can be found on the Carenage on the University website.

THE COMMITTEE FOR SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL STANDARDS (CAPPS)

CAPPS ACADEMIC APPEALS PROCESS

The mission of the CAPPS is to make fair and objective decisions on individual student appeals.

Although the School of Medicine is committed to providing students with remediation and support needed to facilitate student success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as student's performance history, timeline and academic risk factors.

APRC and CAPPS TERMS 1-5

REVIEW, DISMISSAL AND APPEAL PROCESS

Following each major examination, the APRC, comprised of Course/ Module Directors and Dean of Basic Sciences representatives, will conduct a review and analysis of student performance. At this meeting, the APRC will identify students at risk of failing to meet academic standards.

Following each major examination, Academic Advisors will counsel at-risk students and inform them of the appeals process, should they find themselves recommended for dismissal at the end of the term.

At the conclusion of the final exam period for each term, the APRC will conduct comprehensive review and analysis of student performance. The APRC makes academic progress recommendations to the Dean of Basic Sciences based on students' achievement of School of Medicine standards as stated in the Student Manual or in additional post-appeal CAPPS stipulations.

Within two working days of the APRC meeting, the Dean of Basic Sciences will email an offer for the student to continue in the program (with stipulations) or a recommendation for dismissal to any student who fails to meet the standards. Students permitted to continue must reply to the email indicating they have accepted the offer to continue with stipulations within the timeframe specified in the email. For those students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified may result in a recommendation for dismissal. For those recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw, and specify the timeframe in which to do this.

The email will provide a link to the electronic Appeal Form which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal by the stipulated deadline (see timeline below). The submission will be automatically directed to the CAPPS office. Once the timeframe to submit the appeal has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPS office in preparation for the review by the committee. Should a student fail to submit his/her appeal by the stipulated deadline, there is no guarantee that the appeal will be reviewed. While preparing their appeals and considering what supporting

documentation to include, students should bear in mind that there is only one opportunity to appeal a recommendation for dismissal. Extensions to the appeal deadline will not be granted, nor will additional appeals.

If a student's appeal is successful, the CAPPs will determine the conditions a student must meet to progress in the MD program. A letter will be issued to the student detailing the conditions as specified by the CAPPs. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPs conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the CAPPs' conditions and does not withdraw within the specified timeframe, the student will be dismissed.

Students who are retained after a successful appeal of a recommended dismissal are placed on a Period of Academic Focus (PAF). Students on PAF are assessed, supported and monitored by the Academic Advising and Development Support division of the Dean of Basic Sciences Office. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

The APRC reviews students on a PAF each term. During Terms 1-5, students are removed from a PAF by successfully achieving School of Medicine standards for the duration of Terms 1-5 and satisfying their academic plan as prescribed by the Dean of Basic Sciences or the CAPPs.

If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the MD program within a specified timeframe. If the student does not withdraw within the specified timeframe, the student will be dismissed. The School of Medicine has no further mechanism for appeal.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

Question Review

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

Grading Scale

The current grading scale of St George's University School of Medicine, for incoming from Fall 2019 is based on percentage scores as follows;

Grade	Numeric Grade
Honors	89.50-100
High Pass	79.50-89.49
Term 1	
Pass	69.50
Fail	≤ 69.49
Term 2	
Pass	71.50
Fail	≤ 71.49
Terms 3, 4, 5	
Pass	72.50
Fail	≤ 72.49
I	N/A
W	N/A
CR	N/A

For students matriculated prior to Fall 2019 the grading scales are:

	Term 2			Term 3, 4 and 5	
	From	To		From	To
A+	96.5	100	A+	96.5	100
A	92.5	96.49	A	92.5	96.49
A-	89.5	92.49	A-	89.5	92.49
B+	86.5	89.49	B+	86.5	89.49
B	82.5	86.49	B	82.5	86.49
B-	79.5	82.49	B-	79.5	82.49
C+	76.5	79.49	C+	76.5	79.49
C	72.5	76.49	C	72.5	76.49
C-	71.5	72.49	C-	NO C-	
F	1	71.49	F	1	72.49
I	0.5	0.99	I	0.5	0.99
CR	0	0.49	CR	0	0.49

Publication of Results

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

Reporting of Errors

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

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

Technical errors reported after the deadline will not be considered.

Change of Published Results

A published result can only be changed if the published score or grade is incorrect, and errors have been reported in time.

COURSE AND INSTRUCTOR CRITIQUE PROGRAM

Course and Instructor Critiques: Students are expected to participate in all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student participation in the Evaluation Process is mandatory: When requested, students in a course are expected to complete all required faculty and course evaluations. The critiques coordinator notifies students when evaluation periods have begun and sends periodic reminders to ensure that critiques are submitted within the allotted time frame. Failure to complete all required course and instructor critiques means that students did not fulfill all course requirements. The Office of Institutional Advancement, which runs the Course and Instructor Critique Program, send a letter of non-compliance to the students for non-participation. If the student is non-compliant again, the OIA refers the student to the Dean of Students Office for continued unprofessional behavior.

The Importance of Evaluation

Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves as students' needs and expectations are considered.

Feedback

At the beginning of each term, course directors will address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

SGU WISDOM

SGU is the first medical school in the world to use a safe digital platform designed to help your Advisors and other SGU leaders understand what matters to you. It also provides a secure way for students to learn a little bit about each other. We call it **SGU Wisdom**, and it's all about listening.

Please go to **SGU Wisdom**, sign up, and do the My Self section by February 1 – it takes less than 10 minutes. If you signed up in the fall, please be sure that the My Self section is complete and up to date. Note that we consider completing SGU Wisdom a behavioral sign of professionalism, so please be sure to follow through.

You will see the Snapshots for Colleagues (a bit about you that students can access) and Snapshots for Leaders (a little more about you that advisors and other leaders can access) in real time. It's a great opportunity to make the SGU community even stronger.