

Table of Contents

Doctor of Medicine Program - 4 Year MD (SOM) Student Manual | Page 4

Doctor of Medicine Program - 4 Year MD | Page 4

Glossary | Page 4

Overview on Becoming an MD | Page 4

Mission | Page 4

Curriculum | Page 4

Overarching Goals | Page 4

4 Year MD Overarching Goals | Page 4

Medical Knowledge | Page 4

Clinical Skills | Page 5

Professional Behavior | Page 5

Program Commitment Policy for Matriculating Students | Page 5

Matriculated Students | Page 5

Technical Standards for 4 yr MD Program | Page 6

Technical Standards | Page 6

Observation Skills | Page 6

Communication Skills | Page 6

Motor Skills | Page 6

Intellectual/Conceptual, Integrative and Quantitative Abilities | Page 6

Behavioral and Social Attributes | Page 6

Computer Literacy | Page 7

Professional Commitment | Page 7

Standards for Professional Behavior | Page 7

Probation for Unprofessional Behavior | Page 7

Communication Requirements for 4 yr MD Program | Page 8

Communication Requirements | Page 8

Participation in Continuous Quality Improvement | Page 8

End of Module Evaluation | Page 8

End of Module Questions | Page 8

End of Course Evaluation | Page 9

Learning Environment Evaluation | Page 9

Registration | Page 9

SOM Registration Requirements | Page 9

Registration Check-In | Page 9

Matriculation Timelines for All Students | Page 10

Timeline for August Matriculants | Page 10

Timeline for January/April Matriculants | Page 10

Extended Time Lines | Page 10

Timeline Requirements for the MD Program | Page 11

Clinical Transition Course | Page 11

Timelines | Page 11

The Basic Sciences Segments | Page 11

The Clinical Segment | Page 11

Enrollment Status and Vacation Times | Page 12

Enrollment Status and Vacation Time | Page 12

Grading Policies for 4 Year MD | Page 12

Basic Sciences Grading Policies | Page 12

August 2019 Matriculants | Page 12

All Other Matriculants (Prior to August 2019) | Page 13

Definitions | Page 13

Course and Clerkship Participation | Page 14

Absences from Required Basic Sciences

Course Activities (Non-Exams) | Page 14

Clicker Check Policy - Terms 1-5 | Page 14

Clicker Check Policy - Terms 1.5 | Page 14

Faculty Panel for Academic Professionalism | Page 15

BPM and PCM Examinations | Page 16

Assessments in Basic Sciences | Page 16

Other Mandatory Assessments | Page 16

Basic Sciences Comprehensive Examinations (BSCE) | Page 16

Basic Sciences Comprehensive Exam (BSCE) 1 | Page 16

Basic Sciences Comprehensive Exam (BSCE) 2 | Page 16

Objective Structured Clinical Examination (OSCE), Objective

Structured Practical Examination (OSPE) and Online Clinical

Evaluation Exercise (OCEX) | Page 16

Absenteeism or Lateness to Practical Clinical Skills

Assessments | Page 17

Medical Excuses from Exams | Page 17

Religious Observances | Page 17

Medical Excuse | Page 17

Procedure for Submitting Medical Excuse (ME) | Page 18

Process for Resolution of Missed Examinations | Page 18

Examination Policies | Page 18

SOM Examination Scheduling Policy | Page 18

Applicability | Page 18

Written Course Examination | Page 18

Modular Course Examination | Page 18

Practical Course Examination | Page 19

Basic Sciences Comprehensive Examination (BSCE) | Page 19

NBME Subject Examination | Page 19

NBME Comprehensive Examination | Page 19

Examination Services | Page 19

Chief Proctor | Page 19

Completion Examination | Page 19

Make-up Examination | Page 19

Basic Sciences Written Examinations | Page 19

Number of Written Course Examinations in the Basic Sciences | Page 20

Practical Course Examinations in the Basic Sciences | Page 20

Basic Sciences Completion Examinations | Page 20

Clinical Years Written Examinations | Page 20

Venue Requirements | Page 20

Publication of Examination Schedules | Page 21

Re-Scheduling of Examinations | Page 21

Adverse Conditions in an Examination Venue | Page 21

Compromised Integrity of an Examination | Page 21

Procedures following Examination Termination/Invalidation | Page 22

Guidelines for Rescheduling Examinations | Page 22

Coverage | Page 23

Applicability | Page 23

General Rules for all Course Examinations | Page 23

Students taking the Examination Onsite (in-person) | Page 23

Medical or Technical Issues | Page 24

Reporting of Adverse Testing Conditions | Page 24

Students Taking The Examination Online | Page 25

Prior to Exam Day | Page 25

Examination Download | Page 25
Examination Day Preparations | Page 26
Password Announcement | Page 26
The Examination | Page 26
Technical Issues | Page 27
Appeals Process | Page 27
After the Examination | Page 27
Faculty Panel on Academic Professionalism (FPAP) | Page 28
Missed Examination | Page 28
Outcome of an FPAP Hearing | Page 29
Failure to Comply with Online Examination Policy or Procedures | Page 29
Examination Compliance | Page 29
Appeals Process for Exam Protocol Violations | Page 30

Student Support in the First Two Years | Page 30

Student Support Services | Page 30
College System | Page 30
Academic Advice | Page 30
Learning Strategies Advice | Page 31
Wellness Advice | Page 31

Alternative Pathways | Page 31

Interactive Team Instruction Methods (ITI) | Page 31
Entry into ITI | Page 31
Credit Remediation (CR) | Page 32

Satisfactory Grades for the MD Program | Page 33

Satisfactory Academic Performance | Page 33
Minimum Standards Prior to August 2019 | Page 33
Minimum Standards from August 2019 | Page 33

Academic Progress for MD Program | Page 33

Academic Progress | Page 33
Failing Grades | Page 34
Course of < 4 credits | Page 34
Course of > 4 Credits | Page 34
Recognitions of Achievement | Page 35

Review of Student Performance for Progress, Promotion and Retention | Page 35

Monitored Academic Status and Recommendation for Dismissal | Page 35

Monitored Academic Status (MAS) | Page 35
Recommendation for Dismissal During Terms 1-5 and Before Clinicals | Page 36

Committee For Satisfactory Academic Progress And Professional Standards (CAPPS) | Page 36

Committee for Academic Progress and Professional Standards (CAPPS) | Page 36
Review, Dismissal and Appeal Process | Page 36

Federal Satisfactory Academic Progress (SAP) | Page 37

Evaluation Points | Page 38
Academic Standard – Qualitative Measure | Page 38
Cumulative Standard | Page 38
Pace Progression Standard – Quantitative Measure | Page 38

Maximum Timeframe | Page 38
Treatment of Non-Earned Grades | Page 38
Repeat Courses | Page 38
Transfer Credits | Page 38
Sanctions | Page 38
Terms 1-5 | Page 38
Terms 6-10 | Page 39
Loss of Title IV Eligibility | Page 39
Appeal Process | Page 39
Outcomes of Appeal | Page 39
Academic Plan | Page 39

Additional Transcript Notations | Page 39

I: Incomplete | Page 39
NG: No Grade (only for the Clinical years) | Page 40

Appendix | Page 40

Promotion into Clinical Program (USMLE Information) | Page 40

Promotion into the Clinical Program (USMLE Information) | Page 40
Progression Requirements – Year 2 to Year 3 | Page 40
Administrative Requirements | Page 40
Academic Requirements | Page 40
Progression Requirements for Year 3 to Year 4 | Page 40
Timeline Requirements | Page 41
Criminal Background Check | Page 41
Clinical Terms | Page 41
Bridge Time for Students | Page 41
Clinical Examinations | Page 41
The United States Medical Licensing Examination (USMLE) | Page 41
USMLE Application | Page 42

Licensure | Page 42

Clinical Terms - Guidance Resources and Schedules | Page 42

Clinical Terms- Guidance Resources and Schedules | Page 42
A Three-Year Clinical Schedule | Page 42
Extended Timelines in the Clinical Program | Page 43

Clerkship Grading | Page 43

About Clerkship Grading Policies | Page 43

Graduation | Page 43

Graduation Assessment Board | Page 43
Requirements for Graduation | Page 44
Honors Designations | Page 44

Teacher-Learner Expectations | Page 44

Teacher Learning Expectations | Page 44
Guiding Principles | Page 44
Responsibilities of Teachers and Learners | Page 45
Relationships Between Teachers and Students | Page 45
Policy on Non-Fraternization Relationships | Page 45

Learning Environment Policy | Page 46

Diversity and Inclusion Policy | Page 46

Definitions | Page 46
Responsibilities | Page 47

Nondiscrimination Policy | Page 47

Doctor of Medicine Program - 4 Year MD (SOM) Student Manual

Doctor of Medicine Program - 4 Year MD

Glossary

APRC	ACADEMIC PROGRESS REVIEW COMMITTEE
BPM	BASIC PRINCIPLES IN MEDICINE
BSCE 1	BASIC SCIENCES COMPREHENSIVE EXAMINATION 1
BSCE 2	BASIC SCIENCES COMPREHENSIVE EXAMINATION 2
CAPPS	COMMITTEE FOR ACADEMIC PROGRESS AND PROFESSIONAL STANDARDS
CBSE	COMPREHENSIVE BASIC SCIENCE EXAMINATION
CR	CREDIT REMEDIATION
DES	DEPARTMENT OF EDUCATIONAL SERVICES
DOS	DEAN OF STUDENTS
ECFMG	EDUCATIONAL COMMISSION OF FOREIGN MEDICAL GRADUATES
GAB	GRADUATION ASSESSMENT BOARD
ITI	INTERACTIVE TEAM INSTRUCTION
LOA	LEAVE OF ABSENCE
MAS	MONITORED ACADEMIC STATUS
NU	NORTHUMBRIA UNIVERSITY
NBME	NATIONAL BOARD OF MEDICAL EXAMINERS
OCG	OFFICE OF CAREER GUIDANCE
OIA	OFFICE OF INSTITUTIONAL ADVANCEMENT
OUR	OFFICE OF THE UNIVERSTY REGISTRAR
OSCE	OBJECTIVE STRUCTURED CLINICAL EXAMINAITIONS
OSPE	OBJECTIVE STRUCTURED PRACTICAL EXAMINATIONS
PAF	PERIOD OF ACADEMIC FOCUS
PCM	PRINCIPLES OF CLINICAL MEDICINE
SAP	SATISFACTORY ACACDEMIC PROGRESS
SGUSOM	ST. GEORGE'S UNIVERSITY SCHOOL OF MEDICINE
USMLE	UNITED STATES MEDICAL LICENSING EXAM
WMPG	WEIGHTED MEAN PERCENT GRADE

Overview on Becoming an MD

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.

Curriculum

The Four-Year MD program curriculum is dynamic and innovative. The program consists of a 157-week curriculum divided into 10 terms. The school offers students the option to choose different schedules. Students can complete the program in four years. Students have the option to extend the program to a maximum duration of six years for no additional tuition if they wish to do research, take extra time to study or decide to experience additional clinical rotations. During the first two years, students study Basic Principles of Medicine (BPM) and Principles of Clinical Medicine (PCM) on the True Blue campus in Grenada. Students are also given the option to enroll in the St. George's University School of Medicine/Northumbria University Four-Year MD Program (SGU/NU Program), which offers the same first year curriculum as that delivered on campus in Grenada at Northumbria University in the United Kingdom. During the last two clinical years, students train at the University's clinical centers and affiliated hospitals in the United States and the United Kingdom.

Overarching Goals

4 Year MD Overarching Goals

SGU SOM has constructed its curriculum around three domains: Medical Knowledge, Clinical Skills, and Professional Behavior. At the time of graduation, all medical students will be deemed to have met these MD Program Objectives:

Medical Knowledge

1. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
 1. 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.
 2. The principles of normal homeostasis including molecular and cellular mechanisms.
 3. The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases.

2. Incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients, as well as their impact on families and caregivers.
3. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects.
4. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
5. Apply the theories and principles that govern ethical decision- making in the management of patients.
6. Evaluate and apply clinical and translational research to the care of patient populations.

Clinical Skills

1. Communicate effectively with patients, their families and members of the health care team.
2. Obtain a comprehensive and/or focused medical history on patients of all categories.
3. Perform physical and mental status examinations on patients of all categories appropriate to the patient's condition.
4. Document pertinent patient health information in a concise, complete and responsible way.
5. Select appropriate investigations and interpret the results for common and important diseases and conditions.
6. Recognize and communicate common and important abnormal clinical findings.
7. Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
8. Apply effective problem solving strategies to patient care.
9. Perform routine and basic medical procedures.
10. Provide patient education for all ages regarding health problems and health maintenance.
11. Identify individuals at risk for disease and select appropriate preventive measures.
12. Recognize life threatening emergencies and initiate appropriate primary intervention.
13. Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.

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

Professional Behavior

1. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
2. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
3. Be responsible in tasks dealing with patient care, faculty and colleagues including health-care documentation.
4. Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care.
5. Demonstrate a commitment to high professional and ethical standards.
6. React appropriately to difficult situations involving conflicts, non- adherence and ethical dilemmas.
7. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
8. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
9. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.
10. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

Program Commitment Policy for Matriculating Students

Matriculated Students

Students matriculated into the St. George's University School of Medicine/Northumbria University Four-Year MD Program (SGU/NU Program), given in conjunction with Northumbria University (NU) in Newcastle, United Kingdom, complete the Basic Principles of Medicine Terms 1 and 2 in the first academic year of the Four-Year Doctor of Medicine program in the United Kingdom. Upon successfully meeting the required standards for

Terms 1 and 2, students then proceed to their second academic year at St. George's University in Grenada. This also applies to students who take a leave of absence (LOA) or repeat coursework. This means that students remain in the United Kingdom (or return there if on LOA) until they are promoted into Term 3 when they proceed to Grenada.

NOTE: *Students who matriculate into the first year of the four-year MD program in Grenada do not have the option of matriculating into the SGU/NU Program for part of the first year of their program.*

Technical Standards for 4 yr MD Program

Technical Standards

Candidates for admission to the MD program must have functional use of the somatic senses, adequate motor capabilities to negotiate situations in which these senses would be employed and the ability to integrate data acquired via these senses. Compensation through technology for deficiencies in any of these areas may be acceptable; however, such compensation should not preclude a candidate's abilities to act reasonably and independently. The use of a trained intermediary would mean that the candidate's judgment must be mediated by another person's power of selection and observation; therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the skill areas specified below.

Observation Skills

Applicants/Medical students must be able to participate actively in all demonstrations and laboratory exercises in the first two years of the curriculum and to assess and comprehend the condition of all patients assigned to them for examination, diagnosis and treatment.

Communication Skills

Applicants/Medical students must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess verbal and non-verbal communications and be able to effectively and efficiently transmit information to patients, fellow students, faculty,

staff and all members of the health care team. Communication skills include speaking, reading and writing, as well as the observation skills described above.

Motor Skills

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

Intellectual/Conceptual, Integrative and Quantitative Abilities

Applicants/ Medical students must be able to measure, calculate, reason, analyze, and synthesize. Problem-solving, a critical skill demanded of physicians, requires all of these intellectual In addition, applicants/medical students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Applicants/ Medical students must have the capacity to perform these problem-solving skills in a timely fashion.

Behavioral and Social Attributes

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

Computer Literacy

In the 21st century profession of medicine, basic computer literacy is an essential skill. Students and graduate physicians must understand and be able to utilize unaided technology used in education, medical records and in the transmission of data and information with the patient and throughout the medical system.

Professional Commitment

When students enter the Four-Year MD program, 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.”

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. 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 Senior Associate Dean of Basic Sciences Office and/or the Office of the Senior Associate Dean of Clinical Studies (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

All students are expected to read the entirety of the Student Manual prior to starting Term 1 of the Basic Sciences. All students are expected to read the entirety of the Clinical Training Manual prior to starting clinical rotations.

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 [SGU Portal](#).

Communication Requirements for 4 yr MD Program

Communication Requirements

Students are responsible for ensuring that the SGUSOM can contact them at all times. They should notify the Office of the University Registrar of any change in contact information as soon as possible. Students must monitor their SGU email and respond to all university communications during their entire matriculation at the University; this includes during the academic terms, between 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 including SGU email, respond to communications, or to act on information contained in communications from the School, including failure to attend mandatory meetings as specified by the Dean of the School of Medicine; the Dean of Students (DOS), the Sr. Associate Dean of Basic Sciences (DOBS), Sr. Associate Dean of Clinical Studies Office; Academic Advising, Development and Support Division; Course and Clerkship Directors; Directors of Medical Education 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 either a recommendation of dismissal from the University or an administrative withdrawal from the University.

Participation in Continuous Quality Improvement

Student feedback is critical to the continued growth of the University and its future students. Student feedback about the quality of instruction at SGU helps to improve the education of future medical professionals. It is the professional responsibility of all students to complete evaluations for each course and clerkship. Students who fail to participate in the

evaluation process are considered non-compliant and unprofessional and may be subject to disciplinary action.

Any student with issues or concerns relating to their academic program in Terms 1-5 should bring them to the attention of a representative from the Student Government Association (SGA). The usual route for such issues is to then bring them to the attention of the relevant SOM committee (Student Academic Affairs Committee, Curriculum Committee, Non-academic Affairs Committee, etc.). The SGA may then bring the issue to the Senior Associate Dean of Basic Sciences Office. This route ensures that issues impacting the class are efficiently dealt with in a timely manner.

The Senior Associate Dean of Basic Sciences' office meets regularly with students during the term at "Meet the Deans" sessions, and with the SGA representatives for each term.

End of Module Evaluation

Please rate the quality of the following elements of the BPM 3 module 1 where appropriate:

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

End of Module Questions

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

End of Course Evaluation

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

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

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

Learning Environment Evaluation

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

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

If any mistreatment was witnessed, please document in comment box.

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

Registration

SOM Registration Requirements

All students in terms 1 -5 will be automatically pre-registered for their required courses and must complete registration check-in on or before the first day of each term as scheduled by the Office of the University Registrar.

The Office of Clinical Education Operations makes hospital assignments and schedules all clerkships in year 3 based on the clinical sites available and Electronic Preference Forms submitted by students. Students schedule rotations in year 4 in concert with school personnel.

Registration Check-In

To register for Terms 1 – 5, students must have financial clearance, academic clearance and health insurance. Students who are not in good financial standing are required to work with the **Office of Student Finances** to resolve their outstanding balances. If students are recipients of federal and/or alternate student loans, all required documentation must be received before financial clearance is provided.

Students in dual degree programs (MD/MSc, MD/MBA or MD/MPH) need clearance from their Graduate Studies Program advisor; they will then register for both programs simultaneously, if applicable. Students should not proceed to Grenada without financial and academic clearance.

More information on registration, billing and late payments is in the **General Student Manual**.

Matriculation Timelines for All Students

Timeline for August Matriculants

Students who matriculate in the August term complete their MD program in four years, assuming no extension to their timeline.

1. Basic Sciences: Students complete these courses in May of the second year following their matriculation.
2. Start of the clerkship year: Students who wish to start clinical training in the United States take the USMLE Step 1 in July and start their first clinical term in August or September. Students who wish to start clinical training in the United Kingdom do not have to take the USMLE Step 1 and can start in the United Kingdom.
3. End of the advanced clinical year: Students complete the clinical curriculum by May or June in the second year following the commencement of clinical training (e.g., if clinical training begins in July, August, or September 2019, then graduation is in June 2020). This is four years or less after matriculation. Students interested in a US residency should seek a May graduation date, if possible, to ensure ECFMG paperwork and state licensing paperwork prior to the start of residency orientation. Terms 6 through 10 represent an intensive educational period. Students who start in September have approximately 90 weeks to complete an 80-week curriculum. During this time, students interested in a US residency also study for and take the USMLE Step 2 (CK) and apply for residencies.

Timeline for January/April Matriculants

Students who matriculate in the January/April term generally complete their MD program in four and a half years (4.5), assuming no extension to their timeline.

1. Basic Sciences: Students complete these courses in December of the second year following their matriculation.
2. Start of the clerkship year: Students who wish to start clinical training in the United

States take the USMLE Step 1 in March and start their first clinical term in May or June. Students who wish to start clinical training in the United Kingdom do not have to take the USMLE Step 1 and can start in the United Kingdom in January or April.

3. End of the advanced clinical year: While students can graduate in December in the second year after starting clinical training, most students opt to graduate in May, approximately two years after starting clinical training. Terms 6 through 10 represent an intensive educational period. Students who start in May have approximately 100 weeks to complete an 80-week curriculum and graduate in June. During this time, students interested in a US residency also study for and take the USMLE Step 2 (CK) and apply for residencies.

Extended Time Lines

Students are expected to complete Basic Sciences within five consecutive terms in order to complete this portion of their MD program in two years (as described above). Nonetheless, students who encounter unanticipated personal setbacks or academic difficulties can request an extension of the timeline.

Students may be granted a timeline extension for one of the following reasons:

- Leave of Absence (LOA) to address personal setbacks (example, medical conditions) that prevent the student from successfully completing the academic term
- Credit Remediation (CR) when academic performance is at risk of not meeting academic performance standards
- A recommendation by the Academic Progress Review Committee (APRC) or by the Committee on Academic Progress and Professional Standards (CAPPS) for a student to repeat failed coursework.

Students should note, however, that timeline extensions will be factored into the decision-making and recommendation process of the APRC and the CAPPS should students subsequently fail to meet performance standards.

Additional LOAs between Terms 5 and 6 may be granted.

Timeline Requirements for the MD Program

The MD program is designed for students to complete in 4 or 4.5 years depending on matriculation, with 2 years spent studying the Basic Sciences phase (Year 1 and Year 2) and 2 years spent completing the Clinical Studies phase (Year 3 and Year 4). Students may take additional time to remediate courses, prepare for Step exams (bridge time), or take Leave of Absence for a variety of reasons. However, students may not take more than 6 years from the date of matriculation to complete the MD program.

Students intending to start the Clinical Science phase in the US will typically use time available between the Basic Sciences phase and Clinical Science phase ("GAP" time) to prepare for and take the Step 1 exam. Students who complete the Basic Science phase in 2 years have up to 1 year to start the Clinical Phase and those who have taken 2.5 years have up to 6 months; however most students progress to clinicals within 3-5 months to ensure their timelines fit with ideal clerkship start dates, Step 2 schedules, and the NRMP timing and are discouraged from taking an excessive amount of time between the phases unless content remediation for the Step 1 warrants additional preparation time. Those students who have taken the maximum 3 years to complete the Basic Sciences must start their clinical studies in the US or the UK within 6 months of completing the Basic Sciences. In rare cases, students may have been granted an exception as a result of failing a course of <4 credits or by the CAPPs to take additional time to complete the Basic Sciences. In such cases, students must progress from the Basic Sciences directly to the Clinical Science phase at the next available clerkship start date.

Regardless of when the clinical phase begins (the first clerkship), students must remain on track to complete the MD program within 6 years of matriculation. Due to the expectations and timeline for completing the clinical phase, any student with less than 2 years remaining timeline, who has not yet started the clerkship phase, or any student who delays progress during the clinical phase such that a 6 year completion is impossible, will be reviewed by the APRC and may be recommended for dismissal. Any student recommended for dismissal may appeal to the CAPPs.

Clinical Transition Course

After successfully completing Term 5, students will be enrolled in a Clinical Transition Course that is a mandatory requirement for graduation. Students will be required to maintain communication with AADDs advisors until they sit for and pass USMLE Step 1 or start clinical rotations in the UK. A lack of communication will be considered a failure to meet professional behavior standards. Failure to meet professional behavior standards may result in students not being promoted to clinical rotations and/or being recommended for dismissal.

Timelines

Timelines

The School of Medicine sets high standards for academic progress within the MD Program. In order to maintain satisfactory academic progress, students must continually meet all grade, timeline and professional standards for progress, promotion and retention.

The Doctor of Medicine program is designed to be continuous with minimal interruption. Each term serves as a building block for subsequent terms. Prolonged breaks between terms disrupt the educational process and may adversely affect academic success; therefore, leaves of absence are discouraged.

Students are expected to complete the Doctor of Medicine program within four years of matriculation. Students have the option to extend their timeline to a maximum six years in order to do research, extend their study time and/or complete additional rotations without additional tuition. The Doctor of Medicine program is divided into two segments as follows:

The Basic Sciences Segments

extends over two years and five consecutive terms. Students must complete this segment within three years of matriculation.

The Clinical Segment

extends over two years and five consecutive terms. Students must meet all graduation requirements within six years of matriculation.

Failure to complete and/or meet these requirements can result in a recommendation for dismissal.

Enrollment Status and Vacation Times

Enrollment Status and Vacation Time

The period between the completion of Term 5 and the start of Term 6 is considered vacation time, provided the student's clinical term begins within 20 weeks of the end of Term 5.

Due to the nature of the academic calendar, USMLE requirements and clinical placement schedules, students might not be able to start their first clinical term until after this vacation period ends. If this occurs, the student must be placed on a Leave of Absence (LOA). If the student is a US Federal aid recipient, the LOA will allow the student to maintain federal student loans in an "in school" deferment status. This LOA can be for a maximum of six months.

Beyond this time, the student's US Federal student loans will go into a repayment status, and the student will need to seek the necessary authorization to extend the LOA.

Students must complete the Basic Sciences within 3 years of matriculation and the full MD program within 6 years of matriculation. Students who have taken the maximum 3 years for the Basic Sciences must start clinicals within 6 months of completing the Basic Sciences. In the rare instance that the CAPPS has granted a student more than 3 years to complete the Basic Sciences (for courses > 4 credits), the student must start rotations at the first available start date following the completion of Basic Sciences requirements. Any delays starting clinical studies are factored into the 6-year maximum timeline.

PLEASE NOTE: While it is important that a student's interim LOA enrollment status is maintained for federal student loan purposes, it is not reflected on a student's transcript unless the student fails the USMLE Step 1 or declines the rotation that is made available to the student by the Office of Clinical Education Operations.

Grading Policies for 4 Year MD

Basic Sciences Grading Policies

The course requirements and grading policy are specified in each course syllabus for Terms 1-5. Students' transcripts reflect a students' achievement of course requirements and their academic performance.

Students are provided opportunities throughout the term to review their gradebooks to ensure all formative points are accounted for and to request a review of participation records. After each exam, students who wish to contest an examination score should contact the Course Director in writing within 24 hours of the posting of the score. Students who wish to contest a final course grade should contact the Course Director in writing within 24 hours of the posting of the grade. Students should state the basis for contestation (e.g., error in calculation, missing points, etc.). The Course Director will review the student's score or grade and report the result of the review in writing to the student and Senior Associate Dean of Basic Sciences Office before the deadline for grade finalization. If the matter remains unresolved, students may submit a written appeal to the Sr. Associate Dean of Basic Sciences Office within 24 hours of receiving the written determination from the Course Director.

August 2019 Matriculants

The grades on the transcripts are posted as Fail/Pass/High Pass/Honors. Numerical grades are used for the purpose of class rank and for promotions.

The passing grades are:

Term 1	69.50%
Term 2	71.50%
Term 3, 4, and 5	72.50%

Courses are graded numerically for the transcript. The conversion charts are as follows:

TERMS 1-5 GRADE DESIGNATIONS FOR STUDENTS WHO MATRICULATE IN AUGUST 2019 AND ONWARDS

TERMS 1-5 GRADE DESIGNATIONS

Grade	Numeric Grade	Attempted Credits	Earned Credits
Honors	89.50 +	Y	Y
High Pass	79.50 – 89.49	Y	Y
Term 1			
Pass	69.50 +	Y	Y
Fail	≤ 69.49	Y	N
Term 2			
Pass	71.50 +	Y	Y
Fail	≤ 71.49	Y	N
Terms 3, 4, 5			
Pass	72.50 +	Y	Y
Fail	≤ 72.49	Y	N
I		Y	N
W		Y	N
EP		Y	N
CR		Y	N

All Other Matriculants (Prior to August 2019)

Courses are graded numerically. The alpha grades on the transcripts are based on rounded, whole numbers, but the system holds the numeric grade to two decimal places for the purpose of class rank and for promotions.

The passing grade for each course attempted prior to August 2019 is 70%.

For courses taken from August 2019 onward, the following passing grades apply:

Term 1	69.50%
Term 2	71.50%
Term 3, 4, and 5	72.50%

For the transcript, the conversion charts are as follows:

TERMS 1-5 GRADE DESIGNATIONS FOR STUDENTS WHO MATRICULATED PRIOR TO AUGUST 2019

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
A+	97-100	Y	Y
A	93-96	Y	Y
A-	90-92	Y	Y
B+	87-89	Y	Y
B	83-86	Y	Y
B-	80-82	Y	Y
C+	76-79	Y	Y
C	73-75	Y	Y
<u>Courses Completed Prior to August 2019</u>			

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
C-	70-72	Y	Y
<u>Courses Completed After August 2019</u>			
C- (Term 1)	70-72	Y	Y
C- (Term 2)	72	Y	Y
<u>Courses Completed Prior to August 2019</u>			
F	0-69	Y	N
<u>Courses Completed After August 2019</u>			
F (Term 1)	0-69	Y	N
F (Term 2)	0-71	Y	N
F (Term 3, 4, 5)	0-72	Y	N
I		Y	N
W		Y	N
CR		Y	N

Definitions

H: Honors

A grade of Honors is given to a student whose performance is of a very high caliber.

HP: High Pass

A grade of High Pass is given to a student whose performance clearly exceeds the Pass requirement but does not reach Honors level.

P: Pass

Successful completion of all requirements.

EP: Exam Pending

Exam Pending for BSFCR

W: Withdrawal

The “W” designation is given if a student takes an LOA. A student who does not complete coursework because of a W will receive a grade of “W” on his/her transcript and will be expected to pay for the course(s) again if/when it is taken.

CR: Credit Remediation

See **CREDIT REMEDIATION (CR)** section.

Course and Clerkship Participation

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.

The faculty considers participation and engagement to be essential components 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, SGU Wisdom and continuous quality improvement measures such as module and instructor evaluations. **Course and Clerkship directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade.** Make-Up opportunities will not be offered for any missed activities. Students should consult their course Syllabi and clinical training manual for additional information related to course participation.

Absences from Required Basic Sciences Course Activities (Non-Exams)

Students are expected to participate fully for the entire duration of all required activities of the MD program and to 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.

The faculty considers participation and engagement to be essential components of professionalism. Except for examinations, there are no excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities.

Students must participate in all required educational activities as defined by Course Directors. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, SGU Wisdom, and continuous quality improvement measures such as module and instructor evaluations. **Course directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade.** Make-Up opportunities will not be offered for any missed activities. Students should consult their course Syllabi for additional information related to course participation.

Clicker Check Policy - Terms 1-5

Clicker Check Policy - Terms 1.5

Each student has a registered clicker (or turning point account) 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 will be taken to indicate the presence of the student registered to the clicker. To earn participation credit, students must attend 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 that has been partially attended, or for which the student has not attended, will result in referral to the Faculty Panel for Academic Professionalism (FPAP) 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 Faculty Panel for Academic

Professionalism (FPAP) 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 Senior Associate 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 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 Senior Associate Dean of Basic Sciences Office for the determination of the appropriate academic penalty. They may then be further referred to the Judiciary Office for the potential disciplinary action.

Faculty Panel for Academic Professionalism

The FPAP deal with all professional behavior issues whilst students are enrolled in the basic sciences courses, e.g., missed examinations, examination compliance issues, cheating, plagiarism, and/or behavior contrary to the outcome objectives and expectations provided in the student manual and syllabus.

Where appropriate, any course and examination noncompliance issues may be referred to a dean of basic sciences Faculty Panel on Academic Professionalism hearing. The Panel Hearings will be administered by the Office of the Senior Associate 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 Snr Assoc 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, and 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 committee may also require evidence of remediation and can define a customized remediation pathway for any infractions related to lapsed professional behavior. Course grades may be held as incomplete (I) until the student demonstrates any remediation outcomes as defined by the FPAP. The recommendation of the Panel is passed to the Snr Assoc Dean of Basic Sciences for action and communication to the student by the Senior Associate Dean of Basic Sciences Office.

BPM and PCM Examinations

Assessments in Basic Sciences

Summative assessments are an integral part of the MD program. Students must complete all Basic Sciences course examinations in order to meet course requirements and earn a final course grade.

Students are expected to comply with examination policies (see [Examination Policies](#)) and adhere to the master schedule (published on the [Office of the University Registrar site](#)), which provides examination dates and times.

The following are considered summative assessments:

- Written Course Examinations/Module Examinations
- Lab Practical Examinations
- Objective Structured Clinical Examinations (OSCEs)
- Objective Structured Practical Examinations (OSPEs)
- Online Clinical Evaluation Exercise (OCEX)
- Basic Sciences Comprehensive Examination 1 (BSCE 1)
- Basic Sciences Comprehensive Examination 2 (BSCE 2)
- Completion Examinations for missed examinations.
- Several of these assessments are comprehensive examinations and are described in further detail in the next section.

Other Mandatory Assessments

Other mandatory assessments may be outlined in each respective Course Syllabus, e.g. Occupational Safety and Health Administration (OSHA), Health Insurance Portability and Accountability Act (HIPAA), Patient Care Assignments, the Credit Remediation (CR) Final Self-directed Learning Assignment, etc.

Students who do not complete or submit mandatory assessments will receive a zero for the missed assessment and an Incomplete grade for the course. Students must contact the Course

Director to arrange to complete or submit the missed assessment. Failure to resolve the missed assessment by the end of term, will result in a failing grade for the course.

Comprehensive Examinations

Basic Sciences Comprehensive Examinations (BSCE)

The BSCE 1 and BSCE 2 are comprehensive examinations administered during the Basic Sciences. Questions are drawn from the question banks of all disciplines contributing to the Basic Sciences Courses preceding these examinations.

Basic Sciences Comprehensive Exam (BSCE) 1

The BSCE 1 provides an assessment of students' understanding of term 1 and 2 content after completion of all Year 1 coursework. In addition, this examination helps students evaluate their approach to taking standardized examinations and to build the test-taking skills needed for future comprehensive examinations. This examination also provides feedback about content areas that require remediation. The BSCE 1 grade is incorporated into the Basic Principles of Medicine 2 final course grade in Term 2.

Basic Sciences Comprehensive Exam (BSCE) 2

The BSCE 2 exam is designed to measure students' requisite knowledge of Year 1 and Year 2 content. The BSCE 2 scores are determine the Basic Sciences Foundation of Clinical Reasoning (BSFCR) final course grade in Term 5, as outlined in the course syllabus.

Objective Structured Clinical Examination (OSCE),

Objective Structured Practical Examination (OSPE) and Online Clinical Evaluation Exercise (OCEX)

OSCEs and OSPEs are standardized comprehensive clinical examinations. They are administered during Terms 1, 2 (OSPEs) and 4, 5 (OSCEs). OSPEs and OSCEs are designed to measure students' requisite clinical skills during Years 1 and 2. These exams provide an assessment of students' understanding and mastery of the clinical skills taught throughout the terms 1-5. In addition, these examinations are designed to help students evaluate their approach to taking standardized examinations and to build the test-taking skills needed for future comprehensive clinical skill examinations. The OSPE 1 and 2 grades are incorporated into the Basic Principles of Medicine 1 and Basic Principles of Medicine 2 final course grades, respectively. OSCE 1 and 2 grades are incorporated into the Principles of Clinical Medicine PCM1 and PCM2 courses.

OCEX assessments have been developed to temporarily cover practical clinical examinations during the period of the online delivery of Basic Sciences courses. They include interactive student-patient (or standardized patient) encounters using a video conferencing platform and are designed to resemble a real in-person patient encounter as closely as possible.

Absenteeism or Lateness to Practical Clinical Skills Assessments

Any student who misses a clinical skills assessment without a valid excuse must take a completion examination and will lose points associated with the activity. Additionally, they are subject to loss of professionalism points, as outlined in the Course Syllabus.

For all online OSCE/OCEX where students have individual start times, they need to be aware of the time difference between their actual location and the country the assessment is administered from, to avoid late arrivals and ensuring that the examination can take place at the assigned time.

Medical Excuses from Exams

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 and April 30th (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 [Office of the University Registrar](#) website.

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 [Office of the University Registrar](#) website. 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 "Medical Excuse" link on the SGU Portal). 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 score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss any 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 score for the missed examination and an Incomplete grade for the course.

To rectify the zero score, the student must sit the scheduled completion exam.

Students must take a Completion Examination as per the master School of Medicine schedule Office of the University Registrar website.. Regardless of which examination is missed, all Completion Examinations are held approximately one week after the end of the semester. No additional Completion examinations will be offered.

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

Examination Policies

SOM Examination Scheduling Policy

This policy governs scheduling, publication and rescheduling after compromised delivery for all examinations at St George's University School of Medicine.

Applicability

This policy is applicable to administrators, scheduling officers, course directors, faculty, staff, student representatives, students taking examinations, and examination services.

Definitions

Written Course Examination

A written examination is an examination testing a student's knowledge, understanding, application, analysis, evaluation or synthesis of the course material. The most common format of these examinations is a series of multiple-choice-single-best-answer items, but other written formats, including essay examinations, fall into this category.

Modular Course Examination

Modular Course Examinations are usually Written Examinations testing the material covered by learning objectives of the respective course segment (usually a module, or part of a module) preceding the examination, either from the start of the course for the first course examination, or from the day after the prior

course examination. Typically, a question tests content covered in the respective course segment. Up to 10 percent of a Modular Course Examination can be cumulative in nature.

Practical Course Examination

Practical Course Examinations are hands-on examinations that test the practical skills of a student outlined in the learning objectives of the course. Practical laboratory examinations and practical clinical skills examinations fall into this category.

Basic Sciences Comprehensive Examination (BSCE)

Basic Sciences Comprehensive Examinations are examinations testing the material covered by the learning objectives of one or more courses offered at St George's University School of Medicine (SGU SOM). They can be based on internal test items developed within SOM, or in the format of customized examinations provided through the National Board of Medical Examiners (NBME).

NBME Subject Examination

Subject Examinations are standardized written examinations offered by the National Board of Medical Examiners (NBME). They provide US national normative data that reflect the performance of examinees from medical schools accredited by the Liaison Committee on Medical Education (LCME). The Subject Exams are developed by NBME committees of content experts and include score reports that deliver actionable performance feedback.

NBME Comprehensive Examination

The NBME offers two Comprehensive Examinations. The Comprehensive Basic Sciences Examination (CBSE) tests material typically taught during the Basic Sciences Years of a Medical School Curriculum. The

Comprehensive Clinical Sciences Examination (CCSE) tests on material typically taught during the Clinical Years.

Examination Services

Examination Services are the division of the SGU Office of Institutional Advancement and are responsible for the logistical delivery of examinations. They are comprised of full-time and part-time employees of SGU.

Chief Proctor

The Chief Proctor is the person in charge of the examination delivery in a specific examination venue. The Chief Proctor oversees the overall conditions inside and in proximity to the examination venue and all associated proctoring activities.

Completion Examination

A Completion Examination is an examination provided to students who missed the originally scheduled examination and who have a valid documented medical or non-medical excuse, and for students who are otherwise required to take the completion examination. Completion Examinations are typically based on test items that are equivalent (content and difficulty level), but not identical, to the original regular examinations.

Make-up Examination

Make-up Examinations are examinations provided for students who failed a course of 4 credits or less, based on a single course examination (certain condition regarding the credit load of the course apply).

Scheduling Requirements for Course Examinations

Basic Sciences Written Examinations

No Written Course Examinations are to be scheduled on Saturdays, Sundays, or public

holidays observed in the country the course is offered in. In cases of online or hybrid course delivery, only the public holidays of the country the course is offered from (usually either Grenada or the UK in the Basic Sciences) are relevant exclusion days.

Examinations scheduled over multiple subsequent days, with different time windows for individual students, such as most Practical Course Examinations (OSPEs, OSCEs), may include Saturdays or Sundays, but not public holidays observed in the country, if the individual student does not spend more than 4 hours total (individual testing time plus sequestration time) under examination conditions.

It is the responsibility of the Course Director to ensure that there is no new material, with new learning objectives, taught on the day prior to an examination. There are no restrictions on review sessions, such as Interactive Multiple Choice Question sessions (IMCQs), Themed Office Hours (TOHs), or similar scheduled class events that are focused on application of previously taught material, rather than presentation of new course material during this time window.

For written Course Examinations of courses that are being offered simultaneously in multiple countries (for example Grenada and the UK in year one of the Basic Sciences), the timing is simultaneous (same UST), including download windows and CHECK IN times.

In case different cohorts of students require different start times, for example to accommodate different time zones in an online or hybrid delivery scenario, a different version of the examination has to be produced for each cohort, with equivalent (content and difficulty), but not identical test items.

Number of Written Course Examinations in the Basic Sciences

In a 16 to 18-week term, there should be no less than 3, and no more than 5 Modular Written Course Examinations. A 6 to 8-week term should have 2 Modular Written Course Examinations, one approximately mid-term and one at the end of term. The number of Comprehensive Examinations in the Basic Sciences is limited to a maximum of a single examination per term. The

first Comprehensive Examination is currently delivered at the end of Basic Sciences Year One, and the second at the end of Year Two.

Practical Course Examinations in the Basic Sciences

For practical examinations/clinical assessments, a range of dates in which the individual student assessments will take place, e.g., spanning a week, will be published in the official Academic Class Schedule. Students will receive their individual testing day and time assignment from the Course Director, either through email notification or the electronic course management system, approximately 3 days before the start of the examination time window.

Basic Sciences Completion Examinations

All Basic Sciences Completion Examinations are scheduled during the week after the last scheduled regular class examinations. In order to adequately accommodate medical self-excuses, the Completion Examination of the last written course examination can only be scheduled 7 days after the originally scheduled examination.

Clinical Years Written Examinations

Students take an NBME Subject Examination at the end of each clerkship. Details on when to take these examinations are outlined in the Clinical Training Manual.

Venue Requirements

All onsite examinations have to be scheduled in a suitable testing environment.

Typical testing venues on campus are study halls with individual student carrels, or small group venues with tables and temporary dividers on top of the table. Lecture halls are not considered a suitable environment for SOM examinations, except for emergency situations when no other

suitable test venue is available and when the only alternative would be to cancel the exam for a significant percentage of the class.

For online examinations, it is the responsibility of the student to create a suitable testing environment. If a student's home during online teaching is not suitable for an examination, it is the student's responsibility to find an alternative testing space that meets the requirements set out in the examination policy (e.g., a temporary space, rent a hotel room, etc.). In case the conditions deteriorate during an examination, the Chief Proctor may authorize a termination of the examination process for the affected student(s).

In case the examination is delivered through a professional testing center, it is the responsibility of the testing center to ensure a suitable testing environment. Students who experience adverse conditions in a professional testing center are advised to contact the Dean of Students, who will start an investigation and work with the respective Dean on a remediation plan, if appropriate.

Publication of Examination Schedules

The examination schedules, once finalized, will be published as part of the Academic Class Schedules and made available centrally on the [Office of the University Registrar's site](#). These schedules also include the dates of completion and make-up examinations. Once the examination schedules are published, they are considered final cannot be changed upon individual or group requests.

Re-Scheduling of Examinations

Examination dates can only be changed under extreme extenuating circumstances. These extenuating circumstances include, but are not limited to natural disasters, extreme weather, pandemic or other severe situations that are not compatible with an orderly delivery of an examination.

Adverse Conditions in an Examination Venue

During an examination, the condition of the examination venue is constantly monitored by the Chief Proctor assigned to the venue. In case the conditions become unsuitable for an examination, the Chief Proctor may have to terminate the examination process in the affected venue. This step is taken if the adverse conditions cannot be rectified within a reasonable time. In case the adverse conditions appear during the break between examination blocks, the Chief Proctor may consider a relocation into a different examination venue, if one is available. Under no circumstances can the overall interruption time between two blocks exceed two hours.

Minor adverse conditions in an examination venue within the normal variability, such as variations in ambient light (from sun to cloud), room temperature, as well as minor interruptions caused by the persons inside the examination venue, for example when they are blowing their nose, do not warrant a termination of an examination, nor do they warrant any interference with the resulting examination scores for an individual student.

The safety of students and members of Examination Services inside an examination venue is paramount. A fire alarm requires immediate evacuation of the examination venue, and students must assemble in the designated muster area. The Chief Proctor will assess the situation and report to the Department of Public Safety (DPS), the Course Director and the Senior Associate Dean.

In case one or more examination venues become dysfunctional prior to a scheduled examination, the Assistant Dean overseeing scheduling will investigate the availability of alternative venues first and will only initiate a re-scheduling if the available alternatives, which may include lecture halls, are not sufficient or suitable to deliver the examination to the class.

Compromised Integrity of an Examination

In case the integrity of an examination has been compromised, for example if there has been a breach in examination security and students

were able to get access to an examination or its elements prior to the delivery date, the originally scheduled delivery of the examination will be abandoned.

In cases where a breach of examination security comes to light after the examination has already been delivered, but the scores have not become final, which is two weeks after the examination, such a compromised examination can be invalidated by the Course Director in consultation with the Assessment Review Committee and following the approval of the relevant Senior Associate Dean of Basic Sciences or the Senior Associate Dean for Clinical Studies. This requires a re-scheduling of the examination within the term or at the scheduled completion date.

Procedures following Examination Termination/Invalidation

If an examination is terminated or invalidated, for example in case of compromised examination integrity, for the whole class, or for a specified cohort, e.g. in a specific examination venue, the Course Director, in consultation with the Assessments Review Committee and the Senior Associate Dean of Basic Sciences will meet with representatives of Examination Services. During this meeting, the situation is analyzed and a plan of action is developed.

As one of the possible outcomes of this meeting, the Assistant Dean of Basic Sciences responsible for scheduling may be charged to call a scheduling meeting to discuss the re-scheduling of the examination, including the stakeholders relevant to the scheduling of the particular examination, including the Course Director and two members of the Student Government Association (SGA) to re-schedule the examination for the affected student cohorts.

In case the School of Medicine is unable to deliver a rescheduled examination during the term, it is at the discretion of the Senior Associate Dean of Basic Sciences to develop an alternative plan.

Students will be informed of the date and time of the rescheduled examination, or the decision to determine the course grades without the missing examination, no later than 7 days after

the originally scheduled examination, via the usual communication pathways, including the electronic course management system.

In case an examination is terminated for a single student, or a small number of students, these students will have to take the completion examination at the date published in the official Academic Class Schedule.

Guidelines for Rescheduling Examinations

The re-scheduling should adhere to the following guidelines as much as possible:

Saturdays, Sundays, or public holidays are no longer absolute exclusion days with regard to rescheduling examinations.

All course examinations have to be rescheduled within the term of the original examination, and no later than the day of the last scheduled completion examination, as published in the official Academic Class Schedule.

Practical Course Examinations, such as OSPEs and OSCEs should be scheduled during the term and prior to the last examination.

In case the last course examination in a term has to be re-scheduled, this should be done between the original date of the final examination and the last Completion Examination, as outlined in the official Academic Class Schedule.

A re-scheduled written examination is only offered as a whole and there is no re-scheduling of individual examination blocks.

The publication of the re-scheduled examination dates and times and the revised examination announcement are usually done via email or through the electronic course management system. There is no requirement for publication of the re-scheduled examination through a revised Academic Class Schedule. The Scheduling Officer of the University in the Provost's office responsible for SOM examinations ensures the proper entry of the venue bookings through the University scheduling system (currently 25live).

Policies and Procedures for Written Examinations for the Hybrid Delivery of Courses

Coverage

This policy governs written examinations during the hybrid delivery of courses, for both onsite (in-person) students and online students, including the general rules of conduct, rules and procedures prior to the examination, including download (if applicable), on examination day, including resolution of medical and technical problems prior to and during an examination, rules of conduct after the examination, rules and procedures for examination irregularities, the appeals process, and approved absences from examinations.

Applicability

The following Examination Policies and Procedures apply to all written examinations offered by St George's University School of Medicine (SGU SOM) in the Basic Sciences and in the Clinical Years, including all internal examinations delivered through ExamSoft, and all standardized or customized examinations offered by the [National Board of Medical Examiners \(NBME\)](#).

All SOM Written Examinations during the hybrid (onsite and online) delivery of courses are guided by the [Computer Based Examination Administration Guidelines of the University](#), as published in the Student Manual (University).

SGU SOM endorses the high standards of the [National Board of Medical Examiners \(NBME\) Examination Rules and Conduct](#).

Whenever the rules and regulations embedded in the different sources may differ, the highest of the standards set in any of these documents will be applicable to SGU SOM written examinations.

For students taking examinations at approved testing centers, additional rules and regulations may apply.

General Rules for all Course Examinations

Students must complete all course examinations 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 is considered missed.

Students are expected to take all regular Examinations, Completion or Make-up Examinations as scheduled.

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations.

Students who fail to appear for an examination without an approved excused absence (Medical/ Non-Medical) will receive a grade of zero ("0") for the examination.

Students taking the Examination Onsite (in-person)

All Students taking their courses onsite (in person) in Grenada are also required to take their written examinations onsite.

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

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

1. All students taking their SOM courses onsite (i.e., attending in-person) have to take all of their written examinations onsite (i.e. in person).
2. Students will be assigned a specific examination venue, which will be indicated

in their specific examination announcement, and they are required take the examination in the assigned venue without exceptions.

3. Within each venue, each student is assigned a specific carrel (cubicle); they have to be seated in the assigned spot to take the examination.
4. Any attempt to take the examination at a different venue or carrel will be treated as an examination irregularity, and may result in a penalty, following the procedure outlined below.
5. Individual seating assignments will be either published via the online course management system, or posted outside the assigned examination venue approximately 15 minutes prior to the **CHECK IN** time when students will be allowed to enter the venue.
6. Professional conduct requires students to be at the venue and ready to enter at the time of the announced **CHECK IN** time, and prior to the grace period (see below).
7. For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry and swipe again every time they leave the venue.
8. After a 30-minute grace period following the start of the **CHECK IN**, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
9. At the end of an examination block, students are allowed to leave the examination venue; students leaving the examination venue are considered to have completed the examination block and will not be allowed back into the venue during an ongoing examination block. They will be allowed back into the venue at the **CHECK IN** of the following examination block.
10. All examination and monitoring files have to be uploaded to the server prior to leaving the examination venue after the last examination block.

Medical or Technical Issues

Students experiencing medical or technical problems while taking the examination onsite should raise their hand to get the attention of a proctor, who will assist them.

Reporting of Adverse Testing Conditions

Any adverse testing conditions that negatively impact a student's ability to complete the examination must be reported immediately within the examination venue to the Chief Proctor. For issues that cannot be resolved in the venue, students should immediately request that an Irregularity Report be completed by the Chief Proctor in the venue at that time of the occurrence. Students should email the Course Director immediately after the examination to alert the Course Director of the Irregularity Report that was 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 Irregularity Report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

Once the Irregularity Report is filed by the Examination Services and it is agreed by the Course Director in consultation with the Senior Associate Dean of Basic Sciences 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 Examination, if offered, is scheduled at the end of term at the regularly scheduled date of the Completion Examinations for the course affected.

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

Students Taking the Examination Online

Students Taking The Examination Online

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 relevant section of 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.

Examination Download

For all internal (ExamSoft) written examinations, students are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. Students are strongly advised to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress on exam day.

External, web-based examinations offered by the National Board of Medical Examiners (NBME) do not require an examination download prior to the examination day.

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

Examination Download

For all internal (ExamSoft) written examinations, students are required to download all blocks of an examination during the 24-hour download window indicated by the Course Director in the Examination Announcement. Students are strongly advised to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress on exam day.

External, web-based examinations offered by the National Board of Medical Examiners (NBME) do not require an examination download prior to the examination day.

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

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

Examination 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 their room is well lit, and the camera is taking a frontal view, with the examinee’s face in the center.
2. The entire face of the examinee must be visible, especially eyes and mouth, at all times.
 - Use the monitor tab in Exemplify to check positioning during the examination.
3. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.
4. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
5. The examination room must be well-lit, with a plain background, avoiding dark shadows across the examinee’s face.
6. Personal Student ID issued by SGU, must be ready for display when requested to do so. A government-issued photo ID is the only permitted alternative.
7. Talking is not permitted for the whole duration of the examination. Students are not allowed to read aloud any parts of the question or the question choices, and are not allowed to express thoughts in spoken language, even if it is silently.
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 – examinees will be able to use the “Notes” function within ExamSoft instead

Password Announcement

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

If an examinee is not taking the examination because of a medical or any other valid excuse, they have to ignore the password notification, and not proceed to the examination.

Once a student STARTS the first block of an examination, they are affirming that they are an active student in the course (i.e., not on LOA, and not on CR) and are medically fit to take the examination. A student attempting to take an examination while on LOA or CR will be referred to FPAP.

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 unable to send an email to the online support team TellExaminationServices@sgu.edu, for example during an internet outage, examinees call +1 866-429-8889 instead, where their 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 invalid 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. For any examination block or examination completed, where all relevant files (exam ID and exam monitor) are intact, the score will stand. Completion examinations cannot be offered for individual blocks and cannot be offered for exams, or blocks, where technical issues are not reported during the examination.

Technical Issues

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

1. Resolved technical issue: A log will be kept on all technical problems that a student reports to the online support team (TellExaminationServices@sgu.edu). For all resolved technical problems the score earned for the examination will stand.
2. Excused technical issue: If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without

penalty) for a completion examination. This will be solely determined by the online support team

- (TellExaminationServices@sgu.edu).
3. Non-excused technical issue: Failure to comply with any of the above regulations, or failure to follow instructions from the online support team (TellExaminationServices@sgu.edu), will automatically lead to a score of “zero” (0 points) for the examination.

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 relevant Senior Associate Dean. The Dean of Students office can assist the student in the appeals process.

The Faculty Panel on Academic Professionalism FPAP will review the written appeal of a student and make one of the following determinations:

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 an examinee’s integrity, in their 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 the Examination

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 a student becomes aware of any suspicious activity related to an SGU examination, it is their responsibility to 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 judiciary panel.

Faculty Panel on Academic Professionalism (FPAP)

Faculty Panel on Academic Professionalism (FPAP)

Where appropriate, course and examination noncompliance issues may be referred to a Faculty Panel on Academic Professionalism (FPAP) hearing. The Panel Hearings will be conducted by the Office of the relevant Senior Associate Dean. An Assistant or Associate Dean 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 members of the School of Medicine as appointed by the Senior Associate Dean of Basic Sciences. The faculty serving on the panel will be MD

faculty of the SOM, that are not involved in student advising, and that have experience with the standards for promotion and progression outlined in the student manual.

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

Missed Examination

As per current School of Medicine policy, if a student misses an examination then they are given an Incomplete (I) score for the missed examination. A student who misses an examination with a valid and approved excuse, has to take the Completion Examination as scheduled to replace the Incomplete (I) with a valid examination score. Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

If a student misses an examination without a valid excuse, they will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The FPAP gives the student the opportunity to explain the extenuating circumstances that led to their missing the examination. The panel recommends to the Senior Associate Dean of Basic Sciences as to 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. Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

If a student misses an examination without a valid and approved excuse, they should inform DOS on the day of the scheduled examination, following this procedure:

1. Contact DOS@sgu.edu.
2. Provide sufficient explanation and information to the designated Dean within the Dean of Students office who will to complete the official request form for an FPAP hearing. DOS will then forward the form to the relevant Senior Associate Dean for review.

After being informed of a date, time and venue for a hearing:

3. Meet with the FPAP at the scheduled date, time, and venue.
4. Explain the circumstances of the missed examination and provide any supporting documentation, if relevant.
5. In the event that no contact is made by the student, or they fail to attend the scheduled hearing then the zero score will stand for the examination.

Outcome of an FPAP Hearing

After the hearing, the FPAP will make a recommendation to the relevant Senior Associate Dean regarding the penalty, which can be up to 10% of the total course points, for a missed examination.

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 Academic Class Schedule posted on the Office of the University Registrar site. The student has the right to appeal the decision directly with the relevant Senior Associate Dean.

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

Failure to Comply with Online Examination Policy or Procedures

If any student fails to comply with the online examination policy or procedure, they are automatically penalized and referred to the FPAP, e.g., missing monitoring files, face not seen on camera, prohibited items. The penalty will be applied to the course grade and the student may appeal the decision to the Senior Associate Dean of Basic Sciences. The Panel may refer cases to the Office of the Judicial Affairs for a separate ruling for serious violations of the Online Examination policy. Any subsequent penalties imposed by the Judiciary panel are independent of the academic penalty levied by any FPAP.

Examination Compliance

For any non-compliance issues with examination protocols that are flagged by OIA, a notice will be issued by the Course Director indicating the reasons for the flag. The first and second violations will not result in any grade deductions or penalties. A third violation may result in a penalty of up to 10% deduction of the course grade. These notifications will be kept on internal records by the relevant Senior Associate Dean and are not part of a permanent academic record.

The typical reasons for flagging are:

- Verbalization – students are not allowed to talk during the examinations
- Face not visible – incorrect camera set-up – there is a monitor tab always active in ExamSoft that can be used to monitor what is being recorded and is available at all times during the examination
- Prohibited items – no paper, pencils pens or stylus are allowed during the examinations
- Frequent looking off screen
- Other common problems are lighting, glare and any environmental condition that do not allow the software to monitor the face; students should always test ahead of time to check that their face is lit evenly (not backlit), that their eyes are visible and free from glare, especially if eyeglasses are being worn, by setting up their camera in the place they will be taking the examination with the same lighting conditions and using any software to test the camera recording,

e.g. zoom. Students can use the monitor tab during the examination to confirm their face is evenly lit, and that no glare is present on their glasses.

Appeals Process for Exam Protocol Violations

On receipt of a third (or other) notification, a student may appeal the grade deduction. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the relevant Senior Associate Dean.

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

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

Scaling of Examination Scores

All comprehensive examinations are scaled in the SOM. Scaling is done using the NBME process. The student Z score for their raw exam score is used to calculate their new scaled score. The scaled score is rounded to full points, rather than fractional points. For scaled examinations an average of 80% with a standard deviation of 10% is used. This can result in the scaled score being higher than, equivalent or lower than the raw score. The process is explained in the Learning Pathway document on the course site.

Student Support in the First Two Years

Student Support Services

Student support services during the clinical years are detailed in [the Clinical Training Manual](#).

The Four-Year MD program is academically rigorous and with a demanding class, small group, laboratory, clinical and study schedule. Some students succeed with extended timelines. The SGUSOM is committed to offering all students the support they need to succeed.

Students in Term 1-5 courses have a number of services available to them designed to support learning and to help them succeed in medical school. In addition to the support available through the academic department, support services also include services offered by the Department of Education Services (DES), Psychological Services Center (PSC) and Student Health Services. The Academic Advising and Development Support (AADS) unit in the Senior Associate Dean of Basic Sciences Office coordinates the advising system for the basic sciences. The SGUSOM utilizes a four-tiered advising system for its students:

College System

Each College is a learning community designed for student support and wellness. Central to the College system is the aim of improving the learning climate to maintain academic performance while mitigating stress, anxiety and depression and augmenting cohesion, a sense of 'community', and student satisfaction. Each College is led by a Director of College with the support of the Associate Director of College. The Director provides a leadership contact for every student enrolled in the College and ensures that the membership of the college is aware of all of the support services offered by the College and has timely access and support when required.

Academic Advice

There are full-time academic advisors within the Senior Associate Dean of Basic Sciences Office Academic Advising, Development and Support Division (AADS), which lead and coordinate the Academic Advising Program. A select number of faculty in terms 1-5 assist the full-time academic advisors to provide consistent, current, and specific advice to students. Academic Advising is a key component of the Interactive Team Instruction (ITI) delivery of the Basic Principles of Medicine, (BPM) and Principles of Clinical Medicine, (PCM) courses of the MD Program, via the AADS. The AADS faculty provide advice regarding academic options available to students (e.g., joining the ITI delivery method, taking the Credit Remediation (CR) option), etc. In addition, all teaching faculty in Years 1 and 2 hold weekly office hours for students in the MD program. These advisors also refer students to other service departments.

Learning Strategies Advice

Students in need of learning strategies advice (e.g., time- management skills, study skills, test-taking skills, reading comprehension) may seek help from faculty in Department of Educational Services (DES). Students may also be referred to the DES by the AADS, academic advisors, the APRC, or the CAPPs. Learning Strategies advising is a key component of the (ITI) delivery of Years 1 and 2 material.

Wellness Advice

Students who seek counseling for non-academic personal reasons are met by faculty in the Dean of Students office who are skilled in attending to student wellness. Referrals may be made to other campus support services (e.g., Student Health Services, the Psychological Services Center, Student Financial Department).

Alternative Pathways

During post examination Academic Advising meetings, students not likely to achieve performance standards may be offered the option to join the Interactive Team Instruction (ITI) delivery of the MD program or to opt for the Credit Remediation (CR) option. The ITI is designed to offer students with additional academic support to better equip them to achieve performance standards. Those who, despite all available support, are not likely to achieve standards may require the CR option.

Interactive Team Instruction Methods (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. Multiple choice questions, discussions and clinical cases introduced at key points during the ITI review of lectures 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-Based delivery format of the MD curriculum (LLD) make significant improvement in ITI delivery format ; therefore, Academic Advisors may encourage students to choose the ITI delivery format . Students who choose this option by the established deadline transition to 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 to the Senior Associate Dean, Basic Sciences related to students who are achieving well above minimum requirements

transitioning back into the Live Lecture delivery, students with sub-par performance remaining in the ITI for an additional term, and students with at-risk performance transitioning into the ITI for the following term. The APRC makes all determinations about student progression in the ITI delivery format at the end of each term.

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. Students may also choose the CR option without a recommendation from the APRC. Students without a CR recommendation from the APRC, who are considering a CR, are required to meet with an Academic Advisor in ADDS to discuss how the CR option may impact their program timelines prior to choosing 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 will not take any summative assessments after the CR option is registered (final exam, OSCE, lab exams – any summative assessment detailed in the course syllabus); however, they must participate in all remaining scheduled academic activities in the academic term as per course requirements described in the course syllabi. In addition, they must complete a CR Final Assignment at the end of the term and present it in person on the day of the scheduled final exam. Students who fail to complete stipulated course requirements forfeit the CR and earn an F grade for the course.

The Medical Excuse Policy for course examinations also applies to the CR Final 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

Final Assignment must take the completion of their CR Assignment in person as per the master School of Medicine schedule published on the [OUR site](#)

Completion examinations are held within the week following the final examination. Students should consider this completion examination period when scheduling end of term travel.

Students without a Medical Excuse for the CR Final Assignment, who fail to complete or submit the CR Final Assignment, will receive an Incomplete grade for the course, at the end of the term. They must then appear before a Faculty Panel for Academic Professionalism to appeal for the opportunity to rectify this and to explain their failure to complete the CR Final Assignment. Students must then contact the Course Director to arrange the completion of the CR Final Assignment in accordance with the completion examination schedule. Failure to resolve the missing CR Final 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, repeat all term coursework in the ITI delivery format, and adhere to all policies related to participation in the ITI delivery format.

Students 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 numeric grade is issued for the credit remediation (CR) course, during an APRC (performance review) or CAPPs (appeals review), a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

If a CR has been taken in the first year of the MD program, an additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F grades, Leave of Absence) and only one previous CR, they may be granted an additional CR in accordance with the following rules (as per the table shown):

1. One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5); or
2. Two CRs granted in Year 2 (Term 3, 4, or 5). A Term 5 CR applies to both the PCM501 and the BSFCR course, which, together, will constitute one CR.

CR COMBINATIONS:

Year 1 Year 2

	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

Students who use the CR option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on MAS. Students with prior academic setbacks or timeline delays (F, LOA, 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. If a Term 5 CR is taken, students will repeat both PCM501 and BSFCR. These are considered one CR.

Satisfactory Grades for the MD Program

Satisfactory Academic Performance

Satisfactory academic performance relates to the ability of students to achieve standards as measured by course grades. These standards require students complete all program and course requirements and to achieve a passing grade in all courses.

All grades earned in the MD program will appear on the student transcript. The performance of students who do not achieve minimum

standards will be reviewed by the Academic Progress Review Committee (APRC). Those students whose performance goes beyond these minimum standards are formally acknowledged by the Dean.

Minimum Standards Prior to August 2019

Effective August 2019, the new “Minimum Standards from August 2019” applies to all students regardless of matriculation date.

Minimum Standards from August 2019

For all courses taken from August 2019 onwards, the following standards will apply:

Term 1

- Students must achieve a final passing grade of 70% (69.50% or higher)

Term 2

- Students must achieve a final passing grade of 72% (71.50% or higher)

Term 3, 4, and 5

- Students must achieve a final passing grade of 73% (72.50% or higher)

US Federal loan recipients, please also refer to the [US FEDERAL FINANCIAL AID ELIGIBILITY AND SATISFACTORY ACADEMIC PROGRESS STANDARDS](#) for additional academic standards.

Academic Progress for MD Program

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 Academic Progress Review

Committee (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 remainder of the MD program.

At the end of each academic term (Terms 1-5), the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC also reviews the academic and timeline progress of those students who have completed all Basic Sciences requirements but have not yet started clinical clerkship. The APRC will make recommendations to the Senior Associate Dean, Basic Sciences for a student's progression, promotion or dismissal. Students who fail to meet standards may be allowed to continue in the program on a Monitored Academic Status (MAS) 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 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: continue on MAS with the conditions or recommendation for dismissal.

Course of < 4 credits

a. Continue on Monitored Academic Status (MAS)

Students who fail a course of 4 credits or less will be required to pass a make-up examination in order to fulfill course requirements as long as there is time permitting in their timeline (3 years maximum allowed for Basic Sciences with an additional 6 months to start clinicals for those who have taken the maximum 3 years). There is no requirement to repeat the course, however, the make-up examination must be passed in accordance with timeline standards published in the student manual.

*** in the event that a student has also failed a course >4 credits during the same term and is offered an opportunity to repeat the term, the**

student will take the make-up exam for the failed course of <4 credits once the repeated term is completed.

b. Recommendation for Dismissal

Students must start clinical studies within 3.5 years of matriculation; therefore, if the student has reached the maximum 3 year basic sciences timeline and has not successfully passed the make-up exam for the failed course in the subsequent 6 months, the student will be recommended for dismissal with an opportunity to appeal to the CAPPs.

Course of > 4 Credits

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:

- No previous F grade in any course in the program.
- No more than one of the following:
 - Credit Remediation option (CR) or
 - Leave of Absence (LOA)

The student will be given an opportunity to repeat the failed course in the ITI delivery format and will be placed on MAS.

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 Weighted Mean Percentage Grade (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:

- Two of the following timeline delays in any combination:
 - prior Credit Remediation option (CR)
 - prior Leave of Absence (LOA)
- One of the following:
 - Previous CR in the failed course
 - Previous F grade in any course > 4 credits

- The student has exceeded or will exceed the 6 year maximum allowable timeline for completing the MD Program.

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**. **Students preparing their appeal and related documentation should note that this is the only opportunity to appeal the recommendation for dismissal. Therefore, any student recommended for dismissal is required to meet with the Dean of Students for guidance on the appeal process.**

Recognitions of Achievement

During its end of term review, the APRC also identifies those students who have a high cumulative Weighted Mean Percentage Grade (WMPG) and should be 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.

All students who are placed on the Chancellor's List and/or Dean's List are sent recognition letters by the Senior Associate Dean of Basic Sciences Office during the first two weeks of the following term.

Review of Student Performance for Progress, Promotion and Retention

Review of Student Performance for Progress, Promotion and Retention

During the first two years, the Academic Progress Review Committee (APRC), which is composed of faculty, reviews the academic performance of students following each examination and at the end of each term. Based on its review of students' timeline and academic achievement, the APRC advises and/or makes

recommendations about the progress, promotion and retention of students according to the established MD standards.

During its post-exam interim reviews, the APRC identifies students who are not likely to meet satisfactory academic progress standards. The Senior Associate Dean of Basic Sciences Office communicates with students who are deficient and refers students for Academic Advising as required. The Interactive Team Instruction (ITI) delivery method of the MD program or the Credit Remediation (CR) option (see ITI and CR sections) may be offered to students not likely to meet standards by the end of the academic term.

During its end of term performance review, the APRC identifies students who are deficient in meeting standards. These students may be allowed to remain in their program on Monitored Academic Status (MAS), or they may be recommended for dismissal.

Students have the option to appeal any recommendation for dismissal (see below). Students who are retained will be placed on a Period of Academic Focus.

Timeline delays and failure to meet standards may affect Financial Aid. Students should be encouraged to contact the Financial Aid Office (finaid@sgu.edu) regarding these concerns to determine how Monitored Academic Status, a Period of Academic Focus or a timeline extension may affect their financial aid.

Monitored Academic Status and Recommendation for Dismissal

Monitored Academic Status (MAS)

Monitored Academic Status is an internal marker placed in students' progress files by the Academic Progress Review Committee (APRC). 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:

1. Failing a Term 1-5 course
2. Requiring an extra term to complete the Basic Sciences program (CR, LOA)
3. Requiring extra time to transition to or complete Clinical Studies

Students on MAS are assessed, supported and monitored by the Academic Advising and Development Support (AADS) for the duration of the MD program. 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. Students placed on MAS remain on MAS for the duration of the MD program.

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. A second failure to earn a passing grade during the Basic Sciences. Only one F grade is allowed during the Basic Sciences.
2. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
3. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CR/LOA.
4. Failure to meet CAPPs stipulations after the CAPPs retains a student following an appeal of a recommendation for dismissal.
5. Failure to begin clinical rotations within 3 years of matriculation or 6 months of completing the Basic Sciences, if a student took the maximum of 3 years to complete the Basic Sciences.
6. Failure to accept or comply with the terms of an APRC letter by the deadline specified.
7. Failure to meet professional behavior standards, including failure to conform to requirements as per the Clinical Transition Course and other mandatory activities such as HIPPA, OSHA, CR final assignment etc.
8. Failure to be promoted to Clinical Rotations.

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**. **Students preparing their appeal and related documentation should note that this is the only opportunity to appeal the recommendation for dismissal. Therefore, any student recommended for dismissal is required to meet with the Dean of Students for guidance on the appeal process.**

Committee For Satisfactory Academic Progress And Professional Standards (CAPPs)

Committee for Academic Progress and Professional Standards (CAPPs)

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 a student's performance history, timeline and academic risk factors.

Review, Dismissal and Appeal Process

1. Following each major examination, the APRC, comprised of Course/ Module Directors and the Associate Dean of Assessment and Evaluation Office 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.
2. Following each major examination, Academic Advisors will counsel at-risk students and inform them of the appeals timeline, should they find themselves recommended for dismissal at the end of the term.
3. At the conclusion of the final exam period for each term, once final grades have been determined, the APRC will conduct

comprehensive review and analysis of student performance. The APRC makes academic progress recommendations to the appropriate Senior Associate Dean based on students' achievement of School of Medicine standards as stated in the Student Manual or in additional post-appeal CAPPS stipulations.

4. The Senior Associate Dean's Office 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 are required to accept the offer to continue with stipulations within 72 hours of the time stamp on 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 within 5 days of the time stamp on the email.
5. 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 CAPPSS 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 CAPPSS office in preparation for the review by the voting members of 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 be allowed. Students are required to meet with the Dean of Students for guidance on the appeal process.
6. If a student's appeal is successful, the CAPPSS will determine the conditions a student must meet to progress in the MD program. Within 10 days of the CAPPSS meeting, a

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

7. 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 (AADS). 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.
8. 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 Senior Associate Dean of Basic Sciences or the CAPPSS. Students will then be placed on MAS and remain on MAS for the duration of the MD Program.
9. 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.

Federal Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) ensures students are completing their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Eligibility for the Federal Direct Student Loans is contingent upon students achieving Satisfactory Academic Progress toward the Doctor of Medicine degree. These standards are for Title IV Federal Financial Aid purposes only and neither replace nor override academic policies outlined in the SOM

Student manual. However, these standards are intended to be at least as rigorous as SGU's SOM academic policies.

Evaluation Points

To determine if students are meeting the academic standards for federal student loan purposes, students in terms 1-5 (Year 1 and Year 2) are reviewed each academic term. Students in terms 6-10 (Year 3 and Year 4) are reviewed annually by the Office of Financial Aid. Students must meet all of the minimum standards below at each evaluation point or be subject to sanctions.

Academic Standard – Qualitative Measure

Courses are graded on a pass/fail basis and a mean percentage is not used as a measure of progress. The academic standard is measured both for the evaluation period (the academic term or annually) and cumulatively.

Cumulative Standard

- Have no more than one failing grade in terms 1-5.
- Have no more than one failing grade in terms 6-10.
- Have successfully completed second attempt of a course following a Credit Remediation (CR)

Pace Progression Standard – Quantitative Measure

- Have earned at least 50% of the total attempted credits after the first two terms of enrollment.
- Have earned at least 60% of the total attempted credits after the third term of enrollment.
- Have earned at least 67% of the total attempted credits after the first clinical term.

Maximum Timeframe

- Progressing toward completion of terms 1-5 within three years of matriculation
- Progressing toward successful completion of 80 weeks of rotations within three years of starting term 6
- Progressing to begin clinical rotations within 3 years of matriculation or 6 months

of completing Basic Science if student took maximum of 3 years to complete the Basic Sciences

- Progressing toward completion of graduation requirements within six years of matriculation

Treatment of Non-Earned Grades

Courses in which a student earned a grade of 'W', 'I', 'CR', 'PE' or 'NG' will count toward hours attempted but not earned for maximum timeframe and pace of progression, but not the qualitative measure. Courses in which a student earned a grade of 'F' count toward the qualitative, quantitative and maximum timeframe calculations.

Repeat Courses

Repeated coursework counts toward the qualitative, quantitative and maximum timeframe calculations.

Transfer Credits

For purposes of financial aid, only transfer credit hours officially accepted for the student's program of study will be automatically counted in the attempted and successfully completed credit hours toward the quantitative and maximum timeframe calculations. Transfer credits are not included in the qualitative measure.

Sanctions

The student will be notified in writing of any change in his or her SAP standing that may impact Title IV eligibility.

Terms 1-5

Students failing to meet any of the satisfactory academic progress standards will be placed on a one-term 'Financial Aid Warning' and will remain eligible to receive federal financial aid for the term. If the student does not meet the satisfactory academic progress standards by the end of the warning term, the student will no longer be eligible for federal financial aid unless he or she files an appeal and it is approved.

Terms 6-10

Students failing to meet any of the satisfactory academic progress standards will be ineligible for federal financial aid unless he or she files an appeal and it is approved.

Loss of Title IV Eligibility

A student will become ineligible for financial aid funding for any of the following reasons:

- not meeting any minimum SAP standard after the annual evaluation point, at the end of a warning semester, or at the end of a probation semester;
- failing to adhere to the terms of the academic plan; or
- exceeding maximum timeframe or when it becomes mathematically impossible for the student to complete within the maximum number of years.

Appeal Process

If a student has lost financial aid eligibility, the student may submit a written appeal with supporting documentation to the Director of Financial Aid petitioning for reconsideration of eligibility for financial aid based on extenuating circumstances.

The appeal must specify all of the following information:

- The extenuating circumstances beyond the student's control that led to the failure to meet SAP (i.e. death, illness);
- What has changed in the student's situation to resolve the issue(s) that caused the academic or progress deficit or progress; and
- That the issue(s) will not affect their performance in the future.

If the student provides all of the above required information, the Director of Financial Aid will review the appeal to determine the validity and reasonableness of the appeal and if students can reasonably be expected to return to a good SAP standing by the end of the next term or within the terms of an academic plan.

Outcomes of Appeal

If the appeal is approved, the student will be placed on 'Financial Aid Probation' for one term and will be eligible for financial aid funding for

that term. If the student needs more than a single term to return to a good SAP standing, the student will be placed on an academic plan which allows the student to meet the SAP standards by a specific point in time.

If the appeal is denied, the student may regain financial aid eligibility by becoming compliant with all of the SAP standards while studying at his or her own expense.

Appeal decisions are sent to the student's official SGU email address within 10 days of the receipt of the appeal and appropriate documentation.

Academic Plan

A student on an academic plan will have modified SAP measurements requirements for the duration of the plan. In order to financial aid for the terms while on an academic plan, the student must meet the terms of the academic plan as specified in their Financial Aid Probation letter. If the student doesn't meet the terms of the academic plan specified in the letter, the student is not eligible for federal financial aid.

Additional Transcript Notations

I: Incomplete

In terms 1-5, incomplete grades are given when course requirements have not been completed due to serious mitigating circumstances. This "I" designation remains on the transcript until a final course grade is given upon the completion of remaining course requirements. Should a student with an "I" fail to take the scheduled Completion Examination, the Sr. Associate Dean of Basic Sciences must approve the reason supporting the extension of the "I" designation. The "I" designation must be resolved prior to registration for the next term. If not resolved, the "I" designation will converted to an "F" designation and the APRC will review the academic status of the student.

In the clinical terms, an Incomplete ("I") designation is given when additional clinical work/remediation is required to complete the course. The "I" designation remains on the transcript until a final course grade is given upon completion of remaining course requirements. Students should consult the [Clinical Training Manual](#) for further details.

NG: No Grade (only for the Clinical years)

A Clerkship Director may report a “No Grade” for a student who is registered in a course. Students must fulfill all course requirements as defined by the Clerkship. Once all requirements have been completed, the NG will convert to a final grade. Failure to complete remaining requirements within the required timeframe as outlined in the CTM will result in an “F” grade for the clerkship.

Appendix

Promotion into Clinical Program (USMLE Information)

Promotion into the Clinical Program (USMLE Information)

Students are eligible to be promoted to the clinical years if they have passed all Basic Sciences coursework and they have met the requirements as per the Clinical Transition Course. Failure to complete the coursework associated with the Clinical Transition Course will prevent students from entering the Clinical Program. Passing the United States Medical Licensing Examination (USMLE) Step 1 is a prerequisite for placement in hospitals in the United States.

Students must successfully complete all Basic Sciences courses, within a maximum of 3 years. Those students who require the full 3-years must then adhere to the following timeline:

Within 1-6 months post-completion of Basic Sciences:	<ul style="list-style-type: none">• Sit and pass USMLE Step 1• or progress to the UK to start clinicals
≥ 6 months post-completion of Basic Sciences:	<ul style="list-style-type: none">• Progress to UK to start clinicals

For those students who require the full 3 years to complete the Basic Sciences, the full MD Program, including the clinical program must be completed within 6 years of matriculation.

Progression Requirements – Year 2 to Year 3

To successfully progress from the Year 2 of the MD Program (Basic Sciences) to Year 3 of the MD Program (Clinical Studies), students must have met the following requirements:

Administrative Requirements

Students must complete the following administrative requirements in order to be cleared to start rotations:

- be in financial good standing
- have health insurance.
- have their St. George’s University School of Medicine (SGUSOM) health forms cleared by the department of Student Health Records Management
- Submit for a criminal background check
- Affirm to reading the Clinical Training Manual
- Complete any certification courses or paperwork required by the state where the clerkship is undertaken (ie. New York state training in Infection Control)

Academic Requirements

Students must complete the following academic requirements in order to be cleared to start rotations:

- Complete all Basic Sciences requirements in accordance with the standards for academic progress
- Cultural Competency review course
- Communication Skills Course A
- Emergency Medicine Course
- Complete all requirements of the Transition to Clinicals Course

Progression Requirements for Year 3 to Year 4

To successfully progress from Year 3 to Year 4, students must be in good academic standing and have met the following requirements:

- Complete all Basic Sciences requirements in accordance with the standards for academic progress

- Complete 42 weeks in 5 core clinical rotations in accordance with standards for academic progress
- Pass all core clerkship NBME clinical subject exams.
- Make progress toward completing the MD program within the 6 year maximum allowable timeline.

Timeline Requirements

Students must adhere to the following timeline requirements:

- Complete the MD program within 6 years of matriculation
- Complete all Basic Sciences requirements within 3 years of matriculation.
- Those students who have used the 3 year maximum timeline to complete the Basic Sciences, must start their first core clerkship within 6 months of completing the Basic Sciences (3.5 years from matriculation). This 6 month period is considered to be time “borrowed” from the 3 year maximum allowed to complete the two years of Clinical Studies.
- Students who take more than three years to finish basic sciences, must start core rotations immediately upon completing term 5. This means that students who plan to take the USMLE Step 1 examination must do so at the end of their core clinical rotations. Currently these rotations can only be offered in the UK.
- Those students who have been granted special permission by the CAPPs to exceed the maximum timeline must immediately start their first clerkship upon completing the Basic Sciences.
- Student must allow themselves no less than 2 years to complete the required 80 weeks of clerkships.

Failure to meet this timeline may result in a recommendation for dismissal due to timeline.

Criminal Background Check

The University conducts criminal background checks on all students prior to placement in the clinical program. The cost of the criminal background check shall be paid by students.

Clinical Terms

Students are required to be at the hospital/clinic daily, Monday through Friday, as well as evenings

and weekends if scheduled by the site. During clinical rotations, no unexcused absences are permitted. Missing a lecture or failing to fulfill a clinical assignment will call into question students’ ability to accept the necessary responsibilities required of a physician. If a student must be absent for a period of a few hours, or a day or two, the student must obtain permission from the clerkship director before leaving. If a student is absent without permission from a scheduled rotation (including electives), the absenteeism could result in a lower or failing grade, and/or disciplinary action.

Bridge Time for Students

Clinical rotations are scheduled year-round. Clinical students who need to schedule a few weeks off between rotations may do so. This is referred to as bridge time. Students must notify their clinical coordinator in the Office of Clinical Educational Operations and receive approval prior to taking bridge time. The amount of bridge time available to students depends upon when the clinical period begins. Students are allowed up to 20 weeks of bridge time within a 12-month period. Liberal use of bridge time may negatively impact satisfactory academic progress and ultimate graduation date.

Clinical Examinations

Examination policies and procedures during the clinical terms are described in the [Clinical Training Manual](#).

The United States Medical Licensing Examination (USMLE)

Students who are seeking a residency in the United States must take the United States Medical Licensing Examination (USMLE). The Office of the Registrar will certify students to sit the USMLE Step 1 if, at the end of Term 5, they have successfully completed BPM and PCM and they have met the requirements as per the Clinical Transition Course. Students who pass USMLE Step 1 should immediately notify the [Office of Clinical Education Operations](#). Students who fail the USMLE Step 1 must also notify the Placement Coordinators and the AADS academic advisors at USMLE@sgu.edu. Students who fail the USMLE Step 1 may retake the examination but must stay within academic progress guidelines.

USMLE Application

The USMLE information is available [online](#) . Before completing the online part of the application, all students must read, in its entirety, the information booklet for pertinent USMLE instructions.

The Application for ECFMG Certification consists of an on-line application available through ECFMG's Interactive Web Applications (IWA) and the Certification of Identification Form (Form 186) that must be completed and notarized using NotaryCam. Please contact the Office of the University Registrar at ECFMGVerify@sgu.edu for any questions.

USMLE Step 1 information or assistance can be obtained from emailing regmail@sgu.edu or by visiting the [ECFMG](#) website

IMPORTANT NOTE: It is the responsibility of the students to maintain a timely progression through the curriculum, which includes being able to start the Clinical Sciences and complete the MD program within 6 years of matriculation. Students who have difficulty passing any USMLE examination should not let repeated leaves of absence to study for and retake these examinations interfere with their overall academic progress. (See [Satisfactory Academic Progress Standards](#)).

Licensure

Licensure

The Office of the University Registrar–Licensing and Credentialing team works with students to assist in the preparation and submission of applications for medical licensing.

Applicants for a medical license are responsible to see that applications are properly processed in accordance with the requirements of the particular authority from which a license is sought. The Office of the University Registrar maintains some information on the requirements for licensure; however, the University is not an agent of any licensing authority.

For precise information, it is the responsibility of students and graduates to seek that information from the licensing agency in the region, state, or country where licensure is being sought. The Office of the University Registrar, during the

paperwork process of licensure, will advise individuals on the role of the University in the process. Students may contact the Office of the University Registrar – Licensing and Credentialing at LCV@sgu.edu

Clinical Terms - Guidance Resources and Schedules

Clinical Terms- Guidance Resources and Schedules

During the clinical years, the school has extensive student support services to provide academic counseling, career counseling and psychological services. The Office of Career Guidance and Student Development should be consulted for advice on career opportunities and preparing for postgraduate training. The Office of the Dean, Office of Senior Associate Dean of Clinical Studies and the Office of the Dean of Students are available for guidance on other issues. The Directors of Medical Education, clerkship directors, preceptors, medical education coordinators and clinical faculty at clinical sites are also available for advice.

A Three-Year Clinical Schedule

Most students complete their clinical training and graduate in two or two and one-half calendar years after completing the basic science program. These students usually take Step 2 CK once all Year 3 requirements are completed. However, students have the option to choose a three-year clinical studies schedule (a fifth year in the Four-Year MD program).

These students can take Step 2 CK after four years of medical school, allowing them more time to prepare for Step 2 CK. During this period, students also have the option to participate in individually tailored program of electives and/or conduct research.

The Office of Career Guidance (OCG) may advise students to consider a fifth year if they meet one or more of the criteria below which are predictors of poor performance on Step 2 CK.

1. Academic difficulties in the basic science terms
2. Failing or performing poorly on Step 1

3. Negative comments or a C in the Clinical Skills component of the clerkships
4. Deficient performance on the NBME Clinical Subject Exams, including any failure

Extended Timelines in the Clinical Program

A student may take a LOA in the clinical phase. Students who have taken excessive leaves of absence for health or other reasons should limit their bridge time and are forewarned that they must complete their program of study within the 6 year timeline requirements.

The need to take off more than one year is incompatible with satisfactory progress and can lead to dismissal from the medical school. Above all, students must remain within the satisfactory academic progress guidelines.

Students need to be aware that extending their timeline, which may be advantageous academically, may diminish their prospects in the residency match program. In addition, any disruption in a student's matriculation may affect their loan repayment status if they are receiving US federal loans.

Clerkship Grading

About Clerkship Grading Policies

The course requirements and grading policy are specified in the Clinical Training Manual for clinical rotations.

Academic transcripts reflect an average based on the numeric grades received in each course for all courses taken in terms 1-5.

Quality points are doubled in the WMPG calculations for the core clerkships. Clerkship grades are determined by performance on the wards and clinics (60%), performance on the NBME clinical subject exams (30%); and competency in communication skills (10%). The required sub-internship, Family Medicine/ General Practice rotation and electives are graded on a pass/fail basis. The following grade definitions and transcript notations appear on the transcript legend, and in all publications, which outline grading policies:

CLERKSHIP GRADE DESIGNATIONS

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
A+	97-100	Y	Y
A	93-96	Y	Y
A-	90-92	Y	Y
B+	87-89	Y	Y
B	83-86	Y	Y
B-	80-82	Y	Y
C+	76-79	Y	Y
C	73-75	Y	Y
C-	70-72	Y	Y
F	0-69	Y	N
I		Y	N
W		Y	N
NG		Y	N

Courses are graded as follows in the clinical years:

- (Honors) is given to students who proficiently develop the
- A+** competencies listed in the Clinical Training Manual and receive honors in the NBME Clinical Subject Exam
- is given to students who proficiently develop the
- A** competencies listed in the Clinical Training Manual and whose overall performance is good.
- is given to those students who only adequately develop the
- B** required competencies and whose overall performance is acceptable.
- is given to those students who barely meet minimum requirements. This grade is, in fact, a "warning" grade and identifies a student who is struggling in medical school and may need remedial work or counseling.
- C**
- is given to those students who are not achieving minimum School of Medicine standards.
- F**

Clerkship Directors have the option of adding + or - to the above grades based on their opinion. Only A+ requires objective criteria, namely Honors in the relevant NBME Clinical Subject Exam.

Graduation

Graduation Assessment Board

The Graduation Assessment Board (GAB), comprising of School of Medicine Faculty, reviews and approves those students for graduation who have completed the curriculum and met all program requirements. To be eligible for graduation, a student must satisfactorily complete 80 weeks of clinical training after the successful completion of the 77 weeks of Basic Sciences. Based on assessments throughout the Four-Year MD Program, the School of Medicine

graduates those students that have developed the competencies articulated in the MD Program Objectives.

Requirements for Graduation

In order to qualify for graduation from the MD Program, all candidates must have achieved the following:

- Satisfactory completion of all Basic Sciences requirements of the MD Program and all requirements to enter the first year of Clinical Studies
- Successfully complete 80 weeks of clinical studies:
 - 42 weeks of core clerkship (twelve weeks of Internal Medicine, twelve weeks of Surgery and six weeks each of Pediatrics, Obstetrics/Gynecology, and Psychiatry)
 - 6 weeks of Family Medicine (if scheduled in Year 3*) or 4 weeks of Family Medicine (if scheduled in Year 4)
 - 38 weeks of elective rotations (*less 6 weeks if Family Medicine was completed in Year 3) completed in Year 4. (four weeks of Family Medicine if not done in the 3rd year, four weeks of a sub-internship in any core specialty, four weeks of a medicine elective and 22-24 weeks of electives of student choice.
- Complete additional training and assessment for any failing grade in a course or for any failed component of a clinical rotation (including retaking and passing the NBME exam of a failed clerkship knowledge component.)
- Passing all 6 required NBME clinical subject examinations
- Be at least 21 years of age.
- Pursue the study of medicine for at least three years at St. George's University School of Medicine.
- Maintain acceptable professional behavior and standards.
- Be discharged of all indebtedness to the University.
- Comply with the requirements for admission.
- Be approved for graduation by the Graduate Assessment Board.

Honors Designations

Magna Cum Laude (with great honor)

- Students graduating with a cumulative WMPG of 97%+

Summa Cum Laude (with highest honors)

- Students graduating with a cumulative WMPG between 93%–96%

Cum Laude (with honors)

- Students graduating with a cumulative WMPG between 90%–92%

Teacher-Learner Expectations

Teacher Learning Expectations

(Corresponds to LCME Standards thru Academic Year 2020 – 2021 AAMC Publication Date June 4, 2015)

The school holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn.

Guiding Principles

- **Duty:** Medical educators have a duty to convey the knowledge and skills required for delivering the profession's standard of care and also to instill the values and attitudes required for preserving the medical profession's social contract with its patients.
- **Integrity:** Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.
- **Respect:** Respect for every individual is fundamental to the ethic of medicine. Mutual respect is essential for nurturing that

ethic. Teachers have a special obligation to ensure that students and residents are always treated respectfully.

Responsibilities of Teachers and Learners

Teachers should:

- Treat students fairly and respectfully
- Maintain high professional standards in all interactions
- Be prepared and on time
- Provide relevant and timely information
- Provide explicit learning and behavioral expectations early in a course or clerkship
- Provide timely, focused, accurate and constructive feedback on a regular basis and thoughtful and timely evaluations at the end of a course or clerkship
- Display honesty, integrity and compassion
- Practice insightful (Socratic) questioning, which stimulates learning and self-discovery, and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive
- Solicit feedback from students regarding their perception of their educational experiences
- Encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately

Students should:

- Be courteous of teachers and fellow students
- Be prepared and on time
- Be active, enthusiastic, curious learners
- Demonstrate professional behavior in all settings
- Recognize that not all learning stems from formal and structured activities
- Recognize their responsibility to establish learning objectives and to participate as an active learner
- Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine
- Recognize personal limitations and seek help as needed
- Display honesty, integrity and compassion
- Recognize the privileges and responsibilities coming from the opportunity to work with patients in clinical settings

- Recognize the duty to place patient welfare above their own
- Recognize and respect patients' rights to privacy
- Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse"

Relationships Between Teachers and Students

Students and teachers should recognize the special nature of the teacher-learner relationship which is in part defined by professional role modeling, mentorship, and supervision.

Because of the special nature of this relationship, students and teachers should strive to develop their relationship to one characterized by mutual trust, acceptance and confidence. They should both recognize the potential for conflict of interest and respect appropriate boundaries.

Policy on Non-Fraternization Relationships

St. George's University Policy on Non-Fraternization Relationships between individuals in inherently unequal positions may undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. It is the policy of the University that respect for the individual in the University community requires that amorous or sexual relationships not be conducted by persons in unequal positions. The University considers it inappropriate for any member of the faculty (including clinical tutors), administration, or staff to establish an intimate relationship with a student, subordinate, or colleague upon whose academic or work performance he or she will be required to make professional judgments or who may have real or perceived authority over the student. The University considers it a violation of this policy for any member of the faculty, administration, or staff to offer or request sexual favors, make sexual advances, or engage in sexual conduct, consensual or otherwise, with a person who is:

- Enrolled in a class taught by the faculty member or administrator
- Receiving academic advising or mentoring from the faculty member or administrator
- Working for the faculty member, administrator or staff

- Subject to any form of evaluation by the faculty member, administrator or staff.

Please note that the list above is not exhaustive and other situations of fraternization may also result in a violation of this policy. In all such circumstances, consent may not be considered a defence against a charge or fraternization in any proceeding conducted under this policy. The determination of what constitutes sexual harassment depends on the specific facts and the context within which the conduct occurs. Teaching and research fellows, doctoral and graduate assistants, tutors, interns, and any other students who perform work-related functions for the University are also subject to this policy. In the case of a pre-existing relationship between a faculty member and a student or subordinate, the faculty member has an affirmative duty to disclose this relationship to the Dean's Office so that any potential conflicts of interest can be resolved.

Learning Environment Policy

Learning Environment Policy

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

The learning environment is assessed and monitored by SGU's Learning Environment Committee (LEC). The LEC reviews anonymous, aggregate-level data on the learning environment obtained from student surveys and other sources (e.g., summative reports from Judicial Affairs) and makes recommendations to mitigate negative influences and enhance positive influences on the learning environment. The LEC reports its findings and

recommendations to the Dean of the School of Medicine and shares a report of its activities with the Curriculum Committee on an annual basis.

Diversity and Inclusion Policy

Diversity and Inclusion Policy

At St. George's University School of Medicine (SGUSOM), diversity is a foundational core value that is reflected in our campus community. We recognize that the educational environment is enhanced and enriched by a true blend of voices and knowledge from varied backgrounds and attributes. The University is committed not only to the recruitment of students, faculty, and staff from varied backgrounds and experiences, but also to developing initiatives designed to create an equitable and inclusive campus environment. We embrace the belief that a diverse, equitable, and inclusive environment is pivotal in the provision of the highest quality education, research, and health care delivery.

SGUSOM prioritizes quality, positive student experiences irrespective of background. SGUSOM aims to create an environment where all students, faculty and staff, regardless of background, feel safe and free to contribute to the development of the SGUSOM community. SGUSOM aims to establish a culture of diversity, equality and inclusion.

SGUSOM is committed to anti-discrimination and does not discriminate on any basis prohibited by the applicable local laws of the country where the educational programme is being provided.

SGUSOM utilizes a variety of strategies to achieve its mission through a commitment to diversity, equity, and inclusion in its students, faculty, and staff.

Definitions

Diversity is defined as a community that appreciates, values, and seeks individuals from a variety of backgrounds and characteristics, such as race, ethnicity, gender, socio-economic status, and religious beliefs.

Equity is defined as all individuals having equal access to opportunity regardless of race, ethnicity, gender, socio-economic status, or religious beliefs.

Inclusion is defined as creating a supportive environment so that all individuals have an opportunity to succeed.

Responsibilities

1. Leadership – SGUSOM will demonstrate its commitment to diversity, equity, and inclusion (DEI) through leadership, policies, and practices, including:
 1. Appointing an Assistant Dean of Multicultural Affairs (ADMA) who is responsible for the planning and oversight of diversity, equity and inclusion activities. The ADMA reports directly to the Dean of the School of Medicine. The ADMA:
 1. Actively promotes a diverse, inclusive, and equitable environment within the School of Medicine.
 2. Collaborates with the leadership of SGUSOM to establish an environment free of discriminatory behavior and harassment of all students and free of retaliation for filing complaints of discrimination.
 3. Develops programs/activities designed to raise awareness of and educate the SGUSOM community about topics and issues related to diversity, equity, and inclusion.
 2. Adopting this Diversity and Inclusion Policy to guide all efforts to promote diversity, equity, and inclusion.
 3. Establishing a Diversity, Equity, and Inclusion Advisory Council to advise the ADMA on DEI practices and developments.
2. Recruitment Strategies – In recruiting students, faculty and staff at SGUSOM, diversity, equity and inclusion should be a significant component and be reflected in recruitment strategies. These strategies may include:
 1. Utilizing pipeline programs to recruit students to become physicians, focusing on specific target groups that will enhance SGUSOM's ability to meet its mission, including students from these groups historically underrepresented in medicine:

1. Country of origin
 2. Female gender
2. Utilizing recruitment pathways to ensure a diverse pool of applicants for faculty and staff positions, with special consideration on recruiting the following groups:
 1. Country of origin
 2. Female gender
3. Assessing current recruitment efforts and developing an analysis so that DEI can be further integrated into recruiting students, faculty and staff.
4. Ensuring SGU's website reflects diversity, equity and inclusion in SGUSOM.
3. Education – Inclusion in SGUSOM curriculum on diversity, equity, and inclusion issues, such as:
 1. Cultural Competency
 2. Social Determinants of Health/Health Inequities/Population Health
 3. Effective Communication with Diverse Patients
4. Retention of students, faculty, and staff – The SGUSOM will utilize strategies to retain students, faculty, and staff in diversity categories designated in Section 2 through initiatives such as:
 1. Student support services and advising that cater to the needs of a diverse student body
 2. Training and development opportunities for faculty and staff
5. Awareness – SGUSOM will ensure that applicants, students, faculty, and staff have exposure to its commitment to diversity, equity, and inclusion through statements and policies that will be widely distributed through appropriate channels.
6. Evaluation – SGUSOM will track evaluation and assessment of its activities to promote diversity, equity, and inclusion through the development of goals, objectives, outcomes, and monitoring through a continuous quality improvement process.

Nondiscrimination Policy

Nondiscrimination Policy

SGUSOM is committed to anti-discrimination and does not discriminate on any basis prohibited by the applicable local laws of the country where the educational programme is being provided.