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Doctor of Medicine Program - 4 Year MD

Introduction to 4 yr MD Program

St. George's University (SGU) School of Medicine (SOM) Four-Year MD Student Manual includes descriptions of the curriculum, student support services and requirements for the MD degree. Incoming and current students in the Four-Year MD program can find the information in this Manual to help them successfully participate in this program. Additional policies and procedures about the individual basic sciences courses are found in the course syllabi. Similarly, students can find additional details about the clinical program in the Clinical Training Manual, which can be found on the SGU website.

Students registered in the Four-Year MD program are subject to the policies and regulations of both the SOM and SGU. The General Policies for All Students, and Student Standards, Policies and Nonacademic Procedures are found on SGU's website. If policies and regulations between the SOM and SGU conflict, then the SOM policies and regulations supersede.

This Student Manual is subject to change and policies may be revised in the course of any given academic year. SGUSOM reserves the right to alter, change or amend any of these rules and regulations at any time without prior notice, either with immediate effect or with timeline specified. Information contained herein supersedes all previously published versions.

Students are required to check this Manual periodically to ensure they are aware of the policies and requirements in effect at any given time. This Manual is not intended and should not be construed to constitute a contract. (The final page contains a glossary of abbreviations).

All reference to years, such as "in the first year," or "in year two" refer to those years in the Four-year MD program, and does not reference any years spent in the preclinical years.

Note: English is the primary language of instruction and assessment at SGU.

Overview on Becoming an MD

Mission Statement

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 SOM 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 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 can train at the University's clinical centers and affiliated hospitals in the United States, the United Kingdom and Grenada.

MD Program Objectives

4 Year MD Program Objectives

SGU SOM has constructed its curriculum around three domains:

1. Medical Knowledge
2. Clinical Skills
3. Professional Behavior

At the time of graduation, all medical students will be deemed to have met these MD Program Objectives.

Medical Knowledge

By the time of graduation, all students will be able to:

- I. Apply the multidisciplinary body of biomedical, behavioral, and socioeconomic sciences to clinical analysis and problem solving.
- II. Describe 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.
- III. Incorporate bio-psycho-sociocultural factors including aging, behavior, health care delivery, psychological, cultural, environmental, genetic and epigenetic, nutritional, social, economic, geographical, religious, and developmental; and their effects on the health and disease of individual patients and populations into clinical reasoning.
- IV. Utilize evidence-based therapeutic strategies for the prevention, treatment, and palliation of disease.
- V. Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.

Clinical Skills

By the time of graduation, all students will be able to:

- I.** Demonstrate effective verbal, nonverbal, and written communication skills; and build collaborative and trusting relationships with patients, families, and all members of the health care team to advance patient care.
- II.** Demonstrate clinical reasoning and problem-solving skills in the care of individual patients.
- III.** Gather essential and accurate information about patients and their conditions through history-taking, physical examination; and the use of laboratory data, imaging, and other tests.
- IV.** Demonstrate competence in routine manual skills.

V. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes into patient care.

VI. Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to seek guidance where appropriate, to continuously improve patient care.

VII. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Professional Behavior

By the time of graduation, all students will be able to:

- I. Demonstrate the ability to foster a positive, healthy professional identity encompassing conscientiousness, excellence, and a commitment to personal growth through the incorporation of new knowledge, skills and behaviors based on self-evaluation and life-long learning.
- II. Demonstrate the professional qualities expected of a physician, including empathy, compassion, compliance, punctuality, reliability, responsibility, appropriate demeanor, honesty, and teamwork.
- III. Engage in behaviors that exemplify humility, value diversity, and foster an inclusive and equitable environment free of bias.
- IV. Display ethical behavior, including a respect for patient privacy and autonomy and informed consent.
- V. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.
- VI. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

Program Commitment Policy for Matriculating Students

NU Matriculated Students

Students matriculated into the SGU SOM Four- Year MD 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. Upon successfully meeting the required standards for Terms 1 and 2, students then continue/proceed to their second academic year at SGUSOM 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.

Grenada Matriculated Students

Students matriculated into the SGU SOM Four- Year MD Program in Grenada, complete all of the Basic Sciences Terms 1 -5 of the Four-Year Doctor of Medicine program In 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 School of Medicine 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 candidates' abilities to act reasonably and independently. The use of a trained intermediary means that a candidates' judgment must be mediated by someone else's power of selection and observation and is not acceptable.

Observation Skills

Medical students must be able to participate actively in all demonstrations, clinics, and laboratory exercises throughout the MD program, and to assess and comprehend the condition of all patients assigned to them for examination, diagnosis, and treatment.

Communication Skills

Medical students must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity, and posture, assess verbal and non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the health care team. Communication skills include speaking, reading, and writing, as well as the observation skills described above.

Applicants/medical students should be able to hear the history of a patient and respond to the patient verbally. They must be able to read and write in standard format and must be able to interact with computers in rendering patient care.

Motor Skills

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

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

to perform these problem-solving skills in a timely fashion.

Applicants/medical students must be able to learn effectively through a variety of modalities including the use of computer-based technology.

Behavioral and Social Attributes

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 a necessary skill. Students and graduate physicians must understand, and be able to utilize—unaided—the technology used in education, in 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 and training as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding while recognizing the limits of my abilities and seeking assistance when necessary.

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 healthcare 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, honesty, and cultural humility. I will treat all members of the St. George's University community and its visitors with equity, regardless of rank, as I will do with my future patients.

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. Taking full responsibility for my choices and actions, 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 SOM 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 professional standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 15% penalty of the total available course points and may result in an F grade for the course in which the student is registered.

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.

In addition, to the professional standards stated in the MD program outcomes relating to professional behavior, the course syllabus and learning pathway outline specific expectations, and where not explicitly stated professional standards assume compliance with SOM policy and conscientious and good faith effort to fully participate with honesty and integrity in the program, its activities and assessments.

These Professional Expectations are mandatory and are listed below. **All students are required to attest to these expectations at the beginning of each term.**

[1. Read the mission statement of the SGU SOM](#)

2. Read the MD outcome objectives in the syllabus or student manual
3. Read the course and module objectives provided for each course in the syllabus
4. Actively participate appropriately in all class activities and be present for the duration of the entire activity
5. Respond to all audience response question polls using the “clicker” registered to you
6. Complete all assessments and examinations in the course at the scheduled dates and times
7. Adhere to the dress-code for Laboratory/SimLab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits
8. Check the course management site daily for announcements and updates
9. Check posted results of assessments on time and follow policies and timeline for score or course grade queries
10. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
11. Report illness through the medical self-report system on myCampus Secure Login (Carenage) of the SGU website. If the self-report system is malfunctioning, email studentDOBS@sgu.edu.
12. Voice commendations and concerns through SGA class representatives
13. Be aware of, and when appropriate, use support services available, including faculty consultation hours, designated Academic Advisors, Office of Student Affairs, Department of Education Services, and the Psychological Services Center
14. Participate in the course and instructor evaluations

15. Comply with all requirements outlined in the course syllabus
16. Abide by the University Code of Conduct outlined in the student manual
17. Carry a student ID card at all times on campus and show it when required
18. Attend mandatory meetings scheduled by administration, advising or course leadership
19. Complete the course attestation forms the attest to understanding the expectations
21. Comply with the policies of the SOM outlined in the student handbook and syllabus
22. Reply to communications from SGUSOM administration/course leadership in a timely manner and within stated deadlines

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. Students are expected to regularly review the Student Manual and Clinical Training Manual for any policy updates.

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 is reported to licensing boards, accrediting bodies and ECFMG. 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 SOM 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 in a timely manner (with 1-2 business days). This includes the time 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 SOM, including failure to attend mandatory

meetings as specified by the Dean of the School of Medicine; the Office of Student Affairs, 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 by the Office of the University Registrar.

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 [course name] [module number] where appropriate: Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), Excellent (6)

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. (Long answer)
10. Please provide a specific example of a weak element of this module and how it should be changed. (Long answer)
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. (Long answer)

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. The major exams in this course were a fair assessment of the course learning objectives
6. Overall this course contributed effectively to my medical knowledge.
7. Overall, how effective was the course?
8. What suggestions do you have to improve the course?

Learning Environment Evaluation

For quality assurance and accreditation purposes, SGUSOM assesses the emotional, psychological, and cultural aspects of the student learning environment. This assessment includes, in part, student feedback collected through surveys. These surveys are essential components of SGUSOM's quality and improvement efforts and contribute to accreditation requirements. Students are expected to complete these surveys, as well as any other surveys distributed by the School of Medicine.

End-of-Course/Clerkship Evaluation – Learning Environment Questions

Surveys at the end of course/clerkships contain a few targeted questions about the learning environment, including:

1. SGU provides a safe and supportive learning environment.
2. I feel supported in my personal and professional pursuits by other students in my learning environment.
3. There is someone in authority that I can confide in who will listen, advise, and act appropriately in an unbiased manner when important concerns arise.
4. I did not experience or witness mistreatment of students during this educational experience (e.g., harassment, discrimination, public humiliation, psychological/physical punishment)*

*If you did experience or witness mistreatment of students during this educational experience (e.g., harassment, discrimination, public humiliation, psychological/physical punishment), please comment in textbox. Be aware that this survey is not an official reporting mechanism. To file an official report of mistreatment, please contact the Office of Student Affairs (studentaffairs@sgu.edu) or use EthicsPoint (<https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html>) to file an anonymous report.

Additionally for clerkships:

5. The clerkship clinical exposure time limits were followed. (Clinical exposure time did not exceed 50 hours per week when averaged over the entire rotation.)

Annual Learning Environment Survey

A more in-depth Learning Environment Survey is administered annually to all School of Medicine students. This survey assesses various aspects of the educational environment, such as student well-being, academic support, fairness of assessments, and the overall sense of achievement and

collaboration among students. It also includes questions about awareness and communication of policies regarding mistreatment, confidence in reporting mistreatment without retaliation, and the frequency and nature of mistreatment experienced or witnessed by students.

Student Satisfaction Surveys

Students are expected to complete Student Satisfaction Surveys distributed by the Office of Student Affairs, the Office of the Provost, SGU's accrediting bodies, and other university offices as applicable. Additionally, students are expected to participate in independent student-led surveys, such as the Independent Student Analysis (ISA), which play a vital role in evaluating and improving the medical education program. These surveys are essential for continuous quality improvement and accreditation. Student feedback informs institutional improvements and helps to ensure the highest standards of medical education.

Graduation and Postgraduate Questionnaires

SGUSOM graduates are expected to complete graduation and post-graduation questionnaires distributed by the School of Medicine and its accreditors. These questionnaires evaluate students' perceptions of their medical education, including overall and basic sciences instruction, preparedness for clinical clerkships and electives, and the quality of clinical training. It assesses key aspects of medical education, such as faculty effectiveness, mid-clerkship feedback, and guidance in elective selection. Additionally, students reflect on their readiness for residency, covering clinical skills, medical knowledge, communication, professionalism, evidence-based decision-making, cultural competence, and the application of high-value care and social determinants of health in patient management. The questionnaires also help SGUSOM to track postgraduate progression, which is an essential accreditation requirement.

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 US/UK Pathway Forms submitted by students. Students schedule rotations in year 4 in concert with school personnel.

Term Check-In

To check-in for Terms 1 – 5, students must have no holds (financial, admissions, bursar, health records, health insurance). Students who are not in good financial standing are required to work with the Office of the Bursar 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 as well as have no holds (financial, admissions, bursar, health insurance); they will then check-in for both programs simultaneously, if applicable.

Students who fail to check-in by the deadlines established will be administratively withdrawn.

More information on registration, billing and late payments is in the [General Student Manual](#).

In addition, students pausing or cancelling their health insurance will be suspended from SOM curriculum until they can show documentation of active health insurance coverage.

Matriculation Timelines for All Students

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 LOA 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 phase of the curriculum in the US will typically use time between the Basic Sciences phase and Clinical phase to prepare for and take the USMLE Step 1. 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, USMLE Step 2 schedules, and the ERAS/NRMP timing and are discouraged from taking an excessive amount of time between the phases unless content remediation for NBME, CBSE and 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 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 by the relevant Dean. Any student recommended for dismissal may appeal to the CAPPS.

Optimal 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 after successfully passing the CBSE, and start their first clinical term in August or September. Students who wish to start clinical training in the United Kingdom may omit the USMLE Step 1 and can start in the United Kingdom at the next available start date after clearance.

3. End of the Year 4: Students complete the full clinical curriculum (80 weeks) 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 2020, then graduation is in June 2022). This is four years or less after matriculation. Students interested in a US residency should aim to finish by the end of April to allow for adequate time, if possible, to ensure processing of the diploma for a May graduation date; and for ECFMG paperwork, and state licensing paperwork prior to the start of residency orientation.

Terms 6 through 10 (Year 3 and 4) represent an intensive educational period. Students who start the clinical phase (Year 3) in September have less than 90 calendar weeks to the first June diploma date and must plan time off accordingly to ensure completion of all 80 required academic weeks. During this time, students interested in a US residency also study for and take the USMLE Step 2 (CK) at the completion of the core clerkships 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 after successfully passing the CBSE, and start their first clinical term in May or June. Students who wish to start clinical training in the United Kingdom can start at the next available start date, once clearance has been granted.
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 the clinical phase (Year 3) in May have approximately 100 weeks to complete the 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) at the completion of the core clerkships and apply for residencies.

Extended Timelines

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 Senior Associate Dean of Basic Sciences on the recommendation of 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 may be factored into the decision-making process of CAPPS should students subsequently fail to meet performance standards.

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 CBSE and Step exams (bridge time), or take an LOA 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 the time between the Basic Sciences phase and Clinical Science phase 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 CBSE/Step 1 warrants additional preparation time. In rare cases, students may have been granted by CAPPS to take additional time to complete the Basic Sciences.

Those students who have taken the maximum 3 years or more to complete the Basic Sciences phase must start their clinical studies in the US or the UK upon completion of Basic Sciences requirements.

It is a requirement that students complete the Basic Sciences Phase of the MD program within three years of matriculation, and the full MD program within six years. While Step 1 is not a mandatory part of the curriculum, certain states such as New York, New Jersey, and Florida require students to pass this exam before they can begin clinical rotations. This poses a challenge for students who have not finished the Basic Sciences Phase within two or two and a half years from matriculation, as they are left with little time for CBSE/Step 1 preparation.

As of May 2023, students who have already taken three years to complete the Basic Sciences Phase will have a single attempt to pass CBSE. Upon successfully passing the CBSE students will be certified to take Step 1. After passing Step 1, students will be placed in clinical rotations.

If unsuccessful at the CBSE, students will be scheduled to start Year 3 of the clinical phase in states where Step 1 is not a requirement. This will allow students to finish core rotations within the allocated time and provide them with a period of time to prepare for and take both Step 1 and Step 2 before commencing year 4 of the MD curriculum (a model being followed by numerous US medical schools). This policy aims to improve outcomes for students who have time constraints due to delays completing the Basic Science Phase.

During its interim and end of phase reviews, the APRC will identify students to whom this applies. The Office of Clinical Education Operations will subsequently provide these students with the necessary details to progress to clinical rotations.

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 Advising

After successfully completing Term 5, students are contacted by the Academic Advising Development and Support (AADS) advisory unit and given guidance on preparation for CBSE/Step 1. Students are required to maintain communication with AADS advisors until they sit for and pass CBSE and USMLE

Step 1 or start clinical rotations in the US or 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

The SOM 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. There are instances when students extend their timelines up to a maximum six years in order to do research, participate in credit remediation or NBME study programs, repeat coursework, take an LOA, extend their Step 1 or Step 2 CK exam study time and/or complete additional rotations.

The Doctor of Medicine program is divided into two segments as follows:

- [The Basic Sciences Segments](#)
- [The Clinical Segment](#)

The Basic Sciences Segments

1. **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

2. **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/ interim LOA (ILOA), 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 will 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. For questions regarding enrollment status, can contact the Office of the University Registrar – Academic Enrollment and Compliance at enrollmentchanges@sgu.edu.

As an example, if a student successfully finished Term 5 in December 2023, the student must start their first clinical rotation by 04/29/2024 (the end of the 20-week vacation period). The student will be an official Leave of Absence from December 2023, until the start of the first clinical rotation, for a maximum of 6 months, which is 06/10/2024. The student will need to have enrolled in a clinical rotation by 6/10/2024 to officially begin the clinical years and prevent the Interim LOA from appearing on the student's transcript. This Leave of Absence is to study for the USMLE Step 1 exam so as to be eligible for the next clinical placement period. If the student has not been placed into their first clinical rotation within 6 months, the student will have extend the leave of absence until the student's actual first clinical rotation start date.”

The ILOA will become an official LOA that will reflect on the student's transcript if the student does not begin the first rotation by **6/10/2024**.

- If the student is a United States Federal Aid Recipient, the LOA will allow the student to maintain the enrollment status that will keep the student's federal loans in an "in school" deferment status. This LOA will be for a maximum of six months.
- Beyond this time, the student's federal loan can go into a repayment status.
- While it is important that this LOA is maintained for the enrollment status for federal student loan purposes, this leave will not be reflected on the student's transcript if the student starts clinical rotations within 6 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. For questions regarding repayment status, contact the Office of Financial Aid at faid@sgu.edu.

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 will be placed into clinical rotation 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.

Bridge Time:

Clinical students who need to schedule a few weeks off between rotations may only do so as long as their timeline permits. This is referred to as bridge time. In addition, students who need to complete remediation for failed NBME clinical subject examinations or completion examinations for NBME clinical subject examinations are able to use bridge time. Students must notify their clinical student administrator in the Office of Clinical Education 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 able to have up to 20 weeks of bridge time within a rolling 12-month period. Students who need more than 20 weeks within a rolling 12-month period are required to apply for an LOA. Students are not able to take 20 weeks of bridge time concurrently with a leave of absence.

During a calendar year, there are times when hospitals do not take any students. Typically, this happens at the end of July until mid-August (lasting 2-3 weeks) and the last two weeks in December. During those times, students must be on bridge time or if they don't have enough bridge time, will be required to be on LOA.

Grading Policies for 4 Year MD

Basic Sciences Grading Policies

Each course in the basic sciences comprises points from written standardized assessments, points for professionalism and participation in formative assessments and scheduled class activity and assignments, and points for practical and clinical skills assessments. A sequence of summative written assessments aligned to the module content and delivered as standardized examinations to the cohort is used in each course. Each course also has a comprehensive examination for the assessment of all clinical knowledge delivered in the curriculum to that point. Scoring of assessments is done across the cohort with application of standard score calculations across the cohort for all students. Each assessment will contribute points to the overall grade and the course syllabus defines the different assessments and their weighting in the calculation of the final grade for the course. The grading of the course follows the grade designations detailed.

Students' transcripts reflect a students' achievement of course requirements and their academic performance. Students have access throughout the term to review their gradebooks to ensure all scores are accounted for and to request a review of participation records. After each exam, students who wish to contest an examination score should file a report to the Course Director using the Grade Query Form on the LMS within 24 hours of the posting of the score. Students who wish to contest a final course grade should contact the Course Director using the Grade Query Form within 24 hours of the posting of the course grade. Students should state the basis for contest (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 Senior Associate Dean of Basic Sciences Office within 24 hours of receiving the written determination from the Course Director. The [Grade Query Form](#) is accessible on the course-specific Sakai Site.

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>		
C-	70-72	Y	Y

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
	<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 demonstrates advanced mastery of the academic standards in the course.

HP: High Pass

A grade of High Pass is given to a student whose performance demonstrates above average mastery of the academic standards in the course.

P: Pass

A grade of Pass is given to a student whose performance meets all academic standards in the course.

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 syllabi and their course schedules. Such academic activities include (but are not limited to) lectures, labs, small group discussion, directed learning activities, examinations, and continuous quality improvement measures such as module and instructor evaluations. **Participation is taken 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.

Each [Course Syllabus](#) is accessible on the course-specific Sakai Site.

Participation Check Policy - Terms 1-5

Point solutions is the audience response system that is utilized in all basic sciences courses. Students are issued devices called “clickers” which they use to participate in most academic activities. Its use reflects the participation and performance of the student to whom the clicker and account is registered. Each student is issued a clicker and is responsible for the activity on their clicker/account registered through the audience response system.

Students should only respond to formative point solutions questions whilst physically in class and with their own clicker that is registered to them. Use of the clicker in class assumes the presence and participation of the student to whom the clicker is registered. Clicker use by a proxy while absent is misrepresentation of participation records and will result in academic penalties and referral to the judicial office.

To earn participation credit, students must attend their assigned class activities in person (assigned by College, cohort or any other means outlined in the syllabus or course management site by the course director) and participate in every formative assessment item. Students can only earn participation credit for presence at their assigned scheduled activities.

Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and is a violation of the [Honor Code](#). Attempting to earn participation credit for an activity that has been partially attended, or for which the student has not attended in person constitutes academic dishonesty and is a violation of the Honor Code. Students will face academic and judicial referrals and subsequent penalties, for attempting to misrepresent their participation record for their assigned learning activities.

Random participation checks will be carried out on a weekly basis during the term using in-person scan out or sign out from venues. Scan/Sign out data is used to verify student presence and compared 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 in –person as determined by scan/sign-out checks is referred to the Office of Student Affairs and Judicial office and will be required to comply with investigations. If charges are founded, students will incur academic penalties levied by the Faculty Panel for Academic Professionalism (FPAP) (as per the Unprofessional Behavior section of the Course Syllabus), disciplinary probation until graduation, MSPE notice of non-compliance and unprofessionalism and/or dismissal in egregious cases. Some of these penalties require notice to ECFMG.

Any student leaving a learning activity early, e.g., prior to the full debrief after the last formative assessment question of the lecture, or prior to the scan/sign-out check, will not be considered as fully participating. To earn participation for this session, students must participate in every formative assessment question and complete the appropriate scan/sign-out process when required. 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, but who has left prior to the scan/sign-out, is using another person as a proxy registrant with their clicker device or uses a clicker to register another student's presence and participation is in violation of the participation policy and the Honor Code. They will be flagged for follow up which includes an email from the course director and a referral to the Office of Student Affairs and Judicial offices. They will be required to comply with any investigations. If charges are founded, students will incur academic penalties levied by FPAP (as per the Unprofessional Behavior section of the Course syllabus) up to 15% of the course grade, disciplinary probation until graduation, MSPE notice of non-compliance and unprofessionalism and/or dismissal in egregious cases. Some of these penalties require notice to ECFMG. It is the responsibility of every student to have a registered clicker and ensure that they are able to participate in formative assessment questions, to ensure their devices are in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with their participation records. Failure to do so may result in the loss of participation credit, for which the student will be held responsible.

Faculty Panel for Academic Professionalism

The FPAP deals with all professional behavior issues arising as part of student activity in a course, 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 FPAP for a 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 SOM 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, and decisions are reached by simple majority in which the Chair has a casting vote in the event of a tie. The panel 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 lapses in 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 Senior Associate Dean of Basic Sciences for action and communicated to the student by the Senior Associate Dean of Basic Sciences Office.

Feedback Policy: Formative, Summative, and Narrative

Feedback Policy

During the pre-clerkship curriculum

Students will undergo assessment of their medical knowledge, clinical skills, and professional behavior. All assessments should include feedback elements. This feedback provides students with the opportunity to reflect upon their performance in the areas of knowledge, skills, and professional behaviors and an opportunity to identify areas of strength or weakness. Students will receive this feedback in all courses in the following ways:

Formative feedback:

Feedback from facilitators during and after each small group session: This includes observations on a student's presentation, interaction, and participation during the session. Feedback includes aspects of professional behavior and teamwork. Facilitators will assess each student using the rubric specified in the course syllabus. Students will receive regular feedback on their evaluations in the form of a Mastery report, which outlines students' performance in every element. This allows students to assess their current professional development and identity and allows students and facilitators to work together to correct any deficiencies in performance.

Immediate feedback from facilitators and standardized patients (SP) during clinical skills small group sessions and hospital visits: Facilitators give feedback on what they observed regarding the student's performance on history taking and physical examination skills. The SP provides the student with feedback about their experience during the encounter. Feedback is based on observable behaviors and quality of interaction, including how the SP felt, and what they saw and heard during the encounter.

Summative feedback:

Individual Mastery Reports: Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination (e.g., NBME content area and/or NBME physician task categorizations) and should be used by students to identify their individual performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

During the second year of the curriculum, students can request a one-on-one review of their clinical assessments. The primary purpose of a review request is to obtain feedback for self-improvement. See Clinical Skills Assessments Policies in the course syllabus for more information on how to request this session.

Narrative feedback:

A narrative description of medical student performance, including non-cognitive achievement, is included as a component of the assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment, and the following conditions are met:

- A single teacher interacting with a group of 10 or fewer students longitudinally for a cumulative 10 or more hours over the course of one Term
- The course is > 6 weeks

During the second year of the curriculum, students will receive narrative feedback relating to an assessed clinical encounter/experience. In the third year, narrative feedback forms a required component of each clerkship assessment.

This policy does not preclude or prevent narrative feedback under conditions that do not meet the criteria stated.

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)
- Basic Sciences Comprehensive Examination 1 (BSCE 1)
- Basic Sciences Comprehensive Examination 2 (BSCE 2)
- Basic Sciences Comprehensive Examination 3 (BSCE 3)
- Basic Sciences Comprehensive Examination 4 (BSCE 4)
- 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 (HIPPA), 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 and 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)

Basic Sciences Comprehensive Examinations (BSCE)

The BSCEs are comprehensive examinations administered during the Basic Sciences. Questions are either drawn from the question banks of all disciplines contributing to the Basic Sciences Courses preceding these examinations or from the banks of integrative questions developed in collaboration of multiple disciplines contributing to these examinations.

These examinations help students evaluate their approach to taking standardized examinations and to build the test-taking skills needed for future comprehensive examinations. They also provide feedback to individual students about content areas that require remediation.

The BSCEs are offered in terms 1, 2, 4 and 5, and form an integral part of the final course grade in each of these terms:

- Term 1 BSCE (BSCE 1) covers content taught in term 1 and is part of the Basic Principles of Medicine 1 (BPM1) course grade.
- Term 2 BSCE (BSCE 2) covers content taught in terms 1 and 2 and is part of the BPM2 course grade.
- Term 4 BSCE (BSCE 3) covers content taught in terms 1, 2, 3 and 4, and is part of the Principles of Clinical Medicine 1 (PCM1) course grade.
- Term 5 BSCE (BSCE 4) covers content taught in terms 1, 2, 3, 4 and 5, and is subdivided into three consecutive examinations, following the modular organization of the PCM2 course, and forming a major component of the PCM2 course grade.

The details of the BSCEs are outlined in the respective course syllabi.

Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE)

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.

Absenteeism or Lateness to Practical Clinical Skills Assessments

Any student who misses a clinical skills assessment or a lab examination without a valid excuse must take a completion examination. The completion exam will be scored using the same standards as the original assessment; however, students lose all professionalism points on the course, as outlined in the Course Syllabus and may be referred to the FPAP. **For all assessments where students have individual start times (such as OSPE/OSCE) it is their responsibility to ensure that they are not absent or late.** A score of zero will be retained for any exam that is missed and not subsequently completed on the scheduled completion date.

Approved Absences from Examinations

Religious Observance

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead.

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 Office of Student Affairs will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who fail to register these dates within two weeks from the start of each term will not receive an excused absence from examinations.

Students must follow this protocol 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 Academic Class Schedule published on the [Office of the University Registrar](#).

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

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 appropriately 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 [Office of Student Affairs](#).

Procedure for Submitting a Medical Excuse

To submit a medical excuse, the student uses the [Medical Excuse link](#) on the University 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 contact the Office of Student Affairs and provide an explanation, which will be evaluated by the FPAP. FPAP will then determine whether a panel hearing is required and 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 (I) 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](#) posted by the Office of the University Registrar on the SGU portal. 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

University Examination Policies and Procedures

[Exam Policies](#)

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SOM Examination Scheduling Policy

This policy governs scheduling, publication and rescheduling after compromised delivery for all examinations at SGUSOM.

Applicability

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

Policy on Student Conduct During Practical Examinations and Other Patient Interactions

In the event that a student injures a patient or otherwise acts inappropriately during a practical examination, the supervising faculty member has the authority to immediately terminate the student's examination and refer the case to the Office of Student Affairs and/or the Faculty Panel on Academic Professionalism (FPAP).

Consequently, depending on the nature of the inappropriate action, the student may: 1) Receive a zero score for the entire practical examination, 2) Receive a zero score for only the section of the practical examination in which the inappropriate action occurred, and/or 3) Incur an FPAP penalty for egregious or negligent action. The requirement for early termination of the interaction will mean that no scoring for the missed portion of the examination is subsequently possible, the points are forfeited, with no eligibility for a completion examination. The student may continue to other stations at the discretion of the supervising faculty, but if patient safety is a concern the student may be required to terminate the entire assessment.

Students who are suspected of impairment during patient interactions either within assessments or within the course of normal curricular delivery may be asked to terminate an interaction or be

precluded from beginning an interaction. Students may lose participation credit and/or any associated course points for the activity and may be referred to the Office of Student Affairs for follow-up and to FPAP for determination of academic penalty.

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, which does not exclude may include reference to knowledge and understanding from preceding course segments or courses.

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 SCUSOM. They are based on internal test items developed within SOM.

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.

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.

Scheduling Requirements for Course Examinations

Basic Sciences Written Examinations

Every effort will be made to avoid the scheduling of examinations on Saturdays, Sundays, or public holidays observed in the country in which the course is being offered (Grenada or UK).

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), 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, 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 6 written course examinations, which can be either modular or comprehensive. A 6 to 9-week term should have no less than 2 (typically a mid-term and a final) and no more than 3 written course examinations.

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 after the last scheduled regular class examination within approximately one week. To adequately accommodate medical self-excuses, the completion examination of the last written course examination should be scheduled no less than 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](#).

Guidelines for Rescheduling Examinations

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

Saturdays, Sundays, or public holidays are not absolute exclusion days with regard to emergency rescheduling of examinations.

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

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.

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).

SOM Policies and Procedures for Written Examinations during In-Person Delivery of Courses

Coverage

This policy governs all SOM 4-year MD program written examinations during in-person delivery of courses, including the general rules of conduct, rules and procedures prior to the examination, download (if applicable), what happens on examination day, 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 in-person delivery of courses are guided by the [Computer Based Examination Administration Guidelines of the 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. All students are responsible for knowing and complying with the University's Code of Conduct.

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

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

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

A valid physical student ID must be presented to gain entry to an examination. In the absence of a valid student ID entry to the examination is not allowed and the student must follow the procedure for a missed examination. Photos, copies or anything other than the original student ID card is not suitable as these cannot be scanned and verified.

Students who fail to appear for an examination without an approved excused absence (Medical/Non-Medical) or who are denied entry into the examination venue because of late arrival or inadequate ID, have to contact the Office of Student Affairs immediately to receive further guidance and to complete a missed examination report. A Faculty Panel on Academic Professionalism will be convened to determine course penalties. After the FPAP ruling a penalty can be appealed to the Senior Associate Dean of Basic Sciences by sending an email to StudentDOBS@sgu.edu

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM during the Basic Sciences. Students must use a computer with the appropriate specifications for their examinations (see <https://myuniversity.sgu.edu/pages/oia-examination-services>).

All electronic examinations at SGUSOM are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an individual Examination Mastery Report via the examsoft portal.

Written Examination Format and Item Review

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

Unscored Experimental Questions

The use of new questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 15 - 20 questions will be included for determination of their validity and reliability. Unscored questions do not count toward a student's grade.

The term “unscored question” does not imply a different format or difficulty level. They are standard questions developed routinely. If these questions generate reliable statistics during the testing process, they become part of the regular question bank. The priority is for all assessments to be scored with the highest level of validity and reliability possible.

Pre-Examination Question Review by Faculty

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

Post-Examination Review by Faculty

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

Taking the Examination

Scaling of Examination Scores

All comprehensive examinations are scaled in the SOM. Scaling is done using the same principles as the National Board of Medical Examiners (NBME) scaling. 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, the same, or lower than the raw score. The process is explained in the Learning Pathway document on the course site.

Grade Appeal for Written Examinations

In the event that a summative examination score is incorrect on the LMS, a student can appeal within 24 hours of the score being published. The appeal must include supporting evidence of why the grade is incorrect, e.g. ExamSoft report and gradebook do not match. The grade appeal should be completed using the [Grade Query Form](#) located in the learning management site of the course by the published deadline. The course director will communicate the findings of the appeal to the student within 5 business days from the time of the appeal.

Seeking Help for 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. Where technical help cannot be provided successfully an irregularity report should be completed and the “missed” examination can be appealed as outlined in the Appeals Process.

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, students should request that an Irregularity Report be completed by the Chief Proctor in the venue at the time of the occurrence. Irregularity requests cannot be made after leaving the venue. Students should then email the Course Director immediately after the examination to alert the Course Director of the Irregularity Report that was filed in the venue. Reporting an irregularity to the Chief Proctor or OIA after the examination or if the outlined process is not followed will not be considered.

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. If the technical failure is a result of non-compliance with technology requirements for the examination a zero score may be retained.

Completion examinations are only offered on the scheduled date. Students are advised not to make travel plans until after the scheduled completion examination date in the event that they have to sit a completion for medical or other reasons.

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.

Classification and Consequences of 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 OIA 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 OIA 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 OIA 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 (technical issue due to non-compliance with OIA technical requirements) may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the zero score, has to be sent to the relevant Senior Associate Dean of Basic Sciences studentdobs@sgu.edu. The Office of Student Affairs can assist the student in the appeals process.

The Faculty Panel on 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. Where appropriate, any recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and the log files are regular.
3. The examinee may be required to take a completion examination at the end of term.
4. For non-compliance issues an academic penalty may be applied if there is evidence of non-compliance with examination requirements or procedures. The penalty may be up to 10% of the course grade as published in the syllabus.

Faculty Panel on Academic Professionalism (FPAP)

Faculty Panel on Academic Professionalism (FPAP)

Where appropriate, course and examination noncompliance issues may be referred to an FPAP hearing. The Panel Hearings will be conducted by the Office of the relevant Senior Associate Dean. More information on the FPAP process and procedure can be found in the [Faculty Panel for Academic Professionalism](#) section of this Manual.

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. Completion examinations are held within the week following the final examination. Students are advised to not make travel arrangements until after the scheduled completion examination date in the event that they have to sit a completion for medical or other reasons. Completion examinations are only offered on the scheduled date. 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 the Office of Student Affairs on the day of the scheduled examination, following this procedure:

1. Contact studentaffairs@sgu.edu and the relevant course director
2. Provide sufficient explanation and information to the designated Dean within the Office of Student Affairs who will complete the official request form for an FPAP hearing. The Office of Student Affairs will then forward the form to the relevant Senior Associate Dean for review.
3. After being informed of a date, time and venue for a hearing; 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.

Appeals Process for Examination Protocol Violations

A student may appeal a grade deduction penalty applied by the FPAP. 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 within 3 days of the penalty being communicated.

Examination Accommodations

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

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](#)
- [Academic Advice](#)
- [Learning Strategies Advice](#)
- [Wellness Advice](#)

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 several full-time academic advisors within the Senior Associate Dean of Basic Sciences Office namely the AADS unit, 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), study techniques, individualized study plans, time management advice etc. These advisors very often refer students to other service departments such as DES, Psychological Services, individual faculty for specific content issues etc. In addition, all teaching faculty in Years 1 and 2 hold weekly office hours for students in the MD program.

During the Clinical Years there are over 50 part time clinical academic advisors who are practicing physicians and assist students in clinical rotations regarding their clinical timeline, follow up after Midcore, and NBME exams and clinical rotation completions. They are assigned to students based on the students' clinical hospitals.

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 Education 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.

Department Of Educational Services

The DES plays a key role in supporting all students across all Schools and programs at SGU.

The department has 4 major groups supporting student success through each unit's own innovative programs. DES assists students individually and in groups as they prepare for their respective study programs and offers advice on learning mastery techniques, as well as help with assessment preparation and test taking skills through a variety of programs that students can electively engage with.

DES programs at SGU have been recognized by the National Academic Advising Association (NACADA), a US-based international organization that represents more than 11,000 members from all 50 United States, Puerto Rico, Canada, and many other countries. Members include faculty, advisors, counselors, administrators, and students – all working to promote and support the educational and academic development of students.

There are 4 major divisions of DES serving student success:

Learning Strategies Unit

The mission of the Learning Strategies Unit (LSU) is to support students in the development of effective practices to enhance their learning and academic success. The unit helps students develop conscious and intentional techniques to adapt their learning to meet the academic demands of SGU and master different academic tasks in various learning situations. The team works from the LSU curriculum to empower students to master the strategies they need to become self-directed, lifelong learners. Recognizing the importance of tailoring strategies to individual contexts and student needs, strategists deliver learning approaches through one-to-one appointments, workshops, and presentations across a wide range of topics that include, but are not limited to:

- Time and task management strategies
- Study skills
- Test preparation, test-taking and test-anxiety strategies
- Self-testing and retrieval strategies
- Long-term memory development

Supplemental Learning Unit

The Supplemental Learning (SL) unit deliver are faculty-led small group review session tailored for undergraduate senior science courses for the basic sciences; anatomy, molecular and cell biology, physiology, microbiology, genetics. The SL unit works closely with course directors to deliver strategies for learning in the context of the specific content for the courses.

SL sessions aim to help students master course content by utilizing active learning techniques. The material covered in SL groups is aligned with course content from the previous week; lab content is not covered. SL sessions are open to all enrolled students in the pre-medical courses and attendance is voluntary.

Specialized English Language Program

The Specialized English Language Program (SELP) Unit is the English and communication support network at SGU. SELP offers a variety of programs and services tailored to the needs of the SGU community. The English for Medicine Pathway (EMP) centers around academic and medical English and integrates additional English courses into the pre-clinical curriculum to allow simultaneous pre-clinical and English skill progression with only one additional semester. SELP also teaches the Communication for the Health Professions courses for the preclinical sciences. These courses develop students' academic communication skills within a healthcare framework. The Medical Academic Communication (MAC) Program is supplemental and supports the development of communication skills with sessions tailored to meet students' individual and program-specific communication needs. SELP's Professional Communication Program (PCP) supports students preparing CVs and personal statements for residency.

Peer Learning and Academic Enhancement Unit

The Peer Learning and Academic Enhancement Unit (PLAE) coordinates Peer Learning Programs across the schools; these sessions offer peer learning groups and small group peer tutorials for students needing additional learning support and have an extensive facilitator training program for the students delivering the sessions. These topic-based review sessions are facilitated by eligible upper-term students. The unit is also responsible for the administration of Academic Enhancement Programs (AEP) and Pre-clinical Success teams, which are term-long, proactive retention initiatives designed to enhance student performance, that include monitoring, supporting, and advising students.

Office of Career Guidance – Basic Sciences

The Office of Career Guidance Basic Sciences is a department under the Office of Student Affairs whose primary goal is to support students with navigating their careers in medicine. They are well poised to equip pre-clinical students with the knowledge and strategies to be successful in their career decisions. They are specifically aimed at mentoring students in obtaining postgraduate opportunities and residency placements in desired specialties and providing pathways and preparation to help students to maximize their chances of success. They are present to ensure that each student enters the clinical years with a complete understanding of what is required of them and to successfully transition from basic science to clinical training and beyond.

OCG- Basic Sciences achieves this by offering individualized career guidance sessions for any pre-clinical student with trained career advisors by appointment. Frequent workshops, seminars and other activities are hosted by the department both exclusively and in close collaboration with student interest groups. Mandatory lectures are delivered to all basic science students where general information, best practices and up-to-date data and trends regarding the matching process are shared.

Support is also offered for students wishing to train or practice medicine in the UK, Canada or other countries. This office connects such students with helpful resources and provides guidance to help students navigate medical training and careers wherever they choose to practice.

Wellness Advice

Students who seek counseling for non-academic personal reasons are met by faculty in the Office of Student Affairs 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 who are unlikely 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. Students are referred to DES when they enter ITI and are encouraged to electively set meetings with DES learning specialists for the support of their academic strategy.

Entry into ITI

Following every examination period, the 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.

Any student who is registered for a CR but takes any of the remaining summative assessments in the course will forfeit the CR, will be required to complete the course and will earn a final grade.

Any summative assessment completed will stand as scored. A professionalism penalty will be applied, and the points deducted will be up to the equivalent of 10% of the total course points available.

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 and who fail to complete or submit the CR Final Assignment must contact the Office of Student Affairs and provide an explanation, which will be evaluated by the FPAP. FPAP will then determine whether a panel hearing is required. The student will then receive a zero score for the missed assessment and an Incomplete (I) grade for the course. 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 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 APRC. Student should note that although no final numeric grade is issued for the 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).

CR COMBINATIONS:

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

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.

[Students should refer to the Repeated Coursework Tuition Policy](#) section of this manual for information on costs associated with repeating coursework.

Enhancement Programs

SOM Basic Sciences Honors Program

The SOM Basic Sciences Honors Selective Program is designed to enhance competitiveness for residency and to highlight academic and professional excellence in the SOM during the Basic Sciences phase. It is available to students that demonstrate consistently high performance in medical knowledge, medical skills and professional behaviors throughout the Basic Sciences. This official Basic Sciences Honors Selective Program is recognized by certificate at the end of Basic Sciences. In addition, a special mention will be placed in the MSPE letter for Residency match. There are opportunities to enroll in honors selectives in the first 2 years. Honors selectives are for credit and published on the student transcript.

Criteria to join the Honors Program:

1. Students joining at the start of Term 2 must earn a grade of $\geq 90.00\%$ in Term 1
2. Students joining at the start of Term 3/4 must have earned a grade of $\geq 87.00\%$ in previous terms.
3. In order to remain in the program for the duration of the Basic Sciences, students must maintain grades of $\geq 87.00\%$ each academic term. (note: for Term 3 and Term 4, grades for these terms will be reviewed cumulatively).

Criteria for the Basic Sciences Honors Program certificate:

1.
 1. $\geq 87.00\%$ performance each academic term (Terms 1-5)
 2. Successful completion of the Honors 1 and Honors 2 selectives
 3. Meets all professionalism and course compliance standards
 4. Is in good standing in the university community and has upheld all standards of the honor code

The Basic Sciences Honors certificates will be awarded at the end of the second year for all students successfully completing the Basic Sciences Honors Program. The Honors selectives are part of the criteria for students in the Basic Sciences Honors Program and will show as earned credits on a student's transcript but they are non-degree bearing coursework.

The Medical Student Research Institute (MSRI)

SGUSOM has invested extensively in developing a Medical Student Research Institute (MSRI). This is part of our mission to establish research as an integral component of the MD program. The MSRI grew out of SGU's conviction that research is necessary for progress in the understanding of health and disease and for improving patient care. The MSRI provides an opportunity for exceptional students to spend part of their medical school experience involved in basic, clinical, translational or social science research under expert faculty mentorship. Students have the opportunity to conduct research within the specialties that interest them with expectations that this will shape their career goals and help build an academic track record that will be viewed favorably by competitive residency programs.

The MSRI offers two tracks for students:

- **Distinction in Research**

This track is available to students in Terms 2 through 5 with at least an A average. Once accepted into this program, students become involved in research throughout medical school and have the opportunity to graduate with "Distinction in Research".

• Research Member

This is available to students who have completed Term 5 with at least a B average and are usually arranged individually by students and clinical faculty at affiliated hospitals. Students in their clinical terms can select from a variety of research projects and faculty mentors and begin a unique mentored experience in clinical research.

Both tracks are available only to students who have a strong academic record. The faculty has established these criteria because they believe that the primary responsibility of all medical students is to master the material in their basic science courses and clinical rotations and strive for academic excellence. Students can also do research independently. However, as important as research is, students cannot let it interfere with their academic performance.

Interested students are encouraged to review the selection criteria and required documents needed to become a member of the MSRI. Students are able to obtain more detailed information on the MSRI website. The University will award students who publish manuscripts and meet the MSRI criteria an “MD with Distinction in Research” at the time of graduation.

Research Directors

Name	Title	Contact information
Martin Forde, ScD	Assistant Dean of Research	mforde@sgu.edu
Michael Montalbano, MD	Director of Basic Sciences Medical Student Research Institute (Grenada)	mmontall@sgu.edu
Tarek Almabrouk, MBBS	Director of Basic Sciences Medical Student Research Institute (Northumbria)	talmabro@sgu.edu
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Theodore Gaeta, MD	Director of Clinical Medical Student Research Institute (US, UK)	tgaeta@sgu.edu
Ronald Chamberlain MD MPA FACS FSSO	Director of Clinical Medical Student Research Institute (US); Director of professional counseling services (SOM)	rchamberlain@sgu.edu

Basic Sciences Research Coordinators

Research Coordinator Name	Department	Contact information
Dr. Maira du Plessis	Anatomical Sciences	mdupless@sgu.edu
Dr. Mary Maj	Biochemistry	mmaj@sgu.edu
Dr. Anna Cyrus-Murden	Clinical Skills	acyrusmu@sgu.edu
Dr. Rohit Mishra	Pathology	rmishra1@sgu.edu
Dr. Mondel George	Pathophysiology	mgeorge8@sgu.edu
Dr. Leonardo Dasso	Pharmacology, Microbiology and Immunology	ldasso@sgu.edu
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Gerard St. Cyr, MPH	Public Health and Preventive Medicine	gstcyr@sgu.edu

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 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 of 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 or Less

This policy applies to students who took PATH500 prior to January 2024

1. **Continue on Monitored Academic Status (MAS)**

Make-up Examinations are examinations offered to students who have failed a course of 4 credits or less. Currently this applies to PATH500. Term 5 students who fail PATH500 will be issued an "EP" (exam pending) status.

Students who have failed only PATH500 will not be required to repeat the course. They must take the makeup exam at the next available offering. Students who are required to repeat and pass BPM502, must do so prior to taking the BSFCR make up exam at the next available offering. Once students pass the BSFCR make up exam, the PATH500 grade will be resolved and they will be issued a "P" in place of the "EP".

As long as students are within timeline standards for academic progress, they are permitted to take a makeup exam at each offering until they earn a passing score.

Note: Students who have failed both PCM 501 and PATH 500 will repeat both courses and re-take all required course assignments and assessments.

2. **Recommendation for Dismissal**

If a student has not successfully passed the make-up exam for the failed course within timeline standards for academic progress, the student will be recommended for dismissal with an opportunity to appeal to the CAPPs.

Course of 4 Credits or More

1. **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.

2. **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 Office of Student Affairs 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

During the first two years, the 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 ITI delivery method of the MD program or the 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 (faid@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 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 complete the basic science curriculum within three years.
6. Failure to begin clinical rotations within 3 years of matriculation or 6 months of completing the Basic Sciences, if a student was granted additional time to complete the Basic Sciences.
7. Failure to accept or comply with the terms of an APRC letter by the deadline specified.
8. 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.
9. 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 Office of Student Affairs for guidance on the appeal process.**

Masters in Basic Medical Sciences (Effective 1/2022)

Students are eligible if:

- A student who chooses to withdraw after successfully passing Terms 1-4 will be provided with an opportunity to attain the Masters in Basic Medical Sciences.
- A student who is recommended for dismissal in Term 5 or in the clinical years and has an appeal rejected by CAPPS, will be eligible to receive the Masters in Basic Medical Sciences. Directions and [application materials](#) will be included in the CAPPS decision letter. Student will need to ensure they have no outstanding holds on their records.

The student will be required to complete an [application](#) which will then be reviewed by the Office of the University Registrar. The student will need to ensure they have no outstanding holds on their records.

Students must successfully pass:

Term	Course Number	Course Title	Credits
Term 1	BPM 500	Basic Principles of Medicine I	17
Term 2	BPM 501	Basic Principles of Medicine II	17
Term 3	BPM 502	Basic Principles of Medicine III	8
Term 4	PCM 500	Principles of Clinical Medicine I	21

For any questions, please contact the Office of the University Registrar at regmail@sgu.edu.

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.

APRC and CAPPS Terms 1-5 Review, Dismissal and Appeal Process

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 Senior Associate Dean based on students' achievement of SOM 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 will result in a non-registered status and 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 72 hours 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 CAPPS office. Once the timeframe to submit the appeal has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPS office in preparation for the review by the 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 Office of Student Affairs for guidance on the appeal process.

6. If a student's appeal is successful, the CAPPs will determine the conditions a student must meet to progress in the MD program. Within 10 days of the CAPPs meeting, a letter will be issued to the student detailing the conditions as specified by the CAPPs. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPs conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the CAPPs' conditions and does not withdraw within the specified timeframe, the student will be dismissed.
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 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 SOM 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 CAPPs. 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 from the SOM.

Satisfactory Academic Progress (SAP) for Federal Aid Recipients

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.

MD4 ALTERNATE PATHWAYS AND REPEATED COURSEWORK TUITION POLICY

Effective for students admitted to the Four Year MD program prior to August 2022 term:

- MD4 students in Terms 1-5 who earn grades of 'F' or 'CR' will not be charged tuition for the repeated courses; however, in all these cases, full administrative/student fees will be charged.

Effective for students admitted to the Four Year MD program in the August 2022 or January 2023 term:

- MD4 students in Terms 1-5 (Grenada campus) who repeat a course due to failure or choosing the credit remediation (CR) option will be charged administrative fees and a reduced tuition rate (1/2 of published tuition rate).
 - If the student is unsuccessful in completing the repeated course, either as a result of failing or withdrawing from the University, the tuition charges for the repeated course will be reversed. The student is responsible for administrative fees based on the standard refund policy.

- Students who withdraw from the University prior to the 14th week of their first term of attendance (MDTerm 1) in the MD4 program (Grenada campus), will have their tuition and fees fully refunded.
- If the student is a federal or private student loan recipient, and the tuition reversal creates an overaward, the overaward amount will be returned to the lender on the student's behalf.
- Students receiving scholarships should consult Financial Aid (faid@sgu.edu)

Effective May 2023 for all students:

- All MD4 students in Terms 1 -5 will be charged full tuition and fees for all courses/Terms including repeated courses/Terms due to failure, returning from a leave of absence (LOA), or choosing the credit remediation (CR) option.
 - If a student repeats a course/Term due to a failure or taking a CR and the student is subsequently unsuccessful in the repeated course, the tuition charges for the repeated course will be reversed. The student is responsible for administrative fees based on the standard refund policy.
 - Unsuccessful is defined as either a failure in the course or withdrawing from the university.
 - If the student is a federal or private student loan recipient, and the tuition reversal creates an overaward, the overaward amount will be returned to the lender on the student's behalf.
- Students receiving scholarships should consult the Office of Financial Aid (faid@sgu.edu)
- Students who have questions regarding the tuition refund/repeated coursework policy should contact the Office of the Bursar (bursar@sgu.edu).

Policy is subject to change

Effective for all MD students:

- Students who take an within the term will be charged the published tuition rates when they return to repeat the coursework. Students who take an LOA during a term may apply for a [McCord Scholarship](#) by writing a letter to the Office of Financial Aid requesting consideration for this one-time award. A McCord scholarship is a partial tuition scholarship awarded to students who take a LOA from a term due to compelling personal circumstances beyond the student's control.

Policy is subject to change

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 SAP 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 SAP 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 be 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 who withdraw from or are dismissed by SGU will have their "Incomplete" grades in clinical studies converted to a "Withdrawal" grade. Since the student did not finish all components required for the final grade and cannot complete them due to withdrawal or dismissal, the grade will be updated to a "W." Students should consult the [Clinical Training Manual](#) for further details.

NG: No Grade (only for the Clinical years)

A "No Grade" for a student who is registered in a course but a final grade has not been submitted within 35 days of the end of the core clerkship/ required family medicine rotation. Once all requirements have been completed, the NG will convert to a final grade.

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 administrative and academic requirements stated below. Passing the United States Medical Licensing Examination (USMLE) Step 1 is a prerequisite for placement in certain states within 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:	• Sit and pass USMLE Step 1 • or progress to the UK to start clinicals
≥ 6 months post-completion of Basic Sciences:	• 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 and continue in rotations:

- be in financial good standing
- have approved health insurance.
- have their SGUSOM health forms cleared by the Office of Student Health Records
- Complete a criminal background check
 - Any background checks that come back with findings are referred to the Office of Student Affairs for review.
- Affirm to reading the Clinical Training Manual
- Complete any certification courses or paperwork required

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
- Infection Control
- COVID Infection Control 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 80 weeks 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 and in the States that USMLE Step 1 is not a requirement.
- 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. There may be times that due to unforeseen immigration issues a student may not be able to meet their 6-year timeline requirements. Individual circumstances will be reviewed on a case-by-case basis. Students must contact the Office of Immigration Support Services (immigrationsupport@squ.edu) with a copy to the Office of Student Affairs (studentaffairs@squ.edu) to discuss their individual circumstances.

Regardless of the structure of a student’s timeline, students must complete the MD Program within 6 years of matriculation.

Promotion to Clinical Phase – CBSE and Pathways for Clinical Training

SGUSOM students who intend to apply to a residency program in the United States and complete part or all of their clinical rotation training in the United States are required to sit for the Comprehensive Basic Sciences Examination (CBSE) in accordance with this policy and as approved by the SGUSOM curriculum committee in 2023. The CBSE is offered by the National Board of Medical Examiners (NBME), which also sponsors the United States Medical Licensing Examination (USMLE) and is designed to assess basic sciences material typically covered during the first two years of medical school curriculum. SGUSOM uses the CBSE as a placement examination for clinical sites and as a formative feedback mechanism once students have completed their second year (i.e., through Term 5) and prior to taking USMLE Step 1.

At the end of Term 5, upon successfully completing all basic sciences courses and promotion requirements for the clinical placement phase, students select from the following pathway options:

Pathway 1. If a student intends to apply to a residency program in the United States and complete part or all of their clinical training in the United States, SGUSOM requires them to sit for the CBSE in accordance with the timelines for academic progress specified in the section below titled “CBSE Schedule and Clinical Placement Deadlines.” SGUSOM determines the passing grade for the CBSE

based on CBSE performance analytics and its correlation with USMLE Step 1 passage rates. SGUSOM reserves the right to review and adjust the passing grade with each new iteration of the CBSE to align with changes in these metrics.

1. Once a student passes the CBSE within three attempts, SGUSOM certifies them with ECFMG to take USMLE Step 1.
2. A student who does not pass the CBSE after making three attempts within available timeline for academic progress will be placed into clinical rotations in states that do not require passage of USMLE Step 1.
3. Once a student successfully completes third year clinical rotations, SGUSOM certifies all students who are not already certified with ECFMG to take USMLE Steps 1 and 2.

Pathway 2. If a student does not intend to apply to a residency program in the United States, they are required to sign an attestation that this is their intent. They will be placed in clinical training sites in the United States, the United Kingdom and or other countries with SGUSOM clinical sites that do not require passage of the USMLE Step 1. SGUSOM will not require these students to sit for the CBSE.

Although students are not required to sit for or pass the CBSE after successful completion of all third-year core clinical rotations in order to be certified with ECFMG and take USMLE Step 1, SGUSOM strongly encourages students to use the CBSE as a formative tool to assess their readiness for USMLE Step 1.

In the event that a student wishes to take the USMLE Step exams after graduation, SGUSOM will certify them with ECFMG upon request after graduation.

CBSE Administration and Prometric Centers

The CBSE is offered at Prometric sites only, and a very limited number of test spots are available in Grenada for students who can demonstrate that they have no access to a Prometric site (i.e. their citizenship status does not allow access to Prometric centers outside of Grenada that administer the CBSE). In these circumstances, students must contact the SGU Office of Student Affairs and provide documentation if they intend to sit for the CBSE in Grenada.

The CBSE is offered in February, April, June, August, October and December. Exam administration dates can be found on the Office of the University Registrar (OUR) portal page, under the student information tab, which contains scheduling information for courses, terms and CBSE examinations. The CBSE results are made available to SGUSOM from the NBME five business days after the examination window closing date, and SGUSOM generally processes, grades and posts results within 48 hours of receipt through the document download center on the OUR portal self-service banner. In addition, the NBME publishes results 2-3 days after they are made available to the SGUSOM through the NBME portal (<https://www.mynbme.org/s/login/>), which students can access through their own accounts with the NBME.

CBSE Schedule and Clinical Placement Deadlines (Pathway 1)

The NBME limits the number of CBSE attempts to a lifetime maximum of five per student, and SGUSOM limits the maximum number of CBSE attempts prior to clinical placement in accordance with the timeline in the table that follows. The CBSE must be taken on the published scheduled windows, and failure to complete on that date for any reason will be counted as an attempt.

Post term 5 CBSE schedule and Clinical Placement deadlines

Delays	Row	End BS Phase	Clin Placement dead line	CBSE1	CBSE2	CBSE3	CBSE4	Step 1 latest	Last Placement Date
End BS Phase									
No delays	1	Dec	following Dec	Feb	April	June	Aug	Sep	Nov
	2	May	following May	June	Aug	Oct	Dec	Jan	March
1 FT delay	3	Dec	following July	Feb	April	June		July	Aug*
	4	May	Nov	June	Aug	Oct		Nov	Jan**
2 FT delays	5	Dec	following April	Feb				March	May
	6	May	Sep	June					Aug
T3 delay only	7	Feb	Dec	April	June	Aug	Oct	Nov	Jan***
	8	July	following May	Oct	Dec	Feb	April	May	May
1FT+T3 delay	9	Feb	June	April				May	June****
	10	July	Nov	Oct				Nov	Jan*****
>2 delays	11	Dec	immediate placement non step site						
		May	immediate placement non step site						

*Please note that from Oct 2024, the mandatory CBSE attempts between basic sciences and clinical placement is set at 3 attempts, and for those students with timeline available a 4th elective attempt is optional based on student preference (see rows 1, 2 and 7, 8).

The table above shows the timeline post-Term 5 for CBSE and clinical placement for those students who intend to apply for a residency in the United States. The end date for the basic sciences portion of the curriculum is shown in column titled “End BS Phase” and indicates the date at which a student finishes their second year or Term 5. Timeline delays may be due to fails/repeats, leaves of absence or credit remediation (CR). The mandatory CBSE attempts are shown (CBSE1, CBSE2, and CBSE3), along with an optional fourth CBSE (CBSE4), with the corresponding deadline for a USMLE Step 1 score to be provided to SGUSOM (Step 1 latest) and the latest date on which the clinical placement process can begin (Last Placement Date).

Students without timeline delays (rows 1 and 2): For students who finish the basic sciences curriculum in two years with no timeline delays, then row 1 of the table applies for December finishers and row 2 applies for May finishers. Students who pass the CBSE on any of the first three attempts can complete USMLE Step 1 and initiate clinical placement at any time before the respective deadlines in the final two columns. If a “fail” is registered on the third attempt, then placement at a site not requiring the USMLE Step 1 will proceed immediately by the deadline in the last column, even if the student elects to take the CBSE an optional fourth time.

Students with a one term delay (rows 3 and 4): For students with a one term delay in a full term of 18 weeks (i.e. Terms 1, 2, 4 or 5 but not Term 3), then the relevant CBSE dates are shown in row 3 for December finishers and row 4 for May finishers. Students passing the CBSE in February or April (for December finishers) or June or August (for May finishers) will proceed to take the USMLE Step 1 and need a score before the specified date in the second to last column, otherwise they will be placed at a clinical site that does not require USMLE Step 1. Please note that if a student fails the third CBSE attempt in June (for December finishers) or October (for May finishers), they will be placed in August and November because no December or July placements are possible. Those who pass CBSE and aim to have a USMLE Step 1 score prior to clinical placement should be aware of the deadlines for USMLE Step 1 indicated in the last two columns, i.e. July and November in rows 3 and 4, respectively, for placements in August and November, respectively.

Students with a Term 3 delay only (rows 7 and 8): For students who have delayed in Term 3 only, and no other term, finishing basic sciences in February or July, they will have the opportunity to attempt the CBSE up to three times, in addition to a fourth optional attempt. Students who pass the CBSE on any of the first three attempts can complete USMLE Step 1 and initiate clinical placement at any time before the respective deadlines in the final two columns. If a failing score is registered on the third attempt or optional fourth attempt, then placement at a clinical site not requiring USMLE Step 1 will proceed by the deadline as shown in the last column. Please note that, for December finishers (row 7), the USMLE

Step 1 deadline is November, but placement will be in January because there is no December placement. USMLE Step 1 scores are required to be reported by November; otherwise, clinical placement at a site not requiring USMLE Step 1 will proceed.

Students with one full term delay and a term 3 delay (rows 9 and 10): For students that have both a full-term delay and Term 3 delay, finishing basic sciences in February or July, rows 9 and 10 indicate the dates on which the CBSE can be taken, respectively. In this case, there is only sufficient timeline for a single attempt at the CBSE, and USMLE Step 1 scores will need to be available to SGUSOM in May or November for placement in June or January, respectively. For a student who does not pass the first CBSE attempt or passes the CBSE and fails USMLE Step 1 attempt, placement will proceed to a site that does not require USMLE Step 1 on the dates indicated in the last column.

Two full term delays (rows 5 and 6): For students with two full term delays, finishing basic sciences in December and May, rows 5 and 6 indicate the dates on which the CBSE can be taken, respectively. In this case, there is only sufficient timeline for a single attempt at the CBSE, and USMLE Step 1 scores will need to be available to SGUSOM in March or July for placement in May or August, respectively. For a student who does not pass the first CBSE attempt or passes the CBSE and then fails USMLE Step 1 attempt, placement will proceed to a site that does not require USMLE Step 1 on the dates indicated in the last column.

Greater than two full term delays (rows 11 and 12): Students with more than two full term delays are recommended for dismissal. If a student successfully appeals to the CAPPs Committee, they will be placed at a site that does not require USMLE Step 1 immediately after the successful completion of the basic sciences curriculum in accordance with timeline rules for academic progress.

CBSE Academic Assistance

Faculty. All basic sciences faculty are available during office hours to assist students with content-related questions as they prepare for the CBSE and USMLE Step 1 examinations.

Academic Advising, Development and Support (AADS). Students are encouraged to engage with the AADS team throughout all phases of the curriculum and are strongly recommended to seek AADS guidance starting in Term 5 and beyond for advice specific to preparation for the CBSE and the USMLE Step 1 licensure examination. Students who have not completed the program within the standard timeline for academic progress are advised to contact AADS to clarify their timeline requirements and plan accordingly.

Department of Education Services (DES). Learning strategists in DES are also available to support students with issues such as time management, test taking strategy and related skills.

Office of Student Affairs. For non-academic concerns related to CBSE and USMLE Step 1 preparation, students should contact the Office of Student Affairs.

USMLE Tutoring. For students who have failed the CBSE three or more times and have successfully completed all third-year core rotations, SGUSOM offers additional tutoring resources through the AADS office to help students prepare for USMLE Step 1. Participation in this tutoring opportunity is optional and voluntary, but if a student wishes to participate, SGUSOM will assign students to the program at the student's request.

Accommodations

Students who have time accommodations for SGUSOM exams in Term 5 will automatically receive time accommodations for CBSE. If a student's accommodations status changes during the CBSE attempts, the accommodation can only be honored if the NBME exam rosters have not yet been set. If any upcoming CBSE roster has been set at the time SGUSOM is alerted about a student's accommodations status, the accommodation may not be offered for the next immediate examination but will be offered at a subsequent CBSE examination.

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 student administrator in the Office of Clinical Education 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 rolling 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](#).

Clinical Placement in the USA

After successfully completing the basic sciences, all students who intend to go to the USA for their third year (or part thereof) are required to sit a clinical placement examination, the National Board of Medical Examiner's Comprehensive Basic Sciences Examination (NBME CBSE). The CBSE is a clinical placement examination for all US sites and is not reflected on a student's transcript or MSPE.

Upon successful completion of the basic sciences all students requesting US placement are required to pass the CBSE examination, and be certified for the USMLE Step 1 examination via ECFMG. Once certified, the USMLE Step 1 examination can be booked.

The CBSE, a scheduled examination will be offered after successful completion of the basic sciences phase and students have met standards for promotion to the clinical phase. If a student fails the first attempt and timeline permits, further attempts as outlined in the published schedule are required. A

passing grade is required in the CBSE before ECFMG certification is granted for the Step 1 examination. Students who pass the CBSE and Step 1 can proceed to any SGU affiliated clinical site in the USA based on availability at the time of their qualification.

Students not passing the CBSE will proceed to a UK clinical site or an SGU affiliated US clinical site in a state that does not require Step 1.

If a student later wishes to participate in clinical rotations at a US clinical site in a state that does require Step 1, they will be required to pass the CBSE and USMLE Step 1 at the end of their third year.

NBME Comprehensive Basic Sciences Examination

The NBME offers two comprehensive examinations: the Comprehensive Basic Sciences Examination (CBSE) and the Comprehensive Clinical Sciences Examination (CCSE). The CBSE assesses material typically covered during the first two years (Basic Sciences Years) of the Medical School Curriculum, while the CCSE covers topics from the 3rd (Clinical) Year.

St. George's University School of Medicine (SGUSOM) uses the CBSE as a placement examination into clinical years. Passing the CBSE is necessary for students to be certified for the United States medical licensing examination (USMLE step 1). However, there's a limit to the number of attempts allowed by the NBME for the CBSE. Students are permitted a maximum of 5 attempts. If a student fails to pass the CBSE within these attempts, SGU cannot certify them for the USMLE. Students who have 5 failed attempts will receive additional information from APRC and/or AADS on their student status.

The passing grade for the CBSE is determined based on student curricular performance and CBSE performance metrics. SGU reserves the right to review and adjust the passing grade with each iteration of the examination to stay in line with changes in these metrics.

The CBSE is offered in February, April, June, August, October, and December. The schedule for dates can be found on the SGU Portal at the Office of the University Registrar (OUR) page, under the student information tab, which contains scheduling information for courses, terms and CBSE examinations. The CBSE results are made available to SGUSOM from the NBME 5 days after the examination closing date. We aim to process, grade and post results within 48 hours of receiving them.

Students are encouraged to engage with the Academic Advising Development and Support (AADS) team throughout all phases of the curriculum but are strongly encouraged to engage with AADS in term 5 and beyond for advice relating to CBSE preparation and the USMLE Step 1 licensure examination.

The number of attempts of the CBSE and eligibility for the CBSE depends upon a student's individual timeline. For any student who has not completed the program in the standard timeline, they are encouraged to engage with AADS and be clear on their timeline requirements. Please refer to the student manual on the timeline requirements for the program and the timeline for being in clinical placements.

More information on the CBSE can be found at the following site [Comprehensive Basic Science Subject Exam - Content Outline | NBME](#)

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 University Registrar will certify students to sit the USMLE Step 1 if they have successfully completed all basic sciences requirements and the CBSE placement examination. Students may be certified for Step 1 after successfully completing the CBSE following term 5, at the end of year 3 following core clerkships or at the end of year 4. Students who pass USMLE Step 1 should immediately contact their Clinical Student Administrator. Students who fail the USMLE Step 1 must also notify their Clinical Student Administrator and the AADS academic advisors at USMLE@squ.edu.

Students who fail the USMLE Step 1 may retake the examination but must stay within academic progress guidelines. USMLE step 2 is typically taken at the conclusion of your Clerkships. Students should discuss with your clinical academic advisors about the best timing for it.

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@squ.edu for any questions.

USMLE Step 1 information or assistance can be obtained from emailing regmail@squ.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

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@squ.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 Student Affairs 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. For students wishing to practice in United States, 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 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.

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 requirements (12 weeks of Internal Medicine, 12 weeks of Surgery and 6 weeks each of Pediatrics, Obstetrics/Gynecology, and Psychiatry)
 - 4-6 weeks of Family Medicine
 - 32-34 weeks of elective rotations: 4 weeks of a sub-internship in any core specialty, 4 weeks of a medicine elective and 22-24 weeks of electives of student choice (this number depends on how many weeks of Family Medicine have been completed).
 - Beginning August 2024, all students starting year 3 rotations (core clerkships) will be required to complete 6 weeks of family medicine or general practice.
- Successfully complete any required remediation 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.
- Successfully complete Pain Management Module.
- Successfully complete Communication Skills Modules.
- 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

Summa Cum Laude (with highest honors)

- Students graduating with a cumulative WMPG of 95%+

Magna Cum Laude (with great honor)

- Students graduating with a cumulative WMPG between 92%–94.99%

Cum Laude (with honors)

- Students graduating with a cumulative WMPG between 90%–91.99%

Please note that there is no rounding of WMPG's. There are no exceptions made.

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

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

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:
 - a. 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:
 - i. Actively promotes a diverse, inclusive, and equitable environment within the School of Medicine.
 - ii. 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.
 - iii. Develops programs/activities designed to raise awareness of and educate the SGUSOM community about topics and issues related to diversity, equity, and inclusion.
 - b. Adopting this Diversity and Inclusion Policy to guide all efforts to promote diversity, equity, and inclusion.
 - c. 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:
 - a. 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:
 - i. Country of origin
 - ii. Female gender
 - b. Utilizing recruitment pathways to ensure a diverse pool of applicants for faculty and staff positions, with special consideration on recruiting the following groups:
 - i. Country of origin
 - ii. Female gender
 - c. Assessing current recruitment efforts and developing an analysis so that DEI can be further integrated into recruiting students, faculty and staff.
3. Ensuring SGU's website reflects diversity, equity and inclusion in SGUSOM.
4. Education – Inclusion in SGUSOM curriculum on diversity, equity, and inclusion issues, such as:
 - a. Cultural Competency
 - b. Social Determinants of Health/Health Inequities/Population Health
 - c. Effective Communication with Diverse Patients
5. 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:
 - a. Student support services and advising that cater to the needs of a diverse student body
 - b. Training and development opportunities for faculty and staff

6. 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.
7. 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

Policy Statement

It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. The University prohibits discrimination, including discriminatory harassment, on any basis prohibited by the applicable local laws of the country where the educational programme is being provided.

Sexual misconduct/harassment is governed by the Sexual Misconduct policy which can be found at: [Sexual Misconduct Policy – St. George's University Student Manual](#).

Therefore, reports of sexual misconduct/harassment as defined by that policy should be brought pursuant to that policy.

This policy applies to visitors, contractors, officers, administrators, faculty, staff, students, and employees of the University on University property and/or involved in University associated activities.

Definitions (specific to this Policy)

Discrimination:

Unjust unequal treatment of an individual or a group based on a personal characteristic or status that is protected under the local laws of the country where the educational programme is being provided.

Discriminatory Harassment:

Unjust and unwelcome conduct directed at an individual or a group based on a personal characteristic or status that is protected under the local laws of the country where the educational programme is being provided when one or more of the following are present:

- Submission to such conduct is unreasonably used as the basis of decisions affecting the individual with regard to employment, education or University activities or opportunities and/or becomes a condition of continued employment, education, or access to University activities or opportunities; or
- Such conduct is so severe and/or pervasive that a reasonable person would consider it to be so intimidating, hostile and/or abusive that it would have the effect of interfering with a reasonable person's educational or job performance or access to University activities or opportunities.

Discrimination and Discriminatory harassment are not limited to face-to-face occurrence and can be verbal, physical, written, or electronic.

Petty slights, annoyances, and isolated incidents (unless repeated/severe/persistent/extreme) may not rise to the level to constitute discriminatory harassment.

In determining whether the alleged conduct constitutes discrimination or discriminatory harassment, the record as a whole, will be considered, as well as the totality of the circumstances, such as the nature of the alleged conduct, the power differential between the parties, and the context in which the alleged conduct occurred, whether the alleged conduct is severe and pervasive and will be judged using a reasonable person standard, not the subjective feelings of the individual(s) allegedly subjected to the conduct. Any assessment or investigation will be guided by the principles of fairness.

Inquiries by students regarding this policy may be directed to the Office of Student Affairs at studentaffairs@sgu.edu.

A person who believes that they have been subjected to discrimination or harassment in violation of this policy may make a report of the incident to the contacts listed below. Incidents should be reported as soon as possible after the time of occurrence. Upon receipt of a report, the University will review the report in accordance with the relevant policies and procedures.

Contacts

REPORTER	CONTACT	PHONE NUMBER	EMAIL ADDRESS
Students	Office of Student Affairs	473-439-3000 ext. 3779	studentaffairs@sgu.edu
Students	Office of Judicial Affairs	473-439-4175 ext. 3137 or 3456 473-439-4256	judicial@sgu.edu
Faculty	Office of Human Resources	473-439-3000 ext. 3762	FacultyHR@sgu.edu
Staff	Office of Human Resources	473-439-3000 ext. 3380	hr@sgu.edu
Vendors	Office of Vice President of Business Administration	473-439-2000 ext. 4031	dbuckmire@sgu.edu
All Reporters	Ethics Point	1-844-423-5100	https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html

Procedures for Reporting

All reports will be taken seriously. Upon receipt of a report, the University will review the report and the allegations and conduct the applicable investigation, which will typically involve speaking with the reporter and the individual(s) involved in the alleged conduct and providing them with the opportunity to tell their side of the story. At the conclusion of investigation, the reporter and the individual alleged to have engaged in the conduct will be advised of the determination and general outcome. The resolution of complaints may involve informal and/or formal measures as appropriate, consistent with policy, procedure and processes governing complaints, resolution and discipline as set forth in the Student Manual, Faculty Handbook and Staff policies, as applicable.

The purpose of this policy is to address and prevent prohibited conduct and therefore, while an individual engaged in prohibited conduct in violation of this policy may be subject to discipline, not all conduct will ultimately result in discipline and other resolutions may be determined to be appropriate under the totality of the circumstances.

All members of the University community are expected to cooperate with and participate in any inquiries and investigation conducted.

The University may provide interim measures as necessary, appropriate and available, to an individual involved a report made pursuant to this policy. Interim measures may be put in place prior to or while an investigation is pending and/or ongoing. It may be appropriate for the University to take interim measures during the investigation of a complaint absent a request by either party. Interim measures must be coordinated with and approved by the appropriate University departments, including, but not limited to, the Office of Student Affairs, Human Resources, Department of Public Safety and Security, or Judicial Affairs.

Intentionally False Reports

The University takes reports under this policy very seriously, as it may result in serious consequences. A good-faith complaint that results in a finding that a violation did not occur is not considered to be false. However, individuals are found to have made a report, intentionally false or misleading or dishonest, or made maliciously and without regard for truth may be subject to disciplinary action.

Retaliation is an adverse action taken against a person for making a good faith report of or participating in any investigation or proceeding under this Policy. Adverse action includes direct or indirect conduct that threatens, intimidates, harasses, coerces or in any other way seeks to discourage a reasonable person from engaging in activity protected under this Policy. Retaliation can be committed by or against any individual or group of individuals. Retaliation is prohibited and may constitute grounds for disciplinary action. An individual who believes they have experienced retaliation is strongly encouraged to make a report to the University using the reporting procedures set forth above. The University will take appropriate responsive action to any report of retaliation.

Resources

- **Office of Student Affairs**
 - studentaffairs@sgu.edu
 - <https://myuniversity.sgu.edu/pages/dean-of-students>
- **Human Resources:**
 - FacultyHR@sgu.edu
 - hr@sgu.edu
- **Ethics Point:**
 - <https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html>
- **University Ombuds:**
 - ombuds@sgu.edu
 - 473-405-4204
- **PSC Counseling:**
 - pscsccheduling@sgu.edu
 - 473-439-2277
- **BCS Counseling:**
 - [SGU-BCS Counseling \(bcs-talk.com\)](http://SGU-BCS-Counseling(bcs-talk.com))
 - **In an emergency, please call: 877-328-0993**
- **University Health Services:**
 - clinic@sgu.edu
 - 473- 407-2791
- **Campus Security:**
 - Call **777** from any cell or landline phone for emergency response
- **Non-emergency response from Department of Public Safety:**
 - Call **(473) 444-3898**

- **Student Manual Link:**
 - [Sexual Misconduct Policy – St. George’s University Student Manual](#)
- **SGU Faculty and Staff HR Page:**
 - <https://myuniversity.sgu.edu/dashboard>
- **Psychological Services Center:**
 - <https://myuniversity.sgu.edu/pages/psc>

Student Mistreatment Policy

Policy Statement and Purpose

As set forth in the Learning Environment Policy of the School of Medicine, SGU does not tolerate student mistreatment. Students who experience mistreatment are expected and encouraged to report the mistreatment.

There are several mechanisms for such reporting:

1. Direct Reporting To The Office of Student Affairs

Students are encouraged to report incidents of mistreatment to the immediate attention of the Office of Student Affairs (studentaffairs@sgu.edu), which will treat such reports with discretion.

2. Reporting Through Ethicspoint

Students can report mistreatment anonymously using EthicsPoint, which is a confidential 24/7 reporting tool. Reports can be made online at <https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html> or by phone (1-844-423-5100). This reporting portal allows students to report misconduct to an outsourced third party, which then confidentially directs reports to the appropriate office at SGU.

3. Reporting After Courses/Clerkships

Students can provide feedback about mistreatment through SGU surveys. Questions about the learning environment, including any experience of mistreatment, are on the end-of-course/ clerkship evaluations and on the SGU learning environment survey. Feedback from surveys is reviewed at an aggregate and de-identified level by the Learning Environment Committee (LEC). The LEC monitors the learning environment for observable trends and makes recommendations to the dean of the school of medicine on how to enhance positive influences and mitigate negative influences.

Student feedback through surveys is important in helping SGU maintain a positive learning environment for students in all phases of the MD program. However, this post-hoc mechanism of reporting mistreatment is likely to result in a delay in interventions; thus, students are encouraged to also report their mistreatment immediately to the Office of Student Affairs so that a real-time intervention, if warranted, can be enacted.

Procedures for Reporting

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Processing of Mistreatment

Reported incidents of mistreatment are treated seriously and responded to appropriately, fairly, and expeditiously as described in general below:

- Non-anonymous Reports: Non-anonymous reports of student mistreatment are channeled to the Office of Student Affairs, directly or indirectly. Upon receipt of a report of mistreatment, determination is made whether the conduct as reported may fall under this policy and if so an investigation pursuant to the policy will be commenced. A member from the Office of Student Affairs conducts the initial intake interview with the student. The Office of Student Affairs and/or its designees may conduct additional interviews with the student and initiate additional investigatory actions with the student (e.g., interviews by a department of public safety officer). The Office of Student Affairs may refer a matter to and/or consult with an appropriate department/office for purposes of an investigation involving non-students, such as faculty or staff. If the mistreatment complaint is against another student, then the Office of Student Affairs will follow relevant procedures pursuant to the Code of Conduct, and the matter may be referred to the Office of Judicial Affairs.
 - Reports through EthicsPoint (anonymous or non-anonymous): If a report is made through EthicsPoint, it is shared with the compliance team, using a process overseen by the chief compliance officer. The team is responsible for reviewing all allegations, and taking the appropriate course of action, including but not limited to designating an investigator for investigation and consultation/coordination with the applicable department as appropriate. This platform specifically allows the University and the reporter to interact and enables follow-up communication on reports. An individual who files an EthicsPoint report is assigned a unique code and creates a personal password at the time of their initial report. The individual may then return to the EthicsPoint hotline (via internet or phone) to re-access their case.

Through this mechanism, the individual can provide more details, ask questions, answer questions, and be provided general feedback while maintaining anonymity (if anonymity is desired).

All members of the University community are expected to cooperate with and participate in any inquiries and investigation conducted.

In a case where mistreatment is found, appropriate and prompt action will be taken. At the conclusion of the investigation, the student will be notified that the investigation has been completed and generally of the conclusion; however, for reasons of privacy, specific details regarding the conclusion and/or resulting actions may not be shared with the student. The resolution of complaints may involve informal and/or formal measures and may include remedial action, as appropriate, to help prevent the occurrence of similar behavior by other faculty, staff, and/or students, which could include relevant training and education.

Non-Tolerance for Retaliation

The University does not tolerate retaliation of any kind against anyone for raising in good faith, concerns or reporting possible mistreatment or for assisting in the investigation of possible mistreatment. Retaliation for filing a good faith report and/or good faith and honest participation in the investigation of any such report is expressly prohibited and may constitute grounds for disciplinary action. SGU will take appropriate action in response to any report of retaliation.

Awareness

The goal is to prevent student mistreatment through education and the continuing development of a sense of community. Faculty, staff, and students will be informed about this student mistreatment policy, including the reporting and support mechanisms that are in place for students. The Office for Faculty Affairs will provide training opportunities for faculty regarding mistreatment, including the reporting and support mechanisms that are in place for students.

Contacts

Contact	Phone Number	Email	Website
Office of Student Affairs	473-439-3000 ext. 3779	studentaffairs@sgu.edu	Visit Site
EthicsPoint	1-844-423-5100		Visit Site

Additional Support	Phone Number	Email	Website
Office of the Ombuds	473-405-4204	ombuds@sgu.edu	Visit Site
Psychological Services Center (Grenada)	473-439-2277	pccscheduling@sgu.edu	Visit Site
BCS Counseling	Emergencies: 877- 328-0993		Visit Site
University Health Services (Grenada)	473-407-2791	clinic@sgu.edu	Visit Site
Department of Public Safety (Grenada Campus Security)	Emergencies: 777 Non-Emergencies: 473-444-3898		Visit Site Visit Site

Cross References

Policies (as found in the Student Manual and Clinical Training Manual)

- Diversity, Equity, and Inclusion Policy: <https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/diversity-and-inclusion-policy>
- Learning Environment Policy: <https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/learning-environment-policy>
- Nondiscrimination Policy: <https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/nondiscrimination-policy>
- Sexual Misconduct Policy: <https://catalog.sgu.edu/university-student-manual/sexual-misconduct-policy>
- Student Code of Conduct: <https://catalog.sgu.edu/university-student-manual/university-code-of-conduct>
- Clinical Training Manual: <https://catalog.sgu.edu/school-of-medicine-clinical-training-student-manual>

Initiatives

- Website of Student Mistreatment Policy: <https://myuniversity.sgu.edu/pages/student-affairs-student-resources>

Nondiscrimination Statement and Title IX Information

SGU Nondiscrimination Statement Publication

The following language is the full nondiscrimination statement that should be published in the locations listed below, as required by OCR.

It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. To the extent applicable, the University prohibits discrimination, including discrimination against persons in the United States on the basis of race, color, national origin, religion, sex, disability, or age. In accordance with Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex in its education programs and activities against a person in the United States, including with respect to admissions and employment.

The following person has been designated to handle inquiries regarding discrimination prohibited under Title IX against persons in the United States:

Toni Johnson Liggins M.D.

Associate Dean, Clinical Studies (US)

Title IX Coordinator

Address: 3500 Sunrise Highway, Bldg 300, Great River, NY 11739

Telephone No.: +1 (631)665-8500 X1634

E-mail: Title-IX-Coordinator@sgu.edu

Perspectives and Viewpoints Expressed by Students or Student Groups/Organizations

The perspectives and viewpoints expressed by individual students, past or present, or student groups/organizations (including but not limited to social media posts, presentations, panel discussions or chats) are solely representative of the personal perspectives and viewpoints of that specific individual or group/organization. Such expressions do not reflect the views of the administration of SGU-SOM and are not to be construed as representative of the school or its curriculum. The SGU-SOM student handbook, clinical training manual and course syllabi remain as the definitive guides to school policies, academic requirements, curriculum and resources.

GMDC Complaints Policy

St. George's University School of Medicine (SGUSOM) is accredited by the Grenada Medical and Dental Council (GMDC). Individuals who have concerns about SGUSOM's compliance with GMDC accreditation standards are expected to first attempt to resolve their concerns directly with the School. If the matter cannot be resolved at the School level, a formal complaint may be submitted directly to the GMDC in accordance with the [GMDC Complaint Policy](#) using the [GMDC Complaint Form](#).