

# SCHOOL OF MEDICINE

2022-2023



St. George's University  
SCHOOL OF MEDICINE

Grenada West Indies

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## A Global Education

This is St. George's University, an educational institution that leads by example. More than 40 years ago, the University broke ground by founding the first truly international center of medical education. Creating this new opportunity gave our charter students, and all those who have followed, the chance to benefit from an international curriculum that not only helps students become doctors, but inspires them to become examples of all the great things medicine can do. To date, St. George's University has graduated more than 19,000 physicians who have practiced worldwide and whose good works are testaments to this belief.

# General Information

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## Accreditations and Approvals

- Accredited by the Grenada Medical and Dental Council, a part of the Ministry of Health of the Government of Grenada
- The National Committee on Foreign Medical Education and Accreditation (of the US Department of Education), for the purpose of conferring student loans, has deemed Grenada's accreditation standards to be comparable to those utilized by the United States.
- Approved by the New York State Education Department (NYSED) for the purpose of conducting clinical training programs in the State of New York
- Approved by the New Jersey State Board of Medical Examiners (NJSBME) to conduct clinical clerkship programs at SGU-affiliated New Jersey teaching hospitals and an Alternatively Accredited medical school by the Advisory Graduate Medical Education Council of New Jersey (AGMEC) within the New Jersey Commission of Higher Education
- Recognized by the Medical Board of California.
- Licensed by the Florida Commission on Independent Education (CIE)\*
- St. George's University's Master of Public Health program is only one of a few non-US programs to receive accreditation by the US Council on Education for Public Health (CEPH).
- SGU School of Medicine (SGUSOM) has been reviewed and approved by the following bodies internationally: The Bahamas Medical Council, The Bermuda Medical Council, The Sri Lankan Medical Council, The Thailand Medical Council, and The Medical Board of Trinidad and Tobago.

\*Additional information regarding the institution, if licensed, may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684.

## Scholarships Providing Access to a Top Medical Education

- More than 75% of all entering four-year MD students received SGU scholarships in the 2020-21 academic year.\*
- A variety of scholarship awards are available and based on academic excellence, extracurricular activities, and/or need:
  - The Legacy of Excellence Scholarship rewards students with high academic achievement, with two different scholarships. Students accepted into the four-year MD program may be eligible for one of these scholarships based on academic qualifications. No application is needed. Students are identified during the admission process and are notified of their award through the Admissions Office upon acceptance into the MD program.
  - The CityDoctors Scholarship Program awards full and partial scholarships to students committed to working as a primary care attending physician at one of SGU's participating CityDoctors hospitals.

- Humanitarian Scholarship awards partial scholarships to incoming MD students who have demonstrated compassion and commitment to humanitarian causes in their local communities and beyond.
- International Peace Bursary
- Morris Alpert Scholarships
- William M. McCord Scholarships

## Our Mission

To provide an international, culturally diverse environment in which students learn the knowledge, skills, and attitudes required for postgraduate training in the health professions while being inspired to develop compassion, curiosity, tolerance, and commitment to patients and society, dedication to lifelong learning, and an understanding of the vital role of research in health care.

## Academic Programs

With its dedication to a universal model of education, the School of Medicine at St. George's University offers a comprehensive program of study to accommodate the academic backgrounds and professional aspirations of students from all over the world.

### DOCTOR OF MEDICINE

Students wishing to achieve the Doctor of Medicine degree may, depending upon their academic achievement levels, enter the seven-, six-, five-, and four-year Doctor of Medicine (MD) program. The four-year program is a postgraduate degree and requires a bachelor's degree with the appropriate sciences at the undergraduate level. The seven-, six-, and five-year MD programs are comprised of preclinical sciences; the entry requirements are predicated by the model of education and achievement presented. Preclinical and basic medical sciences are taught in Grenada, West Indies, and the clinical training program is completed in our affiliated hospitals in the United States, the United Kingdom, or Grenada.

### St. George's University of Grenada School of Medicine/Northumbria University Program

The School of Medicine offers an option for medical students to spend the first year of the four-year Doctor of Medicine degree program on the campus of Northumbria University in the United Kingdom as part of the St. George's University of Grenada School of Medicine/Northumbria University Program (SGU/NU). A Diploma of Higher Education in Medical Sciences is awarded by the School of Applied Sciences at Northumbria University upon successful completion of the first year. Students continue the second year of the medical program in Grenada and complete clinical training in one of our affiliated centers in the United States, the United Kingdom, Canada, or Grenada.

### INDEPENDENT GRADUATE DEGREE PROGRAMS

Through the School of Graduate Studies, the School of Medicine offers master's degree programs in public health, microbiology, bioethics, tropical medicine, physiology and neuroscience, and anatomy. The School also offers PhD programs in bioethics, microbiology, physiology and neuroscience, and anatomy.

### MD/DUAL DEGREE PROGRAMS

Students pursuing a Doctor of Medicine degree at St. George's University may simultaneously earn other degrees.

## Bachelor of Science/MD

Those who enter the University in seven- or six-year MD program may earn a bachelor's degree if the qualifications for a bachelor's degree are met. One of the major requirements of this degree includes being accepted to and completing the first year of the four-year medical program.

## MD/Master of Public Health, MD/Master of Business Administration, MD/Master of Science, and MD/Master of Biomedical Research

Students who wish to enhance their educational experience and broaden their career opportunities may simultaneously earn a graduate degree in public health, anatomy, microbiology and their related concentrations, or engage in scientific research in specific disciplines. These dual graduate degrees require students to study for at least one extra term

# Doctor of Medicine

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## Seven-, Six-, and Five-Year MD Pathway

Depending upon their academic achievement levels, students wishing to achieve the Doctor of Medicine (MD) degree may enter the seven-, six-, or five-year MD Pathway, which starts with the preclinical phase delivered on the True Blue campus in Grenada, West Indies. The Faculty Student Selection Committee of the Committee on Admission places the applicants into the first, second, or third year of the preclinical phase according to the applicant's academic background. Throughout all years of the preclinical phase, there is a strong focus on study skills development and academic enhancement.

The preclinical phase curriculum is designed as a firm foundation for the advanced studies offered later in the medical phase of the MD program. These years of study are comprised of preclinical sciences, social sciences, and humanities, and serve as a foundation to the basic sciences which comprise the first two years of the medical phase.

The third year of the preclinical phase consists of upper-level biomedical and behavioral science courses designed to strengthen students' preclinical sciences foundation and learning development program to enhance the opportunity for success in advanced medical studies. The Supplemental Instruction Model of peer learning, as well as peer review groups and mentoring, are offered for science courses taught within the preclinical program. Throughout all years of the preclinical program, there is a strong focus on study skills development and academic enhancement.

Students who complete the preclinical phase with a grade point average (GPA) of 3.2 or better and pass the Preclinical Science Comprehensive Examination (PMSCE) meet the promotion requirements to advance into the first year of the basic sciences phase of the four-year Doctor of Medicine degree program.

Students who do not hold a first degree and who wish to obtain a bachelor's degree in the course of their studies may be eligible to do so. Evaluation of prior educational background will determine eligibility and appropriate placement within the BSc/MD program.

Additionally, any US citizen or US permanent resident is required to take the MCAT examination and have the scores reported to the School.

## Four-Year Doctor of Medicine Program

The program for the four-year Doctor of Medicine (MD) degree consists of a 157-week curriculum. Many students complete the program in four calendar years. Students who matriculate into the MD program

in January complete four years of instruction over a four-and-a-half year period due to the scheduling of the clinical sciences portion of the program. The program is divided into 10 terms requiring five academic years of study.

During the first two years, which cover the basic sciences, students study on the True Blue campus in Grenada. Students are also given the option to enroll in the St. George's University of Grenada School of Medicine/ Northumbria University Program, which offers the first year of basic sciences on the campus of Northumbria University in the United Kingdom.

During the last two clinical years, students move on to train at the University's clinical centers and affiliated hospitals in the United States, the United Kingdom, and/or Grenada. Passing of the United States Medical Licensing Examination (USMLE) Step 1 is a prerequisite for placement in clinical centers and affiliated hospitals in the United States and commencing with the third year of medical school in the United States. Students are only permitted to enter core rotations in Florida after passing USMLE Step 1.

## The Basic Sciences

The first two years of the Doctor of Medicine program involves training and instruction using an integrated organ systems-based curriculum. Year 1 of the Basic Sciences focuses on clinical integration of normal structure, function, and behavior as students learn about major organ systems, including musculoskeletal, cardiovascular, pulmonary, renal, endocrinology, reproduction, digestion and metabolism, and nervous system and behavioral sciences. Year 2 of the Basic Sciences curriculum builds a spiral element into the integrated curriculum by integrating abnormal structure, function, and behavior around the organ systems and threading basic sciences knowledge, clinical skills, ethics, and health promotion throughout the second year. Students thus spiral back through the organ systems covered in Year 1, adding layers of clinical knowledge, skills, and professional behaviors during Year 2. This review and reinforcement of topics in a more complex manner with increased level of difficulty allows for enhanced connections between prior knowledge and new content, advanced application, and increased proficiency and clinical competence. Lectures throughout the Basic Sciences are complemented by small-group discussion cases and assessment through interactive multiple-choice question sessions. In the final term of the Basic Sciences, students interact with patients through hospital and clinic visits.

## The Clinical Years

The St. George's University approach to clinical education provides students with the opportunity to learn medicine in some of the best and best-known hospitals in the world. Located in the United States, the United Kingdom, Canada, and Grenada some of these hospitals have been designated by the University as clinical centers. A clinical center is a hospital or group of hospitals able to provide at least four of the five core rotations and offer sub-internships, primary care training, and elective rotations. The clinical centers allow students to complete all or part of their clinical training at one site, if they wish.

The clerkships at these hospitals conform to the curriculum, course descriptions, and educational goals of St. George's University School of Medicine, and are monitored carefully through site visits and faculty meetings. All core rotations and sub-internships must be taken only in those hospitals with which the University has an active, written affiliation agreement, and in which there are appropriate St. George's University clinical faculty members. Students are placed in hospitals with approved postgraduate training programs in the subjects to be studied. Any other hospital in which electives are taken must also have approved postgraduate programs in the areas of training offered.

In the Clinical Years, students are taught by more than 1,000 clinicians. In addition to clinical professors, the School of Medicine appoints a Director of Medical Education at every Clinical Center and affiliated hospital, and Clerkship Directors in each of the core clinical specialties studied there. Site visits from the Office of the Dean to affiliated hospitals occur regularly. This allows the School of Medicine administration to meet with students and faculty throughout the Clinical Years. Departmental

meetings are held at least twice a year to maintain and improve the strength of the departmental structure and to support comparability of the curriculum, program delivery, evaluation, and testing procedures across clinical sites.

In the Clinical Years, students are taught by an educational method based on the practical experience found in hospitals and clinics under careful supervision by practicing physicians. The knowledge acquired in the Basic Sciences serves as a basis for the facts and concepts necessary to understand the practice of modern medicine. In the Clinical Years, students develop the knowledge, skills, and attitudes needed to continue into postgraduate training. For all core rotations, the University has required web-based assignments and the hospitals offer small group teaching sessions, conferences, and lectures. Clinical skills introduced in Grenada now become a major component of students' education. In the hospital, students are involved in the care of patients and develop diagnostic decision-making, history, physical examination, and test interpretation skills. Students learn to communicate with patients and their families, as well as other health care workers, and are expected to grow into their roles as professionals.

During the Clinical Years, we emphasize responsibility, maturity, and compassion as important attributes in the development of professional excellence. Students are expected to learn how to conduct themselves in the professional role of physician and are judged on their ability to take responsibility, relate to and work harmoniously with professional colleagues, exhibit maturity in conduct on the wards, and demonstrate the disposition of a mature and qualified physician.

## Clinical Curriculum

The third year of the four-year medical program consists of 42 weeks of core rotations. These are structured experiences required of all students, regardless of where they train. The core rotations consist of 12 weeks of Medicine; 12 weeks of Surgery; and 6 weeks each of Psychiatry, Pediatrics, and Obstetrics/Gynecology. These core rotations traditionally form the educational foundation for all medical students regardless of future specialty.

In addition to core rotations, SGU requires four to six weeks of family medicine. +All students must complete a fourweek subinternship, a four-week medicine elective, and 24-26 weeks of additional electives, in order to graduate.

Family Medicine (four to six weeks): This required rotation can be done out of network at any SGU affiliated hospital with an approved ACGME residency in Family Medicine. The Family Medicine rotation focuses on learning aspects of acute medical problems commonly seen in outpatient settings, such as respiratory, cardiovascular, gastrointestinal, psychiatric, and genitorurinary illnesses, as well as hypertension, diabetes, pain management, and common mild musculoskeletal injuries. Subsets of patients seen in this setting include the clinically healthy, the socioeconomically disadvantaged, the elderly, high medical utilizers, immigrants, and those with chronic or terminal diseases

A sub-internship continues the educational goals and objectives of the core rotation but at a higher level of responsibility. Sub-interns share patient responsibility and participate in regularly scheduled night and weekend calls. Sub-interns follow a limited number of patients very closely throughout the diagnostic workup and management. In this way, sub-internships prepare students for internships and first postgraduate years.

Electives are offered at the University's Clinical Centers and affiliated hospitals. Additional electives are available at hospitals outside the University system, but these are subject to the review and approval of the Dean of the School of Medicine. Students who seek licensure in the United States should carefully note that the licensing boards of some states require that students take electives only at affiliated hospitals. This will also be true in other countries. The University requires that each clerkship (whether core or elective) be completed at a hospital with an approved postgraduate training program in that specialty. Since licensing regulations may vary from state to state, and from one year to the next, this matter must be considered as students devise elective programs. Each elective is usually at least four weeks long.



General Strategy: The principal objective of the elective program is to provide the best preparation for students' career choices, while coordinating balanced yet broad clinical experiences. In recognition of the individual plans and needs of all students, choices of both subject matter and course location are made by students with advice from supervising clinical teachers and with the approval of the Dean.

Details about each of the core rotations are found under the departmental descriptions.

## Four-Year Medical Program Outcome Objectives

### Mission

To provide an international, culturally diverse environment in which students learn the knowledge, skills and behaviors required for postgraduate training in the health profession, while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to lifelong learning and an understanding of the vital role of research in health care

### Four-Year Outcome Objectives

#### MEDICAL KNOWLEDGE

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

1. Apply the multidisciplinary body of biomedical, behavioral, and socioeconomic sciences to clinical analysis and problem solving
2. 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.
3. 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
4. Utilize evidence-based therapeutic strategies for the prevention, treatment and palliation of disease
5. 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:

1. 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
2. Demonstrate clinical reasoning and problem-solving skills in the care of individual patients
3. 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
4. Demonstrate competence in routine manual skills
5. Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes into patient care
6. 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
7. 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:

1. 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
2. Demonstrate the professional qualities expected of a physician, including empathy, compassion, compliance, punctuality, reliability, responsibility, appropriate demeanor, honesty, and teamwork
3. Engage in behaviors that exemplify humility, value diversity and foster an inclusive and equitable environment free of bias
4. Display ethical behavior, including a respect for patient privacy and autonomy and informed consent
5. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care
6. 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 Calendar: Four-Year MD Program

### Basic Sciences

	<b>AUGUST 2021 ENTRANTS</b>	<b>JANUARY 2022 ENTRANTS</b>	<b>APRIL 2022 ENTRANTS</b>	<b>AUGUST 2022 ENTRANTS</b>	<b>JANUARY 2023 ENTRANTS</b>	<b>APRIL 2023 ENTRANTS</b>
<b>TERM 1</b> <b>17 credits</b>	Aug. 16, 2021 to Dec. 13, 2021	Jan. 17, 2022 to May 16, 2022	Apr. 6, 2022 to Aug. 2, 2022	Aug. 15, 2022 to Dec. 12, 2022	Jan. 16, 2023 to May 15, 2023	Apr. 5, 2023 to Aug. 1, 2023
<b>TERM 2</b> <b>17 credits</b>	Jan. 10, 2022 to May 11, 2022	Aug. 10, 2022 to Dec. 7, 2022	Aug. 10, 2022 to Dec. 7, 2022	Jan. 9, 2023 to May 10, 2023	Aug. 16, 2023 to Dec. 13, 2023	Aug. 16, 2023 to Dec. 13, 2023
<b>TERM 3</b> <b>8 credits</b>	June 27, 2022 to Aug. 5, 2022	Jan. 9, 2023 to Feb. 17, 2023	Jan. 9, 2023 to Feb. 17, 2023	July 3, 2023 to Aug. 11, 2023	Jan. 8, 2024 to Feb. 16, 2024	Jan. 8, 2024 to Feb. 16, 2024
<b>TERM 4</b> <b>21 credits</b>	Aug. 10, 2022 to Dec. 8, 2022	Feb. 20, 2023 to June 22, 2023	Feb. 20, 2023 to Jun. 22, 2023	Aug. 16, 2023 to Dec. 14, 2023	Feb. 19, 2024 to June 20, 2024	Feb. 19, 2024 to Jun. 20, 2024
<b>TERM 5</b> <b>23 credits</b>	Jan. 9, 2023 to May 12, 2023	Aug. 8, 2023 to Dec. 8, 2023	Aug. 8, 2023 to Dec. 8, 2023	Jan. 8, 2024 to May 10, 2024	Aug. 6, 2024 to Dec. 6, 2024	Aug. 6, 2024 to Dec. 6, 2024

## Medical Program Outline

### Basic Science Courses

The following descriptions are overviews of the Basic Science courses. The subject matter and course objectives will continually change to reflect advances and new directions within the discipline, as well as growth and new dimensions within the faculty and academic community of the School.

#### BASIC PRINCIPLES OF MEDICINE

##### **BPM 500 (17 credits)**

##### **Basic Principles of Medicine I (BPM1)**

The course Basic Principles of Medicine 1 (BPM1) is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within

the St. George's University of Grenada School of Medicine/Northumbria University Program (SGUSOM/NU), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the Basic Sciences program and is taught in three consecutive modules:

Foundation to Medicine: 6 weeks

Musculoskeletal System: 4 weeks

Cardiovascular, Pulmonary and Renal Systems: 7 weeks

**Total: 17 weeks**

### **Foundations to Medicine**

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

### **Musculoskeletal System**

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

### **Cardiovascular, Pulmonary and Renal Systems**

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

### **BPM 501 (17 credits)**

#### **Basic Principles of Medicine II (BPM2)**

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

Endocrine and Reproductive Systems (ER) – 3 weeks  
Digestive System and Metabolism (DM) – 4.3 weeks  
Nervous System and Behavioral Science (NB) – 10.7 weeks

**Total: 18 weeks**

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

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

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

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

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

This module is an interdisciplinary study of the structure and function of the head, neck and the peripheral and central nervous system, simultaneously addressing the anatomy, histology, physiology, biochemistry and some pharmacology and pathophysiology. Behavioral science (psychopathology), life span development and learning theory are covered, as well as the behavioral aspects of medicine. Neurological and psychiatric case studies will be presented as integral components. The overall goal is to provide students with knowledge and understanding of the effects of damage to the head, neck, spinal cord, and brain, as well as the behavioral disorders of cognition as presented in general clinical medicine and the specialties of Neurology, Neurosurgery, Psychiatry and Ophthalmology.

## **BPM 502 (8 credits)**

### **Basic Principles of Medicine III (BPM3)**

The Basic Principles of Medicine (BPM3) course is an 8-credit course taught over 6 weeks in Term 3 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. The core aim of this course is to equip physicians with: the knowledge and skills to understand fundamental principles inherent to a future understanding and diagnosis of microbial infections; devise and utilize strategies that improve the health of entire communities and populations and help reduce health inequities among population groups; and to uphold standards of ethics and professionalism expected across North America.

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

#### **Ethics, Professionalism and Medical Jurisprudence**

A survey of bioethics introduces research ethics, public health ethics, medical and clinical ethics, professional ethics, and the professional responsibilities of today's physicians. These responsibilities derive from professional knowledge, attitudes, and practices involved in clinical medicine, medical

research, and disease prevention, surveillance, and control. They stem from the medical profession itself, and from fundamental concepts of law and ethics related to the medical profession and doctor-patient relationships. Specific topics addressed include environmental health ethics, physician impairment, social and community ethics, patient autonomy and informed consent, beginning of life issues and termination of pregnancy, and end-of-life decisions. Fundamental concepts of law and ethics that relate to the medical profession are discussed, along with issues bearing on physician professionalism and boundary crossings. Societal trust and related concerns involving the regulation of medical practice are emphasized along with basic principles of patient privacy, confidentiality, medical malpractice and liability.

### **Basics of Immunology and Microbiology**

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

### **Public Health Assessment Tools**

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

### **Culture and Societal Issues/Physician-Patient Relationship**

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

## **PRINCIPLES OF CLINICAL MEDICINE**

### **PCM 500 (21 credits)**

#### **Principles of Clinical Medicine I (PCM1)**

PCM1 is a 21-credit course taught over 18 weeks in Term 4 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. It is a systems-based curriculum for the second academic year of the Basic Sciences program and is taught in four consecutive modules:

Foundation to Clinical Medicine (4 weeks)

Cardiovascular and Renal Systems (4 weeks)

Respiratory and Hematopoietic Systems (4 weeks)

Digestive, Endocrine and Reproductive Systems (6 weeks)

**Total: 18 Weeks**

#### **Foundation to Clinical Medicine Module (FTCM)**

During this module students are introduced to the four disciplines through general principles. They learn about the basic principles of integrated patient and clinician- centered medical interviewing, physical examination and formulation of SOAP notes; the general principles of pathology including cellular injury and inflammation, neoplasia and hemodynamic disorders. They also learn about the basic principles of pharmacology including pharmacokinetics, pharmacodynamics, drugs affecting the autonomic system and pharmacology of pain. The module concludes with the study of skin, muscle and bone infections and skin pathology.

#### **Cardiovascular and Renal Systems Module (CRS)**

This module introduces the student to study of systemic diseases, utilizing the principles gained in the FTCM Module and their knowledge of normal anatomy, physiology and biochemistry from BPM1, 2 and 3. The module starts off with the Cardiovascular System wherein students learn about the cardiovascular diseases, cardiovascular infections and the drugs that are used to treat cardiovascular diseases. This is integrated with learning about a hypothesis-driven approach for a patient presenting with a cardiovascular and peripheral vascular complaint and performing a comprehensive physical examination of the cardiovascular and peripheral vascular systems. The next block is the Renal System where they learn about the renal diseases, urinary tract infections and conclude the module with pharmacogenetics and drugs used for coagulation.

#### **Respiratory and Hematopoietic Systems Module (RHS)**

During this module students' study about the Respiratory System wherein they learn about the pulmonary diseases, respiratory tract infections and the drugs that are used to treat some respiratory and mycobacterial diseases. They also integrate this with a hypothesis-driven approach for a patient presenting with a respiratory, head, eye, ear, neck and throat complaints and performing a comprehensive physical examination of these systems. The next block is the Hematopoietic System where they learn about the red and white blood cell disorders, this block is interspersed with teaching of anticancer pharmacotherapy. We conclude the module by learning about the blood and lymphatic infections and the drugs used to treat malarial infection.

#### **Digestive, Endocrine and Reproductive Systems Module (DERS)**

During this module teaching commences with the Digestive System wherein students will study gastrointestinal diseases, infections, and the drugs used to treat some gastrointestinal diseases. They will also learn about a hypothesis-driven approach for a patient presenting with an abdominal complaint and performing a comprehensive physical examination of this system. The following block will take them through Endocrine Pathology, where they learn about the disorders affecting endocrine glands; this block also incorporates the teaching of pharmacotherapy of endocrinological conditions. We conclude the module by learning about diseases of the male and female reproductive systems, sexually transmitted infections, and the drugs acting on the uterus and contraceptives. Students will also learn to incorporate focused history and examination of patients with complaints about the endocrinological and reproductive system pathologies.

## **PCM 501 (19 credits)**

### **Principles of Clinical Medicine II (PCM2)**

The Principles of Clinical Medicine II (PCM 501) is a 19-credit course in Term 5 of the Doctor of Medicine (MD) program at the St George's University School of Medicine, Grenada. The first module completes the teaching of the basic science content allowing a smooth transition to the remaining modules that focus on the integration of multidisciplinary approaches to clinical scenarios that aid the students in preparation for their USMLE Step 1 Examination and their clinical years.

## **PATH 500 (4 credits)**

Basic Sciences Foundation for Clinical Reasoning (BSFCR) The BSFCR course is delivered using Small Group case based sessions only. These small group sessions are student-driven, group discussion sessions that are organized in 50-minute case based session starting from presenting symptoms only. The course is not organized by system, but contains a random assortment of typical presenting symptoms for a variety of cases for all of the organ systems, and multi-systems cases. The sequence of the systems is not matched with the PCM2 course intentionally as the student development of the cases is meant to proceed by clinical reasoning skills alone and not by place in curriculum.

The objectives of basic sciences are discussed using multiple clinical vignettes, in a student led session with a training facilitator. For each case students receive a presenting symptom, equivalent to the first line of an NBME test item; through group discussion the students will form a hypothesis for the presenting problem and then work through

- What further questions would be asked to differentiate between hypotheses (history)
- What physical examination findings would be expected and how would they help to refine the hypothesis
- What investigations would be helpful and how they would corroborate or refute hypothesis
- What do the laboratory findings indicate and how do they apply to the hypothesis
- Integrate all of the elements and summarize the final hypothesis with a summary statement of supporting elements using appropriate semantic qualifiers.

The clinical tutors monitor, guide, emphasize and correct the facts being discussed. In every small group session, the students are expected to demonstrate Professional behavior (PB), effective communication and interpersonal skills (CS) and demonstrate focused and analytical approach to the case. At the end of the session, all students should have differential diagnosis and a summary of the main elements of the case with supporting and refuting evidence.

Each week will contain a formative assessment at the end of the week comprised of UWorld MCQs.

- 5 DLA style lectures on summary statements and semantic qualifiers
- Uworld access 3 hours per week contributed to quizzes
- 11 case based small group sessions- 33 clinical cases
- 12 DLA based case reviews- guided case summaries
- 4 h comprehensive written assessment at the end of the course

A make-up examination will be offered 5 times per year: March, May, July, October, December.

## **Clinical Years - Academic Years Three, Four, and Five**

### **42 weeks—Core Rotations**

Medicine: **12 weeks**

Surgery: **12 weeks**

Pediatrics: **6 weeks**  
Obstetrics/Gynecology: **6 weeks**  
Psychiatry: **6 weeks**

### **38 weeks—Sub-internships and Electives**

Family Medicine: **4-6 weeks**  
Sub-internship: **4 weeks**  
Medicine Elective: **4 weeks**  
Additional Electives: **24-26 weeks**

The Clinical Years consist of five terms for a total of 80 weeks.

This listing does not indicate the sequence of courses. The core rotation schedules are determined by the Office of Clinical Education Operations. In general, students complete their core rotations before doing additional requirements and electives. Electives listed are examples of the many options available. Elective choices and schedules are arranged individually by students, in consultation with the hospital administration.

Hospitals have the option of requiring students to attend an orientation. This orientation can last up to a week and is a non-credit experience.

## Graduation Requirements

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.

The Graduation Assessment Board (GAB) has the final authority to approve students for graduation. To be eligible for graduation a student must satisfactorily complete 80 weeks of clinical training, pass all clerkships and electives and all components of every clinical evaluation as well as the 6 required NBME clinical subject examinations. SGUSOM graduates those students that have successfully met SOM progress, promotion, and graduation standards; thereby achieving the MD program objectives and developing the competencies necessary to engage in the practice of medicine.

### **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 (twelve weeks of Internal Medicine, twelve weeks of Surgery and six weeks each of Pediatrics, Obstetrics/Gynecology, and Psychiatry)
  - 6 weeks of Family Medicine (if scheduled in Year 3\*) or 4 weeks of Family Medicine (if scheduled in Year 4)
  - 38 weeks of elective rotations (\*less 6 weeks if Family Medicine was completed in Year 3) completed in Year 4. (four weeks of Family Medicine if not done in the 3rd year, four weeks of a sub-internship in any core specialty, four weeks of a medicine elective and 22-24 weeks of electives of student choice.
- Complete additional training and assessment for any failing grade in a course or for any failed component of a clinical rotation (including retaking and passing the NBME exam of a failed clerkship knowledge component.)
- Pass all core clerkship NBME clinical subject exams.
- Pain Management Module
- Communication Skills Modules



- Be at least 21 years of age.
- Pursue the study of medicine for at least three years at St. George's University School of Medicine.
- Maintain acceptable professional behavior and standards.
- Be discharged of all indebtedness to the University.
- Comply with the requirements for admission.
- Be approved for graduation by the Graduate Assessment Board.

## Graduate Degree Programs

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The general policies, procedures, and requirements to earn a master's degree at St. George's University follow those of the School of Graduate Studies (SGS) of the University. The specific program in each department is defined by the rules developed within these SGS guidelines by the departmental Graduate Affairs Committee (GAC). The chair of the GAC is responsible for administration of the departmental program. Many departments will offer a research/ thesis program and some may elect to also offer a non-thesis or capstone program. Three graduate degree programs—the MPH, MBA, and MSc in Biomedical Research—are currently offered online. While other degree programs have many courses available online, they are predominately taught in-house.

### Stand-Alone Degrees

- PhD Anatomy/Anatomical Sciences
- PhD Anatomy/Anatomical Education
- PhD Bioethics PhD Microbiology
- PhD Physiology and Neuroscience
- MSc Anatomy MSc Biochemistry
- MSc Bioethics
- MSc Microbiology
- MSc Physiology
- MSc Neuroscience
- MSc Tropical Medicine
- MPH Public Health
- MA in Clinical Community Psychology

### Dual Degrees

- MD/Master of Public Health
- MD/MBA in Multi-Sector Health Management
- MD/MSc in Biomedical Research
- MD/MSc Anatomy
- MD/MSc Bioethics
- MD/MSc Microbiology
- MD/MSc Neuroscience
- MD/MSc Physiology
- MD/MSc Tropical Medicine

## Advanced Standing and Transfer of Credits

Up to 12 transfer credits can be made from a prior graduate degree program or during the course of the master's degree from approved universities. Recommendation for transfer of credits for advanced standing and for acceptance of non-SGU courses will be determined by the departmental GAC and presented to the Dean of the SGS for approval.

## Course Requirements

Students must complete at least 34 credit hours. The distribution of the credit hours will be determined by the GAC and approved by the Board of Graduate Studies (BOGS) after review by the Graduate Review Committee (GRC). For the master's degree program, which includes research and thesis, these components must be a total of 12 credits (6 for research and 6 for thesis).

## Substitutions within the Program

Courses may be substituted at the discretion of the departmental GAC.

## Teaching Requirements

At the discretion of the head of the department and following the recommendation of the departmental GAC, students may be required to serve as teaching assistants or instructors in departmental courses. Students who are required to teach will typically be remunerated for this service.

## Satisfactory Academic Progress

For students to maintain satisfactory academic progress, a GPA of at least 3.0 (B grade average) and a passing grade in all pass/fail courses must be obtained. If the GPA falls below 3.0, students will be placed on academic probation and must correct the deficiency within the stated period of time, as determined by the Committee for Satisfactory Academic Progress and Professional Standards (CAPPS). Failure to do so may result in dismissal. Students must achieve a B grade or better in all departmental courses. A C grade in any departmental course will require that students repeat the course at its next offering. A course may only be repeated once.

Students' academic progress will be reviewed biannually by the departmental GAC to identify and deal with any academic or nonacademic issues. A report of each meeting will be forwarded to the Dean of the School of Graduate Studies for any further action. Students who are dismissed may appeal through the established SGS appeals process.

## Supervisory Committee

By the beginning of the second term, students are expected to have selected a mentor with whom they wish to work. For students in the research/thesis program, both student and mentor will determine the research project and, within two months of selecting a mentor, both will choose a thesis Supervisory Committee (SC) from faculty, whose interests and expertise will complement the research project. The SC will oversee all aspects of research, administer the thesis, and review students' progress. The SC will be composed of at least three members, with at least two faculty members from the department and one from outside the department.

## Thesis

### Thesis Preparation

Students under the direction of student mentors will prepare the master's thesis. Members of the SC will act as consultants during the research and must approve the thesis during its development, as well as in its final form. At least four weeks should be allowed for committee review and revision of drafts of the thesis.

## Thesis Format and Submission

The thesis must be prepared and formatted according to the thesis rules and regulations of the School of Graduate Studies. Final submission of the thesis must follow the established SGS guidelines.

## Final Thesis Examination

The thesis presentation and defense is the culmination of the SGS experience. Following the final review by the SC and the required alterations made to the satisfaction of the SC, students will present their research in a public seminar, duly advertised, at which all the SC members must be present. Following the seminar, the SC will make a final evaluation of both the thesis and its presentation

## Capstone Presentation

For students in the non-thesis master's program, students and mentors must choose a topic related to the chosen program on which students will prepare a paper and make a seminar presentation at the end of their course of study. This presentation will be duly advertised within the University

## Requirements for Graduation

Students will be deemed to have fulfilled all requirements for the master's degree after successfully completing at least 34 credits with a cumulative GPA of at least 3.0.

## Time Frame for the Completion of the Master of Science Degree

All requirements for the master's degree must be completed within five years of matriculation into the program

## The Institutional Review Board for the Protection of Research Participants

Scientists, physicians, other health care professionals, attorneys, clergy, and members of the Grenada community serve as members of the Institutional Review Board (IRB) at St. George's University. As its mission, the members state that "the IRB exists to ensure that all human research proposed under the auspices of St. George's University or referred to the IRB for review is conducted according to the highest ethical standards. It is the vision of the St. George's University Institutional Review Board that investigators are provided with a thorough and timely review of their research proposals, and human participants in research are assured that all research is conducted in a compassionate, ethical, and accountable manner. We envision the facilitation and support of research and the education of investigators and participants in ethical research principles."

## Windward Islands Research and Education Foundation

Founded in 1994, the Windward Islands Research and Education Foundation (WINDREF), an independent nonprofit organization located on the True Blue campus, seeks to advance health and environmental development through multidisciplinary research and education programs. Currently, WINDREF carries out short- and long-term studies in epidemiology, anthropology, virology,

conservation ecology, marine biology, and other topics relevant to community health and tropical climates in developing nations. WINDREF strives for program excellence by promoting collaborative relationships between internationally recognized scholars and regional scientists, by adhering to the highest ethical and academic standards in the design and conduct of research, and by maintaining a professional network of the world's scientific community.

## Independent Graduate Degree Programs

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### Fully Accredited MPH Program

St. George's University's MPH program is accredited by the US authority for public health programs, the Council on Education for Public Health (CEPH). SGU is one of only a few non-US institutions to receive CEPH accreditation for its MPH degree program.

### WHO Collaborating Center

St. George's University's MPH program is accredited by the US authority for public health programs, the Council on Education for Public Health (CEPH). SGU is one of only a few non-US institutions to receive CEPH accreditation for its MPH degree program.

### Master of Public Health

The vision of the Department of Public Health and Preventive Medicine (DPHPM) at St. George's University is to be a dynamic local, regional and global center of excellence in public health. The vision is supported by the mission to cultivate and disseminate public health knowledge and practice through an innovative integration of education, service, and research for students in collaboration with communities and partners. This mission is accomplished through community empowerment, collaboration, and team concept, offering continued professional educational opportunities, translating research and knowledge through high-quality research-to-practice applications, producing graduates of high quality, and aligning the program with the needs of the community. The department offers its graduate program within the School of Medicine administers the Basic Principles of Medicine III component of the Doctor of Medicine program and contributes to public health content in the Schools of Veterinary Medicine and Arts and Sciences.

The Master of Public Health (MPH) program offers the freestanding MPH, giving students the option to specialize in one of four tracks: Epidemiology, Environmental and Occupational Health, Health Policy and Administration or Global Health. A Preventative Medicine track is also offered for MD/MPH dual degree students and a Veterinary Public Health track is specific to DVM-MPH dual degree students. The MPH program requires 42 credits of graduate public health coursework. Of the total credits, 24 in program-required courses, 12 in track-required courses, 3 in the field-based practicum; and 3 in the culminating Capstone Integrated Learning Experience.

The department is the academic home of public health practitioners who serve as our core faculty. With years of international public health experience and continue to engage in teaching, research, service, and workforce development activities. MPH students and alumni are qualified to sit the US National Board of Public Health Examiners (NBPHE) Certified in Public Health (CPH) examination. . The MPH program allows its faculty and students to pursue interdisciplinary opportunities in scholarly activities, service and workforce development. The DPHPM also hosts the Gamma Kappa Chapter of the Delta Omega Honors Society in Public Health and serves as a World Health Organization Collaborating Center (WHO CC) in Environmental and Occupational Health and a United Nations Framework Convention on Climate Change, Regional Collaborating Center (UNFCCC, RCC). The faculty participates in research collaboration with other public health institutions and have existing links with the Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), international universities, and governmental and community based organizations.. Service links exist with the Grenada's Ministries of Health and Agriculture, as well as regional and international agencies, such as

the Caribbean Public Health Agency (CARPHA), Pan American Health Organization (PAHO), Caribbean Community (CARICOM), the United Nations Children's Fund (UNICEF), the United Nations Development Fund for Women (UNIFEM), and the United Nations Framework Convention on Climate Change and the World Health Organization. All of these dimensions contribute to the academic experiences that students receive within the program.

The US accreditation authority for public health programs, The Council on Education for Public Health (CEPH), has granted SGU's Master of Public Health program accreditation for an additional seven years, affirming the University's leadership position in the region through the year 2022. The MPH program was initially accredited by the CEPH for a five-year term beginning in 2010.

## Master of Science

All Master of Science (MSc) degree options require at least 30 credits of graduate work. Research and coursework is directed by the candidate's supervisory committee. All completed theses, upon the recommendation of the chair of the Supervisory Committee, are submitted to the Dean of the School of Graduate Studies and forwarded to an external examiner for independent evaluation. A final oral presentation and defense of the thesis must be successfully completed prior to being awarded the degree.

### Anatomy

The MSc in anatomy is a two-year program that focuses on contemporary topics in anatomical sciences such as: ultrasound, endoscopy, immunohistochemistry, medical education, etc., and is available as a thesis or non-thesis master's program.

### Biochemistry

The MSc in biochemistry is a two-year program which has both a course component and a research component. It is anticipated that the course requirements can be completed in the first year of the program while the research and thesis components will be completed in the second year of enrollment. This program is intended to provide laboratory (hands-on) research training in biochemistry. The training will involve three important components addressing a specific research proposal :1) Experimental design; 2) Performing experiments and 3) Interpretation of experimental results and compiling them in the final thesis.

### Bioethics

This MSc degree provides a unique cultural and socioeconomic environment in which students develop bioethical insights and skills needed for successful international and multicultural interaction. Students explore the connections between bioethics and societal concerns, including the impact of climate change on health.

### Microbiology

The microbiology master's program provide a rich, laboratory-based curriculum, supporting students in the development of independent research projects, and encouraging them in their efforts to develop and contribute new ideas in selected areas of microbiology. Areas of concentration include, but are not limited to, clinical microbiology, marine microbiology, parasitology, mycology, and virology. A student's individualized program of study and pursuant research is determined by the student's interests, as well as academic background, and is directed by a chosen advisor and selected Supervisory Committee, in consultation with the student. The microbiology department also offers students an opportunity to concentrate on medically related issues in microbiology. With similar academic requirements, this degree program includes courses delivered in the basic medical sciences, preparing students for careers in medical research and clinical laboratory work.

### Physiology or Neuroscience

The MSc program in physiology or neuroscience is designed to expose students to the latest developments in medical physiology and neuroscience, both in terms of content knowledge and

methodologies. The program aims to provide a solid foundation in physiology and neuroscience-related fields with an opportunity to choose a specialist subject in which to conduct research, either as a practical project or a literature-based project. Both of these tracks teach the student how to develop their evidence-based learning skills and introduce students to critical thinking and project management.

#### Tropical Medicine

This one-year, 34-credit MSc in tropical medicine is designed for postgraduate students who have a keen interest in global health and who wish to gain firsthand experience in tropical medicine in a tropical setting. The course focuses on parasitic diseases and is delivered through 15 credits of required coursework (10 from the MD basic sciences curriculum) and 19 credits of 900-level (thesis) courses. Dual MD/MSc students only require 24 credits outside of their MD coursework to complete the MSc degree. A large component of the degree is spent developing and testing a hypothesis which is completed in the form of a thesis. Research is carried out in a tropical or developing country setting under the guidance of a Supervisory Committee. Students who complete this degree have been exposed to research ethics, epidemiology of tropical parasitic diseases and health systems in developing countries, cultural competence, and research design, as well as interpretation, scientific writing, and oral presentation of research findings. Projects are designed to facilitate publication in peer-reviewed international journals.

## Doctor of Philosophy

The Doctor of Philosophy (PhD) degree programs at St. George's University require a minimum of 60 credits. All PhD programs require the production and defense of a doctoral thesis. Transfer credits are accepted from approved institutions and the candidate's Supervisory Committee determines the number of credits that may be incorporated, following specified guidelines. Research and coursework are directed by the candidate's Supervisory Committee. All completed theses, upon the recommendation of the chair of the Supervisory Committee, are submitted to the dean of the School of Graduate Studies and forwarded to an external examiner. A final oral presentation and defense of the thesis must be successfully completed prior to being awarded the degree.

#### Anatomy/Anatomical Sciences

The PhD in anatomy/anatomical sciences provides students with training in clinical anatomy topics such as ultrasound, endoscopy, immunohistochemistry and their application in clinical practice.

#### Anatomy/Anatomical Education

The PhD in anatomy/anatomical education provides students with training in clinical anatomy topics, such as ultrasound, endoscopy, and immunohistochemistry, with special emphasis on their applications in medical education.

#### Microbiology

The PhD in microbiology offers specific areas of concentration in clinical microbiology, marine microbiology, parasitology, mycology, and virology. Graduate courses will complement the specific areas of concentration and are set by the candidate's supervisory committee.

#### Physiology and Neuroscience

The PhD in physiology and neuroscience trains students to become critical-thinking and self-supporting project managers with specialized content knowledge in the physiology and neuroscience sphere.

# Dual Degree Programs

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St. George's University School of Medicine offers several paths for medical students to increase their knowledge in one area of medical study while pursuing the Doctor of Medicine degree.

## Stand Out as a Medical Leader

A dual degree will help you stand apart from the crowd, preparing you to achieve leadership roles in private practice, business, government, international, and research organizations. Physicians have a unique ability to view problems from an alternate perspective using their medical training to come up with real solutions—from public health to the business of health care. Students in the CEPH-accredited MPH program, available as a dual MD/MPH degree, will find that they not only have the skills and global insight to continue the ongoing battles of public health, but they are better prepared to see new threats on the horizon.

## Bachelor of Science/MD

Students who enter the University during the first or second year of the preclinical program may earn a bachelor's degree upon acceptance into and completion of their first year of the four-year Doctor of Medicine degree program

## MD/Master of Public Health

The Department of Public Health and Preventive Medicine administers the graduate public health degree in the Doctor of Medicine/Master of Public Health (MD/MPH) program. The department also delivers the Community Preventive Medicine component of the Doctor of Medicine degree program.

For dual MD/MPH degree-seeking students, 12 credits from the medical curriculum will be included towards the MPH degree. These credits form the basis of the Preventive Medicine track specialization for the MD/MPH dual degree. Students are required to complete 30 credits of graduate public health coursework, including the field-based practicum, for a total of 42 credits and the award of an MPH degree.

Students who enter during the August term complete Term 1 of the MPH program and begin the medical program in spring of the following year. Term 2 of the MPH program continues in the summer term. These students then resume their Term 2 of the medical program in the fall term while completing the MPH coursework including the Capstone and Practicum during the remaining period of basic sciences for the medical program.

MD students who enter during the January term complete Terms 1 and 2 during the summer and fall terms respectively. They continue their medical program, in the spring term of the following year. They will then complete the 6 credits of Capstone and Practicum for the MPH program during the remaining period of basic sciences in the medical program

MD students who enter during the April term complete Term 1 of the MD program and begin the MPH Term 1 in the Fall term. They continue with MD terms 2 and 3 in the spring and summer terms of the following year and Term 2 of the MPH in the Fall term. They will then complete the 6 credits of Capstone and Practicum for the MPH program during the remaining period of basic sciences in the medical program.

Students seeking admission to the MD/MPH program will first be reviewed for acceptance into the four-year medical program. Upon acceptance, the Office of Admission will forward the application to the Department of Public Health and Preventive Medicine for review and consideration.

The US accreditation authority for public health programs, The Council on Education for Public Health (CEPH), has granted SGU's Master of Public Health program accreditation for an additional seven years, affirming the University's leadership position in the region through the year 2022. The MPH program was initially accredited by the CEPH for a five-year term beginning in 2010.

MPH graduates and students who complete 21 credits of coursework are eligible to sit the National Board of Public Health Examiners (NBPHE) to become Certified in Public Health (CPH). The Department of Public Health and Preventive Medicine also hosts the Gamma Kappa chapter of Delta Omega, an honorary society into which alumni with distinguished service to public health are inducted.

## MD/Master of Business Administration

The Master of Business Administration (MBA) offered through St. George's University's School of Graduate Studies offers a US-style master's degree, which is project-centered and tool-driven, designed for experienced managers and professionals from diverse backgrounds and cultures, and focuses on managing the dimensions and complexities of community wellness, including economic enterprise. Combining a creative mix of blended learning methods, the program is taught primarily online to international project teams, with short residencies on the True Blue campus supplementing the multi-mode delivery.

Over a 14-month period, participants complete a 34-credit program that equips them to manage every aspect of small- to medium-sized organizations, in the private or social sectors, with an emphasis on international settings. A distinctive holistic approach underlies learning that reaches across disciplines and sectors, seeking the total health of communities, and is a unique feature of our MBA program.

The dual MD/MBA in Multi-Sector Health Management requires 34 credits of MBA courses and two separate one-week residencies in Grenada. This requires an additional semester of study in Grenada to complete the basic medical sciences curriculum.

Students seeking admission to the MD/MBA program will first be reviewed for acceptance into the four-year Doctor of Medicine degree program. Upon acceptance, the Office of Admission will forward the application to the School Graduate Studies for review and consideration. Acceptance into the MBA program is based on the following requirements: a bachelor's degree (BA or BS from a regionally accredited university or college) or a competitive GPA, unless exempted by the Committee on Admission.

## MD/Master of Science

The dual degree program offers opportunities for research in the areas of anatomy, bioethics, biomedical research, microbiology, physiology and neuroscience, and tropical medicine.

The curriculum for the dual Doctor of Medicine/Master of Science (MD/MSc) degree reflects the areas of applied investigative research. Medical students who wish to obtain a dual MD/MSc degree must decelerate the preclinical medical program (basic medical sciences) by six months to facilitate research activities which contribute to the MSc program. Depending on the concentration of the MSc degree, 10 appropriate credits of the MD degree contribute to the 34-credit MSc part of the dual degree.

Many of the dual degree program's research components are facilitated through the Research Institute of the Windward Islands Research and Education Foundation (WINDREF), a nonprofit 501(c)3 organization located on the True Blue campus of St. George's University. Depending on the specific area of research, studies may be conducted through community-based or field studies, or within



WINDREF, in departmental laboratories, or in approved laboratories at other universities or institutes. Non-thesis dual degree options are also available. A Supervisory Committee oversees the MSc curriculum and research, which culminates in the production of a thesis. The MSc degree will be awarded upon the successful completion of the 10 required credits from the preclinical medical program and all prescribed graduate-level courses as outlined in the curriculum.

Admission criteria for entry into a master's degree program is an undergraduate degree from an approved university. Course requirements for the specific dual degree programs are outlined on the succeeding pages and more detailed information may be obtained from the Office of the Dean of the School of Graduate Studies. Prospective students can apply online or download a PDF application from the SGU website at [sgu.edu/apply](http://sgu.edu/apply)).

## General Rules and Regulations

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### Honor Code

St. George's University School of Medicine is an institution of medical education dedicated to a high standard of ethics and academic achievement. It is the duty of the University community to nurture safe, competent physicians who exhibit professional maturity and sound moral character. To this end, the University has instituted an Honor Code to which all students must adhere upon matriculation at the School.

As a member of the student body of St. George's University, which is an institution of education dedicated to a high standard of ethics and academic achievement, and recognizing that it is the duty of all of the University community members to nurture honesty and social responsibility, I agree:

- to adhere to the University policy of maintaining a high standard of honor and academic integrity;
- to refrain from violations of these ideals by breach of this Code of Conduct, for example,, cheating, plagiarizing, lying, or stealing; and
- to accept the responsibility for reporting such wrongdoing upon witness.
- to adhere to all University safety and security rules and regulations as stated in the student manual. This includes wearing a helmet while riding a motorcycle, a motor scooter, or any two-wheeled vehicle in Grenada

Once signed, adherence to this code is required and expected for the duration of students' matriculation at the University.

### Promotion, Progress, and Academic Retention

Students are evaluated in terms of their academic performance, professional attitude, and moral character. The faculty reserves the right to refuse promotion to students who are believed to be unsuited for continued study at the University. Information detailing promotion, progress, and academic retention guidelines are delineated in the SGU Student Manual on the University website Members Center. The policies, guidelines, and requirements set forth in the Student Manual are applicable to admitted and matriculated students and are subject to change.

### Health Form

The University Health Form is comprised of three parts: Part I—Health History; Part II—Physical Examination; and Part III—TB Screening and Immunization Record. All three parts, filled out completely and accurately, should be submitted prior to registration at the University. After a leave of absence (LOA) for medical reasons, a new medical clearance may be required for rematriculation.

Due to public health regulations, students' health histories, physical examination reports, and immunization records must be current and accurate in order for students to do clinical rotations at hospitals in the United States and the United Kingdom. Students will not be admitted to the clinical program unless their health forms are complete, current, and cleared.

This information is also required for postgraduate training and when joining a hospital's medical staff as a fully licensed physician. Therefore, a copy of all this material, including updates, should be kept by students at all times and arrangements for current physicals should be made at appropriate intervals to eliminate delays in academic and career progress.

## Outside Employment

Students are not permitted to obtain outside employment during the official school term without the written consent of the appropriate dean. Students who are not citizens of Grenada may not obtain employment in Grenada unless specifically permitted to do so by authorization of the applicable Grenadian authorities.

# Clinical Centers and Affiliated Hospitals

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## United States

### **New York**

- BronxCare Health Center
- Brooklyn Hospital Center
- Coney Island Hospital
- Flushing Hospital Medical Center
- Kings County Hospital Center
- Kingsbrook Jewish Medical Center
- Lincoln Medical and Mental Health Center
- Maimonides Medical Center
- Manhattan Psychiatric Center
- Metropolitan Hospital Center
- Montefiore New Rochelle
- NYC Health + Hospitals, Elmhurst & Queens
- Richmond University Medical Center
- St. Joseph's Hospital Health Center
- Woodhull Medical and Mental Health Center
- Wyckoff Heights Medical Center

### **NEW JERSEY**

- Hackensack University Medical Center
- Jersey City Medical Center
- Jersey Shore Medical Center
- JFK Medical Center
- Morristown Medical Center
- Mountainside Medical Center - Hackensack
- New Bridge Medical Center
- Newark Beth Israel Medical Center
- Overlook Medical Center
- Saint Barnabas Medical Center
- St. Joseph's University Medical Center
- St. Michael's Medical Center
- St. Peter's University Hospital
- Trinitas Regional Medical Center

**CALIFORNIA**

- Alameda Health System, Highland Hospital
- Arrowhead Regional Medical Center
- CHA Hollywood Presbyterian Medical Center
- Doctors Hospital Modesto
- Hemet Global Medical Center
- Mission Community Hospital
- O'Connor Hospital
- PIH Health Downey Hospital
- PIH Health Good Samaritan
- PIH Health Whittier Hospital
- San Joaquin General Hospital
- St. Francis Medical Center

**FLORIDA**

- Center for Haitian Studies, Health and Human Services
- Cleveland Clinic Hospital
- Delray Medical Center
- Keralty Hospital
- Larkin Community Hospital
- Nicklaus Children's Hospital

**MARYLAND**

- Holy Cross Hospital
- Northwest Hospital Center
- Saint Agnes Hospital
- Sheppard Pratt Health System
- Spring Grove Hospital Center

**MICHIGAN**

- Ascension St. John Hospital

**ILLINOIS**

- Humboldt Park Health
- Loyola MacNeal Hospital
- Saint Anthony Hospital

**CONNECTICUT**

- St. Mary's Hospital

**LOUISIANA**

- Baton Rouge General Medical Center
- Brentwood Hospital of Shreveport

**OHIO**

- The Jewish Hospital
- Nationwide Children's Hospital
- Mercy St. Vincent Medical Center

**WISCONSIN**

- Mercy Health System

# United Kingdom

## **BUCKINGHAMSHIRE**

- Stoke Mandeville Hospital

## **DORSET**

- The Adam Practice
- Poole Hospital NHS Foundation Trust
- St. Ann's Hospital, Poole

## **GREATER LONDON**

- North Middlesex University Hospital
- St. Ann's Hospital, London

## **HAMPSHIRE**

- North Hampshire Hospital, Basingstoke
- Royal Hampshire County Hospital

## **HERTFORDSHIRE**

- Sheepcot Medical Centre
- Watford General Hospital

## **KENT**

- Queen Elizabeth the Queen Mother Hospital
- St. Martins Hospital (Kent and Medway NHS)
- William Harvey Hospital

## **NORWICH**

- Norfolk and Norwich University Hospital
- Norfolk and Suffolk NHS Foundation Trust, Hellesdon Hospital

## **WEST MIDLANDS**

- Russells Hall Hospital, Dudley

# Canada Unaffiliated Elective Sites

## **ONTARIO**

- Booth Neurology
- North Bay Dermatology Centre
- Ottawa Cardiovascular Centre
- Pembroke Regional Hospital

# Grenada

## **St. George's**

- Grenada General Hospital

# Academic Partnerships

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In order to provide select students with different avenues for pursuing their academic career goals, St. George's University has developed a number of academic partnerships with other institutions of higher learning. These partnerships are designed to expand the number of entry tracks into SGU's professional

programs, and to broaden and enhance the educational experience. In addition, when the guidelines for continuation in these programs are met, they simultaneously serve to streamline the entry process into St. George's University School of Medicine. More information can be found on the [International Partnerships](#) website.

## Student Support Services

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In accordance with its mission, the University is fully committed to the creation and maintenance of an environment conducive to academic success for all students. A wide range of student academic and nonacademic support services are offered to ensure that the University is in partnership with each student to provide support for success.

### "Let's Talk Teaching and Learning" Program

The Department of Educational Services has established a faculty development program that provides faculty members with different avenues for exploring new advances in pedagogy, classroom and laboratory technology, and course delivery. Through workshops and individual consultation, the program supports instructional faculty in their goals of developing techniques to enhance student learning and retention; defining learning styles to identify individual needs; reciprocal assessments of colleagues in mutual support; and sustaining the vitality, passion, and enthusiasm that captivate and motivate students to strive for their personal best.

### Dean of Students

Lucy Clunes, PhD, Dean

The mission of the Dean of Students Office (DOS) is to encourage and enable students to achieve academic success, and to exhibit the highest standards of professionalism in their chosen fields of study at St. George's University. This is accomplished by providing support and guidance in nonacademic areas. From orientation to graduation, the DOS assists all students in the University including the School of Medicine, the School of Veterinary Medicine, the School of Arts and Sciences, the School of Graduate Studies, as well as other University programs.

The DOS Office accomplishes its mission by providing guidance in both academic and nonacademic areas, enabling students to freely access the services and support mechanisms needed to achieve their professional goals, and enhance their personal growth during their tenure at St. George's University.

The DOS enforces the student code of conduct as described in the SGU Student Manual. All students who have cognitive or non-cognitive concerns are provided with a wide range of support services, and the DOS serves as a student advocate in accessing needed services on- or off-campus. For additional ongoing support, matriculated students are assigned a faculty advisor as part of the Faculty Advisor Program, which is administered by the DOS. The advisor becomes personally acquainted with the student's goals, strengths and challenges and serves as a source of support and advice throughout the student's tenure at the University.

The office of Student Accessibility and Accommodation Services (SAAS) is located in the DOS office with Ms. Andrea Blair as Director. SAAS provide support to students with disabilities. The mission is to consider requests for accommodations, determine student eligibility, and if appropriate, provide reasonable accommodations. This may include accommodations for the classroom (ie, test accommodations) in housing, or accessible parking/transportation. To request an accommodation, a completed application form and supporting documentation is required. More information regarding

the application process and documentation guidelines can be found at [www.sgu.edu/saas](http://www.sgu.edu/saas) (students not admitted) or [mycampus.sgu.edu/group/saas/](http://mycampus.sgu.edu/group/saas/) (admitted students). Other services provided include peer- support groups and assistance on applying for accommodation on the USMLE Step exams. The office is open 8am–5pm, Monday–Friday, and walk-ins are welcome.

The DOS supports nearly 80 student organizations that enhance student life by promoting a variety of activities with a range of goals: religious, cultural, professional, sports and recreation, social, and academic. In addition, campus wide Athletics and Wellness programs are coordinated through the DOS office, by Mr. David Twum- Barimah (Director of Student Campus Facilities).

## Department of Educational Services

Sara Rabie, PhD

Chair of Department of Educational Services

Director of Student Support and Development

St. George's University's dedicated Department of Educational Services (DES) teaches students how to learn and teachers how to teach. This unique and highly effective faculty is the largest on campus, and is an important component of our student and graduates success. Close to 100 percent of the University's students and many of the professors in all schools avail themselves of the support offered through a variety of innovative programs, including time management, note-taking skills, and utilizing technology effectively in teaching and learning.

DES provides academic support services in Grenada through a variety of programs, courses, and workshops focused on student and faculty skills development. These services include the Academic Enhancement Program, a proactive retention initiative; the Specialized English Language Program (SELP) offering classes and workshops, as well as individualized programs with training in reading efficiency and comprehension, writing, oral communication, pronunciation, and grammatical accuracy; and the Faculty Development Program, which offers seminars and workshops in concepts, methods, and techniques of education. DES works closely with the Dean of Basic Sciences on faculty development, and with the Dean of Students on student academic progress.

## International Clinical Tutor Teaching Fellowship Program

The international clinical tutor teaching fellowship program is a unique, locally developed program designed for recently graduated physicians from around the world who want to enhance their teaching and communication skills, as well as pursue board examinations (USMLE, PLAB, etc.) to be accepted into postgraduate residency programs. Tutors are recruited initially for one year; upon satisfactory performance, tutors are renewed for another year. During this program, they are expected to pass the board examinations and move on to postgraduate training.

The Clinical Tutors are trained by the department faculty to function as preceptors for the small groups and lab experiences for the students.

## Office of Career Guidance and Student Development

John F. Madden, MD

Claudine Brown, MD

## Director

The Office of Career Guidance (OCG) assists students in the Doctor of Medicine program to find their way through postgraduate medical training and licensure procedures successfully and effectively. These programs introduce students to the processes early in their academic careers in order to make a smoother transition. Starting in the basic science years, the Office of Career Guidance in Grenada provides a number of seminars, workshops and activities. The seminars focus on the importance of preparation for the required comprehensive examinations as well as the USMLE Step 1, examination requirements, clinical rotation time schedules, and obtaining postgraduate training with specifics on how to prepare for the residency application process. As part of the Office of the Dean of Students, the OCGSD is staffed by faculty and alumni who can advise students on preparing for licensing examinations and offer counseling in specialty and residency selection, as well as the residency application process in the United States and the United Kingdom.

## True Blue Clinic

Katherine Bourne-Yearwood, MBBS

Director, University Health Services

The True Blue Clinic maintains modern clinic facilities with scheduled and walk-in hours from 9 am to 4:30 pm AST, Monday through Friday.

Additionally, there is daily 24-hour coverage by well-credentialed physicians and physician assistants to provide students with emergency care when the clinic is not open. Medical emergencies in Grenada are referred to the Grenada General Hospital. University Health Services facilitates air evacuation, if indicated, on campus.

## Psychological Services Center

Cecilia Rougier, PhD

Director

The Psychological Services Center (PSC) is independent from the faculty and administration. While the Dean of Students may refer students to counseling, no report returns to the Dean or to any other faculty member. Students have a completely secure avenue to confidentially discuss concerns with trained professionals. Counseling services are available on the Grenada campus. In the clinical years, counseling can be arranged on an individual basis through the Office of Clinical Studies.

## Student Organizations

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St. George's University's student organizations are centered on different areas of student life—cultural, religious, social, academic, professional, sports and recreation and community service. The Student Government Association (SGA) is a highly developed and active group that has representation on the Faculty Senate committees of the University. The Office of the Dean of Students, cognizant of the benefits of active student involvement, offers support for close to 80 student organizations in Grenada and for students in clinical rotations. Students seeking additional information on organizations that support the following categories may contact the Office of the Dean of Students.

The following descriptions of the student organizations are provided by the organizations and do not represent the views or policies of St. George's University. St. George's University does not discriminate in its support of student organizations.

# Student Government Association

The Student Government Association (SGA) is a democratic organization created to be a collective voice of, and for, the student body. SGA represents the students in all facets of academic affairs, administrative matters, and student life. A student may reach out to SGA in hopes of obtaining guidance on various University issues.

## Student Organizations

### **AREOSPACE MEDICINE SOCIETY (AMS)**

As future physicians, we must train ourselves to remain curious, and there is no greater “why” than the infinite realm of space above us.

Duration of space flights evolved from hours to multiple months. Great progress has been made in space flight duration and we are not so far from long term stays such as mission to mars. But, still our knowledge about long term effect of outer space on human physiology and development is very limited.

The Aerospace Medicine Society (AMS) aims to integrate the dynamic field of medicine with the everchanging domains of aerospace. By doing this, we hope to inspire curiosity in the medical students at St. George's University (SGU) and foster the students' interest in Aerospace Medicine.

The AMS exists to sustain students' interests in Aerospace Medicine throughout their basic science and clinical years, with the goal of providing students with valuable knowledge and opportunities to benefit them throughout their career. The AMS will also focus on service to the Grenadian community through fundraisers, community service, and volunteering opportunities.

### **AMERICAN MEDICAL STUDENT ASSOCIATION (AMSA)**

As an International chapter of the American Medical Students Association, this group promotes active improvement in medical education, world health care delivery, and the enhancement of social, moral and ethical obligations of the medical profession. The St. George's University chapter has on average 600 AMSA members- making us one of AMSA's largest chapters.

### **BUSINESS IN MEDICINE (BIZMED)**

The Business in Medicine club aims to integrate the worlds of business and entrepreneurship with the field of medicine. There is an increasing need for physicians to adapt to the growing relationship between the medical industry and business industry that it belongs to. This club will encourage all medical students to understand the logistics and management required to run a medical practice, establish their role in the hospital setting, or even obtain a position on a medical board.

We aim to highlight and develop the pivotal skills of professionalism, ethics, public speaking, entrepreneurship, knowledge about health insurance companies and the government impact on medicine. Additional areas of focus consist of developing team building and leadership skills, which encourages students to provide a comfortable workplace environment. Emphasizing the importance of knowing when to lead, when to let others lead, and having the ability to inspire others to lead, will altogether provide a better cohort of future physicians.



### **COMPLEMENTARY AND ALTERNATIVE MEDICINE (CAM)**

The mission of the Complementary and Alternative Medicine (CAM) Club is to foster an understanding and awareness of the multitude of complementary and alternative medical practices. The club hopes to allow students an outlet to critically review and discuss new research, and to develop these abilities into clinically relevant and useful skills. The club will allow students to interact amongst peers and lead discussions about CAM practices. This knowledge will enable future physicians to apply skills in a clinical setting.

### **DERMATOLOGY INTEREST GROUP (DIG)**

The Dermatology Interest Group (DIG) was nationally founded with the purpose of providing support for students considering a career in Dermatology. It will provide opportunities for students to form productive relationships between other students, residents, and program directors on topics pertinent to a career in Dermatology as well as foster a forum for communication and accurate information exchange.

The Chapter at St. George's University School of Medicine is dedicated to the recruitment, success, and retention of students interested in a field of Dermatology as a specialty, sub-specialty, or area of research. Contributions will be made to the surrounding community through the utilization of members' training and subsequent skills.

### **EMERGENCY MEDICAL CLUB (EMC)**

Students from a variety of backgrounds choose to join the EMC to learn more about Emergency Medicine, help the local Grenadian community, and get a jumpstart on their clinical years through several hands-on workshops. The club regularly invites guest speakers to talk with students about the field of Emergency Medicine, obtaining residencies, and recent advances that have been made in the field. All students are welcome to join.

### **HISTORY OF MEDICINE CLUB (HOM)**

In medicine, we truly are standing on the shoulders of giants. It is important to recognize the pioneers who inspired us, their contributions and re-assess and re-evaluate their theories, to allow us to think deeper and more critically as physicians. But history also teaches us humility because there were many dead ends and mistakes done in the past by extremely brilliant people. People have fallen many times, only to get back up and prevail. By allowing students to explore the history behind the science, and all of its controversies, it will only further promote students to become better critical thinkers by imploring the skills of the great scientists, historians, and philosophers before us. We aim to create a community at the St. George's School of Medicine to further study and evaluate the History of Medicine and the strength it plays in developing critically thinking yet empathetic physicians today.

### **IOTA EPSILON ALPHA HONOR MEDICAL SOCIETY (IEA)**

The Society is a non-profit educational and humanitarian institution. The purposes are:

- a) to promote the pursuit of academic excellence and integrity in scholarship and research.
- b) to recognize outstanding achievements in the study, practice, and science of Medicine.
- c) to encourage the highest standards of character, conduct, leadership, ethos, and compassion.
- d) to improve the overall morale of medical students and graduates locally and worldwide.
- e) to promote and, where possible, provide for the public health and welfare of the underprivileged and medically indigent, locally and worldwide.

### **INTERNATIONAL FEDERATION OF MEDICAL STUDENTS' ASSOCIATIONS (IFMSA)**

The International Federation of Medical Students' Associations (IFMSA) is an independent, non-governmental and non-political federation of medical students' associations worldwide. IFMSA-Grenada joined the international body in 2009 and is the forum for medical students in Grenada to the worldwide IFMSA community, which represents more than 120 different member chapters comprising of over 1 million medical students to the United Nations and the World Health Organization.

IFMSA-Grenada helps our medical students lead initiatives that impact positively the communities we serve and raise concerns about Grenada in a global platform. IFMSA builds capacity through training, projects and exchanges opportunities, while embracing cultural diversity so as to shape a sustainable and healthy future.

### **INTERNATIONAL MEDICINE CLUB (IMC)**

The Internal Medicine Club (IMC) at SGU is aimed at exposing students to the practice of internal medicine as well as the many sub-specialties it encompasses. The organization acts as an educational resource to members by providing career guidance, hosting guest lecturers, and conducting clinical skills seminars. One of the goals of the organization is to familiarize students with the general field of Internal Medicine and its many medical sub-specialties in order to provide better insight into what career the student wishes to pursue. Through our clinical skills seminars focused on physician/student interactions, we plan to better prepare SGU students for their 3rd/4th years. By learning about the different training paths offered through internal medicine, it is hoped that students will be aided in thinking about future career goals.

### **INTERNATIONAL STUDENT SURGICAL NETWORK (INCISION)**

To promote safe, accessible, affordable surgery for all through the tenets of advocacy, education, and research.

### **MEDICINE, EDUCATION, AND DEVELOPMENT FOR LOW-INCOME FAMILIES EVERYWHERE (MEDLIFE)**

Our mission is to empower future physicians and future public health professionals to become advocates for change in their communities through facilitating equal access to medicine and education for all communities, along with the development of sustainable infrastructure. MEDLIFE will engage students in medical and educational volunteering both locally and globally.

### **MEDICAL ETHICS STUDENT ORGANIZATION (MESO)**

The objective of the Medical Ethics Student Organization is to promote a safe and inclusive environment where students can learn how to approach, break down, and discuss medically relevant ethical questions and scenarios. This will not only allow students to become familiar with common ethical situations they may face as physicians but also allow them to hear from educators and experienced physicians.

### **NUTRITION MEDICAL CLUB (NMC)**

The mission of the Nutrition Medicine Club (NMC) is to provide more opportunities for students to learn and participate in nutrition science. The organization acts as an additional opportunity to further our knowledge of nutrition in medicine. Our club provides a forum to discuss current nutrition research

and nutrition practices, presenting research reviews through social media, hosting guest lecturers, and workshops aimed at increasing knowledge of the practical application of nutrition medicine. By expanding our knowledge in nutrition medicine, it is hoped that experience in NMC can be used as another tool for patient care.

### **ORTHOPAEDIC SURGERY CLUB (OSC)**

Our mission is to allow every student interested in Orthopaedic surgery to have a safe place to share their dream where they are met with encouragement and guidance instead of stigma and rejection. As well as introduce students to the field of orthopaedics early in preclinical years and provide opportunities for them to get involved early.

### **PEDIATRICS CLUB (PEDS)**

First and foremost, to provide valuable experience and education to prospective Pediatricians currently enrolled as students of SGU. Thus, the club aims to avail students with pertinent information that will ultimately support decisions regarding postgraduate specialty. The club aims to educate students with valuable and timely technical teaching provided by clinically active Physicians. As an SGU student organization, the club will ultimately conduct educational seminars, as well as physician shadowing, volunteering and fundraising operations that aim to benefit the local Grenadian community.

### **PSYCHIATRY STUDENT INTEREST GROUP (PSYCHSIG)**

Psychiatry Student Interest Group's (PsychSIG) mission is to contribute to the overall mission of St. George's University's commitment to a diverse international education, while fostering intellectual curiosity, and addressing popular cultural disparities in the field of mental health by nurturing creativity and professionalism, with a focus on psychiatry. PsychSIG is committed to expanding knowledge within a multicultural, biological psychological and social structure.

### **RADIOLOGY CLUB (RC)**

The Radiology Club of St. George's University, hereafter referred to as RC, exists to represent the School of Medicine students in all human academic and non academic affairs pertaining to their education of medicine in particular in the field of Radiology and to their physical and emotional well being. It is the vision of RC that all concerns that may come before the RC will be addressed with the goal of improving the general well being of the entire St. George's University (SGU) community and the students in particular. It shall be the aim of the RC to uphold the SGU Honor Code and maintain the highest ethical standards in all that it does.

### **ST. GEORGE'S UNIVERSITY CARDIOLOGY CLUB (SGU C)**

Our mission is to increase awareness and educate medical students on cardiac diseases and treatments that affect both adult and pediatric patients. We pledge to serve as a liaison for cardiology between St. George's University and Grenada by cultivating community outreach through volunteering and donations.

### **ST. GEORGE'S UNIVERSITY ANESTHESIA CLUB (SGUAC)**

Provide a means for SGU students to actively pursue a specialty in Anesthesiology beginning in their basic science and clinical rotation years of training. In order to pursue this goal as a group, we will focus on the following core ideals:

1. Plan events and workshops with a core emphasis on introducing the practice of Anesthesia to its members, with a focus on providing hands on opportunities to learn techniques and procedures that are relevant to the practice.
2. Provide members with detailed information regarding physiology, anatomy, biochemistry, biology, pathology and behavioral science that is not offered in core science classes. The purpose of this goal is to help provide our members with information that can help them during clinical rotations and PGY years that non-club members may not have been introduced to.
3. Invite SGU and non-SGU physicians to come speak to the student body in two presentation forms: video conferencing and in-person. An emphasis will be placed on history, research, advancements and standards of practice.
4. Conduct question and answer sessions with senior medical students, residents and faculty.
5. Help members with residency applications and connect them with faculty and alumni for shadowing and research opportunities.
6. Aid in the ability to access information and experiences about the profession and its associated environment.

### **ST. GEORGE'S UNIVERSITY FAMILY MEDICINE INTEREST GROUP (SGU FMIG)**

The mission statement of SGU Family Medicine Interest Group is/are:

1. To increase awareness and educate medical students of the diverse roles of Family Medicine. Assisting in residency searches and understanding the matches
2. To provide opportunities for mentorships, networking, and leadership development for medical students
3. To cultivate community outreach by raising money for local non-profit health related organizations and increase volunteers at health clinics.

### **NEUROSCIENCE SOCIETY (SGUNS)**

The mission of the SGUNS is twofold:

Firstly, it exists to foster and sustain the students' interest and involvement in neurosciences throughout their basic science and clinical years, with an endpoint of providing students with valuable knowledge in neurosciences and provide insights into medical and research careers within the domain of neurosciences. However, the organization is also intended for students of interests other than in neurosciences.

Secondly, it is designed to provide knowledge, exposure, and valuable and enjoyable experiences from neuroscience related activities to the local school kids and community. The goal is to stir interests in today's young students and steer them toward scientific endeavors in the domain of neurosciences that will excite them and benefit humanity.

### **SGU SPORTS MEDICINE CLUB (SMC)**

The Sports Medicine Club at SGU is a student organization that aims to integrate sports in medicine. With the wide variety of specialties that can aid in keeping a team healthy, our goal is to highlight the path on becoming a sports medicine physician. By going into the Grenadian community, we are able to give back and spread awareness of safe athletics. With the help of guest speakers and hands-on training workshops, we will be able to shape the future of sports by keeping athletes healthy. This groups provides students with the opportunity to explore the specialty of Sports Medicine. Its founded

to educate others through lectures, guest speakers, and workshops in the field of Sports Medicine. The club strives to create strong relationships with local sports teams in Grenada while promoting volunteering and community service.

The aims and functions of the organization are to provide the following:

- a) Opportunities to attend lectures given by qualified professionals within the field (Sports Medicine Physicians, Sports Medicine Orthopedics, PM&R Physicians, Family Medicine Physicians, Athletic Trainers, Physical Therapists, Nutritionists, and Veterinarians).
- b) Volunteer experiences through relationships formed with surrounding sports teams in Grenada.
- c) Host a philanthropy event to raise money for a charity that is chosen by the club and related to medicine
- d) Opportunities to attend workshops related to Sports Medicine such as imaging, joint injection, concussion management, injury prevention, treatment on court/field, and many more.

### **STUDENT NATIONAL MEDICAL ASSOCIATION (SNMA)**

Student National Medical Association (SNMA) is committed to supporting current and future underrepresented minority medical students, addressing the needs of underserved communities, and increasing the number of clinically excellent, culturally competent, and socially conscious physicians.

### **SGU PATHOLOGY CLUB (SPC)**

The SGU Pathology Club functions to increase medical students' exposure to the field of Pathology and to provide targeted support for students pursuing pathology careers. Such exposure of the field will help increase students' awareness of the functions of the Pathologist within the health care team, as well as provide educational opportunities for medical students to explore the field of pathology.

### **SURGERY CLUB SOM (SURGERY)**

Surgery Club was established for SGU students with an interest in general surgery or any of the surgical specialties. We provide early exposure to the surgical sciences through education and workshops. We also focus on service to the Grenadian community.

### **WOMEN IN MEDICINE (WIM)**

WIM is a committee that advocates for the interests of women in medicine, particularly physicians-in-training. We promote women's health, emphasizing well-being and autonomy and we work for the inclusion of women's health issues in medical school curricula and continuing medical education. We also work to affirm the basic right of reproductive freedom and to educate women to become full participants in their own health care. For example, as part of community education, we participate in community Health Fairs and offer breast exam screening, self-exam instruction, resources, and referrals. There are many workshops, guest lectures, and activities planned during each semester to benefit students, staff, and the community.

## Special Interest

### **CREATIVE ARTS SOCIETY (CAS)**

To advance the holistic intrinsic, extrinsic, and artistic evolution of all members through the production and presentation of art, and the arrangement of interactive art-related events and activities.

### **HUMANISM SERVICE ORGANIZATION (HSO)**

The Humanitarian Service Organization (HSO) aims to further SGU's Chapter of the GHHS's mission by nurturing humanism during the first years of medical education and by making humanism more visible to all SGU students and faculty in geographically distant locations. HSO allows members to provide voluntary service to their communities, institutions, and/or profession. As part of promoting service, HSO aims to encourage dialog between people of diverse socioeconomic, cultural and national backgrounds.

### **NEURODIVERSITY ALLIES SOCIETY (NAS)**

Neurodiversity Allies mission is to enhance the lives of individuals with disabilities.. Our goal is to help these individuals reach their full potential by providing public and student education about neurodevelopmental disabilities, offering student support to families and individuals with disabilities, planning activities and events for student and community interaction, and assisting in fundraising.

### **PRIDE AND EQUALITY (P&E)**

This organization exists for the benefit of all members of the University in the hope of enriching their experience at St. George's University. P&E SGU is committed to the development of an atmosphere that is open and equitable, specifically as that goal pertains to the needs of those who have been marginalized on the basis of their sexual and/ or gender orientations, and/ or identities.

### **PUBLIC HEALTH STUDENT ASSOCIATION**

The Public Health Student Association (PHSA) is an organization primarily consisting of MPH, MD, and DVM students. PHSA promotes aspects of public health and preventive medicine through education and activities within the school and community.

Our mission is to promote awareness about Public Health and Preventive Medicine to the campus community, and to engage students in service projects that address both global and local public health issues. Topics of interest include but are not limited to: environmental health on campus and within the island of Grenada, community health, and community health education.

### **SGU INFECTIOUS DISEASES SOCIETY (SGU IDS)**

Our purpose is to improve the understanding of infectious diseases in terms of health of individuals, communities, and society by promoting excellence in patient care, education, research, public health, and prevention relating to infectious diseases. The SGU Infectious Diseases Society (SGU IDS) aims to highlight the interdisciplinary nature of infectious diseases across all fields of study at St. George's University.

### **SGU COLORS OF CANCER (SGUCC)**

The American Cancer Society Colors of Cancer Organization works with St. George's University, Colors of Cancer, and the citizens of Grenada to create a culture of cancer awareness, advocacy, and philanthropy by educating, inspiring and mobilizing a global community effort to prevent and fight back against cancer.

### **ST. GEORGE'S UNIVERSITY VETERAN ORGANIZATION (SGVO)**

The goal of the SGVO is to create an organization where veterans can share their unique experiences/ skills with others at SGU to better prepare all students for their future roles as doctors and ultimately leaders. The SGVO also strives to ensure that all students at SGU are armed with the tools and capabilities to foster lifelong physical, mental, and emotional health and wellbeing. The SGVO is open to all who wish to better themselves and strive to be lifelong learners dedicated towards continuous self-improvement.

## **STUDENTS HELPING ENRICH LITTLE LIVES (SHELL)**

SHELL is a group of volunteers that are committed to providing care and assistance to the abused, neglected and abandoned children in the Bel Air and Queen Elizabeth orphanages in Grenada. Many of the children suffer from development, social, and educational inadequacies. Through volunteer interactions the children receive well-needed attention, find a role model, and most importantly have fun. In addition to hosting beach days and holiday parties, the SHELL also helps to address medical, academic, and other basic needs of the children.

## **STUDENT INTEREST GROUP IN GENOMICS (SIG-G)**

Genomics is an exciting and innovative field of medicine which is growing by the day. Whole genome sequencing took about ten years and \$3 billion dollars, now with the advent of new and improved technologies, genomic sequencing and analysis costs as little as five thousand dollars. As technology progresses, availability will increase. Now more than ever, medical professionals must be informed and active in this developing field. We will provide the leadership, framework, and focus as a student organization to increase awareness of this topic.

# Religious & Cultural

## **AFRICAN CULTURAL STUDENTS ASSOCIATION (AFCSA)**

The AFCSA was established to facilitate interactions among African people, people of African descent, and people who identify with Africa at SGU. AFCSA aims to serve as a medium that advances the interests of Africans at the University, and displays the beauty of the African culture to the community.

## **ASIAN PACIFIC AMERICAN MEDICAL STUDENT ASSOCIATION (APAMSA)**

The APAMSA is an organization devoted to spreading awareness and visibility of Pan-Asian culture at St. George's Schools of Medicine, Veterinary Medicine, Public Health, Undergraduate Studies, and the various professional Schools with the goal of increasing the diversity of experiences of the student body and the island of Grenada. We are an all-inclusive organization and welcome anybody interested in learning more about Asian culture and being involved with the community of St. George's and the island of Grenada.

## **CANADIAN STUDENTS ASSOCIATION (CANSA)**

The mission of CanSA is that of information. While all of us should be focusing mainly on our education while we are here in the Caribbean, very few of us know what awaits us after we have completed our two years of Basic Sciences. As Canadians, we have special circumstances for our clinical years that many of the other students don't face, whether they be either American or from another Nation. While it is possible for any one person to find all of the information that is required of a Canadian student progress, which is what former students had to do on their own, this is a very tedious and time-consuming process. Worse yet is finding out what we can do for residency and licensing as both Canadian and U.S. policies are changing each year.

This is why CanSA was revived. Our members are now spreading the workload of information gathering not on the shoulders of 1 individual but amongst a group. Not only does this make it easier for every student to make informed decisions but it also draws us close as a community and gives us one voice of Unity. As a unified community, rather than many single voices, we will be able to make a stronger case on matters such as policy changes regarding Canadians with International Medical Degrees and residency spots.

### **CARIBBEAN STUDENTS' ASSOCIATION (CASA)**

The Caribbean Students' Association will be a focus at St. George's University community and shall serve as an information and support center for students of all origins, with a prime focus on Caribbean origins and interest in Caribbean cultural diversity and affairs.

### **CHRISTIAN STUDENT ASSOCIATION (CSA)**

Christian Students Association (CSA) is a body of Christian believers seeking to cultivate a community of worship, commitment to prayer, preaching and studying the Word, the celebration of the sacraments, and fellowship across gender, race, age, culture, and class. We aim to equip loving, giving, growing Christians to reach out with the good news of Jesus Christ by evangelizing the lost and ministering to those in need. We have services every Sunday, 11am at Patrick Adams Hall. The services are composed of a time for worship, a Biblical message given by a member of our leadership team, and a time of prayer and fellowship at the end. In addition to our Sunday services, we have numerous Bible studies throughout the week so there's always a way to get connected.

### **CATHOLIC STUDENTS ORGANIZATION (CSO)**

The Catholic Students Organization of St. George's University is an established religious organization of the St. George's University Student Government Association. Our goal is to provide non-academic, spiritual support to the Catholic Students, faculty, administration, staff and all other interested members of the SGU community. Such support is inclusive of, but not limited to, services for all major Catholic holidays and celebrations and social events that coincide with the Catholic Church Liturgical Year. The CSO is committed to providing students with the appropriate resources for all CSO sponsored events. The CSO does not discriminate based on race, religion, sex, sexual orientation, color or nationality or other personal beliefs.

### **INDIAN CULTURAL STUDENT ASSOCIATION (ICSA)**

The Indian Cultural Student Association is a space for students to interact with and learn more about our vibrant and diverse cultures. Our aim is to provide support and a sense of comfort to Indian students away from home and to anyone interested in ICSA. This community will be responsible for celebrating the rich culture of India through events and activities. ICSA is a safe place for any individual with Indian roots to connect with other members of the organization and is committed to have the doors open to any interested student, irrespective of origin.

### **JEWISH STUDENTS ASSOCIATION (JSA)**

Continuing a Jewish lifestyle may appear to be a difficult endeavor whilst in school, however, the Jewish Student Association (JSA) of St. George's University opens its arms to all, to continue your Jewish heritage, to learn about Judaism and share your academic interests. JSA has a tight-knit relationship with Chabad Grenada, led by Rabbi Baruch Rozmarin, the Rabbi of SGU. Chabad Grenada hosts weekly Shabbat services, every Friday at 7 pm, and holiday celebrations. Chabad Grenada's doors are always open for the Jewish students of SGU. A Chabad lounge is located on campus on the top floor of St. George's Hall.



### **KOREAN STUDENT ASSOCIATION (KSA)**

We, the international students from South Korea of St. George's University (SGU), wish to share our cultural heritage with our university and, cooperating with International Students Office (ISO) of SGU, contribute to the process of assimilation for Korean students to the larger campus community; we do hereby organize ourselves into an association and establish this constitution declaring its powers and responsibilities.

### **LATINX STUDENT ASSOCIATION (LSA)**

The term LatinX is inclusive of identities beyond gender, race, and culture. The mission of the St. George's University LatinX Student Association is to cultivate a community that embodies the diverse population of students across SGU and create a home away from home. As an organization, we aim to share our vast heritage, traditions, and culture with each other and with the entire SGU and local Grenadian community through multicultural, comprehensive, philanthropic and innovative events. Furthermore, the organization seeks to promote camaraderie amongst our SGU peers and empower all students to achieve cultural competency.

### **MUSLIM STUDENTS ASSOCIATION (MSA)**

Allah--willing, SGU MSA's purpose is to serve the Islamic community of SGU by providing functions and services to further Muslim life on and off campus. This includes, but is not limited to: spiritual and worship services, social networking, and academic support, within the arrangements of the SGU Honor Code, and the SGU MSA Constitution.

### **PERSIAN CULTURAL SOCIETY (PCS)**

Persian Cultural Society is a club with the goal of introducing Iranian culture to students and faculty of St. George's University (SGU) in addition to supporting the Persian community at SGU. This goal will be achieved by holding club meetings and major events throughout the terms. Smaller activities and gatherings will also be planned with the purpose of bringing the community together, supporting the new incoming students, making new friends, and developing mentorship.

### **SEVENTH-DAY ADVENTIST STUDENTS ORGANIZATION (SDASO)**

The Seventh-day Adventist Students Organization is comprised of Seventh-day Adventist students and staff from around the world. Members range in nationality from the Caribbean region to the African, North and South American continents. Membership in the organization transcends the barriers of religious affiliation. Our mission is to foster the social and spiritual growth of students through fellowship and to proclaim the love of God and the second coming of Jesus Christ by the way we live. Our vision is to be a perpetual light reflecting God's truth to the wider community. All are welcome to join and share in the life changing experience that is the Seventh-day Adventist Students Organization.

### **ST. JOHN'S ORTHODOX CHRISTIAN CLUB (SJOCC)**

The Orthodox Church is the oldest church in the Christian history. It is rich in its sacraments, rituals and teachings. SJOC welcomes all Orthodox Christian Students as well as any other interested members. Our aim is to gain spiritual, social and personal growth. The club's mission is summarized by what St. John the Beloved said, "Behold, if God so loved us, we also ought to love one another" (1 John 4:11).

### **SIKH STUDENT ASSOCIATION (SSA)**

The Sikh Student Association (SSA) at St. George's University aims to provide an opportunity to members of the SGU community to come together in a supportive and healthy environment to spread awareness of Sikh religion. This organization encompasses the main beliefs of Sikhism such as community service and equality. Everyone, regardless of their religious beliefs, are welcome to the club and are encouraged to join in various activities such as weekly prayer and biannual Langar night.

## Sports & Recreation

### **SGU TENNIS CLUB (STC)**

The SGU Tennis Club's predominant goal is to promote mental and physical health by providing a platform to relieve stress, exercise, and be a part of a community that supports one another. Using tennis as a positive outlet, students and faculty of all skill levels can come together to relieve school anxiety while getting exercise. However, our scope is not limited to the campus. We are working to increase the recreation and mental health of the Grenadian community through tennis. One of our goals is to help rebuild the recreational facilities around the island and promote afterschool/work programs for the local children and community members.

## Admission

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The School of Medicine enrolls new students in January, April, and August of each year. Admission to the School of Medicine is offered on a rolling basis, however, applicants are strongly encouraged to apply by the priority submission date for the term they wish to start.

TERM	PRIORITY DEADLINE
January Term	November 15
April Term	February 15
August Term	June 15

Applicants who submit applications by the priority submission date have the advantage of being considered for scholarships earlier and will have ample time to complete housing and travel arrangements. Applicants who apply after the priority deadline will still be reviewed for admission and scholarship awards. St. George's University does not discriminate based on race, sex, color, gender, religious creed, sexual orientation, national origin, disability, military status, or any other legally protected status.

## See SGU on Us

SGU boasts an impressive \$250 million campus with more than 60 buildings featuring state-of-the-art classrooms, an impressive medical library, lecture halls, laboratories, a student center, health services center, and climate-controlled student housing. But don't take our word for it. It's important for you to

actually see the foundation of your entire career, visit the campus, meet the faculty, mingle with your peers, and see our facilities for yourself. And we will pay for that to happen. If you take advantage of the See SGU Program and visit the campus, apply, get accepted, and ultimately matriculate, SGU will refund you the cost of your airfare and hotel. Take the first step toward your future. See SGU. Visit [sgu.edu/seesgu](http://sgu.edu/seesgu) or call an admission advisor today for details.

## Doctor of Medicine Degree Program

### 4-YEAR MD PROGRAM REQUIREMENTS FOR US AND CANADIAN APPLICANTS

#### **DEGREE**

A bachelor's degree from an accredited college or university is required.

#### **PREREQUISITE COURSEWORK**

The following specific undergraduate coursework (or its equivalent) is required as part of the program requirements for admission:

- One year General Biology or Zoology with lab
- One year Inorganic Chemistry (General or Physical) with lab
- One year Organic Chemistry with lab
- One semester Physics with lab
- One semester Math (Calculus, Computer Science, or Statistics)
- One semester English

#### **MEDICAL SCHOOL ADMISSION TEST (MCAT)**

SGU's MCAT code is 21303. For information on the MCAT, including registering to take the test, test dates, test sites, fees and obtaining test results, visit the [MCAT website](#).

#### **Who needs to submit an MCAT score?**

- US applicants must submit a Medical School Admissions Test (MCAT) score as part of their application.
- Canadian applicants are not required to submit an MCAT score *unless* an MCAT exam has been previously taken or you have a date to take the MCAT.
- Applicants from outside North America are *not* required to submit an MCAT.

### 4-YEAR MD PROGRAM REQUIREMENTS FOR NON-US AND NON-CANADIAN APPLICANTS

#### **DEGREE**

A bachelor's degree with a strong science background is necessary.

#### **ENGLISH PROFICIENCY**

English language: An English exam is required for any prospective student whose country is not considered English-speaking as per [UKVI](#).

If you obtained your undergraduate degree in any English-speaking country, there may be an exception. In this instance, you must request a waiver in order to be determined by our committee on admissions.

- IELTS- 7.0 on each band
- TOEFL- 100 (Internet-based)
- Password-Skills –7.0 on each band

- CAE:
- PTE Academic – A score of 65 overall with 65 in each band is required for direct entry

Students who score slightly below the direct entry requirement may be offered an English support program or track. Students who qualify for this option will be notified at the time of admission.

Program	Qualifications	Entry Point
5-Year MD Pathway	<b>Advanced Levels:</b> Minimum 3 subjects with A's and B's in Biology, Chemistry, and either Math or Physics; Math or Physics can be accepted at AS level with strong non-science third A level.	Preclinical Year 3
	<b>Approved foundation programs:</b> SGU recognizes and approves a range of science/medical pathway programs.	
	<b>Full IB Diploma:</b> Requires a minimum score of 32 points; 3 HL science subjects recommended; minimum of 2 HL subjects required, which must include Chemistry and Biology; results 5 or higher.	
6-Year MD Pathway	<b>India 10+2 or CBSE:</b> Minimum of 80% average with no grade below 80% in Biology, Chemistry, Math, Physics, and English.	Preclinical Year 2
	<b>Secondary school diploma:</b> Exceptional science performance with AP's, SABIS High School.	
	<b>Further education:</b> AS Levels, Baccalaureate, South Africa Matric, Higher School Exam, Irish Leaving Certificate.	
7-Year MD Pathway	<b>WASSCE:</b> B2 or better in minimum 6 subjects which include Biology, Chemistry, Math, Physics, and English <b>IGCSE: Strong Science Performance</b> B or better in minimum 6 subjects, which include Biology, Chemistry, Math, Physics, and English; Scores Vary by Region	Preclinical Year 1

### St. George's University Of Grenada School Of Medicine/ Northumbria University Program

The academic admission requirements for the St. George's University of Grenada School of Medicine/ Northumbria University Program are the same as entry into the four-year Doctor of Medicine program in the School of Medicine in Grenada.

### Criteria for Student Selection

Our committee on admission, the Faculty Student Selection Committee (FSSC), is responsible for the selection of students to Saint George's University School of Medicine applicants to SGUSOM are selected individually for admission by considering each applicant's academic strengths as well as their experiences and attributes these factors are viewed in combination to consider how an individual might contribute value not only as a medical student but also as a future physician.

**The successful applicant to SGUSOM will have demonstrated the following strengths and attributes:**

- Strong academic achievement or potential
- Empathy and compassion
- Motivation towards and demonstrated interest in the profession of medicine
- Ability to learn from mistakes or failures
- Critical thinking with problem-solving ability
- Strong communication skills and ability to work in a team
- Resilience and adaptability
- Sense of community responsibility
- Curiosity and dedication to lifelong learning
- Sensitivity and openness to diversity

### The Admissions Process

The admission process is comprised of three stages:

- **Initial Review**

- **Interview**
- **Final Review**

Your Admission Officer and Admissions Coordinator will keep you updated about your progress and answer any questions you may have.

### **Initial Review**

Once your application has been submitted, and your supporting documents have been received, your Admissions Officer will send your application file to our committee on admission, The Faculty Student Selection Committee, for an “initial review”. Following the initial review, you will either be invited for a medical school interview, or you will be notified that you have not been selected for an interview. Applicants are usually notified about their interview decision within 5 business days. On occasion, the committee may request additional information before an interview decision is made. Your Admissions Officer will notify you if that is the case.

### **Interview**

The interview is your opportunity to demonstrate how your journey has prepared you for success as a medical student and for a lifelong commitment to excellence in the field of medicine. Through dialogue with our professional interview team, you are able to explore the lessons you have learned from your challenges and highlight the experiences that will guide you in being a compassionate, dedicated, and outstanding physician.

As part of our commitment to supporting students throughout the process, we invite you to review the following information to assist in preparing for and making the most of your interview experience.

### **Final Review**

Following your interview, your Admissions Officers will send the summary of your interview along with your application file back to our committee on admission, The Faculty Student Selection. The Committee will holistically review your complete file and make the admission decision. The possible admissions decisions are:

- **Admit**
- **Admit with Provisions** (Note: If you are admitted with provisions, your admissions letter will outline the specific conditions of your offer.)
- **Not Admit**

A student's acceptance into the School of Medicine is granted upon the presumption by the Faculty Student Selection Committee that:

1. All courses currently being taken by the applicant will be completed prior to registration.
2. All statements made by the applicant during the admission process, whether oral, written, or in submission of academic documentation, are true and correct. If it is subsequently discovered that false or inaccurate information was submitted, the University may nullify a candidate's acceptance or, if the student is registered, dismiss the student.

### **Technical Standards**

St. George's University School of Medicine has established technical standards for admission to, continued enrollment in and graduation from the MD program. You may review the technical standards [here](#).

## Transfer Admission

St. George's University School of Medicine (SGU) will consider applications from students seeking transfer from another medical school into the Four-Year Doctor of Medicine program.

Prospective students are considered for transfer at the following entry points:

### Entry into Clinical Training (Year 3)

Students who are in the process of completing or have completed their pre-clinical coursework at an accredited medical school within a four-year curriculum medical school **and** who are either eligible to take or have passed the [United States Medical Licensing Exam](#) (USMLE Step 1) can be considered for transfer into the beginning of **SGU Year 3: Clinical Training**.

Successful passing of USMLE Step 1 may occur before or after acceptance into SGU as a transfer student but must occur prior to matriculation into SGU Year 3. Start dates into SGU Year 3: Clinical Training are rolling and occur at six-week intervals throughout the year.

All SGU students, including applicants accepted for transfer into Year 3, are required to complete 80 weeks of clinical studies comprised of forty-two weeks of core rotations, 12-14 weeks of additional required rotations and 22-24 weeks of electives. SGU students complete clinical training at SGU-affiliated hospitals and clinics across the United States, the United Kingdom, Canada, and Grenada. Core clinical rotations include Internal Medicine, Surgery, Pediatrics, Obstetrics/Gynecology, Psychiatry and Family Medicine.

Students who complete all academic requirements in Year 3 and 4 will be eligible to receive a Doctor of Medicine (MD) degree.

### Entry into Basic Sciences (Year 1)

Students who have completed a small portion of their pre-clinical (Basic Sciences) coursework at another medical school **and** who have not yet passed the [United States Medical Licensing Exam](#) (USMLE Step 1) are eligible to be considered for transfer into SGU's Basic Sciences Term 1.

Advanced standing is **not** granted for entry to Term 1, and no credit is awarded for prior coursework taken at another medical school.

Students who are accepted will be enrolled in Term 1 and will need to complete the full Basic Sciences curriculum and all other academic requirements.

## MPH Program

The Master of Public Health (MPH) program offers a Summer term beginning in May and a Fall Term beginning in August.

Our committee on admissions, the Faculty Student Selection Committee (FSSC) utilizes a rolling admission policy; therefore, applications are accepted and reviewed on an ongoing basis.

The final deadline for receipt of applications and all supporting documentation is June 15th of the current year for the August class and March 15th for the May class.

### Admission Requirements for North American Applicants

- A bachelor's degree from a recognized university or college, with a minimum 3.0 GPA
- Work experience or a strong interest in public health
- Two letters of recommendation

### British Applicants

- A first- or second-class degree
- Work experience or a strong interest in public health
- Two letters of recommendation

### **Other Models of Education**

- A bachelor's degree, BSc or equivalent with a strong science background
- Work experience or a strong interest in public health
- Two letters of recommendation

If English is not the applicant's principal language, the official record of a score of at least 600 (paper-based), 250 (computer-based) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or a 7.0 overall score in the International English Language Testing System (IELTS).

### **APPLICATION PROCESS**

St. George's University participates in the Schools of Public Health Application Service (SOPHAS)—the centralized application service for schools accredited by the Council on Education for Public Health (CEPH).

SOPHAS will verify your coursework for accuracy, calculate your GPA, and send your application to as many public health schools and programs as you wish to designate who utilize the service.

### **MSc and PhD Programs ENTRANCE REQUIREMENTS FOR NORTH AMERICAN APPLICANTS**

A bachelor's degree (or the equivalent) with a GPA of 3.0 and a strong science background.

- GRE tests are not required, but a strong GRE performance enhances an application.
- Two letters of recommendation are necessary.
- Prior research experience is a benefit, but not a requirement.

#### **FOR BRITISH APPLICANTS**

- Applicants from the United Kingdom system must have a first- or second-class degree.
- Two letters of recommendation are necessary.
- Prior research experience is a benefit, but not a requirement.

#### **FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION**

- A bachelor's degree (or the equivalent) with a strong science background.
- Two letters of recommendation are necessary.
- Prior research experience is a benefit, but not a requirement.
- If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

### **APPLICATION PROCESS**

Students interested in applying solely to an MSc or PhD program must submit a School of Medicine graduate application and all the supporting documentation.

## Dual Degree Programs

### BS/MD Degree

Students interested in the BS/MD degree must submit an application to the Office of the University Registrar and the Office of the Preclinical Program during their first term of enrollment. Students who enter the final year of the preclinical program directly (e.g., with Advanced Levels or Caribbean Advanced Proficiency Examination [CAPE]) cannot earn a BS degree without spending additional semesters in the program.

## Independent Graduate Degree Programs

### MPH Program

#### ENTRANCE REQUIREMENTS

##### FOR NORTH AMERICAN APPLICANTS

1. A bachelor's degree from a recognized university or college
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.

##### FOR BRITISH APPLICANTS

1. A first- or second-class degree.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.

##### FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.
4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

#### APPLICATION PROCESS

St. George's University now participates in the Schools of Public Health Application Service (SOPHAS)—the centralized application service for schools accredited by the Council on Education for Public Health (CEPH). SOPHAS simplifies the process of applying to public health schools and programs. By using SOPHAS, you are able to complete one application and send one set of documents to the centralized service. SOPHAS will verify your coursework for accuracy, calculate your GPA, and send your application to as many public health schools and programs as you wish to designate who utilize the service. To begin your application please visit [sophas.org](http://sophas.org) and be sure to first carefully read all Frequently Asked Questions.



## MSc and PhD Programs

### ENTRANCE REQUIREMENTS

#### FOR NORTH AMERICAN APPLICANTS

1. A bachelor's degree (or the equivalent) with a GPA of 3.0 and a strong science background.
2. GRE tests are not required, but a strong GRE performance enhances an application.
3. Two letters of recommendation are necessary.
4. Prior research experience is a benefit, but not a requirement.

#### FOR BRITISH APPLICANTS

Applicants from the United Kingdom system must have a first- or second-class degree.

Two letters of recommendation are necessary.

Prior research experience is a benefit, but not a requirement.

#### FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Two letters of recommendation are necessary.
3. Prior research experience is a benefit, but not a requirement.
4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

#### APPLICATION PROCESS

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## Dual Degree Programs

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Students interested in the BS/MD degree must submit an application to the Office of the University Registrar and the Office of the Preclinical Program during their first term of enrollment. Students who enter the final year of the preclinical program directly (e.g., with Advanced Levels or Caribbean Advanced Proficiency Examination [CAPE]) cannot earn a BS degree without spending additional semesters in the program.

## Finances

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### Scholarships

St. George's University offers a wide variety of institutional scholarships designed to recognize academic excellence and provide access to the best and brightest students regardless of circumstance. \$84 million in SGU scholarships were granted to entering MD students in the 2021-22 academic year.

#### Academic Merit-Based Scholarships

- Chancellor's Circle, Legacy of Excellence Scholarship

- Legacy of Excellence Scholarship

## Need-Based Scholarships

- International Peace Bursary
- Global Scholars Bursary
- Grenadian Scholarships
- William M. McCord Scholarship

## Mission Based Scholarships

- Equity in Medicine Scholarship
- CityDoctors Scholarship
- CARE Scholarship

## Discretionary Awards

- Humanitarian Scholarship
- Legacy Grant
- Charter Foundation Program Grant
- School Spirit Grant
- Veteran Grant
- Sibling Grant
- Health Profession Grant
- Summer Academy Scholarship

# Financial Obligations

## Tuition

All tuition fees and other University charges must be paid before students are permitted to register for classes (see tuition and fees). Responsibility for payment of tuition and all other University charges is solely that of the student. Billing is posted to the Student Self-Service Account. Notification that bills are available for viewing is sent via email to students' University email accounts approximately one month prior to the due date. In the event students do not have fees posted to their account, it is their responsibility to contact the Bursar's Office to request proper billing.

## Housing

University policy requires that entering medical, veterinary medical, and graduate students live in campus residence halls for their first term; students entering into the preclinical, preveterinary medical, and undergraduate programs must live in the campus residence halls for their first year and will be billed accordingly. Students will be assigned housing and roommates in order of their acceptance. If students have a specific roommate request, it should be indicated to the housing coordinator. After this initial period on campus, upperclassmen who did not initially contract for their second term will be accommodated on campus according to availability by a lottery system and will be billed accordingly (see housing rates on separate insert). There are many houses, apartments, and efficiency units close to campus. All matriculated students on the Grenada campus are strongly advised to live in University-recommended housing either on- or off-campus, at the discretion of the University. There are currently no housing accommodations available on campus for students with children or pets. Students residing off-campus are responsible for their own housing expenses. The University reserves the right to require students to live on campus. During clinical terms, students are responsible for their own room and board; although, the University and affiliated hospitals may provide some assistance.

# University Refund Policy

## University Charges

Students who withdraw or take a LOA, who fail to return from an approved LOA, who are dismissed, or otherwise fail to complete the term for which they are charged, will receive a tuition adjustment of University charges based on a pro rata calculation if the student withdraws during the first 60% of a term. University charges are prorated based on the percentage of the term that has elapsed. Applicable University charges may consist of tuition, administrative fees, and on campus housing. If a withdrawal takes place after the 60% point, full University charges remain due. All tuition refunds for students on LOA or students withdrawing are based on the date the LOA begins or the date the student began the withdrawal process or was administratively withdrawn. Special refund rules apply to students in their first term of attendance in the MD4 program (Grenada campus). Students who withdraw from the University prior to the 14th week of their first term of attendance, will have their tuition and administrative fees fully refunded. If the student is a US 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. For refund information related to the Housing Cancellation Policy, please consult the University Website.

Students who take a Leave of Absence 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 Leave of Absence from a term due to compelling personal circumstances beyond the student's control, causing them to suffer undue financial hardships which affect their ability to pay for their education upon their return. The scholarship is used to help defray all or part of the penalty paid as a result of the withdrawal. The scholarship committee will review the details of the student's circumstances noted in their application letter and may require further documentation before determining eligibility for the scholarship. These awards are grants-in-aid and do not have to be repaid.

## Return of Title IV Financial Aid

In accordance with US Federal Title IV Regulations (34 CFR 668.22), St. George's University is required by the Higher Education Act to recalculate the eligibility for federal Title IV aid for students who withdraw or take a Leave of Absence (LOA), up to 60% of a semester. When a student withdraws or takes a leave during the semester, the amount of Title IV program assistance that a student has earned up to the point of withdrawal is determined on a pro-rata basis. The amount earned is based on the number of days the student completes in the semester as of the withdrawal date or Leave of Absence begin date for official withdrawals and the last date of documented attendance at an academically related activity as determined by SGU, for unofficial withdrawals. Scheduled breaks of five days or more are excluded from the calculation. For students who officially withdraw from SGU, the withdrawal date is the date the student began the withdrawal process.

There are special Title IV withdrawal rules for a semester that has modules (courses that do not span the entire length of the term). This would apply to a student's clinical terms. A student is not considered withdrawn for Title IV purposes if at the point of ceasing participation the student:

- successfully completes 49% of the days in the semester,
- earned half-time credits (5-semester credits) during the semester, or
- completes all of the program requirements and is considered a graduate.

For days to count toward the 49% requirement, the student must receive a passing grade in at least one course that spans an entire module. If the student meets any of these conditions, the student is not considered to be withdrawn for Title IV purposes, and all aid received for the semester is retained. If grades for the semester are not received within 30 days from the date the University determines the student ceased participation, the student will be processed as a Title IV withdrawal. If a passing grade is received at a subsequent point, the University will reevaluate the student's withdrawn status and may reverse the Title IV refund calculation and refund payments

Though Title IV aid is generally posted to a student's account at the start of each semester, these funds are earned as a student progresses through the semester up to the 60% point when the funds are completely earned. If a student withdraws or takes a leave during the semester, the amount of Title IV program aid earned up to the withdrawal date is determined by a specific pro-rata formula of days completed to the total days in the semester and is called the return to Title IV funds (R2T4) calculation. For example, if a student completes 30% of the days in the semester, the student would earn 30% of the Title IV aid originally scheduled for the semester and the 70% of unearned funds is returned. Once more than 60% of the semester is completed, all the Title IV aid the student was scheduled to receive for the semester is earned. However, some earned Title IV aid may not be eligible for disbursement due to other eligibility requirements.

In compliance with federal regulations, the Financial Aid Office will perform the R2T4 calculation within 30 days of the student's date of determination (DOD) of withdrawal and funds will be returned to the appropriate federal aid program within 45 days of the DOD. As part of the R2T4 calculation process, an evaluation is done to determine if aid was eligible to be disbursed but was not disbursed as of the withdrawal date.

If a student received less Title IV aid than the amount earned, a student may be eligible to receive those additional funds as a post-withdrawal disbursement. If a student received more assistance than earned, the excess funds must be returned by the school and/or the student.

Students who are eligible for a post-withdrawal disbursement are notified of their eligibility within 30 days of determining the student's date of withdrawal and the student must give permission to make the disbursement within 14 days of this email notice. A student may choose to decline some or all of the post-withdrawal disbursement, to avoid additional debt.

If the student received Title IV aid in excess of what was needed to pay tuition and fees, a portion of the unearned funds may be considered an overpayment and due to be repaid from student instead of the institution. An overpayment exists when the excess unearned Title IV funds are to be returned in part by the institution and in part by the student because each party received a portion of the unearned funds according to the R2T4 calculation. For any loan fund overpayment that a student is required to return, repayment will be in accordance with the terms of the promissory note. That is, scheduled payments should be made to the holder of the loan over the term of repayment.

Unearned Title IV funds held by the institution are returned within 45 days of the date of determination of withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Grad PLUS Loan
- Private or institutional sources of aid
- The student

The requirements for the R2T4 policy calculation described above are separate from the calculation of the University's Refund Policy, which determines the amount of tuition and fees a student is charged upon withdrawal from a semester. Therefore, a student may owe unpaid institutional charges that were once paid by Title IV aid which were deemed unearned by the R2T4 calculation.

The student will receive a notice from the University, which details the outcome of both the R2T4 policy and the University's Refund policy and information on any returns that were paid or balance due.

If you have questions about your Title IV program funds, you may contact the Office of Financial Aid directly, or call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available online at [studentaid.ed.gov](http://studentaid.ed.gov)

## Financial Aid

Approximately 80 percent of students enrolled in the Doctor of Medicine program use financial aid to pay for part or all of their educational expenses. The Office of Financial Aid administers the financial aid

programs available to St. George's University students; assists in financial planning, budgeting, and completion of the application documents; and counsels students regarding management of their debt.

Applicants who wish to review the process or receive counseling prior to acceptance are welcome to contact the Office of Financial Aid.

The financial aid process is described in detail with instructions and application forms on the University website. Applications for financial aid can be completed entirely online.

For information, please contact:

**Office of Financial Aid**

**c/o University Support Services, LLC**

**3500 Sunrise Highway, Building 300**

**The North American Correspondent**

**Great River, NY 11739**

**Phone: +1 (631) 665-8500 ext. 1232**

Partial scholarships are available to some entering students who meet the criteria for one or more of our scholarships, grants or bursaries. The University participates in US and Canadian government loan programs and private educational loan programs offered by private lenders. The credit-based private educational loan programs are available to US students. US students who meet the eligibility requirements are able (if necessary) to finance their entire cost of attendance through loans. International students whose governments do not provide scholarship and loan programs usually need substantial personal and private resources to pay for costs of attendance not covered by the partial scholarships and loans made available through the University.

Students may wish to research and pursue outside sources of financial aid; however, the responsibility for paying for the cost of attendance is solely with the student. It is important that students anticipating the need for financial assistance at any time during their medical education undertake early long-term planning. The Office of Financial Aid welcomes the opportunity to help students develop these plans. Financial aid is used only to supplement personal and/or family financial resources. In some cases, because both the personal contribution and sources of financial aid are limited, students may be unable to enroll in medical school. Students who believe they may be unable to attend due to financial constraints should call the Office of Financial Aid for information and counseling.

## University-Sponsored Grants, Scholarships, and Bursaries

St. George's University seeks intelligent, dedicated, passionate students who will succeed in their professional objectives and become successful practitioners adding value to their communities and to global health as a whole. To that end, the scholarship program at SGU is robust, offering partial scholarships to students in need, and to those who have demonstrated academic and extracurricular excellence.

For more information about scholarship opportunities, visit <https://www.sgu.edu/academic-programs/school-of-medicine/financial-aid-and-scholarships/#scholarships>

## Entering Freshman Scholarship Programs

### LEGACY OF EXCELLENCE SCHOLARSHIP PROGRAM

The Legacy of Excellence Scholarship Program rewards students with high academic achievement, with two different scholarships. Students accepted into the 4-Yr. MD program may be eligible for one of these scholarships based on academic qualifications. No application is needed. Students are identified during the admission process and are notified of their award through the Admissions Office upon acceptance into the MD program.

The Chancellor's Circle, Legacy Of Excellence (CCLOE) The CCLOE is an automatic award of \$120,000 to students with a minimum overall undergraduate GPA of 3.70, a 3.50 science GPA, and a 506 MCAT score who have been accepted by the Committee on Admission. The CCLOE Scholarship may not be combined with other awards through the University.

The University withholds the right to award this scholarship under certain unusual conditions.

Students are identified during the admission application process and notified of their award through the Office of Admission upon acceptance into the University.

### **Legacy of Excellence (LOE)**

The Legacy of Excellence (LOE) is awarded to students who do not qualify for the CCLOE scholarship but have demonstrated strong academic performance and excel beyond our academic averages.

Students are identified during the admission application process and notified of their award through the Office of Admission upon acceptance into the University

### HUMANITARIAN SCHOLARSHIP

The Humanitarian Scholarship is awarded to students who have demonstrated compassion and commitment to humanitarian causes in their local communities and beyond. Students are identified during the admission process and notified of their award through the Admissions Office upon acceptance into the University. No application is needed.

### EQUITY IN MEDICINE SCHOLARS PROGRAM

The Equity in Medicine Scholars Program is awarded to US students accepted into the 4 Yr. MD program living in a medically underserved area who have demonstrated a dedication to serving others from similar regions.

### LEGACY GRANT

The Legacy Grant is awarded to all legacy students accepted to the MD program. A legacy is a child or grandchild of SGU MD Alumni. Students are identified during the admission process and notified of their award upon acceptance into the University. No application is needed.

### VETERAN GRANT

The Veteran Grant is awarded to US students accepted to the four-year MD program who are Veterans of the US Armed Forces. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

### SIBLING GRANT

The Sibling Grant is awarded to siblings accepted to the MD program. Only new incoming students are eligible for this Grant, siblings currently attending St. George's University are not eligible. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

## HEALTH PROFESSIONS GRANT

The Health Profession Grant is awarded to students accepted into the 4 Yr. MD program who have work experience in the healthcare field in the year leading to application to the MD program. Must be employed in a position for a minimum of 1 year. Excludes research and administrative positions. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

## SUMMER ACADEMY SCHOLARSHIP

The Summer Academy Scholarship is awarded to students accepted into the 4 Yr. MD program who have completed our Summer Academy Program. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

## CHARTER FOUNDATION PROGRAM GRANT

Awarded to students who successfully complete the Charter Foundation Program upon promotion to the four-year MD program. Valued at the cost of tuition of the Charter Foundation Program.

## SCHOOL SPIRIT GRANT

The School Spirit Grant is awarded to students who have graduated or will be graduating from specific institutions and are entering the four-year MD program. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

## CITYDOCTORS

The CityDoctors Scholarships Program, in partnership between St. George's University and [NYC Health & Hospitals](#), is designed to attract and educate students committed to serving in urban hospitals. Full and partial-tuition scholarships are awarded to US citizen/permanent resident students who meet the specific scholarship requirements. All eligibility requirements and applications are available at [CityDoctors Scholarship | St. George's University School of Medicine \(sgu.edu\)](#)

## CARE Scholarship

The CARE Scholarship Program is a collaborative effort between St. George's University and its affiliated hospitals, designed to attract and educate the best and brightest students to become doctors committed to serving their communities. The CARE Scholarship is awarded to incoming medical students in recognition of the values that represent the scholarship's mission of Community, Action, and Recognition of Excellence.

## CARE Scholarship Hackensack University Medical Center

Eligible students must be residents of Bergen County, NJ, a Hackensack UMC employee, or an immediate family member of an employee.

Awards are granted for full, half and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in a January term are eligible to apply. More information is available at [CARE Scholarship - Care Scholarship | St. George's University \(sgu.edu\)](#).

Deadline to Apply: November 20th.

## CARE Scholarship Jersey Shore University Medical Center

Eligible students must be residents of Monmouth County or Ocean County, NJ, be a Jersey Shore University Medical Center employee or an immediate family member of an employee.

Awards are granted for full, half and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in an August term are eligible to apply. More information is available at [CARE Scholarship - Care Scholarship | St. George's University \(sgu.edu\)](#).

Deadline to Apply: June 20th.

### CARE Scholarship St. Joseph's University Medical Center

Eligible students must be residents of Bergen, Passaic or Essex County, New Jersey, an employee of St. Joseph's University Medical Center or an immediate family member of an employee.

Awards are granted for full, half and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in a January term are eligible to apply. More information is available at [CARE Scholarship - Care Scholarship | St. George's University \(sgu.edu\)](#).

Deadline to Apply: November 20th.

### Bursaries For Non-US Students

Awards are available to non-US students accepted to the four-year MD program who have proven financial need. To be considered for a need-based scholarship, students must submit the Confidential Financial Statement form.

### INTERNATIONAL PEACE BURSARY

Bursary awards given to non-US citizen/permanent residents who demonstrate financial need and can fund the balance of their education beyond the bursary award. These awards are grants-in-aid and do not have to be repaid.

### GLOBAL SCHOLARS BURSARY

The Global Scholars Bursary is awarded to non-US citizen/ permanent residents entering the St. George's University of Grenada School of Medicine/Northumbria University (SGU/ NU) Four-Year MD Program, who demonstrate financial need and can fund the balance of their education beyond the bursary award. These bursaries are grants-in-aid and do not have to be repaid.

### WILLIAM M. MCCORD SCHOLARSHIPS

This scholarship is dedicated to the memory of William M. McCord, MD, a leader in the field of medical education in the United States who had a major impact on the development of St. George's University School of Medicine's clinical program. These partial tuition scholarships are awarded to students who withdraw from a term due to compelling personal reasons beyond their control, and when they return to resume their studies suffer undue financial hardships which affect their ability to pay for their education. These awards are grants-in-aid and do not have to be repaid.

Send an email to [faid@sgu.edu](mailto:faid@sgu.edu) detailing your circumstances surrounding your leave of absence or contact the Office of Financial Aid at +1 (631) 665-8500 ext. 1232 with any questions about this scholarship.

### Special Scholarships

#### GRENADIAN SCHOLARSHIPS

Twenty-two scholarships are awarded annually to Grenadian citizens. Applicants must have been accepted into the University by the Committee on Admission, nominated by the Scholarship Selection Panel, and awarded by the Grenadian Government. The scholarship provides full tuition and administrative fees. This scholarship is only awarded in January.

Applications are made to the Grenada Ministry of Education and Human Resource Development. Contact your regional admissions officer or Colin Dowe at [cdowe@sgu.edu](mailto:cdowe@sgu.edu) or +1 (473) 444-4680.



# Loan Programs

United States Citizens or Permanent Residents

## **US FEDERAL STUDENT LOANS**

St. George's University participates in the William D. Ford Federal Direct Loan Program. These loans are available to students in the School of Medicine who are or have been enrolled in the Basic Sciences portion of their program in Grenada. (Students in the SGU/NU Program are not eligible for the Federal Direct Loan Program.)

The William D. Ford Federal Direct Loan Program consists of the Federal Direct Unsubsidized Loan and Federal Direct Graduate PLUS Loan. The maximum loan amount for which a student is eligible may not exceed the cost of attendance (as defined by St. George's University) minus any other assistance received for the academic period in which the student is enrolled. Eligible students can borrow up to \$20,500 per academic year from the Federal Direct Unsubsidized loan, not to exceed an overall aggregate amount borrowed of \$138,500. The Federal Direct Graduate PLUS loan program is used to bridge the gap between the Unsubsidized Loans and the remaining cost of attendance. Students must have a satisfactory credit history in order to qualify for a Federal Direct Graduate PLUS loan. The Direct PLUS loan does not have an aggregate limit.

The interest is currently set at an annual fixed rate of 6.54% for Direct Unsubsidized Stafford loans and 7.54% for Direct Graduate PLUS loans. Students may choose to pay the interest while attending school; if allowed to accrue it will be capitalized (added to the principal balance) at the beginning of the repayment period. The student will be required to pay a 1.057% origination fee on Unsubsidized loans and a 4.228% origination fee on Direct PLUS loans. These origination fees are as of October 2021 and are subject to change every October. These fees will be subtracted from the amount borrowed, and will be reflected in the disbursements issued to the student's account.

Loans are typically processed for an academic year and are disbursed in two installments. Disbursements typically occur 10 days before the start of an academic term. For example, if a student requests a \$20,500 Federal Direct Unsubsidized Loan, the Department of Education will release half the requested amount, minus any applicable fees for the first term of the academic year and release the second half of the approved amount (minus fees) 10 days before the start of the second term.

Under the Direct Unsubsidized and Graduate PLUS loan programs, the student is responsible for all accruing interest and may choose to repay the interest while in school or defer it until repayment begins. Upon graduation, a grace period is applied automatically to your Federal Direct loans. The grace period is a six-month period of time during which no payments are required, although interest will continue to accrue on these loans. If a student ceases to be enrolled at least half time (withdraws or takes a leave of absence), the six-month grace period would apply in most circumstances.

Students can apply for US federal loans by completing the Free Application for Federal Student Assistance (FAFSA) at [fafsa.gov](https://fafsa.gov). When completing the FAFSA, be sure to use the appropriate school code. The SGU School of Medicine federal school code is G22333. Students will also need to complete online Entrance Counseling and Master Promissory Notes in order to complete the application process.

To receive Direct Loans, recipients must be either citizens or permanent residents of the United States, be enrolled in the School of Medicine at least half-time, maintain satisfactory academic progress, and not be in default on any prior US government guaranteed loan. These guidelines are subject to statutory and/or regulatory changes in the US Higher Education Act and the Title IV Program Regulations.

For details on how to apply, visit [Medical School Scholarships & Financial Aid Programs | SGU](#).

## **PRIVATE EDUCATIONAL LOANS**

Private educational lenders in the United States offer St. George's US students alternate loans. Students can obtain these loans to meet all or part of their cost of attendance. These private loan programs are all credit-based and are offered only to students who have a satisfactory credit history as determined

by the lender. The loans typically have a variable interest rate, with the interest rate tied to an index, such as LIBOR or PRIME, plus a margin. The interest rates and fees paid on a private student loan are based on the student's credit score and the credit score of the cosigner, if applicable. These loans have repayment terms that begin following graduation or withdrawal from school and may be extended up to 25 years.

The Office of Financial Aid at SGU provides extensive financial aid counseling services to students in order to help them understand the eligibility requirements, terms and conditions.

## Canadian Citizens

St. George's University is approved by the Canadian Ministry of Education, entitling most students to the ability to receive Canadian federal loans, provincial loans, and federal grants. The Canada Student Loans Program (CSLP) offers financial assistance to full-time students pursuing post-secondary education in the form of loans, grants, and also offers repayment assistance. The CSLP delivers student financial assistance in partnership with most provinces and territories. Quebec and the Northwest Territories operate their own programs.

The Canadian government has permanently eliminated interest for Canadian student loans to help make education more affordable. Below is a comprehensive list of available funding by province.

To supplement the financing of their education, students usually apply for a professional line of credit available through the banks in Canada. Credit lines can be approved for between \$150,000 and \$500,000 depending on the bank you choose to apply with. Please note all banks will require a co-signer.

St. George's University is committed to ensuring that students are aware of all of their financial aid options. We have designated Financial Aid Counselors to work directly with Canadian students to address their questions and needs. For more information, please contact [faidcanada@sgu.edu](mailto:faidcanada@sgu.edu):

### **Beth Cohen**

Senior Canadian Loan Specialist

1 (800) 899-6337 ext. 1237

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

### **Tina DiLorenzo**

Canadian Loan Specialist

1 (800) 899-6337 ext. 1712

Fax: +1 (631) 666.9162

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

## CANADIAN FUNDING AMOUNTS

\*All rates as of 2022-23 year and subject to change

### **Alberta Student Financial Assistance\***

[studentaid.alberta.ca/](http://studentaid.alberta.ca/)

Students are eligible for both federal and provincial funding as well as grants. The estimated combined maximum a student can receive is \$42,000 (CAD) per year. Loan and grant funding is based on the

student's loan period. If the term starts/ends mid-month, the award is prorated and the award is made for the whole month or nothing for that month. Students' awards are based on the number of months in a term.

### **British Columbia Student Financial Aid**

[studentaidbc.ca/](http://studentaidbc.ca/)

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$320 (CAD), \$210 federal and \$110 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is provided one term at a time.

### **Manitoba Student Aid**

[edu.gov.mb.ca/msa/](http://edu.gov.mb.ca/msa/) Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

### **New Brunswick Student Financial Services**

[www2.gnb.ca](http://www2.gnb.ca)

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

### **Newfoundland and Labrador Student Financial Assistance**

[aes.gov.nl.ca/studentaid/](http://aes.gov.nl.ca/studentaid/)

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

### **Nova Scotia Student Assistance**

[novascca/studentassistance](http://novascca/studentassistance) Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$410 (CAD), \$210 federal and \$200 provincial, and \$6,180 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Students may be awarded up to 40% of the provincial loan amount in a scholarship.

### **Northwest Territories Student Financial Assistance**

[ece.gov.nt.ca/en/services/student-financial-assistance](http://ece.gov.nt.ca/en/services/student-financial-assistance)

Students are eligible to receive scholarships and bursaries totaling up to \$14,400 (CAD) in combined loans and grants per year.

### **Ontario Student Assistance Program**

[ontario.ca/page/study-abroad](http://ontario.ca/page/study-abroad)

Students are eligible for federal funding only (not provincial). Maximum federal funding is \$210 (CAD) per week of instructional time. Students are also eligible for grants (up to \$4,500 (CAD) per year). Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

### **Quebec Student Financial Assistance Programs**

[afe.gouv.qc.ca/en/index.asp](http://afe.gouv.qc.ca/en/index.asp)

Quebec does not offer funding to students studying medicine outside the Province of Quebec; however, students in other programs are eligible to apply for funding.

### **Saskatchewan Student Loans Program**

[ece.gov.nt.ca/en/services/student-financial-assistance](http://ece.gov.nt.ca/en/services/student-financial-assistance)

Students are eligible for both federal and provincial funding up to \$575 (CAD), \$365 federal and \$210 provincial, per week. Awards are based on actual number of weeks of instructional time. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

## **Veteran Affairs Benefit Programs**

St. George's University is a participant in the Department of Veteran Affairs Educational Programs. Only students who are/were a uniformed service member, veteran, veteran's dependent, surviving spouse, or child of a deceased veteran, and are registered in the MD or DVM programs are eligible for the VA Benefit

### **Veteran Affairs Education Programs**

The following is a list of Veteran Affairs benefit programs that the SGU MD program is eligible for:

- Chapter 30, Montgomery GI Bill™
- Chapter 32, Veterans Educational Assistance Program (VEAP)
- Chapter 33, Post-9/11 GI Bill™
- Chapter 34, GI Bill™
- Chapter 35, Dependents' Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill™—Selective Reserves

Student eligibility for each of these programs is first determined by the Department of Veteran Affairs. Once eligibility is determined, the School's Certifying Official will fill out an Enrollment Verification Form and submit it to the Department of Veterans Affairs on the student's behalf. The claim will be handled by the Buffalo Regional Processing Office.

### **Application**

Submit the appropriate application form listed below to the VA.

#### **VETERANS/SERVICEPERSONS/RESERVISTS**

Submit VA Form 22-1990, Application for Education Benefits, if you are a veteran, serviceperson, or reservist and are applying for the first time.

Submit VA Form 22-1995, Request for Change of Program or Place of Training, if you are a veteran, serviceperson, or reservist and you are requesting a change of program or place of training.

## **VETERANS' DEPENDENTS**

Submit VA Form 22-5490, Application for Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and are applying for the first time.

Submit VA Form 22-5495, Request for Change of Program or Place of Training—Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and you are requesting a change of program or place of training.

## **DISABLED VETERANS**

Submit VA Form 28-1900, Disabled Veterans Application for Vocational Rehabilitation, if you have a service-connected disability which the VA has rated at least 20 percent disabling, or 10 percent disabling if you have a serious employment handicap.

Once your eligibility for VA Benefits has been approved, you will be issued a Certificate of Eligibility (COE) showing the number of months of entitlement you have, the percentage of benefits, as well as the date your eligibility expires. If possible, you should have this document in your possession prior to enrollment in the SGU MD program. You will need to supply a copy of your Certificate of Eligibility to the Financial Aid Office in order for a VA enrollment certification form (Form 22-1999) to be completed and sent to the VA on your behalf. Payment of benefit can take up to eight weeks.

For more information, please contact:

### **Michele Wulfken**

Basic Science: St. George's University Certifying Official Financial Aid Counselor

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1391

Email: mwulfken@sgu.edu

### **Joshua Rivera**

Clinical: St. George's University Certifying Official Financial Aid Counselor

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1675

Email: jrivera4@sgu.edu

For additional information, please visit: [gibill.va.gov/gibill.va.gov/Vet\\_Info/OS\\_TrngV.htm](http://gibill.va.gov/gibill.va.gov/Vet_Info/OS_TrngV.htm)  
[todaysgibill.org/](http://todaysgibill.org/)

## **DUAL MD/MPH AND MD/MSC DEGREE PROGRAMS**

Scholarships For more information regarding scholarships available for the School of Graduate Studies, please contact the Office of Financial Aid or visit: <https://www.sgu.edu/academic-programs/graduate-studies/financial-aid-scholarships/#scholarships>

### **Private Education Loans for the Dual MD/MPH or MD/MSc Degree Programs**

Private educational loans may be available to US students. Students who qualify for private loans may be able to use these loans to fund the full cost for the MPH or MSc portion of their education. These private loan programs are credit based and offered only to students who meet the credit requirements determined by the lender. Students may be required to have a cosigner for these loans. Repayment begins after graduation or withdrawal from the University.

Applications for private loans are completed by the applicant and certified by the Office of Financial Aid. The Office of Financial Aid also provides counseling services to our students to help them understand the eligibility requirements, terms, and conditions of these loans.

For further information about our financial aid counseling services and alternate loan programs, contact the Office of Financial Aid.

Further information about credit services and alternate loan programs is available on the University website at [Medical School Scholarships & Financial Aid Programs | SGU](#).

# Important Dates for Entering Students 2022-2023

## Basic Medical Sciences • Grenada (August and January Entrants)

### August 2022

Registration Check-in Term 5	July 29
Holiday Emancipation Day	August 1
Term 5 Classes Begin	August 2
Last Day of Examinations for Term 1—SUMMER	August 2
Last Day of Examinations for Term 3	August 5
Registration Check-in Term 1, 2, and 4	August 5
Holiday Grenada Carnival Whole Day	August 8
Holiday Grenada Carnival Half Day	August 9
Last Day of Completion Examinations for Term 1 Summer	August 9
Late Registration Check-in Period Ends for Term 5—5pm	August 9
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Term 2 and 4 Classes Begin	August 10
Mandatory Academic Orientation (Freshman only)	TBA
Last Day of Completion Examinations for Term 3	August 12
Interim Review for Term 3	TBA
Term 1 Classes Begin August 15	
Late Registration Check-in Period Ends for Term 2 and 4—5pm	August 17
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Late Registration Check-in Period Ends for Term 1—5pm	August 22
NO REGISTRATION CHECK-IN AFTER THIS DAY	
White Coat Ceremony	TBA
Family Weekend	TBA
Last Day of Examinations for Term 5	December 2
Last Day of Examinations for Term 2	December 7
Last Day of Examinations for Term 4	December 8
Last Day of Completion Examinations for Term 5	December 9
Last Day of Examinations for Term 1	December 12
Last Day of Completion Examinations for Term 2	December 15
Last Day of Completion Examinations for Term 4	December 15
Last Day of Completion Examinations for Term 1	December 19
Last Day of Examinations for All Terms	December 9
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1, 2, 4, and 5 TBA	

### January 2023

Registration Check-in– ALL Students	January 4
Registration Check-in– In Person	January 5
Graduation Diploma Date (No Ceremony)	January 6
Terms 2, 3 & 5 Classes Begin	January 9
<b>Late Registration Check-in Period Begins for Terms 2, 3 &amp; 5</b>	<b>January 10</b>
Mandatory Academic Orientation (Freshman only)	TBA
<b>Term 1 Classes Begin</b>	<b>January 16</b>
<b>Late Registration Check-in Period Ends for Terms 2, 3, 5 - 5.00 PM</b>	<b>January 16</b>

<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Late Registration Check-in Period Begins for Term 1</b>	<b>January 17</b>
<b>Late Registration Check-in Period Ends for Term 1 - 5.00 PM</b>	<b>January 23</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
White Coat Ceremony	TBA
Family Weekend	TBA
Holiday – Independence Day	February 7
<b>Last Day of Examinations for Term 3</b>	<b>February 17</b>
Terms 4 Classes Begin	February 20
<b>Late Registration Check-in Period Begins for Term 4</b>	<b>February 21</b>
Completion Examinations for Term 3	February 24
Graduation Diploma Date (No Ceremony)	February 24
Interim Review for Term 3	TBA
<b>Late Registration Check-in Period Ends for Term 4 - 5.00 PM</b>	February 27
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
Registration Check-in–Term 1 - SUMMER	March 31
Graduation Diploma Date (No Ceremony)	March 31
Registration Check-in–Term 1 – SUMMER – In Person	April 3
Mandatory Academic Orientation Term 1 - SUMMER	TBA
White Coat Ceremony - SUMMER	TBA
Term 1 Classes Begin - SUMMER	April 5
<b>Late Registration Check-in Period Begins for Term 1 - SUMMER</b>	<b>April 6</b>
Graduation Diploma Date (no ceremony)	April 7
Holiday – Good Friday	April 7
Holiday – Holy Monday	April 10
<b>Late Registration Check-in Period Ends for Term 1 – 5:00 PM - SUMMER</b>	<b>April 12</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
Graduation Diploma Date (No Ceremony)	April 28
Holiday - Labor Day	May 1
<b>Last Day of Examinations for Term 2</b>	<b>May 10</b>
Graduation Diploma Date (no ceremony)	May 12
<b>Last Day of Examinations for Term 5</b>	<b>May 12</b>
<b>Last Day of Examinations for Term 1</b>	<b>May 15</b>
Last Day of Completion Examinations for Term 2	May 18
Last Day of Completion Examinations for Term 5	May 19
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Term 1, 2 & 5	TBA
Last Day of Completion Examinations for Term 1	May 22
Graduation Diploma Date (no ceremony)	May 26
Holiday – Whit Monday	May 29
Holiday – Corpus Christi	June 8
Graduation Diploma Date (no ceremony)	June 9
<b>Last Day of Examinations for Term 4</b>	<b>June 22</b>
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Term 4	TBA
Registration Check-in -Term 3	June 26
Last Day of Completion Examinations for Term 4	June 29
Registration Check-in -Term 3 – In Person	June 30
Graduation Diploma Date (No Ceremony)	June 30
Term 3 Classes Begin	July 3
<b>Late Registration Check-in Period begins for Term 3</b>	July 4
<b>Late Registration Check-in Period Ends for Term 3 – 5.00 PM</b>	<b>July 10</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>August 2023</b>	
Mandatory Academic Orientation (Freshman only) in-person on the Grenada campus	July 31 – August 20
Emancipation Day	August 1
<b>Last Day of Examinations for Term 1 - SUMMER</b>	<b>August 1</b>
Registration Check-in – Term 5 – In Person	August 4
Graduation Diploma Date (No Ceremony)	August 4

Holiday Observance – Emancipation Day

Classes Begin - Term 5

Last Day of Completion Examinations for Term 1 – SUMMER

Registration Check-in – Term 1, 2 & 4 – In Person

**Late Registration Check-in Period Begins for Term 5**

**Last Day of Examinations for Term 3**

Holiday – Grenada Carnival

Holiday – Grenada Carnival

**Late Registration Check-in Period Ends for Term 5 – 5:00 PM**

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

Term 2 & 4 Classes Begin

**Late Registration Check-in Period Begins for Terms 2 & 4**

Last Day of Completion Examinations for Term 3

Interim Review for Term 3

Classes Begin - Term 1

**Late Registration Check-in Period Begins for Term 1**

**Late Registration Check-in Period Ends for Term 2 & 4 – 5.00 PM**

**Late Registration Check-in Period Ends for Term 1 – 5:00 PM**

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

White Coat Ceremony

Holiday – Maurice Bishop Day

Holiday – Grenada Thanksgiving

**Last Day of Examinations for Term 5**

**Last Day of Examinations for Term 2**

**Last Day of Examinations for Term 4**

Last Day of Completion Examinations for Term 5

**Last Day of Examinations for Term 1**

Last Day of Completion Examinations for Term 2

Last Day of Completion Examinations for Term 4

Last Day of Completion Examinations for Term 1

Committee for Satisfactory Academic Progress &

Professional Standards (CAPPS) for Terms 1, 2, 4 & 5

August 7

August 8

August 8

August 9

**August 9**

**August 11**

August 14

August 15

**August 16**

August 16

**August 17**

August 18

TBA

August 21

**August 22**

**August 23**

**August 28**

September 2

October 19

October 25

**December 8**

**December 13**

**December 14**

December 15

**December 15**

December 21

December 21

December 21

TBA

## January 2024

Registration Check-in– ALL Students

Registration Check-in– In Person

Graduation Diploma Date (No Ceremony)

Terms 2, 3 & 5 Classes Begin

**Late Registration Check-in Period Begins for Terms 2, 3 & 5**

Mandatory Academic Orientation (Freshman only)

**Term 1 Classes Begin**

**Late Registration Check-in Period Ends for Terms 2, 3, 5 - 5.00 PM**

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

**Late Registration Check-in Period Begins for Term 1**

**Late Registration Check-in Period Ends for Term 1 - 5.00 PM**

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

White Coat Ceremony

Holiday – Independence Day

**Last Day of Examinations for Term 3**

Terms 4 Classes Begin

**Late Registration Check-in Period Begins for Term 4**

Completion Examinations for Term 3

Graduation Diploma Date (No Ceremony)

Interim Review for Term 3

**Late Registration Check-in Period Ends for Term 4 - 5.00 PM**

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

Registration Check-in–Term 1 - SUMMER

Graduation Diploma Date (No Ceremony)

Holiday – Good Friday

Holiday – Holy Monday

Registration Check-in–Term 1 – SUMMER – In Person

TBA

TBA

January 5

January 8

**January 9**

TBA

**January 15**

**January 15**

**January 16**

**January 22**

TBA

February 7

**February 16**

February 19

**February 20**

February 23

February 23

TBA

February 26

TBA

March 29

March 29

April 1

TBA



Mandatory Academic Orientation Term 1 - SUMMER	TBA
White Coat Ceremony - SUMMER	TBA
Graduation Diploma Date (no ceremony)	April 5
Term 1 Classes Begin - SUMMER	April 10
<b>Late Registration Check-in Period Begins for Term 1 - SUMMER</b>	<b>April 11</b>
<b>Late Registration Check-in Period Ends for Term 1 – 5:00 PM - SUMMER</b>	<b>April 17</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
Graduation Diploma Date (No Ceremony)	April 26
<i>Holiday - Labor Day</i>	May 1
<b>Last Day of Examinations for Term 2</b>	<b>May 8</b>
Graduation Diploma Date (no ceremony)	May 10
<b>Last Day of Examinations for Term 5</b>	<b>May 10</b>
<b>Last Day of Examinations for Term 1</b>	<b>May 13</b>
Last Day of Completion Examinations for Term 2	May 16
Last Day of Completion Examinations for Term 5	May 17
Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Term 1, 2 & 5	TBA
Last Day of Completion Examinations for Term 1	May 20
<i>Holiday – Whit Monday</i>	May 20
<i>Holiday – Corpus Christi</i>	May 30
Graduation Diploma Date (no ceremony)	May 31
Graduation Diploma Date (no ceremony)	June 14
<b>Last Day of Examinations for Term 4</b>	<b>June 20</b>
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Term 4	TBA
Registration Check-in -Term 3	June 26
Last Day of Completion Examinations for Term 4	June 27
Registration Check-in -Term 3 – In Person	June 28
Graduation Diploma Date (No Ceremony)	June 28
Term 3 Classes Begin	July 1
<b>Late Registration Check-in Period begins for Term 3</b>	July 2
<b>Late Registration Check-in Period Ends for Term 3 – 5.00 PM</b>	<b>July 8</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	

## Basic Medical Sciences • Grenada (April Entrants)

### April 2023

Mandatory Academic Orientation Term 1 - SUMMER	March 27 – April 4
Graduation Diploma Date (no ceremony)	March 31
Registration Check-in–Term 1 - SUMMER	March 31
Registration Check-in–Term 1 – SUMMER – In Person	April 3
Term 1 Classes Begin - SUMMER	April 5
<b>Late Registration Check-in Period Begins for Term 1 - SUMMER</b>	<b>April 6</b>
Graduation Diploma Date (no ceremony)	April 7
<i>Holiday – Good Friday</i>	April 7
<i>Holiday – Holy Monday</i>	April 10
<b>Late Registration Check-in Period Ends for Term 1 – 5:00 PM - SUMMER</b>	<b>April 12</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
White Coat Ceremony - SUMMER	April 15
Graduation Diploma Date (no ceremony)	April 28
<i>Holiday - Labor Day</i>	May 1
Graduation Diploma Date (no ceremony)	May 12
Graduation Diploma Date (no ceremony)	May 26
<i>Holiday – Whit Monday</i>	May 29
<i>Holiday – Corpus Christi</i>	June 8
Graduation Diploma Date (no ceremony)	June 9
Graduation Diploma Date (No Ceremony)	June 30

### August 2023

*Emancipation Day*

*August 1*

Graduation Diploma Date (no ceremony)	August 4
Holiday Observance – Emancipation Day	August 7
<b>Last Day of Examinations for Term 1 - SUMMER</b>	<b>August 1</b>
Last Day of Completion Examinations for Term 1 – SUMMER	August 8
Registration Check-in – Term 1 & 2	August 8
Registration Check-in – Term 1 & 2 – In Person	August 11
<i>Holiday – Grenada Carnival</i>	<i>August 14</i>
<i>Holiday – Grenada Carnival</i>	<i>August 15</i>
Term 2 Classes Begin	August 16
Mandatory Academic Orientation (Freshman only)	TBA
Term 1 Classes Begin	August 21
<b>Late Registration Check-in Period Ends for Term 2 – 5.00 PM</b>	<b>August 23</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Late Registration Check-in Period Ends for Term 1 – 5.00 PM</b>	<b>August 28</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
White Coat Ceremony	TBA
Family Weekend	TBA
<b>Last Day of Examinations for Term 2</b>	<b>December 13</b>
<b>Last Day of Examinations for Term 1</b>	<b>December 18</b>
Last Day of Completion Examinations for Term 2	December 21
Last Day of Completion Examinations for Term 1	December 22
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Terms 1 & 2	TBA

## April 2024

Mandatory Academic Orientation Term 1 - SUMMER	TBA
<i>Holiday – Good Friday</i>	<i>March 29</i>
<i>Holiday – Holy Monday</i>	<i>April 1</i>
Graduation Diploma Date (no ceremony)	April 5
Registration Check-in–Term 1 - SUMMER	April 5
Registration Check-in–Term 1 – SUMMER – In Person	April 8
Term 1 Classes Begin - SUMMER	April 10
<b>Late Registration Check-in Period Begins for Term 1 - SUMMER</b>	<b>April 11</b>
White Coat Ceremony - SUMMER	TBA
<b>Late Registration Check-in Period Ends for Term 1 – 5:00 PM - SUMMER</b>	<b>April 17</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
Graduation Diploma Date (no ceremony)	April 26
<i>Holiday - Labor Day</i>	<i>May 1</i>
Graduation Diploma Date (no ceremony)	May 10
<i>Holiday – Whit Monday</i>	<i>May 20</i>
<i>Holiday – Corpus Christi</i>	<i>May 30</i>
Graduation Diploma Date (no ceremony)	May 31
Graduation Diploma Date (no ceremony)	June 14
Graduation Diploma Date (No Ceremony)	June 28

## August 2024

<i>Emancipation Day</i>	<i>August 1</i>
Graduation Diploma Date (no ceremony)	August 2
Holiday Observance – Emancipation Day	August 5
<b>Last Day of Examinations for Term 1 - SUMMER</b>	<b>August 6</b>
Registration Check-in – Term 1 & 2	TBA
Registration Check-in – Term 1 & 2 – In Person	TBA
<i>Holiday – Grenada Carnival</i>	<i>August 12</i>
<i>Holiday – Grenada Carnival</i>	<i>August 13</i>
Last Day of Completion Examinations for Term 1 – SUMMER	August 13
Term 2 Classes Begin	August 14
Mandatory Academic Orientation (Freshman only)	TBA
Term 1 Classes Begin	August 19

<b>Late Registration Check-in Period Ends for Term 2 – 5.00 PM August 21</b>	
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Late Registration Check-in Period Ends for Term 1 – 5.00 PM August 26</b>	
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Last Day of Examinations for Term 2</b>	<b>December 11</b>
<b>Last Day of Examinations for Term 1</b>	<b>December 16</b>
Last Day of Completion Examinations for Term 2	December 19
Last Day of Completion Examinations for Term 1	December 23
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Terms 1 & 2	TBA

## Basic Medical Sciences • SGU/NU Program

### August 2023

Graduation Diploma Date (No Ceremony)	August 4
Mandatory Academic Orientation (Freshman only)	TBA
Registration Check-in – ALL Students - Northumbria University	August 9
Registration Check-in – In Person	August 11
Term 2 Classes Begin - Northumbria University	August 16
<b>Late Registration Check-in Period Begins for Terms 2</b>	<b>August 17</b>
Term 1 Classes Begin - Northumbria University	August 21
<b>Late Registration Check-in Period Begins for Term 1</b>	<b>August 22</b>
<b>Late Registration Check-in Period Ends for Term 2 - 5.00 PM August 23</b>	
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Late Registration Check-in Period Ends for Term 1 – 5:00 PM August 28</b>	
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
White Coat Ceremony	TBA
<i>Bank Holiday</i>	<i>August 28</i>
<b>Last Day of Examinations for Term 2</b>	<b>December 13</b>
<b>Last Day of Examinations for Term 1</b>	<b>December 15</b>
Last Day of Completion Examinations for Term 2	December 21
Last Day of Completion Examinations for Term 1	December 21
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Terms 1 & 2	TBA

### January 2024

Term 3 Registration Begins – Grenada Campus	TBA
Registration Check-in – ALL Students - Northumbria University	TBA
Registration Check-in – In Person	TBA
Graduation Diploma Date (No Ceremony)	January 5
Term 2 Classes Begin - Northumbria University	January 8
Term 3 Classes Begin – Grenada Campus	January 8
Mandatory Academic Orientation (Freshman only)	TBA
<b>Late Registration Check-in Period Begins for Terms 2 &amp; 3</b>	<b>January 9</b>
<b>Term 1 Classes Begin</b>	<b>January 15</b>
<b>Late Registration Check-in Period Ends for Terms 2 &amp; 3 - 5.00 PM January 15</b>	
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Late Registration Check-in Period Begins for Term 1</b>	<b>January 16</b>
<b>Late Registration Check-in Period Ends for Term 1 - 5.00 PM</b>	<b>January 22</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
White Coat Ceremony	TBA
<i>Holiday – Independence Day - Grenada</i>	<i>February 7</i>
<b>Last Day of Examinations for Term 3</b>	<b>February 16</b>
Graduation Diploma Date (No Ceremony)	February 23
Completion Examinations for Term 3	February 23
Interim Review for Term 3	TBA
Graduation Diploma Date (no ceremony)	March 29
<i>Holiday – Good Friday</i>	<i>March 29</i>

<i>Holiday – Holy Monday</i>	<i>April 1</i>
Graduation Diploma Date (no ceremony)	April 5
Graduation Diploma Date (no ceremony)	April 26
<i>Bank Holiday – May Day</i>	<i>May 1</i>
<b>Last Day of Examinations for Term 2</b>	<b>May 8</b>
Graduation Diploma Date (no ceremony)	May 10
<b>Last Day of Examinations for Term 1</b>	<b>May 13</b>
Last Day of Completion Examinations for Term 2	May 16
Last Day of Completion Examinations for Term 1	May 20
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Term 1, 2 & 5	TBA
<i>Holiday – Whit Monday</i>	<i>May 20</i>
<i>Holiday – Spring bank Holiday</i>	<i>May 27</i>
<i>Holiday – Corpus Christi</i>	<i>May 30</i>
Graduation Diploma Date (no ceremony)	May 31
Graduation Diploma Date (no ceremony)	June 14
Registration Check-in – Term 3 Grenada Campus	June 26
Registration Check-in – In Person	June 27
Graduation Diploma Date (No Ceremony)	June 28
Term 3 Classes Begin	July 1
<b>Late Registration Check-in Period begins for Term 3</b>	<b>July 2</b>
<b>Late Registration Check-in Period Ends for Term 3 – 5.00 PM</b>	<b>July 8</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	

## August 2024

Registration Check-in– ALL Students - Northumbria University	TBA
Registration Check-in– In Person	TBA
<b>Last Day of Examinations for Term 3</b>	<b>August 9</b>
Term 2 Classes Begin – Northumbria University	August 14
Mandatory Academic Orientation (Freshman only)	TBA
Last Day of Completion Examinations for Term 3	August 16
Interim Review for Term 3	TBA
Term 1 Classes Begin – Northumbria University	August 19
<b>Late Registration Check-in Period Ends for Term 2 – 5.00 PM</b>	<b>August 21</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<b>Late Registration Check-in Period Ends for Term 1 – 5.00 PM</b>	<b>August 26</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
White Coat Ceremony	TBA
<b>Last Day of Examinations for Term 2</b>	<b>December 11</b>
<b>Last Day of Examinations for Term 1</b>	<b>December 16</b>
Last Day of Completion Examinations for Term 2	December 19
Last Day of Completion Examinations for Term 1	December 23
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) for Terms 1 & 2	TBA

## PreClinical (PClin), Charter Foundation Program (CFP), and Post Baccalaureate Program (Post. Bacc)

### Summer 2022 (CFP Freshman Only)

Registration Check-in	May 1
Labor Day	May 1
Holiday Observance Labor Day	May 2
Mandatory Academic Orientation	TBA
Classes Begin	May 4
Late Registration Check-in Period Begins	May 5
Late Registration Check-in Period Ends—5pm	May 11
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
Holiday Whit Monday	June 6

Holiday - Corpus Christi	June 16
Last day of course examinations	July 28
PCSCCE Examination	TBA
Completion Examinations	TBA
Committee for Satisfactory Academic Progress and Professional Standard (CAPPS)—CFP	TBA

## August 2022

Holiday Emancipation Day	August 1
Registration Check-in ALL Students	August 5
Holiday Grenada Carnival Whole Day	August 8
Holiday Grenada Carnival Half Day	August 9
Mandatory Academic Orientation (Freshman only)	TBA
Classes Begin (All Programs)	August 15
Late Registration Check-in Period Ends—5pm	August 22
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Family Weekend	TBA
Midterm week	October 3-7
Last day of course examinations (PClin, CFP, Post Bacc.)	December 2
PCSCCE Examination (PClin)	December 5-6
PBSCE Examination (CFP and Post Baccalaureate)	December 6
Completion Examination (Post Baccalaureate)	December 7-9
Completion Examination (CFP and PCLIN)	December 8-9
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)— PClin and CFP	December 9
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)— Post Bacc.	December 12

## January 2023

Registration Check-in– ALL Students	January 4
Registration Check-in– In Person	January 5
Graduation Diploma Date (no ceremony)	January 6
Registration Check-in– ALL Students	January 4
Mandatory Academic Orientation (Freshman only)	TBA
Classes Begin (PClin, CFP & Post Bacc.)	January 16
<b>Late Registration Check-in Period Begins</b>	<b>January 17</b>
<b>Last day to Add/Drop a course – 5.00 PM (PClin Yr 1 &amp; 2 only)</b>	<b>January 23</b>
<b>Late Registration Check-in Period Ends – 5.00 PM</b>	<b>January 23</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<i>Family Weekend</i>	<i>TBA</i>
<i>Holiday – Independence Day</i>	<i>February 7</i>
Midterm week	March 6 – 10
<b>Last Day to Withdraw from a Course - 5.00 PM (PClin Yr 1 &amp; 2 only, FTP)</b>	<b>March 31</b>
Course Selection for Pre-Registration for August 2023	April 3 – 6 & 11 - 14
<i>Holiday – Good Friday</i>	<i>April 7</i>
<i>Holiday – Holy Monday</i>	<i>April 10</i>
<i>Holiday - Labor Day</i>	<i>May 1</i>
<b>Last day of course examinations (PClin, CFP, Post Bacc.)</b>	<b>May 5</b>
PCSCCE Examination – Preclinical	May 8 & 9
PCSCCE Examination – CFP	May 9
PBSCE Examination- Post Baccalaureate	May 9
Completion Examination (Post Baccalaureate)	May 10 – 12
Completion Examination (PClin & CFP)	May 11 & 12
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) – PClin & CFP	May 12
Graduation Ceremony	May 20
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) – Post Bacc.	May 15
Graduation Diploma Date (no ceremony)	May 26

## Summer 2023

<i>Holiday - Labor Day</i>	May 1
Registration Check-in- ALL Students	May 1
Registration Check-in- In Person	May 2
Mandatory Academic Orientation	TBA
Classes Begin	May 3
<b>Late Registration Check-in Period Begins</b>	<b>May 4</b>
<b>Late Registration Check-in Period Ends – 5.00 PM</b>	May 10
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
<i>Holiday – Whit Monday</i>	May 29
<i>Holiday - Corpus Christi</i>	June 8
<b>Last day of course examinations</b>	<b>July 27</b>
PCSCCE Examination	July 28
Completion Examinations	TBA
Committee for Satisfactory Academic Progress &	
Professional Standard (CAPPS) - CFP	TBA

## August 2023

<i>Holiday - Emancipation Day</i>	August 1
<i>Holiday Observance – Emancipation Day</i>	August 7
Mandatory Academic Orientation (Freshman only)	TBA
Registration Check-in – ALL Students	August 9
Registration Check-in – In Person	August 11
<i>Holiday – Grenada Carnival</i>	August 14
<i>Holiday – Grenada Carnival</i>	August 15
Classes begin (All Programs)	August 21
<b>Late Registration Check-in Period Begins</b>	<b>August 22</b>
<b>Last day to Add/Drop a course - 5.00 PM (Pclin Yr 1 &amp; 2 only)</b>	<b>August 28</b>
<b>Late Registration Check-in Period Ends – 5.00 PM</b>	<b>August 28</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	
Midterm week	October 9 - 13
<i>Holiday – Maurice Bishop Day</i>	October 19
<i>Holiday – Grenada Thanksgiving</i>	October 25
<b>Last Day to Withdraw from a Course - 5.00 PM</b>	<b>November 3</b>
Course Selection for Pre-Registration for January 2024	November 6 – 10 & 13 – 17
<b>Last day of course examinations (All Programs)</b>	<b>December 8</b>
PCSCCE Examination – Preclinical	December 11 & 12
PCSCCE Examination – CFP	December 12
PBSCE Examination - Post Baccalaureate	December 12
Completion Examination – Post Baccalaureate	December 13 - 15
Completion Examination – Preclinical	December 14 - 15
Completion Examination – CFP	December 14 & 15
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) - Pclin & CFP)	December 15
Committee for Satisfactory Academic Progress &	
Professional Standards (CAPPS) - Post BACC.	December 18

## January 2024

Registration Check-in– ALL Students	TBA
Registration Check-in– In Person	TBA
Graduation Diploma Date (no ceremony)	January 5
Registration Check-in– ALL Students	January 5
Mandatory Academic Orientation (Freshman only)	TBA
Classes Begin (Pclin, CFP & Post Bacc.)	January 15
<b>Late Registration Check-in Period Begins</b>	<b>January 16</b>
<b>Last day to Add/Drop a course – 5.00 PM (Pclin Yr 1 &amp; 2 only)</b>	<b>January 22</b>
<b>Late Registration Check-in Period Ends – 5.00 PM</b>	<b>January 22</b>
<b>NO REGISTRATION CHECK-IN AFTER THIS DAY</b>	

Holiday – Independence Day

Midterm week

Holiday – Good Friday

Holiday – Holy Monday

**Last Day to Withdraw from a Course - 5.00 PM (Pclin Yr 1 & 2 only, FTP)**

Course Selection for Pre-Registration for August 2024

Holiday - Labor Day

**Last day of course examinations (Pclin, CFP, Post Bacc.)**

PCSCE Examination – Preclinical

PCSCE Examination – CFP

PBSCE Examination- Post Baccalaureate

Completion Examination (Post Baccalaureate)

Completion Examination (Pclin & CFP)

Committee for Satisfactory Academic Progress &

Professional Standards (CAPPS) – Pclin & CFP

Graduation Ceremony

Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) – Post Bacc.

Graduation Diploma Date (no ceremony)

February 7

March 4 – 8

March 29

April 1

**April 2**

April 2 – 5 & 8 – 12

May 1

**May 3**

May 6 & 7

May 7

May 7

May 8 – 10

May 9 & 10

May 10

May 11

May 31

### Summer 2024 (CFP Freshmen Only)

Registration Check-in- ALL Students

TBA

Holiday - Labor Day

May 1

Registration Check-in- In Person

TBA

Mandatory Academic Orientation

TBA

Classes Begin

May 2

**Late Registration Check-in Period Begins**

**May 3**

**Late Registration Check-in Period Ends – 5.00 PM**

May 9

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

Holiday – Whit Monday

May 20

Holiday - Corpus Christi

May 30

**Last day of course examinations**

**July 25**

PCSCE Examination

July 26

Completion Examinations

TBA

Committee for Satisfactory Academic Progress &

TBA

Professional Standard (CAPPS) - CFP

### August 2024

Emancipation Day

August 1

Holiday Observance – Emancipation Day

August 5

Registration Check-in- ALL Students

TBA

Registration Check-in- In Person

TBA

Holiday – Grenada Carnival

August 12

Holiday – Grenada Carnival

August 13

Mandatory Academic Orientation (Freshman only)

TBA

Classes Begin (**All Programs**)

August 19

**Late Registration Check-in Period Ends – 5.00 PM**

**August 26**

**NO REGISTRATION CHECK-IN AFTER THIS DAY**

Midterm week

October 7 - 11

**Last day of course examinations (Pclin, CFP, Post Bacc.)**

**December 6**

PCSCE Examination (Pclin)

December 9 & 10

PBSCE Examination (CFP & Post Baccalaureate)

December 10

Completion Examination (Post Baccalaureate)

December 11 - 13

Completion Examination (CFP & PCLIN)

December 12 & 13

Committee for Satisfactory Academic Progress &

December 13

Professional Standards (CAPPS) - Pclin & CFP

Committee for Satisfactory Academic Progress &

December 16

Professional Standards (CAPPS) - Post Bacc.

# Relevant Organizations

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## Family Weekend

St. George's University Family Weekend provides the students' families with an insider's view of the island, its people and the University. Showcasing our beautiful True Blue campus in Grenada, West Indies, SGU hosts the families of our enrolled students as they see the campus, meet the administration, and experience what the beautiful island of Grenada has to offer. Family Weekend is held twice yearly in September and February.

For more information visit [sgu.edu/familyweekend](http://sgu.edu/familyweekend).

## Parents' Coalition of SGUSOM

The Parents' Coalition is an independent organization, founded in 1985, in response to a changing political atmosphere that affected the School of Medicine students. The coalition has had significant impact on legislation at both state and federal levels, and today students enjoy the progress that the coalition has made over the years. Presently, the coalition remains politically oriented, monitoring the changes that will be occurring in health care and medical education. The Parents' Coalition is a nonprofit organization. Meetings are held at least once a year. The coalition welcomes membership from all students, parents, or friends of St. George's University School of Medicine.

### **Miriam Jacobs, Director**

Phone: 1 (800) 474-8766

Fax: +1 (973) 467-6743

Outside of US: +1 (973) 467-6714

## National Resident Matching Program

The function of the National Resident Matching Program (NRMP) is to match applicants seeking postgraduate residency positions in the United States with institutions offering those positions. Students are given the opportunity in the final year to rank preferences confidentially. The students are matched to training programs ranked highest that offer prospective graduate positions. Students and graduates of foreign medical schools may enroll as individuals and will be retained in the match program if they submit proof of having passed the examinations required to obtain the ECFMG certification by the date of submission of Rank Order Lists in January of each year. ECFMG certification must be obtained before beginning residency training. Residency applications are now generally done through the Electronic Residence Application Service (ERAS). International medical students obtain the necessary software to complete the electronic format application from the ECFMG and return it to them for processing in the early fall, prior to the expected start of a residency in July. Candidates who intend to enter the United States as exchange visitors must also be able to qualify under the conditions of applicable US law. Residency program directors must determine that alien students of foreign medical schools will be able to obtain a visa if matched, that applicants are ECFMG-certified, and that applicants are also eligible under state law for any license or permit that may be necessary to study as residents.

Information and materials may be obtained from:

### **National Resident Matching Program®**

2121 K Street, NW, Suite 1000



Washington, DC 20037

Phone: 1 (866) 653-NRMP

Outside of US: +1 (202) 400-2233

support@nrmp.org

nrmp.org

## Medical College Admissions Test (MCAT)

Inquiries concerning application, test dates, and worldwide test locations should be directed to:

### **Association of American Medical Colleges**

Medical College Admission Test

655 K Street, NW, Suite 100

Washington, DC 20001-2399

Phone: +1 (202) 828-0690

mcats@aamc.org

aamc.org/mcat

MCAT Code: 21303

## Educational Commission for Foreign Medical Graduates

Medical students who are considering the practice of medicine in the United States should familiarize themselves with the components of licensure for students/physicians who have attended foreign medical schools. There is now in place a single, three-step examination process for achieving medical licensure in the United States:

1. USMLE Step 1
2. USMLE Step 2—Clinical Knowledge (CK—Written Exam)
3. USMLE Step 3

USMLE Step 1 is a test of basic science knowledge and is usually taken at the completion of the Basic Medical Sciences curriculum. Step 2 is a two-part examination given during the final year of the Medical Sciences. Clinical Knowledge is a written examination. Spoken English is also assessed at this time. USMLE Step 3 is administered after graduation by individual state licensing boards. Information on the scheduling of and application for these examinations is distributed to students in a timely fashion during their medical programs. More information and a pamphlet can be obtained from:

### **Educational Commission for Foreign Medical Graduates**

3624 Market Street

Philadelphia, PA 19104-2685

Phone: +1 (215) 386-5900

Fax: +1 (215) 386-9196 or +1 (215) 386-6327 or +1 (215) 387-9963

info@ecfm.org

ecfmg.org

Students needing information on School of Medicine procedures may contact:

**Office of the University Registrar**

c/o The North American Correspondent:

University Support Services, LLC

3500 Sunrise Highway, Building 300

Great River, NY 11739

Phone: +1 (631) 665-8500

Fax: +1 (631) 665-2047

## Alumni Affairs

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### Alumni Admission Mentor Program Volunteer Directory

Practicing physicians trained at St. George's University are available to help guide and assist prospective students as they prepare for the next step in their professional career. We are delighted to connect our prospective students with some of our network of over 11,000 School of Medicine alumni who are practicing worldwide. Thousands of prospective and current students have used this service to learn more about the University's clinical programs, faculty, life in Grenada, licensing processes, and more. See [sgu.edu/avd](http://sgu.edu/avd).

### Postgraduate Records

St. George's University School of Medicine has a continuing commitment to its graduates and other former students. The services of the Office of the University Registrar include assistance to graduates who wish to sit for qualifying examinations, obtain licensure, secure postgraduate training programs, and achieve employment. The Office of the University Registrar maintains the records of all graduates; certifies their medical education; and sends transcripts, letters of recommendation, and other supporting documentation to places of employment, educational institutions, and government agencies. Records are released only upon the written request of graduates and the subsequent authorization from the Office of the University Registrar.

This office also provides access to information needed to address the examination and licensing requirements of state and national boards. Although it is not a placement service, the office acts as a liaison between graduates involved in job searches and medical institutions that have indicated an interest in employing graduates of the University. Statistical data about postgraduate training, examination results, medical specialty associations, and licenses are kept on file and are continually updated to enhance postgraduate professional contacts. Much of this information is received from graduates voluntarily. The University urges its graduates to report regularly all accomplishments, such as postgraduate residency positions acquired, licenses issued, and specialty board certifications. The Office of the University Registrar works in conjunction with the Alumni Association to help graduates keep in touch with one another and to inform them of developments within the University. It is the University's goal to provide a basis of support that allows this network of graduates to continue to benefit from the trust and cooperation they share as members of the St. George's University community.

## Licensure

Applicants for licensure should bear in mind that it is their responsibility to see that their applications are properly processed in accordance with the requirements of the particular authority from which licenses are sought. The Office of the University Registrar maintains some information on the requirements for licensure in the 54 American jurisdictions, and in many international jurisdictions; however, the University is not an agent of any licensing authority. For precise information, it is students' or graduates' responsibility 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. For any questions, please contact [LCV@sgu.edu](mailto:LCV@sgu.edu).

## Alumni Association

The St. George's University School of Medicine Alumni Association, an autonomous nonprofit organization, was founded in May 1981 to help its graduates achieve their educational and professional aspirations. A large membership of graduates, transferees to US schools, and current students, is served by a substantial commitment to maintain the fellowship cultivated in Grenada. Since 1984, this has been accomplished by alumni reunions and the alumni newsletter, a forum for the membership that keeps them informed of educational, professional, and personal news of interest. All graduates, transferees, and students are urged to enroll and enjoy the collective spirit and experience of the membership. The Alumni Relations Office has been set up to aid in the area of alumni affairs. Please visit the website at [sgu.edu/alumnirelations](http://sgu.edu/alumnirelations).

# Administration and Faculty

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## Officers of the University

**CHARLES R. MODICA, JD**  
Chancellor

**PATRICK F. ADAMS**  
Secretary

## University Administration

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Chancellor

**RICHARD LIEBOWITZ, MD**  
Vice Chancellor

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Provost

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Executive Vice President

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Senior Vice President, Chief Operations Officer

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Associate Professor of Pharmacology

**C.V. RAO, PhD**

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Director, University Library Services

**SARA RABIE, PhD**

Chair of the Department of Educational Services

**ADRIAN HAVENGA, DEd**

Director of Institutional Research

**ANTHIA PARKE**

Executive Administration for Senior Leadership

**ANN-MARIE PALMER**

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**ANDREA BLAIR, MEd**

Director of Student Accessibility and Accommodation Service

**CLAIRE PURCELL**

Director of University Campus Life

## Health Services Group

**CECILIA ROUGIER, PsyD**

Director, Psychological Service Center

**KATHERINE BOURNE-YEARWOOD, MBBS**

Director, University Health Services

## University Committees

- Provost Advisory Council
- SGU Leadership
- University Senate
- Advisory Management Committee
- Board of Admission
- Financial Aid Committee
- Library Panel
- Research and Scholarly Activities
- Student Assessment Program Evaluation Sub-Committee
- Non Academic Affairs Committee
- Committee for Technology-Based Teaching and Learning

## School of Medicine Administration and Faculty

### **Administration**

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**STEPHEN WEITZMAN, MD**

Dean Emeritus, School of Medicine

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Executive Vice President, Clinical Development

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Senior Associate Dean of Clinical Studies

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Associate Dean of Students – Clinical Studies  
Director, Office of Career Guidance

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Dean of Admissions

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Associate Dean of Clinical Studies, United Kingdom

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**MARTIN FORDE, ScD, Peng**

Assistant Dean of Research

**School of Medicine Committees**

Academic Progress Review Committee  
Committee for Academic Progress and Professional Standards  
Faculty Student Selection Committee  
Faculty Professional Development Committee  
Learning Environment Committee

**Faculty Senate**

SOM Faculty Senate  
Faculty Affairs Committee  
Student Affairs Committee  
Curriculum Committee  
Basic Sciences Curriculum Sub-Committee  
Clinical Curriculum Sub-Committee  
Student Assessment and Program Evaluation  
Sub-Committee  
Vertical and Horizontal Integration Sub Committee  
Academic Resources Sub-Committee  
Supplemental Academic Support Sub-Committee

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Anatomical Sciences

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Professor of Anatomical Sciences

ROBERT L. JORDAN, PhD

Professor of Anatomical Sciences

C.V. RAO, PhD

Professor of Anatomical Sciences

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Assistant Professor, Anatomical Sciences

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Chair, Biochemistry  
Module Director for Digestive System and Metabolism

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INSTRUCTORS  
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Director of Clinical Medicine  
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Course Director, Introduction to Clinical Medicine  
Clinical Instructor of Clinical Skills  
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Clinical Instructor of Clinical Skills  
JESSICA LENDORE, MD  
Clinical Instructor of Clinical Skills  
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Clinical Instructor of Clinical Skills  
FULL-TIME CLINICAL TUTORS  
ELIAS ABDULLAH MD, MPH, MSC  
Clinical Tutor of Clinical Skills  
CORYSE CAZOE MD  
Clinical Tutor of Clinical Skills  
BETTY-ANN SANDY MD  
Clinical Tutor of Clinical Skills  
MAVIS MILLETTE MD  
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SIRSIMON FORBES MD  
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MIKHAIL CARLOW MBBS  
Clinical Tutor of Clinical Skills  
SHANI MCLEAN MD  
Clinical Tutor of Clinical Skills  
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Clinical Tutor of Clinical Skills  
SARAH GIFFARD MD  
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Clinical Tutor of Clinical Skills  
RESHON HADMON BSC.MT, MBSS  
Clinical Tutor of Clinical Skills  
MOHIT KAUR MBBS, MD  
Clinical Tutor of Clinical Skills  
KRISTEE BROWN MBBS  
Clinical Tutor of Clinical Skills  
CHUKWUKA AWODU MBBS  
Clinical Tutor of Clinical Skills  
OLUBUKOLA OLUWATOYIN MUMUNI MBBS  
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GABRIELLE DOMINISAC MD  
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Clinical Tutor of Clinical Skills  
DEMONSTRATORS  
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ADITYA VERMA, MSc  
Demonstrator of Clinical Skills  
PART-TIME CLINICAL PRECEPTORS  
LYDIA GEORGE-GILBERT MD  
Part-Time Clinical Preceptor of Clinical Skills  
SONIA NIXON MD  
Part-Time Clinical Preceptor of Clinical Skills  
PEMBA BRAVEBOY MD

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## Title IX Information

SGUSOM has designated and authorized a Title IX Coordinator to coordinate SGUSOM's efforts to comply with Title IX. A report under the Title IX Policy may be made to the Title IX Coordinator by any person at any time and may be made by mail, by telephone, by electronic mail, in person, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report using the contact information for the Title IX Coordinator identified below.

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