Table of Contents

Syllabi Archives 3

Syllabi Archives

Academic Enhancement Program

Course
AEP 999
Semester
Spring
Year
2022
Catalog
School of Medicine
Syllabus Section
AEP Leadership

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- ***Allana Roach, Ph.D.***
  - ***Director, Academic Student Success Initiatives, Supports and Training Division (aroach1@sgu.edu)***
- ***Asha Lessey-Charles, M.Ed., MBA, B.Sc.***
  - ***Assistant Director, Academic Support Administration and Innovation (alessey@sgu.edu)***
- ***Ms. Davette St. Louis, B.Sc.***
  - ***Coordinator, SOM Peer Learning Groups (dstlouis@sgu.edu)***

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General Information
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To facilitate your success while at SGU, you have been selected by our Committee on Admission to enter the Academic Enhancement Program (AEP). Administered through the Department of Educational Services (DES), the AEP is designed to provide real-time support when you need it the most. As part of the AEP, you are assigned an AEP Faculty Advisor, an AEP Cohort and are required to attend select study skills workshops.

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- Attend minimum 3 DES Learning Strategies workshops (live or recorded)

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recorded, as long you watch the 85% or more of the recording within the same week that the workshop is originally offered. We can determine whether you have watched the recording, therefore, you are not required to alert us by email for your participation to be credited.

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What do I do if I miss my AEP Peer Learning Group?

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Master Syllabus
School of Veterinary Medicine Master Syllabus

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Master Syllabus
School of Arts and Sciences Master Syllabi

Basic Principles of Medicine

Course
BPM 500
Catalog
School of Medicine
Syllabus Section
Section A: Course Requirements
The following changes are in force for the remainder of the term for online distance learning.

Basic Principles of Medicine 1 (BPM 1 - BPM 500)

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

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

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

Exam breakdown and policies

SUMMATIVE POINTS BREAKDOWN			
Assessment	**Grade Points**	**Points Breakdown**	**%**
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	**17.10**
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**18.58**
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**18.58**
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**18.58**
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**18.58**

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

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

Time zone

All course activities and online quizzes are set to the following time zones.
Atlantic Standard Time
Time zone in Grenada (UCT-4:00) All synchronous classes are delivered in this time zone.

Lectures

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

Small Groups

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

Assignments

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

ESoft Quizzes

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

IMCQ Quizzes

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

Anatomy Lab quizzes

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

Faculty Support

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

Lesson Plans

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

Professionalism Points

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

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

Reporting of Errors

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

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

Section B: Course Information

COURSE DESCRIPTION

The Course Basic Principles of Medicine 1 (BPM1) is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the Keith B Taylor Global Scholar's Program (KBT GSP), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the Basic Sciences program and is taught in three consecutive modules:

Module Name	**Duration (weeks)**
Foundation to Medicine (FTM)	6
Musculoskeletal System (MSK)	4
Cardiovascular, Pulmonary and Renal Systems (CPR)	7
Total:	17

Foundation to Medicine (FTM) Module

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

Musculoskeletal System (MSK) Module

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

Cardiovascular, Pulmonary and Renal Systems (CPR) Module

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

GOALS AND OBJECTIVES

The Basic Principles of Medicine One (BPM1) Course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine One (BPM1) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

Basic Principles of Medicine One (BPM1) Course Objectives

A student should be able to:

1. Analyze normal biochemical, genetic, physiological, histological and cellular mechanisms of the human body and their relationship to medicine
2. Understand and describe the development, anatomical, histological and physiological principles of the musculoskeletal system
3. Identify and describe the macro and micro anatomical structures, developmental, biochemical, physiological processes of the cardiovascular, pulmonary, and renal organ systems.
4. Discuss, analyze and apply biochemical, genetic, pharmacological, physiological, histological, developmental and anatomical knowledge to normal and pathological processes
5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.

Foundation to Medicine (FTM) Module Objectives

A student should be able to:

1. Compare and contrast the molecular basis of normal and disease states at the molecular, cellular, histological, genetic and physiological level.
2. Analyze a variety of molecular diagnostic tests and provide their interpretations.
3. Discuss biochemical, histological, physiological, anatomical, developmental and genetic aspects of different types of cells, tissues and organs.
4. Discuss the basic principles of pharmacodynamics, pharmacokinetics and pharmacogenetics
5. Develop effective communication of information when discussing and critically analyzing medically related cases

Musculoskeletal System (MSK) Module Objectives

A student should be able to:

1. Identify the gross anatomical and microscopic structures of the musculoskeletal system.
2. Understand the development and normal physiological functions of the musculoskeletal system.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the musculoskeletal system.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Develop professional behaviors and demonstrate effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

Cardiovascular, Pulmonary and Renal Systems (CPR) Module Objectives

A student should be able to:

1. Identify anatomical and microscopic structures of the cardiovascular, pulmonary, and renal organ systems.
2. Understand the development, biochemical processes and normal physiological functions of the cardiovascular, pulmonary, and renal organ systems.

3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the cardiovascular, pulmonary, and renal organ systems.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Demonstrate professional behaviors and effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

FACULTY, STAFF AND CONTACT INFORMATION

For all administrative questions contact our departmental secretaries, module coordinators and course directors at:

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

(Please do not send a message to all faculty or to individual faculty members). Faculty and staff will not respond to emails during the weekend. Last email responded to will be Friday at 4:00pm.

Content Related Questions

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed description of the Discussion Forum in the student support section below.

Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai site.

SGU SOM, Grenada	**Department**	**Email Address**
Ms Maira du Plessis, **Course Director**	Anatomical Sciences	mdupless@sgu.edu
Dr Deepak Sharma, **MSK Module Coordinator**	Anatomical Sciences	kraeburn1@sgu.edu
Dr Mohamed Idries, **FTM Module Coordinator**	Biochemistry	MIdries@sgu.edu
Dr Gabrielle Walcott-Bedeau, **CPR Module Coordinator**	Physiology and Neuroscience	gwalcott@sgu.edu

KBT GSP, UK	**Department**	**Email Address**
Dr James Coey, **Associate Course Director, MSK Module Coordinator**	Anatomical Sciences, UK	jcoey@sgu.edu
Dr Kristna Thompson, **FTM Module Coordinator**	Anatomical Sciences, UK	kthpompso@sgu.edu
Dr Breon Samuel, **CPR Module Coordinator**	Anatomical Sciences, UK	bsamuel@sgu.edu

Discipline Managers

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

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

Dr Andrew Sobering	Genetics	asoberin@sgu.edu

Courses Secretaries

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

Teaching Faculty

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Dr Mark Clunes	Physiology and Neuroscience	mclunes@sgu.edu
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Dr Stephan Bandelow	Physiology and Neuroscience	sbandelow@sgu.edu
Dr Mohamed Idries	Biochemistry	MIdries@sgu.edu

KBT GSP, UK	**Department**	**Email Address**
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Dr Mark Williams	Biochemistry, UK (NU)	MWilliams@sgu.edu

Standardized Patients

St. George's University employs standardized patients in the training and evaluation of medical students. The BPM1 Course uses standardized patients in the physical examination components of the small group practical sessions (SG) and the ultrasound sessions (US). A standardized patient (SP) is a person who has been coached by faculty to accurately and consistently recreate the physical findings, emotional reactions, and response patterns of an actual patient. In addition, the SP's have agreed to undergo ultrasound and physical examination thereby affording the student an opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment. Students are expected to perform physical examinations (including ultrasound) on both male and female SPs.

COURSE MATERIAL

Copyright 2019 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Basic Principles of Medicine One (BPM1) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to myCampus Secure Login (Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material including lecture notes will be in electronic format via the

Learning Management System Sakai. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

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

Required Textbooks

Biochemistry and Genetics:

- Lippincott's Illustrated Reviews Biochemistry Harvey and Ferrier; 7th edition
- Human Genetics and Genomics 4th ed Korf and Irons

Anatomy:

- Gray's Anatomy for Students 3rd ed. Richard Drake, Wayne Vogl, and Adam Mitchell
- The Developing Human - Clinically Oriented Embryology 10th Edition Keith L. Moore, T. V. N. Persaud and Mark Torchia
- Gray's Anatomy Review Book 2nd ed. Marios Loukas, Gene Colborn, Peter Abrahams, Stephen Carmichael
- Atlas of Human Anatomy 7th Ed. Frank H. Netter
- McMinn's Clinical Atlas of Human Anatomy 7th ed. Peter H. Abrahams, Jonathan D. Spratt, Marios Loukas, Albert Van Schoor
- Clinical Photographic Dissector of the Human Body Marios Loukas, Brion Benninger, Shane Tubbs
- Essential Ultrasound Anatomy Marios Loukas and Danny Burns

Physiology:

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

Histology:

- Histology: A Text and Atlas 7th Ed Wojciech Pawlina
- Cell and Molecular Biology Nalini Chandar/Susan Viselli
- Lippincott's Illustrated Q&A Review of Histology 1st Ed Guiyun Zhang & Bruce A. Fenderson

Pharmacology:

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

Optional *additional resources:*

List of all online medical textbooks available through SGU library:

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

Free online access for SGU students (requires log-in with SGU credentials) AccessMedicine: https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

Searchable medical textbooks

Required Medical Equipment

A Physical Diagnosis (PD) Kit, which is included in the official list of required material for all Terms and was issued to you during the Term 1 registration and orientation process, is essential for all courses. The PD Kit contents will not all be used from term 1 and it is the responsibility of the student to maintain the kit and its contents throughout their time in Medical School. The kit includes a combined ophthalmoscope/otoscope set (with reusable otoscope specula), reflex hammer, set of tuning forks (512 Hz, 256 Hz), penlight (batteries not included), pocket eye chart, tape measure, stethoscope, and sphygmomanometer with two cuffs (1 adult, 1 pediatric). A packet containing disposable items; cotton tipped applicators, tongue depressors and tourniquets are also included.

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMBPM1@sgu.edu by the end of the 1st week of term 1 (24 January 2020). Any report of missing items after this date will be treated as lost and will not be issued.

Faulty items must be reported to Mr Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMBPM1@sgu.edu.

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

Required Electronic Equipment

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and always keep it up to date and equipped for the SGU wireless network. **For those students in ITI an ethernet cable and USB ethernet dongle will be required. In ITI venues no WiFi streaming of content is allowed and all students must be equipped to have wired access to the internet.** Ethernet cables and wireless dongles are available for purchase from the University bookstore.

Clicker

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

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course.

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

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

COMPONENTS OF THE COURSE

Lectures

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

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

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

Directed Learning Activities

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

Small Group (SG) Practical Sessions

Overall Description:

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

Overall Objectives:

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

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

Small Group Formation

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

SG Requirements

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

Small Group Regulations

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

Small Group Evaluation

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

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

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

Categories of Small Groups

- SG (Case Based Discussion)

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

- SG (Standardized Patient Encounters)

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

- SG (Presentation)

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

- SG (Models)

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

- SG (Hybrid)

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

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

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

Cadaver Laboratory (LAB) Sessions

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

Preparation:

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

LAB Requirements:

- Clinical Photographic Dissector of the Human Body
- Dress Code (see section B)

LAB Regulations:

- Students must always wear their SGU Photo ID and place it in such a way that it is clearly visible by faculty.

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

LAB Open Hours:

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

LAB Examination Policies

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

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

Simulation Laboratory (SIMLAB) Sessions

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

SIMLAB Requirements

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

SIMLAB Regulations

- Students must always wear their SGU Photo ID and place it in such a way that it is clearly visible by faculty.
- No cell phones allowed in SIMLAB; turn off and place in your carry bag (interferes with electronics in the SIMLAB)
- No cameras of any kind.
- No pens or markers are allowed in the SIMLAB. Pencils will be provided for everyone.

(Pen ink marks manikins FOREVER).

- No liquids allowed in SIMLAB.
- All bags and papers must be left in designated area inside the SIMLAB entrance on the shelves.

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

Ultrasound Sessions

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

Interactive Multiple-Choice Question (IMCQ) Sessions

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

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

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

Directed Self Study / Group Study

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

Activities on Course Management Site:

Weekly ExamSoft (ESoft) Practice Quizzes

Practice quizzes delivered via ExamSoft will be provided every week, the first quiz consist of 20 questions with a limit of 30min. From quiz 2 onward each will be comprised of 25 questions within a 35-minute time window. 20 questions will be on material covered during the week and 5 questions will be from a previous module or material delivered prior to the last exam. Students earn 1 point for each of the practice quizzes up to a maximum of 12 points. A minimum number of correct answers is NOT required. Students will earn the point for uploading a completed quiz irrespective of the number of correct answers. Detailed feedback for each question will be provided at the closing time of each quiz.

ESoft Quizzes are announced on Sakai each week. The quizzes will be open from Sunday morning till Monday evening and are meant as a way for students to check how well they know the material studied previously.

Practice questions on Sakai

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

Course Assessments

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

Summative Assessment Points

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

SUMMATIVE POINTS BREAKDOWN			
Assessment	**Grade Points**	**Points Breakdown**	**%**
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	**15.14**
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	**16.45**
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	**16.45**
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	**16.45**
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 20 experimental	**16.45**
BPM1 Laboratory Examination*	30	25 MCQ x 1 points (score/5*6 = 30)	**3.92**
Objective Structured Practical Examination 1 (OSPE 1)*	50	5 patient interaction stations	**6.53**

* **These activities must be completed to fulfill requirements for the course. A valid medical excuse is required for students to be given a completion exam. All completion exams will be offered at the end of the term.**

Objective Structured Practical Examination

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

STUDENT SUPPORT

Discussion Forum

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

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

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

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

Office Hours

Office hours will be provided by all teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **Students may also contact individual faculty for appointments at any time during the course.**

ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/departmenteducational-services/

Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Part C: SGU SOM Policies and Procedures

GOALS AND OBJECTIVES OF THE MD PROGRAM

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

MISSION

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

FOUR YEAR OUTCOME OBJECTIVES

1. MEDICAL KNOWLEDGE

1. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
2. The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules including embryology, aging, growth and development.
3. The principles of normal homeostasis including molecular and cellular mechanisms.
4. 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.
5. Incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients, as well as their impact on families and caregivers.
6. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
7. Apply the theories and principles that govern ethical decision-making in the management of patients.
8. Evaluate and apply clinical and translational research to the care of patient populations.

2. CLINICAL SKILLS

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

3. PROFESSIONAL BEHAVIOR

1. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
2. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
3. Be responsible in tasks dealing with patient care, faculty and colleagues including health-care documentation.
4. Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care.
5. Demonstrate a commitment to high professional and ethical standards.
6. React appropriately to difficult situations involving conflicts, non-adherence and ethical dilemmas.

7. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
8. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
9. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.
10. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

EXPECTATIONS

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

COMMUNICATION REQUIREMENTS

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

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

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

STUDENT COMPORTMENT AND PROFESSIONAL COMMITMENT

Professional Commitment

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

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

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

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

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

PROFESSIONALISM

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

DRESS CODE (LAB AND SIMLAB)

Full professional scrubs (tops and bottoms) are required for all labs. They must be clean, odorfree, and not overly worn. Tops and bottoms must match in color, style, and fit. Avoid bright, neon, or heavily patterned scrubs. All footwear must be closed-toe and have an enclosed heel or heel strap. Clogs and slides with completely open heels are not permitted (as per safety requirements in clinical settings). Tennis shoes are an appropriate example. This dress code will also apply for any small group practical session (SG) where students will be interacting with Standardized Patients (SP) (see below).

COURSE PARTICIPATION POLICY

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

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

RULES OF CLICKER USAGE

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

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

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

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

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

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

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

DEAN OF BASIC SCIENCES PANEL

The Panel Hearings will be conducted by the Office of the Dean of Basic Sciences. An Associate/ Assistant Dean of Basic Sciences, not involved directly in student support, will Chair the meeting, and the membership of the panel will be comprised of at least 2 other faculty of the School of Medicine as appointed by the Dean of Basic Sciences. The faculty serving on the panel will be MD faculty of the SOM that are not involved in student advising and that have experience with the standards for promotion and progression outlined in the student manual.

A quorum for the committee is 3, decisions are reached by simply majority in which the Chair has a casting vote in the event of a tie. The committee may refer the student to an appropriate support

service, or when appropriate, and as outlined in the course syllabus, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce the penalty applied but cannot exceed that published in the syllabus. The recommendation of the Panel is passed to the Dean of Basic Sciences for action and communication to the student by the Dean of Basic Sciences Office.

DEAN OF BASIC SCIENCES EXAMINATION IRREGULARITIES PANEL

The Dean of Basic Sciences Examination Irregularities Panel (DOBS-EIP) is a panel that hears the appeal of students who miss an examination without a validated excuse (e.g., due to arriving too late to be admitted for an examination).

Based on current School of Medicine policy, the student will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The DOBS-EIP gives the student the opportunity to explain the extenuating circumstances that resulted in their incomplete grade. The panel recommends to the Dean of Basic Sciences the extent to which the penalty of up to 10% of the total course points is imposed. The student is then expected to take the Completion Examination for the missed exam as scheduled (see Completion Examinations section). Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

DOBS-EIP

The DOBS-EIP comprises at least two Assistant Deans of Basic Sciences, one of whom acts as Chair. Each hearing lasts 30 minutes. Protocol for Arranging a DOBS-EIP Hearing

A student should:

1. Meet with one of the deans in the Dean of Students Office (DOS);
2. Provide sufficient explanation and information to the DOS dean to complete the official request form for a DOBS-EIP hearing. DOS will then forward the form to the Dean of Basic Sciences office for review;
3. Meet with the DOBS-EIP at the scheduled date, time, and venue as arranged by email by the DOBS office;
4. Be prepared to explain the circumstances of the missed examination and provide any supporting documentation, if relevant.

Outcome of DOBS-EIP Hearing

After the hearing, the DOBS-EIP will make a recommendation to the Dean of Basic Sciences regarding the extent to which the up to 10% penalty for a missed exam is applied.

1. Once the penalty has been determined, the student will be allowed to take the scheduled completion examination in order to rectify the “I” score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the official Registrar’s schedule. The student has the right to appeal the decision directly with the Dean of Basic Sciences.
2. If the student does not take the Completion Exam as scheduled in order to resolve the “I” grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

MEDICAL EXCUSES

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

COMPLETION EXAMS

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

ABSENCES FROM COURSE ACTIVITIES (NON-EXAM ASSOCIATED POINTS)

Except for examinations, there will be no-excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities.

UNPROFESSIONAL BEHAVIOUR

Consequences of Unprofessional Behavior

While the School of Medicine realizes that the vast majority of students adhere to the student honor code and understand their obligations as medical students, there are occasional cases of unprofessionalism, necessitating the following rubric for consequences of unprofessional behavior:

Examples of Unprofessional Behavior	**Consequences***
Disrespectful behavior/communication (verbal and/or written) with faculty, staff, and/or students (e.g., conversing loudly during lectures; eating in classrooms; sending disrespectful emails; making disrespectful postings on social media; not responding to email communications from faculty in a timely manner; non-compliance with policies, including non-participation or failing to participate in mandatory meetings). Please note that merely disagreeing with policies or procedures or challenging one's views does not constitute unprofessional behavior. However, the manner in which such dissension is expressed could constitute unprofessional behavior.	**Per incident;** Warning, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or referral to Judicial Affairs in the Provost's Office, depending on the severity and prior history of unprofessional behavior
<80% participation in a course component	**If any element of the course has <80% participation it is not possible to earn any participation and professionalism points on the course. In addition the participation deficit will be communicated to the** Academic Progress Review Committee (APRC) and to the Committee on Academic Progress and Professional Standards (CAPPS); possible sanctions include an official documented warning from the Dean of Basic Sciences, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and/or halting of academic progress, depending on the severity of the violation and the student's participation history.
<70% participation in a course component	It is not possible to earn a passing grade in a course if the participation in any course element falls below 70%. Any course element that has less than 70% participation will result in an incomplete grade for the course that is converted to an F at the end of term.
Late or failure to show to examinations (without a valid excuse)	**Per incident;** A meeting with a panel from the Dean of Basic Sciences office to determine the course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available); AND

	A temporary Incomplete (I) grade, which reverts to a failing course grade if the completion examination/assessment is not taken as scheduled
Clicker Cheating (actively or passively)	**Per incident;** course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available) and referral to Judicial Affairs in the Provost's Office
Cheating on Examinations (actively or passively)	**Per incident;** A zero (0) score on the examination, course points deduction (the points deducted will be up to the equivalent of 10% of the total course points available), and referral to Judicial Affairs in the Provost's Office

*Additional Notes

1. All cases of unprofessional behavior will be reported to DOBS for tracking and monitoring purposes.
2. As students progress through the curriculum, SGU expects students to develop their professional identity. Thus, when determining the precise consequence of unprofessional behavior, the semester the student is in and evidence of prior unprofessional behavior may be taken into consideration with an increasing percentage of maximum course point deductions (up to the maximums listed). Course Directors will consult with Dean of Basic Sciences office when determining consequences.
3. Students who engage in unprofessional behavior may be required to meet with a Professionalism Advisor, participate in seminars, and complete stipulated assignments.
4. Unprofessional behavior may be reported by administration on the student's Medical Student Performance Evaluation (MSPE).
5. The examples of unprofessional behavior listed in the table are not exhaustive. Other behaviors deemed as unprofessional may be penalized using the rubric most consistent with the unprofessional behavior in question.
6. Point deductions for unprofessional behavior will show in the Sakai Gradebook under the category of “Unprofessional Behavior” with an item titled “Penalty”. A negative sign followed by the number of points deducted will be reflected.
7. Students have the right to request a hearing through the Dean of Basic Sciences office if they believe they have been unjustly penalized.
8. Points deductions are per incident and may be additive per incident.

BASIC SCIENCES EXAMINATIONS

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

The following are considered mandatory Assessments/Examinations:

1. Module Examinations
2. Midterm Examinations
3. Final Examinations
4. Lab Practical Examinations
5. Objective Structured Clinical Examinations (OSCEs),
6. Objective Structured Practical Examinations (OSPEs),
7. Basic Sciences Comprehensive Examination 1 (BSCE 1)
8. Basic Sciences Comprehensive Examination 2 (BSCE 2)
9. Comprehensive Basic Sciences Examination (CBSE)
10. Completion Examinations for any missed first offering of an examination
11. Physical Examination Assessments
12. SOAP Assessments
13. Other assessments may be detailed in the course specific part of the syllabus

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

EXAMINATION POLICIES

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

Students are expected to take all regular and Completion examinations as scheduled (see master School of Medicine schedule published on the OEP/Registrar site (https://mycampus.sgu.edu/group/oep-registrar/welcome).

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

IRREGULARITY REPORTING

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

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

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

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

Approved Absences from Examinations: Religious Observances

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

MEDICAL EXCUSE

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

sgu.edu/group/oep-registrar/academic-class-schedules). Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate student travel.

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

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

PROCEDURE FOR SUBMITTING MEDICAL EXCUSE (ME)

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

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

PROCESS FOR RESOLUTION OF MISSED EXAMINATIONS

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

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

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

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

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

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

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

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

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

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

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

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

SGU Rules and Guidelines for ExamSoft Online Examinations

The following rules and guidelines supplement the University Examination Policies and Procedures of the Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

For all medical and non-medical excuses, please see the Student Manual.

Prior to Exam Day

Each student is required to provide the necessary environment for online testing, including, but not limited to:

1. Personal computer meeting the required hardware and software specifications, including webcam and microphone, outlined in detail on the **Examination Services of the Office of Institutional Advancement (OIA) website.**
2. A quiet, private location, where they can take the examination without disturbance, where they can take the examination alone, at a desk, sitting up-right on their chair for the whole duration of the examination.
3. Examinees are required to take the onboarding/practice (mock) examination prior to exam day, to ensure their computer is working properly.
4. Examinees experiencing technical difficulties must contact the online support team **TellExaminationServices@sgu.edu** immediately for assistance, and **prior to exam day**.

Exam Download

You are required to download all blocks of an examination during the 24-hour download window indicated by the Couse Director in the Examination Announcement. We strongly advise to start the download procedure early, to be able to get the necessary help in time, and to avoid unnecessary stress.

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

Exam Day Preparations

Prior to starting the ExamID personal identification process, a student makes sure all the requirements for Online Proctoring are met, including:

1. The entire face of the examinee must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.
2. The eyes of the examinee must be visible at all times. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
3. The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.
4. Personal Student ID issued by SGU, ready for display. A government-issued photo ID is the only permitted alternative.
5. Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:
    - Cell phones
    - Other electronic or communication devices
    - Wrist watches
    - Hoodies
    - Scrap paper
    - Food or beverages
    - Water bottles
6. Additional items banned from online examinations are:
    - Headphones, earphones, headsets
    - Earplugs
    - White boards – you will be able to use the "Notes" function within ExamSoft instead

Password Announcement

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

If you are not taking this examination because of a medical or any other valid excuse, please ignore the password notification, and do not proceed to the examination.

Once you START the first block of an examination, you confirm that you are an active student in the course (not on LOA, not on CR) and that you are medically fit to take the examination.

Students who take the examination are not entitled to take the completion examination.

The Examination

1. Students MUST start the personal identification process through ExamID, as soon as they have received the examination password for the first examination block.
2. After the personal identification process, students MUST start the examination immediately, without any delay.

3. Examinees experiencing technical difficulties at any time during the examination must contact the online support team **TellExaminationServices@sgu.edu** immediately for assistance.
4. If you cannot send an email to the online support team**TellExaminationServices@sgu.edu**, for example because of an internet outage, you need to call +1 866-429-8889 instead, where your report will be logged.
5. All issues must be reported during the examination to the online support team (see above). Any issues reported to any party after the examination will not be considered.
6. Students who do not START the examination within 30 minutes from the announced CHECK IN TIME will receive a score of "zero" for the examination, unless there is documented evidence for an approved extension from the online support team **TellExaminationServices@sgu.edu**.
7. Once an examination block has been started, the examinee cannot leave the examination desk for the duration of the examination block.
8. The examinee cannot return to a finished examination block.
9. All blocks must be completed and uploaded successfully, for a score to stand. The examination is void if only partially completed or partially uploaded.
10. If an examinee experiences problems that the technical team cannot resolve, a completion examination will be offered (see classification of technical problems below).
11. If an issue is not communicated in a timely manner, then the examinee will not be given the opportunity to complete the examination.

Technical Issues

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

1. Resolved technical issue: A log will be kept on all technical problems that a student reports to the online support team (**TellExaminationServices@sgu.edu**). For all resolved technical problems the score of the student earned for the examination will stand.
2. Excused technical issue: If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the online support team (**TellExaminationServices@sgu.edu**).
3. Non-excused technical issue: Failure to comply with any of the above regulations, or failure to follow instructions from the online support team

(**TellExaminationServices@sgu.edu**), will automatically lead to a score of "zero" (0 points) for the examination. A student may file an appeal to the Dean of their School (for SOM: Dean of Basic Sciences).

Appeals Process

A student who receives a "zero" for the examination because of any of the above stipulations may appeal against the "zero" score. A written appeal outlining the sequence of events, and explaining the circumstances that led to the compliance failure, has to be sent to the Dean of their School (studentDOBS@sgu.edu for SOM Basic Sciences). The Dean of Students office may assist the student in the appeals process.

An Examination Irregularities Panel will review the written appeal of a student and make one of the following deliberations:

1. A score of zero will be retained for the examination.
2. The recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and there is no doubt about the integrity of the files and their logged times or your integrity, in your attempts to ensure the files were uploaded. An academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.
3. The examinee may be required to take a completion examination at the end of term, and an academic penalty may be applied for non-compliance with examination procedures. The penalty may be up to 10% of the course grade.

After Exam Day

1. All examination materials are the intellectual property of St George's University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.
2. If you become aware of any suspicious activity related to an SGU examination, please notify the Course Director immediately.
3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.
4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of "zero" (0 points) for the examination.
6. All ID files, monitoring files, and exam result files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of "zero" (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Examplify, will result in a score of "zero" (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.

When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.

WRITTEN (ELECTRONIC) EXAMINATIONS

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

Untested Questions

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

The term "untested question" does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing items only.

Pre-Examination Question Review by Faculty

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

Post-Examination Review by Faculty

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

ELECTRONIC EXAMINATION PROCEDURES

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

Prior to Examination Day:

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

On Examination Day:

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

    d. Items explicitly permitted for a specific examination (see announcement), or approved by the Disability office

8. Items that are explicitly NOT permitted inside the examination venues include:
    a. Cell phones
    b. iPods/ iPads
    c. Wrist watches
    d. Calculators
    e. Paging devices
    f. Recording/filming devices
    g. Reference materials (book, notes, papers)
    h. Backpacks, briefcases, or luggage
    i. Beverages or food of any type
    j. Coats, outer jackets, headwear
    k. Jackets/sweaters with pockets
    l. Hooded jackets/sweaters
    m. Note: Sweaters and jackets with hoods are not allowed.
9. Examinees need to be prepared to turn their pockets inside out for inspection.
10. Any prohibited items found inside the examination venue will be confiscated.
11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
16. An examinee who is experiencing problems should seek immediate attention from a proctor.
17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

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

INTERACTIVE TEAM INSTRUCTION METHOD (ITI)

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

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

ENTRY INTO ITI

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

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

Technical Requirements for ITI

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

CREDIT REMEDIATION (CR)

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

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

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

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

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

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

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

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

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

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

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

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

CR COMBINATIONS:

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

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

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

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

ACADEMIC PROGRESS

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

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

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

FAILING GRADES

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

1. Continue on Monitored Academic Status (MAS)

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

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

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

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

2. Recommended for Dismissal

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

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

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

MONITORED ACADEMIC STATUS (MAS)

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

Failing a Term 1-5 course

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

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

RECOMMENDATION FOR DISMISSAL DURING TERMS 1-5 AND BEFORE CLINICALS

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

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

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

RECOGNITION OF ACHIEVEMENT

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

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

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

STANDARDS FOR PROFESSIONAL BEHAVIOR

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

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

PROBATION FOR UNPROFESSIONAL BEHAVIOR

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

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

THE COMMITTEE FOR SATISFACTORY ACADEMIC PROGRESS AND

PROFESSIONAL STANDARDS (CAPPS) CAPPS ACADEMIC APPEALS PROCESS

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

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

APRC and CAPPS TERMS 1-5

REVIEW, DISMISSAL AND APPEAL PROCESS

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

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

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

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

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

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

Students who are retained after a successful appeal of a recommended dismissal are placed on a Period of Academic Focus (PAF). Students on PAF are assessed, supported and monitored by the

Academic Advising and Development Support division of the Dean of Basic Sciences Office. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

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

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

SCORING AND GRADING POLICIES AND PROCEDURES

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

Question Review

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

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

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

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

GRADING

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

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

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

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

Grading Scale

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

Grade	Numeric Grade
Honors	89.50-100

High Pass	79.50-89.49
Term 1 Pass Fail	69.50>69.49
Term 2 Pass Fail	71.50>71.49
Terms 3, 4, 5 Pass Fail	72.50>72.49
I	N/A
W	N/A
CR	N/A

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

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

Publication of Results

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

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

Reporting of Errors

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

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

Technical errors reported after the deadline will not be considered.

Change of Published Results

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

COURSE AND INSTRUCTOR CRITIQUE PROGRAM

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

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

The Importance of Evaluation

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

Feedback

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

SGU WISDOM

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

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

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

Copyright Policy
The materials (such as slides, handouts and audio/video recordings) provided to students who are taking courses at St. George's University (SGU) are the intellectual property of the Faculty and/or Administration of SGU. Students are free to use these materials solely for the purpose of group or individual study. Reproduction in whole or in part is prohibited.

Master Syllabus
School of Medicine Master Syllabus

Basic Principles of Medicine

Course
BPM 500
Semester
Spring
Year
2022
Catalog

School of Medicine
Location
Newcastle upon Tyne, UK
Syllabus Section
Dr Deon Forrester Course Director (St. George's, Grenada)

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

Version of January 2022 approved by the Course Director.

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

Course Requirements
How do we define participation in course activities?

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

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

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

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

In order to pass Basic Principles of Medicine 1 (BPM 1), you need to complete the following:

Basic Principles of Medicine 1 (BPM 1 – BPM 500) Points Date Comments				Total# of events	
Examinations and Assessments (Total Points = 761)*					
Exam 1: FTM 1	116	8th February	Mandatory	1 + completion	
Exam 2: FTM 2	126	1st March	Mandatory	1 + completion	
Exam 3: MSK	126	28th March	Mandatory	1 + completion	
Exam 4: CPR 1	126	20th April	Mandatory	1 + completion	
LAB Practical Exam	25	13th May	Mandatory	1 + completion	
BPM 1 OCEX/OSPE	50	15th May	Mandatory	1 + completion	
Exam 5: CPR 2	126	16th May	Mandatory	1 + completion	
Formative Assessments (Total points = 36)					
IMCQ	18	See schedule	≥ 50% correct in a session = 1 point**	23	

	Weekly ESoft quizzes	18	See schedule	Each submission = 1.5 point***	16
	Participation and Professionalism (Total Points = 30)****				
	Lectures*****	0	See schedule	80% participation requirement	132 (66 ITI)
	Small groups/HPWP/LAB/US/SIM	0	See schedule	80% participation requirement	35
	Take the Learning and Study Skills Inventory survey ******			Mandatory	
	Post Exam Advising Meetings*******	0	See Sakai announcement	Mandatory for students who receive advising email from AADS	As mandated
	Total points	**761**			

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

** maximum of 18 points available.

*** maximum of 18 points available.

**** All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 30 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

***** There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session you must participate for the whole 1-hr session. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30minutes.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

To pass the course the student must achieve a grade of **69.50% or higher (≥ 529 points)** in addition, all relevant assessment and participation criteria must be fulfilled.

****** Learning and Study Skills Inventory survey (LASSI) - This survey assesses your awareness and use of different learning strategies. As a reflective tool, it can help you learn more about yourself as a learner - identify strengths as well as areas for development**.** It takes about 12 minutes, and your results are e-mailed to you. **You are required to complete this survey prior to attending the Smart Start for Medical School orientation session.** *If you were in SGU preclinical programs and you took the LASSI at the end of last term, you can choose to take the LASSI again or you can use your results from the end of last term.* ***If you are a late registrant, you are required to take the LASSI by January 31st.***

HOW TO TAKE THE LASSI:

LINK: https://www.collegelassi.com/lassi/

Use this information to log in

- School Number: 80485
- User Name: SGUlassi
- User Password: des2022
- THEN provide you own SGU e-mail when prompted to do so.

******* Mandatory Advising Meeting - After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of Participation and Professionalism points.

Course Delivery
ONSITE DELIVERY

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

ONLINE DELIVERY

Synchronous course activities use a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(not the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html https://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and examinations are outlined in the above link under Examplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

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

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

Grading

Any errors in scores for formative assessments or participation data that are displayed in the Sakai gradebook must be reported to the Course Director **within 48 hours** of their publication. **Errors reported later than this will not be considered for correction. You will not be able to query participation scores once modules are completed.**

Any errors in summative course assessment that are displayed in the Sakai gradebook must be reported to the Course Director **within 24 hours** of their publication. **Errors reported later than this will not be considered for correction.**

For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements. For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

Contact Details
Please direct all queries to:

sombpm1@sgu.edu

Course Description
The Course Basic Principles of Medicine 1 (BPM1) is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the Keith B Taylor Global Scholar's Program (KBT GSP), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the Basic Sciences program and is taught in three consecutive modules:

Module Name	Duration (weeks)
Foundation to Medicine (FTM)	6
Musculoskeletal System (MSK)	4
Cardiovascular, Pulmonary and Renal Systems (CPR)	7
Total:	17

Foundation to Medicine (FTM) Module

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

Musculoskeletal System (MSK) Module

The Musculoskeletal System module is an interdisciplinary study of the anatomical, histological, physiological and pharmacological principles of this organ system. The overall goal of this module is to provide a comprehensive knowledge base for understanding the normal gross anatomical and microscopic structures as well as the development and functioning of the musculoskeletal system. Case studies, practical laboratory sessions and small group discussions are an integral component

throughout the entire module. The module also exposes students to cadaveric prosections and ultrasound simulation sessions with standardized patients to aide in their understanding of key anatomical concepts and allows them to apply this knowledge to a clinical setting.

Cardiovascular, Pulmonary and Renal Systems (CPR) Module

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

GOALS AND OBJECTIVES

The Basic Principles of Medicine One (BPM1) Course embraces the mission of the Doctor of Medicine

Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine One (BPM1) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

Basic Principles of Medicine One (BPM1) Course Objectives A student should be able to:

1. Analyze normal biochemical, genetic, physiological, histological and cellular mechanisms of the human body and their relationship to medicine
2. Understand and describe the development, anatomical, histological and physiological principles of the musculoskeletal system
3. Identify and describe the macro and micro anatomical structures, developmental, biochemical, physiological processes of the cardiovascular, pulmonary, and renal organ systems.
4. Discuss, analyze and apply biochemical, genetic, pharmacological, physiological, histological, developmental and anatomical knowledge to normal and pathological processes
5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.
6. Identify strengths, deficiencies and limits in one's own medical knowledge, clinical skills and professional behaviors.
7. Set learning and improvement goals in medical knowledge, clinical skills and professional behaviors.
8. Identify resources to guide and perform learning activities to address one's gaps in medical knowledge, clinical skills, and professional behaviors.
9. Continually identify, analyze, and implement new and updated knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

Foundation to Medicine (FTM) Module Objectives A student should be able to:

1. Compare and contrast the molecular basis of normal and disease states at the molecular, cellular, histological, genetic and physiological level.
2. Analyze a variety of molecular diagnostic tests and provide their interpretations.
3. Discuss biochemical, histological, physiological, anatomical, developmental and genetic aspects of different types of cells, tissues and organs.
4. Discuss the basic principles of pharmacodynamics, pharmacokinetics and pharmacogenetics

5. Develop effective communication of information when discussing and critically analyzing medically related cases

Musculoskeletal System (MSK) Module Objectives A student should be able to:

1. Identify the gross anatomical and microscopic structures of the musculoskeletal system.
2. Understand the development and normal physiological functions of the musculoskeletal system.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the musculoskeletal system.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Develop professional behaviors and demonstrate effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

Cardiovascular, Pulmonary and Renal Systems (CPR) Module Objectives A student should be able to:

1. Identify anatomical and microscopic structures of the cardiovascular, pulmonary, and renal organ systems.
2. Understand the development, biochemical processes and normal physiological functions of the cardiovascular, pulmonary, and renal organ systems.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the cardiovascular, pulmonary, and renal organ systems.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Demonstrate professional behaviors and effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

Faculty, Staff and Contact Information
For all administrative questions contact our departmental secretaries, module coordinators and course directors at:

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

(Please do not send a message to all faculty or to individual faculty members). Faculty and staff will not respond to emails during the weekend. Last email responded to will be Friday at 4:00pm.

Content Related Questions

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed description of the Discussion Forum in the student support section below.

Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai site.

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

KBT GSP, UK	**Department**	**Email Address**
Dr James Coey, **Associate Course Director**	Anatomical Sciences, UK	jcoey@sgu.edu
Dr Kristna Thompson, **FTM & CPR Module Coordinator**	Anatomical Sciences, UK	kthompso@sgu.edu

Dr Shubhra Malhotra, **MSK Module Coordinator**	Anatomical Sciences UK	smalhotr@sgu.edu

Content Managers

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

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

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

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Instructors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information

Standardized Patients

St. George's University employs standardized patients in the training and evaluation of medical students. The BPM1 Course uses standardized patients in the physical examination components of the small group practical sessions (SG) and the ultrasound sessions (US). A standardized patient (SP) is a person who has been coached by faculty to accurately and consistently recreate the physical findings, emotional reactions, and response patterns of an actual patient. In addition, the SP's have agreed to undergo ultrasound and physical examination thereby affording the student an opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment. Students are expected to perform physical examinations (including ultrasound) on both male and female SPs.

Course Material
Required textbook, lecture slides, small group material and additional resources as provided on **My Courses**.

Copyright 2020 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The BPM1 course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (Announcements, Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to **myCampus Secure Login** (Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply *(see copyright statement above)*.

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

Required Textbooks

Books in hard copy

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

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

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

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

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

Books in ebooks

AHA BLS PROVIDER MANUAL ACCESS CODE TO THE EBOOK WORLDPOINT

(HTTPS://WWW.WORLDPOINT.COM/EN/AHA-EBOOK

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

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

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

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

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

Books via the library

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

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

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

Optional *additional resources:*

List of all online medical textbooks available through SGU library:

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

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

AccessMedicine: https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

Searchable medical textbooks

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities.

Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Required Electronic Equipment

Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html see section on Examplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. It's use is assumed to reflect the participation and performance of the student to whom the device or account is registered. Misrepresentation of participation and/or performance through the misuse of the audience

response system constitutes academic dishonesty and may result in loss of professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data. For lectures, there are two options for submitting a response to a clicker question:

1. Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
2. Browser based TTPoll.com can also be used for the audience response system.

Students are required to participate with the audience response system in scheduled teaching sessions, and it is the **students' responsibility to ensure that they are able to do so**. Any **technical failures fall within the normal 80% participation requirement**.

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

Required Medical Equipment

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

The kit includes:

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

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMBPM1@sgu.edu by the end of the 1st week of term 1. Any report of missing items after this date will be treated as lost and replacements will not be issued.

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMBPM1@sgu.edu.

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

Components of the Course
The main components of the BPM 1 course are listed below. Lectures

- Directed Learning Activities (DLAs)
- Small Group Discussion Sessions
- Cadaver Laboratory (LAB)Session
- Simulation Laboratory Sessions (SIMLAB)
- Ultrasound Sessions (US)

- Interactive Multiple-Choice Sessions (IMCQ's)
- Weekly ExamSoft (ESoft) Quizzes

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component

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

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice

COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

Summative Assessment Points

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

SUMMATIVE POINTS BREAKDOWN			
Assessment	**Grade Points**	**Points Breakdown**	**%**
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	**15.24**
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM1 Laboratory Examination*	25	25 MCQ x 1 points (score/5*6 = 30)**	**3.29**
BPM 1 Online Clinical Evaluation Exercises (OCEX)*	50	Online knowledge assessment MCQ based **	**6.57**

* **These activities must be completed to fulfill requirements for the course. A valid medical excuse is required for students to be given a completion exam. All completion exams will be offered at the end of the term.**

**** More information will be made available on the nature of these exams during the term.**

STUDENT SUPPORT Discussion Forum

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

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

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

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

Office Hours

Office hours will be provided by all teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **Students may also contact individual faculty for appointments at any time during the course.**

Cadaver Laboratory Office Hours

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

Cadaver Lab Open Hours

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

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/department-educational-services/

Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing

with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Master Syllabus
School of Arts and Sciences Master Syllabi

Basic Principles of Medicine

Course
BPM 500
Semester
Spring
Year
2022
Catalog
School of Medicine
Location
St. George's, Grenada
Syllabus Section
Dr Chrystal Antoine Frank and Dr Deepak Sharma Course Directors (St. George's, Grenada)

Version of Summer 2022 approved by the Course Directors.

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

Course Requirements
How do we define participation in course activities?

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

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

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

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

In order to pass Basic Principles of Medicine 1 (BPM 1), you need to complete the following:

Basic Principles of Medicine 1 (BPM 1 – BPM 500)	Total# of events	

Points Date Comments					
Examinations and Assessments (Total Points = 761)*					
Exam 1: FTM 1	116	8th February	Mandatory	1 + completion	
Exam 2: FTM 2	126	1st March	Mandatory	1 + completion	
Exam 3: MSK	126	28th March	Mandatory	1 + completion	
Exam 4: CPR 1	126	20th April	Mandatory	1 + completion	
LAB Practical Exam	25	13th May	Mandatory	1 + completion	
BPM 1 OCEX/OSPE	50	15th May	Mandatory	1 + completion	
Exam 5: CPR 2	126	16th May	Mandatory	1 + completion	

	Formative Assessments (Total points = 36)				
	IMCQ	18	See schedule	≥ 50% correct in a session = 1 point**	23
	Weekly ESoft quizzes	18	See schedule	Each submission = 1.5 point***	16
	Participation and Professionalism (Total Points = 30)****				
	Lectures*****	0	See schedule	80% participation requirement	132 (66 ITI)
	Small groups/HPWP/LAB/US/SIM	0	See schedule	80% participation requirement	35
	Take the Learning and Study Skills Inventory survey ******			Mandatory	
	Post Exam Advising Meetings*******	0	See Sakai announcement	Mandatory for students who receive advising email from AADS	As mandated
	Total points	**761**			

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

** maximum of 18 points available.

*** maximum of 18 points available.

**** All activities must be fulfilled to the required performance, participation and professionalism standards to earn these 30 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

***** There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session you must participate for the whole 1-hr session. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30minutes.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

To pass the course the student must achieve a grade of **69.50% or higher (≥ 529 points)** in addition, all relevant assessment and participation criteria must be fulfilled.

****** Learning and Study Skills Inventory survey (LASSI) - This survey assesses your awareness and use of different learning strategies. As a reflective tool, it can help you learn more about yourself as a learner - identify strengths as well as areas for development**.** It takes about 12 minutes, and your results are e-mailed to you. **You are required to complete this survey prior to attending the Smart Start for Medical School orientation session.** *If you were in SGU preclinical programs and you took the LASSI at the end of last term, you can choose to take the LASSI again or you can use your results from the end of last term.* ***If you are a late registrant, you are required to take the LASSI by January 31st.***

HOW TO TAKE THE LASSI:

LINK: https://www.collegelassi.com/lassi/

Use this information to log in

- School Number: 80485
- User Name: SGUlassi
- User Password: des2022
- THEN provide you own SGU e-mail when prompted to do so.

******* Mandatory Advising Meeting - After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of Participation and Professionalism points.

Course Delivery
ONSITE DELIVERY

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

ONLINE DELIVERY

Synchronous course activities use a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(not the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html https://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and examinations are outlined in the above link under Examplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

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

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

Grading
Any errors in scores for formative assessments or participation data that are displayed in the Sakai gradebook must be reported to the Course Director **within 48 hours** of their publication. **Errors reported later than this will not be considered for correction. You will not be able to query participation scores once modules are completed.**

Any errors in summative course assessment that are displayed in the Sakai gradebook must be reported to the Course Director **within 24 hours** of their publication. **Errors reported later than this will not be considered for correction.**

For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements. For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

Contact Details
Please direct all queries to:

sombpm1@sgu.edu

Course Description
The Course Basic Principles of Medicine 1 (BPM1) is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the Keith B Taylor Global Scholar's Program (KBT GSP), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the Basic Sciences program and is taught in three consecutive modules:

Module Name	Duration (weeks)
Foundation to Medicine (FTM)	6
Musculoskeletal System (MSK)	4
Cardiovascular, Pulmonary and Renal Systems (CPR)	7
Total:	17

Foundation to Medicine (FTM) Module

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

this module is to introduce students to the language embedded in pathology tests and to provide an understanding and interpretation of the results. To this end, biochemical, physiological and genetic aspects of pharmacology will also be introduced.

Musculoskeletal System (MSK) Module

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

Cardiovascular, Pulmonary and Renal Systems (CPR) Module

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

GOALS AND OBJECTIVES

The Basic Principles of Medicine One (BPM1) Course embraces the mission of the Doctor of Medicine

Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine One (BPM1) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

Basic Principles of Medicine One (BPM1) Course Objectives A student should be able to:

1. Analyze normal biochemical, genetic, physiological, histological and cellular mechanisms of the human body and their relationship to medicine
2. Understand and describe the development, anatomical, histological and physiological principles of the musculoskeletal system
3. Identify and describe the macro and micro anatomical structures, developmental, biochemical, physiological processes of the cardiovascular, pulmonary, and renal organ systems.
4. Discuss, analyze and apply biochemical, genetic, pharmacological, physiological, histological, developmental and anatomical knowledge to normal and pathological processes
5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.
6. Identify strengths, deficiencies and limits in one's own medical knowledge, clinical skills and professional behaviors.
7. Set learning and improvement goals in medical knowledge, clinical skills and professional behaviors.
8. Identify resources to guide and perform learning activities to address one's gaps in medical knowledge, clinical skills, and professional behaviors.

9. Continually identify, analyze, and implement new and updated knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

Foundation to Medicine (FTM) Module Objectives A student should be able to:

1. Compare and contrast the molecular basis of normal and disease states at the molecular, cellular, histological, genetic and physiological level.
2. Analyze a variety of molecular diagnostic tests and provide their interpretations.
3. Discuss biochemical, histological, physiological, anatomical, developmental and genetic aspects of different types of cells, tissues and organs.
4. Discuss the basic principles of pharmacodynamics, pharmacokinetics and pharmacogenetics
5. Develop effective communication of information when discussing and critically analyzing medically related cases

Musculoskeletal System (MSK) Module Objectives A student should be able to:

1. Identify the gross anatomical and microscopic structures of the musculoskeletal system.
2. Understand the development and normal physiological functions of the musculoskeletal system.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the musculoskeletal system.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Develop professional behaviors and demonstrate effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

Cardiovascular, Pulmonary and Renal Systems (CPR) Module Objectives A student should be able to:

1. Identify anatomical and microscopic structures of the cardiovascular, pulmonary, and renal organ systems.
2. Understand the development, biochemical processes and normal physiological functions of the cardiovascular, pulmonary, and renal organ systems.
3. Demonstrate proficiency in both theoretical knowledge and clinical skills related to functioning and assessment of the cardiovascular, pulmonary, and renal organ systems.
4. Apply didactic acquired knowledge to clinically based hands-on exercises.
5. Demonstrate professional behaviors and effective communication and interpersonal team building skills during small group practical sessions and interactive clinical settings.

Faculty, Staff and Contact Information
For all administrative questions contact our departmental secretaries, module coordinators and course directors at:

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

(Please do not send a message to all faculty or to individual faculty members). Faculty and staff will not respond to emails during the weekend. Last email responded to will be Friday at 4:00pm.

Content Related Questions

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed description of the Discussion Forum in the student support section below.

Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai site.

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

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

Content Managers

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

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

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

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Instructors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information

Standardized Patients

St. George's University employs standardized patients in the training and evaluation of medical students. The BPM1 Course uses standardized patients in the physical examination components of the small group practical sessions (SG) and the ultrasound sessions (US). A standardized patient (SP) is a person who has been coached by faculty to accurately and consistently recreate the physical findings, emotional reactions, and response patterns of an actual patient. In addition, the SP's have agreed to undergo ultrasound and physical examination thereby affording the student an opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment. Students are expected to perform physical examinations (including ultrasound) on both male and female SPs.

Course Material
Required textbook, lecture slides, small group material and additional resources as provided on **My Courses**.

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The BPM1 course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (Announcements, Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to **myCampus Secure Login** (Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply *(see copyright statement above).*

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

Required Textbooks

Books in hard copy

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

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

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

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

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

Books in ebooks

AHA BLS PROVIDER MANUAL ACCESS CODE TO THE EBOOK WORLDPOINT

(HTTPS://WWW.WORLDPOINT.COM/EN/AHA-EBOOK

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

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

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

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

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

Books via the library

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

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

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

Optional *additional resources:*

List of all online medical textbooks available through SGU library:

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

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

AccessMedicine: https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

Searchable medical textbooks

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities.

Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Required Electronic Equipment

Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html see section on Examplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable

and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. It's use is assumed to reflect the participation and performance of the student to whom the device or account is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data. For lectures, there are two options for submitting a response to a clicker question:

1. Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
2. Browser based TTPoll.com can also be used for the audience response system.

Students are required to participate with the audience response system in scheduled teaching sessions, and it is the **students' responsibility to ensure that they are able to do so**. Any **technical failures fall within the normal 80% participation requirement**.

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

Required Medical Equipment

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

The kit includes:

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

Please ensure that you check the contents of the PD Kit on receipt and report any missing items to the course email SOMBPM1@sgu.edu by the end of the 1st week of term 1. Any report of missing items after this date will be treated as lost and replacements will not be issued.

Faulty items must be reported to Mr. Marieo Castle MCastle@sgu.edu *within 24hrs* of the first small group which require its use. All correspondence regarding faulty equipment must be cc'd to the course email SOMBPM1@sgu.edu.

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

Components of the Course
The main components of the BPM 1 course are listed below. Lectures

- Directed Learning Activities (DLAs)
- Small Group Discussion Sessions
- Cadaver Laboratory (LAB)Session
- Simulation Laboratory Sessions (SIMLAB)
- Ultrasound Sessions (US)
- Interactive Multiple-Choice Sessions (IMCQ's)
- Weekly ExamSoft (ESoft) Quizzes

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component

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

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice

COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

Summative Assessment Points

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

SUMMATIVE POINTS BREAKDOWN			
Assessment	**Grade Points**	**Points Breakdown**	**%**
BPM Examination 1: Examsoft*	116	116 MCQ x 1 point + 20 experimental	**15.24**
BPM Examination 2: Examsoft *	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM Examination 3: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM Examination 4: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM Examination 5: Examsoft*	126	116 MCQ x 1 point (10 cumulative) + 18 experimental	**16.56**
BPM1 Laboratory Examination*	25	25 MCQ x 1 points (score/5*6 = 30)**	**3.29**
BPM 1 Online Clinical Evaluation Exercises (OCEX)*	50	Online knowledge assessment MCQ based **	**6.57**

* **These activities must be completed to fulfill requirements for the course. A valid medical excuse is required for students to be given a completion exam. All completion exams will be offered at the end of the term.**

**** More information will be made available on the nature of these exams during the term.**

STUDENT SUPPORT Discussion Forum

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

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

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

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

Office Hours

Office hours will be provided by all teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **Students may also contact individual faculty for appointments at any time during the course.**

Cadaver Laboratory Office Hours

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

Cadaver Lab Open Hours

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

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ

approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/department-educational-services/

Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Master Syllabus
School of Arts and Sciences Master Syllabi

Basic Principles of Medicine II

Course
BPM 501
Semester
Spring
Year
2021
Catalog
School of Medicine
Location
St. George's, Grenada
Syllabus Section
Version March 24th, *2022*

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

Course Requirements
How do we define participation in course activities?

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

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

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

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

Basic Principles of Medicine II (BPM501)				
	Points	**Date**	**Comments**	**# of Events**
Examinations and Assessments (Total Points = 809)*				
BPM Exam 1: ER	**101**	**January 27th**	**Mandatory**	**1 + completion**
BPM Exam 2: DM	**125**	**February 28th**	**Mandatory**	**1 + completion**
BPM Exam 3: NB	**125**	**March 24th**	**Mandatory**	**1 + completion**
BPM Exam 4: NB	**125**	**April 13th**	**Mandatory**	**1 + completion**
Objective Structured Practical Examination (OSPE)/ Online Clinical Evaluation Exercises (OCEX)	**48**	**May 5th and 6th**	**Mandatory (onsite) Mandatory (online)**	**1 + completion**
BPM2 Laboratory Examination	**25**	**May 4th**	**Mandatory**	**1 + completion**
BPM Exam 5: NB	**125**	**May 9th**	**Mandatory**	**1 + completion**
BSCE 1	**135**	**May 11th**	**Mandatory**	**1 + completion**
Weekly Online Quizzes	**24**	**See schedule**	**Each submission = 1.5 point****	**20**
IMCQ Assessments	**13**	**See schedule**	**≥ 50% correct in a session = 1 point*****	**17**
HPWP/SG/ LAB/ US/ SIM LAB/Mini OCEX/Mini OSPE	**0**	**See schedule**	**80% participation requirement**	**30**
Lectures	**0**	**See schedule**	**80% participation requirement**	**140**
ITI Sessions***	**0**	**See schedule**	**80% participation requirement**	**70**
Post Exam Advising Meetings ******	**0**	**See Sakai Announcement**	**Mandated for students who receive advising email from AADS**	**As mandated**
Total Points	**876**			

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

** Maximum of 24 points available. ***Maximum of 13 points available

**** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 30 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be

converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn for the session. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

***** In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session **you must participate for the entire 1-hr session**. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30-minutes.

Note: For any activity in which the audience response system is used, participation credit is only awarded for **full participation in all polled questions**. Some activities (e.g. IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

****** Mandatory Advising Meeting

After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of **Participation and Professionalism** points.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

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

Course Delivery

ONSITE DELIVERY

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

ONLINE DELIVERY

Synchronous course activities use a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(not the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html https://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and examinations are outlined in the above link under Examplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab). https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules

GRADING

Any errors in scores for formative assessments or participation data that are displayed in the Sakai gradebook must be reported to the Course Director **within 48 hours** of their publication. **Errors reported later than this will not be considered for correction. You will not be able to query participation scores once modules are completed.**

Any errors in summative course assessment that are displayed in the Sakai gradebook must be reported to the Course Director **within 24 hours** of their publication. **Errors reported later than this will not be considered for correction.**

For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements. For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

CONTACT DETAILS

Please direct all queries to:

sombpm2@sgu.edu

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

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

Endocrine and Reproductive (ER) Module

This module provides the knowledge and understanding of the gross and microscopic structure, physiology, biochemical processes and metabolic disorders in relation to the endocrine organs. This includes the study of gross and developmental anatomy, physiology, microscopic anatomy and cell biology of the male and female reproductive systems. Students will learn to integrate and apply this knowledge through examination of cadavers at wet lab sessions and, micrographs and radiological images in small group sessions. At the end of each system pathological conditions are explained

through micrographs and imaging relevant to the specific organ systems. Students will also cover developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and the elderly. Students will be able to appreciate the normal structure and functions of these organ systems and will be able to correlate pathological outcome due to abnormal changes within the respective tissue.

Digestive System and Metabolism (DM) Module

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

Nervous System and Behavioral Sciences (NB) Module

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

GOALS AND OBJECTIVES

The Basic Principles of Medicine 2 (BPM2) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine TWO (BPM2) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

Basic Principles of Medicine 2 (BPM2) Course Objectives

A student who successfully completes this course should be able to:

1. Analyze normal biochemical, genetic, physiological, histological, cellular, neural and behavioral mechanisms of the human body and their relationship to medicine.
2. Describe the development, anatomical, histological and physiological principles of the endocrine and reproductive system.
3. Understand and describe the development, anatomical, histological and physiological principles of the digestive system and understand the metabolic processes of the human body.
4. Discuss, analyze and apply biochemical, genetic, physiological, histological, developmental, neural, behavioral and anatomical knowledge to normal and pathological processes
5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.
6. Identify strengths, deficiencies and limits in one's own medical knowledge, clinical skills and professional behaviors.
7. Set learning and improvement goals in medical knowledge, clinical skills and professional behaviors.

8. Identify resources to guide and perform learning activities to address one's gaps in medical knowledge, clinical skills and professional behaviors.
9. Continually identify, analyze and implement new and updated knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

Endocrine and Reproductive Systems (ER) Module Objectives

A student who successfully completes this module should be able to:

1. Describe the gross and microscopic anatomy of the endocrine organs, male and female reproductive systems.
2. Explain the normal physiological and biochemical processes within the endocrine organs and correlate endocrine disorders.
3. Explain the physiology of male and female reproductive systems and the significance of developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and elderly.
4. Identify gross anatomical structures on cadaveric specimens and microscopic structures of basic tissues, organ and organ systems on micrographs and images and correlate with pathological changes.
5. Apply knowledge of and demonstrate physical examination techniques and ultrasound guided studies on standardized patients.
6. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs/Small Groups.

Digestive System and Metabolism (DM) Module Objectives

A student who successfully completes this module should be able to:

1. Explain the underlying basis of normal functioning of the gastrointestinal system at the structural, microscopic, molecular, cellular, and physiological level.
2. Apply the knowledge of normal metabolic pathways in the understanding and interpretation of disorders of intermediary metabolism
3. Apply the knowledge of nutritional factors contributing to the development of metabolic diseases
4. Analyze the lab findings and be able to differentiate the various disorders of intermediary metabolism.
5. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs.

Nervous System and Behavioral Sciences (NB) Module Objectives

A student who successfully completes this module should be able to:

1. Describe the structures of head, neck and the nervous system, their development, and their sensory, motor and psycho-neuro-behavioral functions.
2. Apply this knowledge to analyze the mechanisms that lead to pathological processes of head, neck and brain functions.
3. Apply this knowledge to analyze normal and abnormal progression though the lifespan, including mechanisms of learning.
4. Identify and describe differential diagnoses and the bio-psycho-social treatment options for disorders of head, neck and brain including pathological and behavioral neuropsychiatric conditions.
5. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs/Small Groups.

Faculty Staff and Contact Information
For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at SOMBPM2@sgu.edu

Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai sites. Content managers are responsible for the content related to their discipline. This includes content related to lectures, small groups and multiple-choice questions.

Course Directors

Course Director	**Location**		**Email Address**
Dr. Juanette McKenzie	St. George's, Grenada		jmckenzi@sgu.edu
Dr. Briana Fahey	Newcastle upon Tyne, UK		bfahey@sgu.edu

Module Coordinators

ModuleCoordinators - Grenada	**Module**		**Email Address**
	Dr. Mohamed Idries and Dr. Christopher Chinnatambi	Endocrine and Reproductive Systems	midries@sgu.edu and cchinnat@sgu.edu
	Dr. Sharmila Upadhya	Digestive System and Metabolism	shupadhya@sgu.edu
	Dr. Earlan Charles	Nervous System and Behavioral Science	echarle3@sgu.edu

Associate Module Coordinators - KBT GSP, Newcastle	**Module**	**Email Address**
Dr. Nahidh Al-Jaberi	Endocrine and Reproductive Systems	naljaber@sgu.edu
Dr. Mark Williams	Digestive System and Metabolism	mwilliams@sgu.edu
Dr. Briana Fahey	Nervous System and Behavioral Science	bfahey@sgu.edu

Content Managers

Content Manager Grenada	**Discipline**	**Email Address**
Dr. Deepak Sharma	Anatomical Sciences	dsharma1@sgu.edu
Dr. Brenda Kirkby	Behavioral Sciences	bkirkby@sgu.edu
Dr. Sharmila Upadhya	Biochemistry and Nutrition	shupadhya@sgu.edu
Dr. Andrew Sobering	Genetics	asobering@sgu.edu
Dr. Chrystal AntoineFrank	Histology and Cell Biology	cantoinef@sgu.edu
Dr. Duncan Kirkby	Neurosciences	dkirkby@sgu.edu
Dr. Stephan Bandelow	Physiology	sbandelo@sgu.edu

Content Manager KBT GSP, Newcastle	**Discipline**	**Email Address**
Dr Briana Fahey	Neuroscience	bfahey@sgu.edu
Dr Mark Williams	Biochemistry	mwilliams@sgu.edu
Dr James Coey	Anatomy	jcoey@sgu.edu

Dr Haider Hilal	Physiology	hhilal@sgu.edu
Dr Kristna Thompson	Behavioral Sciences	kthompso@sgu.edu
Dr Nahidh Al-Jaberi	Histology and Cell Biology	naljaber@sgu.edu
Dr Robert Finn	Genetics	rfinn@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Instructors and Teaching Fellows
A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information.

Standardized Patient (SPs)
St. George's University employs standardized patients in the training and evaluation of medical students. Individuals of various backgrounds who are trained to portray, in a consistent and standardized manner, a patient in a medical situation, allowing students to practice their communication, history taking and physical examination skills. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student's the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

Course Material

Copyright 2021 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Basic Principles of Medicine 2 (BPM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to myCampus Secure Login (Carenage), type in your user ID and password, and click on MyCourses.

Printed Material

All lecture notes are provided electronically through Sakai.

Electronic Resources

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

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

Required Textbooks

Textbooks can be accessed via the ClinicalKey Student tab on Sakai.

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

Biochemistry & Genetics (ER & DM Modules)

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

Anatomy (ER, DM & NB Modules)

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

Physiology (ER & DM Modules)

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

Histology (ER Module)

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

Neuroscience (NB Module)

- Siegel, A and Sapru, HN, Essential Neuroscience, 4th edition, Lippincott Williams & Wilkins, 2021; Online access: https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2482
- Haines D.E., Neuroanatomy in Clinical Context, An Atlas of Structures, Sections, Systems, and Syndromes, 10th edition, 2021 Lippincott Williams & Wilkins; Online access: https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2473

Behavioral Sciences (NB Module)

- Behavioral Medicine: A Guide for Clinical Practice, 5e by MD Feldman, JF Christensen, JM. Satterfield, and R Laponis (Access Medicine)
  Online access: https://accessmedicine-mhmedicalcom.periodicals.sgu.edu/book.aspx?bookid=2747
- The American Psychiatric Publishing Textbook of Psychiatry, 7e Edited by Laura Weiss
- Roberts, M.D., M.A., Robert E. Hales, M.D., M.B.A., Stuart C. Yudofsky, M.D. (DSM Premium Collection)
  Online access: https://doi.org/10.1176/appi.books.9781615372980
- Smith's Patient-Centered Interviewing: An Evidence-Based Method, 4e AH. Fortin VI, FC Dwamena, RM Frankel, BL episto, RC Smith (Access Medicine)
  Online access: https://accessmedicine-mhmedicalcom.periodicals.sgu.edu/Book.aspx?bookid=2446
- Current Diagnosis and Treatment: Psychiatry, (3rd ed) Michael H. Ebert, James F. Leckman, Ismene L. Petrakis
  Online access: https://accessmedicine-mhmedicalcom.periodicals.sgu.edu/Book.aspx?bookid=2509

Optional additional resources for self-study:

List of all online medical textbooks available through SGU library:

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

Free online access for SGU students (requires log-in with SGU credentials) **AccessMedicine**
https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

Searchable medical textbooks. Highly recommended with search function to look up concepts relevant to medical student education.

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities.

Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Small Group Instructions for Students

Read the instructions before each Small Group and also the Cases and Readings relevant to each Small Group, which are listed on MyCourses.

Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. Its use is assumed to reflect the participation and performance of the student to whom the device or account is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data. For lectures, there are two options for submitting a response to a clicker question:

1. Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
2. Browser based TTPoll.com can also be used for the audience response system.

Students are required to participate with the audience response system in scheduled teaching sessions, and it is the **students' responsibility to ensure that they are able to do so**. Any **technical failures fall within the normal 80% participation requirement**.

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

Required Medical Equipment

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

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

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

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

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

Required Electronic Equipment Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc54f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html see section on Examplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

COMPONENTS OF THE COURSE

The components of the BPM 2 course are listed below.

- Lectures

- Directed Learning Activities (DLAs)
- Small Group Practical Sessions
- Health Promotion, Wellness, and Professionalism Sessions (HPWPs)
- Cadaver Laboratory (LAB)Session
- Simulation Laboratory Sessions (SIMLAB)
- Ultrasound Sessions (US)
- Interactive Multiple-Choice Sessions (IMCQ's)
- Weekly ExamSoft (ESoft) Quizzes

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component

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

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

Summative Assessment

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

Assessment	Grade Points	Points Breakdown
BPM Examination 1: Examsoft	101	101 MCQ x 1 point + (No cumulative) 19 experimental
BPM Examination 2: Examsoft	125	125 MCQ x 1 point (4 cumulative) + 19 experimental
BPM Examination 3: Examsoft	125	125 MCQ x 1 point (14 cumulative) + 19 experimental
BPM Examination 4: Examsoft	125	125 MCQ x 1 point (18 cumulative) + 19 experimental
BPM Examination 5: Examsoft	125	125 MCQ x 1 point (25 cumulative) + 19 experimental
Lab Exam	25	25 MCQ
BPM2 OCEX/OSPE	48	48 MCQ / 4 stations
BSCE 1	135	144 MCQ (no experimental questions)

Student Support

Discussion Forum

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

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

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

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is unprofessional. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post.

Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (walk in/log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **All appointments will be made through** sombpm2@sgu.edu **or by directly contacting individual faculty members.**

Cadaver Laboratory Office Hours:

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

Cadaver Lab Open Hours:

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

ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ

approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/departmenteducational-services/

Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Master Syllabus

School of Arts and Sciences Master Syllabi

Basic Principles of Medicine II

Course

BPM 501

Semester

Spring

Year

2021

Catalog

School of Medicine

Location

St. George's, Grenada

Syllabus Section

Version March 24th, *2022*

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

Course Requirements

How do we define participation in course activities?

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

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

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

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

Basic Principles of Medicine II (BPM501)				
	Points	**Date**	**Comments**	**# of Events**
Examinations and Assessments (Total Points = 809)*				
BPM Exam 1: ER	**101**	**January 27th**	**Mandatory**	**1 + completion**
BPM Exam 2: DM	**125**	**February 28th**	**Mandatory**	**1 + completion**
BPM Exam 3: NB	**125**	**March 24th**	**Mandatory**	**1 + completion**
BPM Exam 4: NB	**125**	**April 13th**	**Mandatory**	**1 + completion**
Objective Structured Practical Examination (OSPE)/ Online Clinical Evaluation Exercises (OCEX)	**48**	**May 5th and 6th**	**Mandatory (onsite) Mandatory (online)**	**1 + completion**
BPM2 Laboratory Examination	**25**	**May 4th**	**Mandatory**	**1 + completion**
BPM Exam 5: NB	**125**	**May 9th**	**Mandatory**	**1 + completion**
BSCE 1	**135**	**May 11th**	**Mandatory**	**1 + completion**
Weekly Online Quizzes	**24**	**See schedule**	**Each submission = 1.5 point****	**20**
IMCQ Assessments	**13**	**See schedule**	**≥ 50% correct in a session = 1 point*****	**17**
HPWP/SG/ LAB/ US/ SIM LAB/Mini OCEX/Mini OSPE	**0**	**See schedule**	**80% participation requirement**	**30**
Lectures	**0**	**See schedule**	**80% participation requirement**	**140**
ITI Sessions***	**0**	**See schedule**	**80% participation requirement**	**70**
Post Exam Advising Meetings ******	**0**	**See Sakai Announcement**	**Mandated for students who receive advising email from AADS**	**As mandated**
Total Points	**876**			

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

** Maximum of 24 points available. ***Maximum of 13 points available

**** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 30 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be

converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn for the session. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

***** In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session **you must participate for the entire 1-hr session**. On days where there is only 1 lecture, the ITI session is scheduled for 30 minutes and to earn participation credit you must participate for 30-minutes.

Note: For any activity in which the audience response system is used, participation credit is only awarded for **full participation in all polled questions**. Some activities (e.g. IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

****** Mandatory Advising Meeting

After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of **Participation and Professionalism** points.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

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

Course Delivery

ONSITE DELIVERY

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

ONLINE DELIVERY

Synchronous course activities use a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(not the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html https://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and examinations are outlined in the above link under Examplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page (under Student Departments Tab). https://mycampus.sgu.edu/group/oep-registrar/academic-class-schedules

GRADING

Any errors in scores for formative assessments or participation data that are displayed in the Sakai gradebook must be reported to the Course Director **within 48 hours** of their publication. **Errors reported later than this will not be considered for correction. You will not be able to query participation scores once modules are completed.**

Any errors in summative course assessment that are displayed in the Sakai gradebook must be reported to the Course Director **within 24 hours** of their publication. **Errors reported later than this will not be considered for correction.**

For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements. For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

CONTACT DETAILS

Please direct all queries to:

sombpm2@sgu.edu

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

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

Endocrine and Reproductive (ER) Module

This module provides the knowledge and understanding of the gross and microscopic structure, physiology, biochemical processes and metabolic disorders in relation to the endocrine organs. This includes the study of gross and developmental anatomy, physiology, microscopic anatomy and cell biology of the male and female reproductive systems. Students will learn to integrate and apply this knowledge through examination of cadavers at wet lab sessions and, micrographs and radiological images in small group sessions. At the end of each system pathological conditions are explained

through micrographs and imaging relevant to the specific organ systems. Students will also cover developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and the elderly. Students will be able to appreciate the normal structure and functions of these organ systems and will be able to correlate pathological outcome due to abnormal changes within the respective tissue.

Digestive System and Metabolism (DM) Module

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

Nervous System and Behavioral Sciences (NB) Module

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

GOALS AND OBJECTIVES

The Basic Principles of Medicine 2 (BPM2) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine: the 4-year outcome objectives are listed in Section B: SGU SOM POLICIES AND PROCEDURES

The Basic Principles of Medicine TWO (BPM2) Course specifically addresses a number of 4-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St. George's University School of Medicine.

Basic Principles of Medicine 2 (BPM2) Course Objectives

A student who successfully completes this course should be able to:

1. Analyze normal biochemical, genetic, physiological, histological, cellular, neural and behavioral mechanisms of the human body and their relationship to medicine.
2. Describe the development, anatomical, histological and physiological principles of the endocrine and reproductive system.
3. Understand and describe the development, anatomical, histological and physiological principles of the digestive system and understand the metabolic processes of the human body.
4. Discuss, analyze and apply biochemical, genetic, physiological, histological, developmental, neural, behavioral and anatomical knowledge to normal and pathological processes
5. Demonstrate professional behaviors and develop effective communication and interpersonal skills during small group practical sessions and interactive clinical settings.
6. Identify strengths, deficiencies and limits in one's own medical knowledge, clinical skills and professional behaviors.
7. Set learning and improvement goals in medical knowledge, clinical skills and professional behaviors.

8. Identify resources to guide and perform learning activities to address one's gaps in medical knowledge, clinical skills and professional behaviors.
9. Continually identify, analyze and implement new and updated knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

Endocrine and Reproductive Systems (ER) Module Objectives

A student who successfully completes this module should be able to:

1. Describe the gross and microscopic anatomy of the endocrine organs, male and female reproductive systems.
2. Explain the normal physiological and biochemical processes within the endocrine organs and correlate endocrine disorders.
3. Explain the physiology of male and female reproductive systems and the significance of developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and elderly.
4. Identify gross anatomical structures on cadaveric specimens and microscopic structures of basic tissues, organ and organ systems on micrographs and images and correlate with pathological changes.
5. Apply knowledge of and demonstrate physical examination techniques and ultrasound guided studies on standardized patients.
6. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs/Small Groups.

Digestive System and Metabolism (DM) Module Objectives

A student who successfully completes this module should be able to:

1. Explain the underlying basis of normal functioning of the gastrointestinal system at the structural, microscopic, molecular, cellular, and physiological level.
2. Apply the knowledge of normal metabolic pathways in the understanding and interpretation of disorders of intermediary metabolism
3. Apply the knowledge of nutritional factors contributing to the development of metabolic diseases
4. Analyze the lab findings and be able to differentiate the various disorders of intermediary metabolism.
5. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs.

Nervous System and Behavioral Sciences (NB) Module Objectives

A student who successfully completes this module should be able to:

1. Describe the structures of head, neck and the nervous system, their development, and their sensory, motor and psycho-neuro-behavioral functions.
2. Apply this knowledge to analyze the mechanisms that lead to pathological processes of head, neck and brain functions.
3. Apply this knowledge to analyze normal and abnormal progression though the lifespan, including mechanisms of learning.
4. Identify and describe differential diagnoses and the bio-psycho-social treatment options for disorders of head, neck and brain including pathological and behavioral neuropsychiatric conditions.
5. Demonstrate effective communication and professional conduct during discussion of relevant clinical cases and labs/Small Groups.

Faculty Staff and Contact Information
For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at SOMBPM2@sgu.edu

Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

Course Leadership Team

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai sites. Content managers are responsible for the content related to their discipline. This includes content related to lectures, small groups and multiple-choice questions.

Course Directors

Course Director	**Location**		**Email Address**
Dr. Juanette McKenzie	St. George's, Grenada		jmckenzi@sgu.edu
Dr. Briana Fahey	Newcastle upon Tyne, UK		bfahey@sgu.edu

Module Coordinators

ModuleCoordinators - Grenada	**Module**		**Email Address**
	Dr. Mohamed Idries and Dr. Christopher Chinnatambi	Endocrine and Reproductive Systems	midries@sgu.edu and cchinnat@sgu.edu
	Dr. Sharmila Upadhya	Digestive System and Metabolism	shupadhya@sgu.edu
	Dr. Earlan Charles	Nervous System and Behavioral Science	echarle3@sgu.edu

Associate Module Coordinators - KBT GSP, Newcastle	**Module**	**Email Address**
Dr. Nahidh Al-Jaberi	Endocrine and Reproductive Systems	naljaber@sgu.edu
Dr. Mark Williams	Digestive System and Metabolism	mwilliams@sgu.edu
Dr. Briana Fahey	Nervous System and Behavioral Science	bfahey@sgu.edu

Content Managers

Content Manager Grenada	**Discipline**	**Email Address**
Dr. Deepak Sharma	Anatomical Sciences	dsharma1@sgu.edu
Dr. Brenda Kirkby	Behavioral Sciences	bkirkby@sgu.edu
Dr. Sharmila Upadhya	Biochemistry and Nutrition	shupadhya@sgu.edu
Dr. Andrew Sobering	Genetics	asobering@sgu.edu
Dr. Chrystal AntoineFrank	Histology and Cell Biology	cantoinef@sgu.edu
Dr. Duncan Kirkby	Neurosciences	dkirkby@sgu.edu
Dr. Stephan Bandelow	Physiology	sbandelo@sgu.edu

Content Manager KBT GSP, Newcastle	**Discipline**	**Email Address**
Dr Briana Fahey	Neuroscience	bfahey@sgu.edu
Dr Mark Williams	Biochemistry	mwilliams@sgu.edu
Dr James Coey	Anatomy	jcoey@sgu.edu

Dr Haider Hilal	Physiology	hhilal@sgu.edu
Dr Kristna Thompson	Behavioral Sciences	kthompso@sgu.edu
Dr Nahidh Al-Jaberi	Histology and Cell Biology	naljaber@sgu.edu
Dr Robert Finn	Genetics	rfinn@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Instructors and Teaching Fellows
A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information.

Standardized Patient (SPs)
St. George's University employs standardized patients in the training and evaluation of medical students. Individuals of various backgrounds who are trained to portray, in a consistent and standardized manner, a patient in a medical situation, allowing students to practice their communication, history taking and physical examination skills. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student's the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

Course Material

Copyright 2021 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Basic Principles of Medicine 2 (BPM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to myCampus Secure Login (Carenage), type in your user ID and password, and click on MyCourses.

Printed Material

All lecture notes are provided electronically through Sakai.

Electronic Resources

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

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

Required Textbooks

Textbooks can be accessed via the ClinicalKey Student tab on Sakai.

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

Biochemistry & Genetics (ER & DM Modules)

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

Anatomy (ER, DM & NB Modules)

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

Physiology (ER & DM Modules)

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

Histology (ER Module)

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

Neuroscience (NB Module)

- Siegel, A and Sapru, HN, Essential Neuroscience, 4th edition, Lippincott Williams & Wilkins, 2021; Online access: https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2482
- Haines D.E., Neuroanatomy in Clinical Context, An Atlas of Structures, Sections, Systems, and Syndromes, 10th edition, 2021 Lippincott Williams & Wilkins; Online access: https://meded.lwwhealthlibrary.com.periodicals.sgu.edu/book.aspx?bookid=2473

Behavioral Sciences (NB Module)

- Behavioral Medicine: A Guide for Clinical Practice, 5e by MD Feldman, JF Christensen, JM. Satterfield, and R Laponis (Access Medicine)
  Online access: https://accessmedicine-mhmedicalcom.periodicals.sgu.edu/book.aspx?bookid=2747
- The American Psychiatric Publishing Textbook of Psychiatry, 7e Edited by Laura Weiss
- Roberts, M.D., M.A., Robert E. Hales, M.D., M.B.A., Stuart C. Yudofsky, M.D. (DSM Premium Collection)
  Online access: https://doi.org/10.1176/appi.books.9781615372980
- Smith's Patient-Centered Interviewing: An Evidence-Based Method, 4e AH. Fortin VI, FC Dwamena, RM Frankel, BL episto, RC Smith (Access Medicine)
  Online access: https://accessmedicine-mhmedicalcom.periodicals.sgu.edu/Book.aspx?bookid=2446
- Current Diagnosis and Treatment: Psychiatry, (3rd ed) Michael H. Ebert, James F. Leckman, Ismene L. Petrakis
  Online access: https://accessmedicine-mhmedicalcom.periodicals.sgu.edu/Book.aspx?bookid=2509

Optional additional resources for self-study:

List of all online medical textbooks available through SGU library:

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

Free online access for SGU students (requires log-in with SGU credentials) **AccessMedicine**
https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

Searchable medical textbooks. Highly recommended with search function to look up concepts relevant to medical student education.

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities.

Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Small Group Instructions for Students

Read the instructions before each Small Group and also the Cases and Readings relevant to each Small Group, which are listed on MyCourses.

Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. Its use is assumed to reflect the participation and performance of the student to whom the device or account is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of professionalism points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in academic activities is monitored through Zoom, Turning Point (Turning Technologies) and Wi-Fi log in data. For lectures, there are two options for submitting a response to a clicker question:

1. Turning Point App from Google Play or Apple Stores: This must be accessed with the students SGU turning point account.
2. Browser based TTPoll.com can also be used for the audience response system.

Students are required to participate with the audience response system in scheduled teaching sessions, and it is the **students' responsibility to ensure that they are able to do so**. Any **technical failures fall within the normal 80% participation requirement**.

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

Required Medical Equipment

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

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

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

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

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

Required Electronic Equipment Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc54f33-b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html see section on Examplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

COMPONENTS OF THE COURSE

The components of the BPM 2 course are listed below.

- Lectures

- Directed Learning Activities (DLAs)
- Small Group Practical Sessions
- Health Promotion, Wellness, and Professionalism Sessions (HPWPs)
- Cadaver Laboratory (LAB)Session
- Simulation Laboratory Sessions (SIMLAB)
- Ultrasound Sessions (US)
- Interactive Multiple-Choice Sessions (IMCQ's)
- Weekly ExamSoft (ESoft) Quizzes

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component

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

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

Summative Assessment

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

Assessment	Grade Points	Points Breakdown
BPM Examination 1: Examsoft	101	101 MCQ x 1 point + (No cumulative) 19 experimental
BPM Examination 2: Examsoft	125	125 MCQ x 1 point (4 cumulative) + 19 experimental
BPM Examination 3: Examsoft	125	125 MCQ x 1 point (14 cumulative) + 19 experimental
BPM Examination 4: Examsoft	125	125 MCQ x 1 point (18 cumulative) + 19 experimental
BPM Examination 5: Examsoft	125	125 MCQ x 1 point (25 cumulative) + 19 experimental
Lab Exam	25	25 MCQ
BPM2 OCEX/OSPE	48	48 MCQ / 4 stations
BSCE 1	135	144 MCQ (no experimental questions)

Student Support

Discussion Forum

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

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

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

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is unprofessional. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post.

Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (walk in/log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **All appointments will be made through** sombpm2@sgu.edu **or by directly contacting individual faculty members.**

Cadaver Laboratory Office Hours:

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

Cadaver Lab Open Hours:

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

ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ

approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/departmenteducational-services/

Psychological Services Center (PSC)
PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Master Syllabus
School of Arts and Sciences Master Syllabi

Basic Principles of Medicine III

Course
BPM 502
Semester
Spring
Year
2022
Catalog
School of Medicine
Location
Newcastle upon Tyne, UK
Syllabus Section
Version January, 2022

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

Course Requirements
How do we define participation in course activities?

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

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

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

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

Basic Principles of Medicine III (BPM502) Points Date Comments				# of events
Examinations and Assessments (Total Points = 264)*				
Exam 1	132	Jan 31st	Mandatory	1 + completion
Exam 2	132	Feb 18th	Mandatory	1 + completion
Formative Assessments (Total points = 8)				
IMCQs	8	See schedule	≥50% correct in a session	10
Participation and Professionalism (Total Points = 10)***				
Lectures	0	See schedule	80% participation requirement	52
ITI Sessions****	0	See schedule	80% participation requirement	26
Small Groups	0	See schedule	80% participation requirement	10
Take-Home Assignment – Biostatistics & Epidemiology	0	Due Jan 27th	Mandatory	1
Take-Home Assignment – Death Certificates	0	Due Feb 7th	Mandatory	1
	Post Exam Advising Meetings*****	0	See Sakai announcement	Mandatory for students who receive advising email from AADS	As mandated*****
	Total points	**282**			

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

** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 10 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty *(up to 10% of the total course points per incidence)*. <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, **all questions** in the session must have a recorded response to earn credit for the session. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

*** Maximum of 10 points available .

Note: For any activity in which the audience response system is used, participation credit is only awarded for **full participation in all polled questions**. Some activities *(e.g., IMCQs)* have an additional performance requirement standard *(i.e. all questions are answered with at least 50% correct)* in order to earn points associated with the activity.

**** In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session **you must participate for the entire 1-hr session**.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM.

To pass the BPM502 course a minimum of 205.4 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

***** Mandatory Advising Meeting

After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of **Participation and Professionalism** points.

Course Delivery

ONSITE DELIVERY

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

ONLINE DELIVERY

Synchronous course activities use a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(not the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html https://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and examinations are outlined in the above link under Examplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

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

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

GRADING

Any errors in scores for formative assessments or participation data that are displayed in the Sakai gradebook must be reported to the Course Director **within 48 hours** of their publication. **Errors reported later than this will not be considered for correction. You will not be able to query participation scores once modules are completed.**

Any errors in summative course assessment that are displayed in the Sakai gradebook must be reported to the Course Director **within 24 hours** of their publication. **Errors reported later than this will not be considered for correction.**

For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements. For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

CONTACT DETAILS

Please direct all queries to:

sombpm3@sgu.edu

Course Description

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

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

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

2. **Basics of Immunology and Microbiology:** Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of the infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The detail as to the specific microbial infections that result from human-microbial interactions will be covered in PCM500 (Term 4).
3. **Public Health Assessment Tools:** Basic biostatistics concepts and tools are introduced, which will enable physicians to understand and critically examine the medical literature. Core concepts in clinical epidemiology, preventive medicine and evidence-based medicine that are most relevant to physicians are taught. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations and using such information to 1) inform diagnosis and treatment strategy in patient care; and to 2) foster application of ethically and scientifically sound principles in community intervention. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research findings to care of individual patients. The ways in which human behavior, the environment, and politics influences health in different societies are also considered. An international comparison of health systems is provided, and factors underlying existing disparities in healthcare is explored. Current issues in healthcare financing and delivery are discussed, along with insurance systems, cost containment, different types of medical practice, and medical practice economics.
4. **Culture and Societal Issues/Physician-Patient Relationship:** The biopsychosocial approach to patient care is introduced, and the role of cultural factors within the doctor-patient encounter is discussed. Emphasis is placed on development of cultural sensitivity and competence in the provision of care. The role of the family and the patient's social network are explored, and lifedisrupting conditions such as substance abuse, domestic violence, child/elder abuse, and selfharm behavior are discussed with reference to the physician's role in detection and intervention.

GOALS AND OBJECTIVES

The Basic Principles of Medicine 3 (BPM3) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine.

The BPM3 course specifically addresses a number of MD program objectives within the three categories of knowledge (1b,1d), clinical skills (2a, 2b, 2e, 2k) and professional attitudes (3d, 3e, 3f, 3i). The course objectives are:

1. Describe the framework of population health and contrast how it differs from clinical patient care
2. Apply ethical and legal principles, theories, and standards relevant to medical and public health practice, education, and research; use these to examine current topics in medicine and public health; and motivate students to value high standards of ethics and professionalism
3. Describe and illustrate the relevance and need to identify the determinants of health at the population level and how best to respond to those determinants
4. Identify non-clinical determinants of health and demonstrate how these impact on the health of individuals and populations
5. Evaluate health inventions at the population level using tools of foundational skills and knowledge.
6. Understand the concepts that impact on the provision of best healthcare practices and protocols
7. Explain relationships and apply appropriate terminology relating to the structure, metabolism, genetics, and ecology of prokaryotic microorganisms, Eukaryotic microorganism, and viruses.

8. Distinguish the basic biological features and identifying characteristics of microorganisms with particular focus on those capable of causing damage to the host.
9. Demonstrate a knowledge of basic clinical laboratory skills and techniques related to the isolation, staining, identification, assessment of metabolism, and control of microorganisms.
10. Discuss the principles of physical and chemical control of microorganisms and apply as relevant for the prevention and control of infectious diseases.
11. Analyze and distinguish therapeutic treatments for microbial infections, and distinguish when a vaccine, antibiotic, or other therapy is likely to be the most appropriate response.
12. Explain the individual components and players of the immune responses and correlate this knowledge to the body defense during the infectious disease process.
13. Describe examples of failure of the immune system and potential treatment procedures and predicted outcomes.
14. Demonstrate basic knowledge of infection preventive treatments such as vaccines and other elements of contemporary immunotherapy procedures
15. Identify strengths, deficiencies and limits in one's own medical knowledge, clinical skills and professional behaviors.
16. Set learning and improvement goals in medical knowledge, clinical skills and professional behaviors.
17. Identify resources to guide and perform learning activities to address one's gaps in medical knowledge, clinical skills and professional behaviors.
18. Continually identify, analyze and implement new and updated knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

Faculty and Staff Contact Information
For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at SOMBPM3@sgu.edu._ Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

Course Leadership Team: CD and Module Coordinators

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai site.

Faculty	**Module**	**Email Address**
Dr. Kerry Mitchell *(Course Director)*	-	kmitche3@sgu.edu
Dr. Prakash Ramdass *(Content Manager)*	Public Health Assessment Tools	pramdass@sgu.edu
Dr. Cheryl Cox Macpherson *(Content Manager)*	Ethics and Professionalism	ccox@sgu.edu
Dr. Maria Ramos-Nino *(Content Manager)*	Microbiology and Immunology	mramosni@sgu.edu
Mr. Gerard St. Cyr *(Module Coordinator)*	Pre and Post Midterm	gstcyr@sgu.edu

Content Managers

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

Table of Content Managers

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Instructors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information.

Standardized Patient (SPs)

St. George's University employs standardized patients in the training and evaluation of medical students. Individuals of various backgrounds who are trained to portray, in a consistent and standardized manner, a patient in a medical situation, allowing students to practice their communication, history taking and physical examination skills. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student's the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

Course Material
Required textbook, lecture slides, small group material and additional resources as provided on **My Courses**.

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The BPM3 course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (Announcements, Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to **myCampus Secure Login** , type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply *(see copyright statement above)*.

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2. Browser based TTPoll.com can also be used for the audience response system.

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Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33b106-ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html see section on Examplify guidelines from Examination Services).

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The main components of the BPM 3 course are listed below.

- Lectures
- Directed Learning Activities (DLAs)
- Small Group Sessions
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The total assessment points that can be earned in the course are listed in the table below:

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Student Support

Discussion Forum

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

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

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

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is unprofessional. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post.

Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (walk in/log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **All appointments will be made through** sombpm3@sgu.edu **or by directly contacting individual faculty members.**

ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours (9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/departmenteducational-services/

Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Master Syllabus
School of Arts and Sciences Master Syllabi

Basic Principles of Medicine III

Course
BPM 502
Semester
Spring
Year
2022
Catalog
School of Medicine
Location

St. George's, Grenada
Syllabus Section
Revision 7th January, 2020

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

Course Requirements
How do we define participation in course activities?

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

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

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

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

Basic Principles of Medicine III (BPM502) Points Date Comments				# of events
Examinations and Assessments (Total Points = 264)*				
Exam 1	132	Jan 31st	Mandatory	1 + completion
Exam 2	132	Feb 18th	Mandatory	1 + completion
Formative Assessments (Total points = 8)				
IMCQs	8	See schedule	≥50% correct in a session	10
Participation and Professionalism (Total Points = 10)***				
Lectures	0	See schedule	80% participation requirement	52
ITI Sessions****	0	See schedule	80% participation requirement	26
Small Groups	0	See schedule	80% participation requirement	10
Take-Home Assignment – Biostatistics & Epidemiology	0	Due Jan 27th	Mandatory	1
Take-Home Assignment – Death Certificates	0	Due Feb 7th	Mandatory	1
	Post Exam Advising Meetings*****	0	See Sakai announcement	Mandatory for students who receive advising email from AADS	As mandated*****

	Total points	**282**			

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

** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 10 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty *(up to 10% of the total course points per incidence)*. <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, **all questions** in the session must have a recorded response to earn credit for the session. Late submission of any mandatory assignments will result in a reduced professionalism grade (see unprofessional behavior section).

*** Maximum of 10 points available .

Note: For any activity in which the audience response system is used, participation credit is only awarded for **full participation in all polled questions**. Some activities *(e.g., IMCQs)* have an additional performance requirement standard *(i.e. all questions are answered with at least 50% correct)* in order to earn points associated with the activity.

**** In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a 1-hour ITI session scheduled to cover 2 lectures and to earn the participation credit for the ITI session **you must participate for the entire 1-hr session**.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM.

To pass the BPM502 course a minimum of 205.4 points is required, corresponding to a percentage score of 72.50%. In addition, all relevant assessment and participation criteria must be fulfilled.

***** Mandatory Advising Meeting

After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of **Participation and Professionalism** points.

Course Delivery

ONSITE DELIVERY

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

ONLINE DELIVERY

Synchronous course activities use a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(not the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

RESOURCES FOR LEARNING REMOTELY FOR STUDENTS

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html https://mycampus.sgu.edu/office-of-institutional-advancement/Training-Resources

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and examinations are outlined in the above link under Examplify guidelines from Examination Services.

TIME ZONE:

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

CLASS SCHEDULE

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

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

GRADING

Any errors in scores for formative assessments or participation data that are displayed in the Sakai gradebook must be reported to the Course Director **within 48 hours** of their publication. **Errors reported later than this will not be considered for correction. You will not be able to query participation scores once modules are completed.**

Any errors in summative course assessment that are displayed in the Sakai gradebook must be reported to the Course Director **within 24 hours** of their publication. **Errors reported later than this will not be considered for correction.**

For all online proctored examinations, the published scores are preliminary at the time of publication; course penalties may apply if a subsequent investigation demonstrates a failure to comply with examination regulations or the online proctoring requirements. For Online Assessments, where results are immediately accessible upon submission, errors must be reported before the submission deadline.

CONTACT DETAILS

Please direct all queries to:

sombpm3@sgu.edu

Course Description
The Basic Principles of Medicine III (BPM3) course is an 8-credit course taught over 6 weeks in Term 3 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. The core aim of this course is to equip physicians with the knowledge and skills to understand fundamental principles inherent to a future understanding and diagnosis of microbial infections; devise and utilize strategies that improve the health of entire communities and populations and help reduce health inequities among population groups; and to uphold standards of ethics and professionalism expected across North America. A broad range of microbial, immune, and environmental factors and conditions that have a strong influence on human health are considered and discussed. Medical professionalism

and associated attitudes and behaviors expected of physicians in much of the world are introduced, and opportunities are provided for students to develop skills and competencies with which to meet those expectations including critical and independent thinking. The ethical principles and duties of physicians, and beginning and end of life issues are examined, as are fundamental concepts of law that interface with ethical decision making. Core public health assessment tools such as biostatistics and epidemiology are introduced, including techniques for design and interpretation of medical research. The role that human behavior, the environment, and politics play in influencing health in different societies is considered. Finally, a biopsychosocial approach to patient care is introduced, and the role cultural factors play within doctor-patient encounters discussed and examined.

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

1. **Ethics, Professionalism and Medical Jurisprudence:** A survey of bioethics introduces research ethics, public health ethics, medical and clinical ethics, professional ethics, and the professional responsibilities of today's physicians. These responsibilities derive from professional knowledge, attitudes, and practices involved in clinical medicine, medical research, and disease prevention, surveillance, and control. They stem from the medical profession itself, and from fundamental concepts of law and ethics related to the medical profession and doctor-patient relationships. Specific topics addressed include environmental health ethics, physician impairment, social and community ethics, patient autonomy and informed consent, beginning of life issues and termination of pregnancy, and end-of-life decisions. Fundamental concepts of law and ethics that relate to the medical profession are discussed, along with issues bearing on physician professionalism and boundary crossings. Societal trust and related concerns involving the regulation of medical practice are emphasized along with basic principles of patient privacy, confidentiality, medical malpractice and liability.
2. **Basics of Immunology and Microbiology:** Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of the infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The detail as to the specific microbial infections that result from human-microbial interactions will be covered in PCM500 (Term 4).
3. **Public Health Assessment Tools:** Basic biostatistics concepts and tools are introduced, which will enable physicians to understand and critically examine the medical literature. Core concepts in clinical epidemiology, preventive medicine and evidence-based medicine that are most relevant to physicians are taught. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations and using such information to 1) inform diagnosis and treatment strategy in patient care; and to 2) foster application of ethically and scientifically sound principles in community intervention. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research findings to care of individual patients. The ways in which human behavior, the environment, and politics influences health in different societies are also considered. An international comparison of health systems is provided, and factors underlying existing disparities in healthcare is explored. Current issues in healthcare financing and delivery are discussed, along with insurance systems, cost containment, different types of medical practice, and medical practice economics.
4. **Culture and Societal Issues/Physician-Patient Relationship:** The biopsychosocial approach to patient care is introduced, and the role of cultural factors within the doctor-patient encounter is discussed. Emphasis is placed on development of cultural sensitivity and competence in the provision of care. The role of the family and the patient's social network are explored, and

lifedisrupting conditions such as substance abuse, domestic violence, child/elder abuse, and selfharm behavior are discussed with reference to the physician's role in detection and intervention.

GOALS AND OBJECTIVES

The Basic Principles of Medicine 3 (BPM3) course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine.

The BPM3 course specifically addresses a number of MD program objectives within the three categories of knowledge (1b,1d), clinical skills (2a, 2b, 2e, 2k) and professional attitudes (3d, 3e, 3f, 3i). The course objectives are:

1. Describe the framework of population health and contrast how it differs from clinical patient care
2. Apply ethical and legal principles, theories, and standards relevant to medical and public health practice, education, and research; use these to examine current topics in medicine and public health; and motivate students to value high standards of ethics and professionalism
3. Describe and illustrate the relevance and need to identify the determinants of health at the population level and how best to respond to those determinants
4. Identify non-clinical determinants of health and demonstrate how these impact on the health of individuals and populations
5. Evaluate health inventions at the population level using tools of foundational skills and knowledge.
6. Understand the concepts that impact on the provision of best healthcare practices and protocols
7. Explain relationships and apply appropriate terminology relating to the structure, metabolism, genetics, and ecology of prokaryotic microorganisms, Eukaryotic microorganism, and viruses.
8. Distinguish the basic biological features and identifying characteristics of microorganisms with particular focus on those capable of causing damage to the host.
9. Demonstrate a knowledge of basic clinical laboratory skills and techniques related to the isolation, staining, identification, assessment of metabolism, and control of microorganisms.
10. Discuss the principles of physical and chemical control of microorganisms and apply as relevant for the prevention and control of infectious diseases.
11. Analyze and distinguish therapeutic treatments for microbial infections, and distinguish when a vaccine, antibiotic, or other therapy is likely to be the most appropriate response.
12. Explain the individual components and players of the immune responses and correlate this knowledge to the body defense during the infectious disease process.
13. Describe examples of failure of the immune system and potential treatment procedures and predicted outcomes.
14. Demonstrate basic knowledge of infection preventive treatments such as vaccines and other elements of contemporary immunotherapy procedures
15. Identify strengths, deficiencies and limits in one's own medical knowledge, clinical skills and professional behaviors.
16. Set learning and improvement goals in medical knowledge, clinical skills and professional behaviors.
17. Identify resources to guide and perform learning activities to address one's gaps in medical knowledge, clinical skills and professional behaviors.
18. Continually identify, analyze and implement new and updated knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

Faculty and Staff Contact Information

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at SOMBPM3@sgu.edu._ Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

Course Leadership Team: CD and Module Coordinators

The course director oversees the overall organization of the course. Module coordinators organize specific modules within the course and are responsible for Sakai site.

Faculty	Module	Email Address
Dr. Kerry Mitchell *(Course Director)*	-	kmitche3@sgu.edu
Dr. Prakash Ramdass *(Content Manager)*	Public Health Assessment Tools	pramdass@sgu.edu
Dr. Cheryl Cox Macpherson *(Content Manager)*	Ethics and Professionalism	ccox@sgu.edu
Dr. Maria Ramos-Nino *(Content Manager)*	Microbiology and Immunology	mramosni@sgu.edu
Mr. Gerard St. Cyr *(Module Coordinator)*	Pre and Post Midterm	gstcyr@sgu.edu

Content Managers

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

Table of Content Managers

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Instructors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information.

Standardized Patient (SPs)

St. George's University employs standardized patients in the training and evaluation of medical students. Individuals of various backgrounds who are trained to portray, in a consistent and standardized manner, a patient in a medical situation, allowing students to practice their communication, history taking and physical examination skills. The standardized patients have agreed to undergo physical examination and ultrasound thereby affording student's the opportunity to learn surface anatomy, physical examination skills and professional communication and conduct in a simulated clinical environment.

Course Material
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Student Support

Discussion Forum

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

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

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

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is unprofessional. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post.

Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (walk in/log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **All appointments will be made through** sombpm3@sgu.edu **or by directly contacting individual faculty members.**

ACADEMIC, LEARNING & PSYCHOLOGICAL SUPPORT

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

Academic Advising, Development and Support (AADS)

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

Academic advisors are available for all SOM students who wish to receive **academic** advice during their time in Basic Sciences. Full time academic advisors are available by appointment or during open hours

(9 am – 4 pm daily). To schedule an appointment please send an email (academicadvisingSOM@sgu.edu), give us a call (444 4175 ext.3027 or 3494) or visit our office (Lower David Brown Hall, below the Food Court).

Department of Educational Services (DES)

DES is your one-stop for improving your academic performance and adapting your **learning strategies.** You can schedule one-to-one individual appointments with a learning strategist, MCQ approach appointments with a learning strategist (individually and in small groups of 2-3) or strategic online learning strategy support through MyCoach Med. For more information, check out the DES web site: https://www.sgu.edu/student-support-services/departmenteducational-services/

Psychological Services Center (PSC)

PSC provides **psychological counseling** services through scheduled and walk-in hours from 9 am to 4:30 pm AST, in addition to 24-hour crisis coverage. The PSC also provides group services for dealing with anxiety, grief and chronic conditions, and for learning Mindfulness Skills. Please see the attached PDF for the PSC November Group offers. For more information, please see the PSC web site: https://mycampus.sgu.edu/web/psc

Master Syllabus

School of Arts and Sciences Master Syllabi

Introduction to Psychopathology

Course

PSYC 411

Semester

Spring

Year

2022

Catalog

School of Medicine

Syllabus Section

Course Information

Course Description

Introduction to Psychopathology (PSYC 411) is a 3-credit course presented over 16 weeks as part of the discipline-based Preclinical Science curriculum of St George's University School of Medicine, Grenada. It is designed to provide a fundamental basis for understanding psychopathology. It is one of the final prerequisite courses for the thirdyear Preclinical Sciences students, and a central component of the Charter Foundation Program.

The course reviews the major psychiatric disorders defined in the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The salient diagnostic features of these disorders are highlighted. Major theories of the etiology of mental illness are reviewed, and neurobiological correlates of abnormal behavior are emphasized. Both psychotherapeutic and biological treatment options for mental illness are covered. Clinical cases and clinical videos illustrating psychopathology are utilized to enhance learning.

The course is divided into four 4-week blocks.

Goals and Objectives

The Introduction to Psychopathology course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine and the 4-year outcome objectives pertaining to knowledge, clinical skills, and professional attitudes. These are listed in Appendix A.

The Introduction to Psychopathology course specifically addresses objectives pertaining to knowledge: 1ai, 1aiii, 1b, 1c, and 1d. Furthermore, the Introduction to Psychopathology course prepares students to meet the AAMC's Entering Medical Student Core Competency pertaining to Human Behavior: "Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being."

Overall Course Objective

The overall course objectives for Introduction to Psychopathology are for students to be able to:

1. Enumerate the symptoms of the major psychiatric disorders and apply the DSM-5 diagnostic criteria to clinical scenarios to differentially diagnose psychiatric diseases.
2. Describe the psychological/environmental and neurobiological contributions to psychiatric illness.
3. Specify the major biological and psychological treatment approaches for each of the major mental disorders.
4. Develop conversancy in ethical/legal issues relevant to psychiatric patients.

Lecture Objectives

The specific lecture objectives are included in Appendix B.

Faculty, Staff, and Contact Information

Administrative Questions

For all administrative questions, contact psyc411@sgu.edu

Course Leadership Team

PSYC 411	Department	Email Address
Dr. Alvin Chitterman Co-Course Director	Physiology, Neuroscience, and Behavioral Science	achitte1@sgu.edu
Dr. Randall Waechter Co-Course Director	Physiology, Neuroscience, and Behavioral Science	rwaechte@sgu.edu

Teaching Faculty

Supporting Staff

PSYC 411	Department	Email Address
Ms. Shennel Boca Executive Secretary	Physiology, Neuroscience, and Behavioral Science	sboca@sgu.edu

Course Material

Copyright

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As an exception, students enrolled in the Course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Introduction to Psychopathology course offers a website through Sakai, St. George's University's learning management system. This site is used for COMMUNICATION (including Announcements), COURSE TOOLS (including

Syllabus, Resources, Lessons, Gradebook), access to the link for remote sessions (Zoom Online Classroom) and lecture recordings (Panopto).

To login, go to myCampus Secure Login (Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material is in electronic format. In accordance with Committee for Technology-based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems, and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above). The Resources folder contains multiple subfolders in which students will find course material.

Recommended Textbook

Abnormal Psychology: The Science and Treatment of Psychological Disorders (2018, 14th Edition) by Ann M. Kring and Sheri L. Johnson.

Required Electronic Equipment

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and ensure that it is up to date and always equipped for the SGU wireless network.

Clickers

An Audience Response System (TurningPoint) is used as a formative assessment method during live sessions. Students are recommended to respond to questions using the **web browser (ttpoll.com) or via the TurningPoint app** for smart phones to fully participate in live sessions.

Components of the Course

Lectures

Lectures are an essential component of the PSYC411 Course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lectures will focus more on difficult concepts than on selfexplanatory facts.

Many of the course sessions are delivered through asynchronous on-line recordings of full-length lectures. The delivery of asynchronous on-line lectures allows students greater flexibility for when and where the lectures are viewed and promotes self-directed learning. Content from all lectures, whether live Zoom sessions, live in-persons sessions or asynchronous on-line recordings, are testable material.

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

Each lecture contains formative assessments, usually in the format of clicker questions.

These questions are not included in the lecture notes and will not be posted on Sakai.

Directed Learning Activities (DLAs)

Prerequisite knowledge or simple content may be presented online as short videos. If used, these videos will be available via the course management site and can be viewed at any time. The videos are designed to focus on key topics that are prerequisite knowledge or where it is beneficial to review core knowledge before its application in lecture. Content from DLAs is examinable.

Interactive Multiple-Choice Question (IMCQ) Sessions

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

There are **4 non-credit IMCQs** during the semester. They comprise approximately 15 questions. Each question is presented for 90 seconds. The faculty member then thoroughly debriefs the question with an emphasis on the cognitive processes, logic, and rationale used to answer the questions. Debriefing focuses on the salient points within each question that lead to the correct answer choice and on the process of eliminating distracters as viable answer choices.

Questions used during IMCQ sessions are posted with the answer key on the Course Sakai site after delivery.

Graded ExamSoft Quizzes & Non-graded Sakai Practice Quizzes

Graded ExamSoft (E-Soft) Quizzes

There will be **4 graded E-Soft quizzes** throughout the semester. These quizzes will be released and retracted at designated dates and times, typically at 9:00 am on the Monday morning preceding each examination week and closed at 9:00 pm on the Saturday. Students should refer to the official schedule of course activities. E-Soft quizzes are openbook and taken anytime and at any venue within the available window that the quiz is available to complete.

Content: Each E-Soft quiz contains 10 questions. The content of E-Soft quizzes is similar in focus and difficulty as Exam questions. E-Soft quizzes may contain cumulative questions.

E-Soft Quiz Duration: Students have 20 minutes to answer the questions.

Scoring of E-Soft Quiz: Students must complete the quiz and upload the results **before** the specified deadline to earn the 2 points associated with each quiz (2 points x 4 quizzes = 8 possible points). Accuracy is not considered. **Quizzes will not be re-opened after the deadline.**

Non-graded Sakai Practice Quizzes

Practice quizzes will be provided on Sakai for each block of material. These questions will be available as a .pdf document. These do not count for credit and can be reviewed as many times as desired. They can be completed at any time or any venue.

Written (Electronic) Examinations

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

Style of Administration: Exams are administered by computer using ExamSoft with ExamMonitor (proctoring software) enabled. Students must ensure that their laptops conform to the minimum specifications required by ExamSoft.

Question Format: The vast majority of questions are in clinical vignette format. Most questions are higher-order questions rather than first-order questions. The time allocation per question is 90 seconds.

Protocol: Detailed information about exam protocol is electronically circulated before each exam. The information should be carefully reviewed upon circulation (see Appendix C for the typical protocol).

Special Consideration for On-line Examinations: With the distance-learning platform, students must pay very close attention to the rules and regulations pertaining to on-line exams.

1. All students must review the Guide to ExamID and ExamMonitor as published on the course site and complete the Mock Examination in Examplify as released by Examination Services.
2. For all online proctored examinations, the published scores (and course grades) are preliminary at the time of publication; they are retractable if a subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirements.
3. Depending on the infraction, the examination score may be nullified, an academic penalty imposed, and/or disciplinary action pursued.
4. Any technical problems, prior to, during, or after completing the examination, need to be documented and reported immediately to

TellExaminationServices@sgu.edu and support@examsoft.com (phone: 866-429-8889)

Quantity: There are **4 exams** in this Course. These are held during weeks 4, 8, 12, and 16 of the semester. Each exam has **50 multiple-choice questions** for a total of 200 points.

Content: Exam questions derive from the list of lecture objectives. The focus of exam material is on important concepts and clinically/medically relevant facts discussed in lecture. Emphasis is placed on knowledge regarding the diagnosis, etiology and treatment of mental illness.

Cumulative Nature of Exams: Each examination has a cumulative component. The approximate breakdown of cumulative questions is as follows:

Examination	Number of Questions
Exam 2	2
Exam 3	4
Exam 4	6 – 8

Exam Duration: Each exam is 75 minutes.

Exam Mastery Reports: Mastery Reports detailing exam strengths/weaknesses based on topic (e.g., anxiety disorders) and question type (e.g., diagnosis vs. treatment-related) are emailed to students through ExamSoft.

Pre-Examination Question Review by Faculty

Prior to each examination, the Course Director reviews all test items with teaching faculty to help ensure the validity and high quality of all questions.

Post-Examination Review by Faculty

After each examination, the Course Director and teaching faculty review the overall examination statistics, the statistics for each item, and student feedback on each question. A decision is then made about the validity and reliability of each examination item and the overall examination.

Note: For quality control across all courses offered by St George's University School of Medicine, the Assessments Committee regularly monitors and reviews all examination items used in School of Medicine examinations.

Course Assessments & Assessment Points

Course assessments may be summative (counting towards points in the Gradebook), formative (giving feedback to students to optimize their learning strategies with minimal or no points counted toward the Gradebook), or both. Formative assessments in this Course include in-class clicker questions, Sakai practice quizzes, and ExamSoft quizzes.

Summative assessments in this Course include written (electronic) examinations.

The total assessment points that can be earned in the Course are listed in the table below:

Assessment	# Points	Point Breakdown	Approx. % of Course
Exam 1`	50	50 MCQs x 1 point	24%
Exam 2	50	50 MCQs x 1 point	24%
Exam 3	50	50 MCQs x 1 point	24%
Exam 4	50	50 MCQs x 1 point	24%
E-Soft quizzes	8	2 points per E-Soft quiz	4%
Totals	208		100%

Grades are awarded based on percentage scores. The following table is intended to help students determine their letter grade based on raw points earned in the PSYC411 Course:

Raw Points	Percentage (%)	Letter Grade
208	100	A+
187-207	89.5-99.99	A
176-186	84.5-89.49	B+
166-175	79.5-84.49	B
155-165	74.5-79.49	C+
145-154	69.5-74.49	C
135-144	64.5-69.49	D
≤134	<64.5	F

Disclaimer: To protect against any errors in the calculation of the equivalent raw points above, grades will be determined purely based on the officially-published grading scale (in percentage scores) in the Sakai gradebook listed in the scoring and grading policy (see below).

Student Support

Office Hours

Zoom Office hours by the teaching faculty are offered each week as standing office hours or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. All Zoom appointments should be made directly with the faculty member. Students should contact individual faculty members by email to make appointments (unless otherwise specified).

Directed Self-Study/Group Study

In addition to studying independently, students are encouraged to form their own Zoom study groups of 3 to 5 active members. Study groups are recommended to meet about once a week to discuss difficult course concepts. Active participation in these group study discussions may be useful to students' successful understanding, application, and mastery of course material.

Course and Instructor Critique

Students are expected to view all lectures and complete other related academic activities as defined for each Course by the Course Director. One such academic activity is participation in the St. George's University Course and Instructor Critique Program.

Student participation in the evaluation process is mandatory.

Students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The Critiques Coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation: Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

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

Appendix A: Goals and Objectives of the MD Program
The Introduction to Psychopathology course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

Mission

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

MD Program Objectives

1. Medical Knowledge
    a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:

b. The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules including embryology, aging, growth and development.
c. The principles of normal homeostasis including molecular and cellular mechanisms.
d. The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases.
e. Incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients, as well as their impact on families and caregivers.
f. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
g. Apply the theories and principles that govern ethical decision-making in the management of patients.
h. Evaluate and apply clinical and translational research to the care of patient populations.

2. Clinical Skills
    a. Communicate effectively with patients, their families and members of the health care team.
    b. Obtain a comprehensive and/or focused medical history on patients of all categories.
    c. Perform physical and mental status examinations on patients of all categories appropriate to the patient's condition.
    d. Document pertinent patient health information in a concise, complete and responsible way.
    e. Select appropriate investigations and interpret the results for common and important diseases and conditions.
    f. Recognize and communicate common and important abnormal clinical findings.
    g. Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
    h. Apply effective problem-solving strategies to patient care.
    i. Perform routine and basic medical procedures.
    j. Provide patient education for all ages regarding health problems and health maintenance.
    k. Identify individuals at risk for disease and select appropriate preventive measures.
    l. Recognize life threatening emergencies and initiate appropriate primary intervention.
    m. Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.
    n. Continually reevaluate management plans based on the progress of the patient's condition and appraisal of current scientific evidence and medical information.
3. Professional Behavior
    a. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
    b. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
    c. Be responsible in tasks dealing with patient care, faculty and colleagues including health-care documentation.
    d. Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care.
    e. Demonstrate a commitment to high professional and ethical standards.
    f. React appropriately to difficult situations involving conflicts, non-adherence and ethical dilemmas.
    g. Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
    h. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
    i. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.

j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

Appendix B: Learning Objectives per Lecture
Through consistent and proactive participation during the activities and exercises presented in this Course, a student should be able to:

Block 1

Overview of Psychopathology

- Define the terms "psychopathology" and "mental disorder".
- Describe the array of symptoms displayed by mentally ill people.
- Distinguish between internal and external triggers of symptoms of mental illness.
- List justifications for in-patient hospitalization rather than out-patient treatment.
- Describe the difference in the work performed by a psychiatrist, clinical psychologist, and psychiatric social worker.
- List obstacles to treatment faced by mentally ill people.
- Identify the three major theories of mental illness that have dominated history and describe the treatment approach derived from each theory.
- State the importance of Benjamin Rush in the field of Abnormal Psychology.
- Define "deinstitutionalization" and state the reason for it.
- Describe the historical importance of *chlorpromazine*.
- Describe the current conceptualization of mental illness, including the biopsychosocial model of illness.
- Describe the diathesis-stress model, and how it explains mental illness.

Theories of Behavior I

- Describe the major principles underlying the biological (organic) perspective of human behavior.
- Describe the major principles underlying the cognitive perspective of human behavior.
- Identify the cognitive distortions of overgeneralization, excessive responsibility, arbitrary inference, selective abstraction, catastrophizing, and dichotomous thinking.
- Describe the major principles underlying the Behavioral perspective of human behavior.
- Identify each component of a classical conditioning scenario including identifying the unconditioned stimulus and response, the neutral stimulus, and the conditioned stimulus and response.
- Distinguish between stimulus generalization and stimulus discrimination in classical conditioning.
- Describe the phases of classical conditioning, including acquisition, extinction, spontaneous recovery, re-extinction, and re-learning.
- Distinguish between positive and negative reinforcement and positive and negative punishment.

Theories of Behavior II

- Explain how timing, frequency, and consistency influence the effectiveness of operant conditioning
- Describe the phenomenon of learned helplessness and explain its relationship to depression.
- Describe the phenomenon of shaping (successive approximations).
- Distinguish between punishment and operant extinction.
- Distinguish between continuous and intermittent schedules of operant conditioning, including the four types of intermittent schedules.
- Describe the major advantage of using a ratio schedule compared to an interval schedule.
- Describe the effect of a variable schedule on the extinction process
- Describe the major principles underlying the social learning perspective of human behavior, including vicarious conditioning.
- Describe the major principles underlying the psychoanalytic perspective of human behavior.
- Differentiate the actions of the id, ego, and superego.

- Identify the defense mechanism that best explains a given behavior

Treatment Techniques I

- Define psychotherapy.
- Describe the technique of cognitive therapy.
- Describe the techniques of behavioral therapy.
- Distinguish between the techniques of systematic desensitization, exposure therapy, and flooding.
- Describe a token economy and identify the operant principles utilized.
- Describe aversion therapy, including covert sensitization.
- Describe the process of biofeedback.
- Describe vicarious learning.
- Describe the general features of psychodynamic therapy.
- Distinguish between transference and countertransference, both positive and negative.
- Describe techniques for accessing the unconscious and give the rationale for revealing the contents of the unconscious.
- Define the term "catharsis" and identify how catharsis is achieved using psychodynamic therapy.
- Describe the general features of humanistic therapy and explain the term "unconditional positive regard".
- Describe the goals and process of traditional group therapy, family therapy, and marital therapy.
- Describe how self-help (support) groups differ from group therapy.

Treatment Techniques II

- Identify the 4 major classes of psychotropics and the conditions that they are typically used to treat
- Identify the major neurotransmitter(s) affected by each major class of medication
- Identify the common side effects of each major class of medication
- List reasons for medication non-compliance by mentally ill patients
- Describe the general timeframe for psychotropics to have a therapeutic effect
- Describe the process of electroconvulsive therapy (ECT) and the indications for its use
- List the major side effects of ECT
- State the effectiveness of ECT
- Describe other brain stimulation techniques including repetitive transcranial magnetic stimulation, magnetic seizure therapy, vagus nerve stimulation, and deep brain stimulation
- Define psychosurgery
- Describe the purpose of a prefrontal lobotomy and state its current status as a treatment procedure

Psychiatric Classification & Assessment

- List the benefits and concerns of psychiatric classification systems
- Describe the basic features of the DSM-5 psychiatric classification system
- Apply the following diagnostic specifiers when diagnosing a patient: "Provisional", "Unspecified", "Prior History" and "In Remission"
- Explain what is meant by a Z-Code condition
- Describe the diagnostic interview
- State the difference between a structured and unstructured interview
- State the purpose of a Mental Status Exam (MSE)
- List the two components of the MSE and identify the type of information that should be included in each
- State the purpose of the WAIS, WISC, and WPPSI and when to use each test
- Describe, in general, how FSIQ is determined on the Wechsler IQ tests
- State the difference between objective and projective psychological tests and describe common tests of each type
- Describe the purpose of neuropsychological testing and list some of the skills assessed
- Distinguish between an MSE and a neuropsychological assessment
- Describe the type of information gathered through behavioral, cognitive, and bodily inventories

Trauma/Stressor-related Disorders

- Describe the typical psychological, behavioral and physiological changes associated with stress.
- Identify the physiological basis underlying a stress reaction.
- Describe treatment approaches for stress-related problems.
- Explain the Yerkes-Dodson law.
- List the essential diagnostic criteria for each Trauma/Stressor-related Disorder (Posttraumatic Stress Disorder [PTSD], Acute Stress Disorder [ASD], Adjustment Disorder, Reactive Attachment Disorder [RAD], and Disinhibited Social Engagement Disorder [DSED]).
- Clinically differentiate between the Trauma/Stressor-related disorders (including any subtypes) based on clinical presentation.
- Identify the causes of the Trauma/Stressor-related disorders and list treatment strategies.
- Describe how RAD differs from DSED.

Block 2

Mood Disorders & Suicide Management I

- List the essential diagnostic criteria for each Depressive Disorder (Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder, and Disruptive Mood Dysregulation Disorder).
- Clinically differentiate between the depressive disorders (including subtypes) based on clinical presentation.
- Describe the monoamine hypothesis of depressive disorders.
- Describe the role of the HPA axis in producing mood symptoms.
- List the biological and psychological treatment options for each depressive disorder, including experimental options.
- Identify side effects associated with antidepressant drugs.
- Describe the general age of onset, course, outcome/consequences and differentials for the depressive disorders.

Mood Disorders & Suicide Management II

- List the essential diagnostic criteria for each bipolar disorder (Bipolar I, Bipolar II, and Cyclothymia).
- Clinically differentiate between the bipolar disorders based on clinical presentation.
- Describe the general Course, outcome/consequences and differentials for the bipolar disorders.
- Describe the monoamine hypothesis of bipolar disorders.
- List the pharmacological treatment options for each bipolar disorder.
- List risk factors of suicide.
- In the assessment of suicide risk, identify key questions to ask when somebody appears to be in depressed state.
- State the appropriate Course of action to take with a suicidal patient based on a judgment of low, medium and high risk of suicide.

Anxiety Disorders and Obsessive-Compulsive & Related Disorders

- State the role of the HPA axis in the development of anxiety.
- Describe the role of classical conditioning in the development of anxiety.
- Describe the cognitive-behavioral approach for the treatment of anxiety.
- List the 2 common types of medications used to treat anxiety disorders.
- List the essential diagnostic criteria for each Anxiety Disorder (Panic Disorder, Agoraphobia, Specific Phobia with subtypes, Social Anxiety Disorder, Generalized Anxiety Disorder, Separation Anxiety Disorder, and Selective Mutism).
- Clinically differentiate between the Anxiety Disorders (including subtypes) based on clinical presentations.
- Describe a panic attack.

- Describe the biological and psychological treatments for each Anxiety Disorder.
- List the essential diagnostic criteria for Obsessive-Compulsive Disorder (OCD).
- State the difference between an obsession and a compulsion and specify the purpose of the Y-BOCS.
- Describe specific brain abnormalities seen in OCD.
- Describe the specific biological and psychological treatments for OCD.
- Clinically differentiate between OCD and OCD-Related disorders, including Body Dysmorphic (covered in a Disorder, Hoarding Disorder, Trichotillomania and Excoriation Disorder.
- Distinguish Body Dysmorphic Disorder from normal vanity.
- Describe the treatments for each of the OCD-Related disorders.

Eating Disorders

- State the essential diagnostic criteria of the Eating Disorders (Anorexia Nervosa, Bulimia Nervosa and Binge-Eating disorder), including any subtypes.
- Clinically differentiate between the Eating Disorders (including any subtypes).
- Identify the two main components of a "binge" and define "purge" as per the DSM5.
- Describe the general epidemiology of eating disorders (e.g., gender, prevalence, age of onset).
- Describe cultural and biological factors that may contribute to the development of Eating Disorders.
- Describe the treatment approaches, including stating when hospitalization is necessary, for eating disorders.
- Differentiate between Anorexia, Bulimia and Binge-Eating disorder in their initiation of treatment and state the general outcome for Eating Disorders.
- List the potential medical consequences of Eating Disorders.

Sleep-Wake Disorders

- List and describe the stages of sleep
- Describe the physiology and components of REM sleep (i.e., dreaming, paralysis)
- Describe the measures captured by polysomnography
- Describe the etiology and treatment for insomnia disorder
- Describe the etiology and treatment for hypersomnolence disorder
- Describe the symptoms and treatment for narcolepsy disorder
- Differentiate between obstructive sleep apnea and central sleep apnea disorder • Differentiate between the Parasomnia disorders

Block 3

Somatic Symptom & Related Disorders and Dissociative Disorders

- Identify the essential diagnostic criteria for each Somatic Symptom & Related disorder (Somatic Symptom Disorder, Conversion Disorder, Illness Anxiety Disorder, and Factitious Disorder)
- Differentiate between the Somatic Symptom & Related Disorders based on clinical symptomatology
- State the cause of Somatic Symptom & Related disorder
- Describe the major treatment approach for Somatic Symptom & Related Disorders
- Describe the two types of Factitious Disorder
- Identify 5 indicators of factitious illnesses
- Describe the character profile of somebody with a Factitious Disorder
- Define malingering (and malingering by proxy) and contrast these conditions with Factitious disorders
- Describe the concept of dissociation
- List the essential diagnostic criteria for each dissociative disorder (Dissociative
- Amnesia with and without dissociative Fugue, Dissociative Identity and
- Depersonalization/Derealization disorder) and differentiate them based on clinical symptomatology

- Distinguish between the 3 types of memory loss associated with Dissociative Amnesia
- Distinguish between an organically based amnesia and Dissociative Amnesia based on results from a Mental Status Exam
- Describe a fugue state
- Describe the difference between depersonalization and derealization
- State the general cause of dissociative disorders
- Describe the major treatment approach to dissociative disorders

Schizophrenia Spectrum & Other Psychotic Disorders

- List the 5 psychotic domain symptoms and specify which are "core" domain symptoms.
- Clinically differentiate between types of delusions (e.g., a delusion of control versus a delusion of reference) based on clinical presentation.
- Differentiate between the types of loose associations (e.g., word salad versus clang association) based on clinical presentation.
- Distinguish between a positive and negative symptom and give an example of each.
- List the essential diagnostic criteria for schizophrenia.
- Define the "Active Phase" of schizophrenia.
- List Bleuler's 4 As of schizophrenia and contrast those symptoms with Schneider's first-rank symptoms.
- Describe the epidemiology, associated features, onset, Course and outcome of schizophrenia.
- Describe the dopamine hypothesis of schizophrenia and state how it relates to both positive and negative symptoms.
- List the common neurostructural, neurofunctional, and neuropsychological problems seen in schizophrenia.
- Describe the general etiology of schizophrenia.
- List the common medications used to treat psychotic disorders and distinguish between traditional and atypical antipsychotics in their mechanisms of action, clinical benefits and side effects.
- Differentiate between the types of extrapyramidal symptoms (parkinsonism, akathisia, tardive dyskinesia, dystonia and neuroleptic malignant syndrome) based on clinical symptoms and time of onset after initiation of antipsychotic medication.
- Describe the role of ECT and psychotherapy in the treatment of schizophrenia.
- State the current status of the prefrontal lobotomy.
- State the essential diagnostic criteria for the Schizophrenia Spectrum Disorders (Schizophreniform Disorder, Brief Psychotic Disorder, Delusional Disorder and Schizoaffective Disorder), including any subtypes.
- Clinically differentiate between the Schizophrenia Spectrum Disorders (including subtypes) based on clinical presentation (including the time course of symptoms).
- Distinguish between a bizarre and a non-bizarre delusion.
- Differentiate Schizoaffective Disorder from a mood disorder (e.g., Major Depressive Disorder with Psychotic Features).
- Describe the variant of delusional disorder in which a delusion appears to be "socially-transmissible" and how it may be treated.

Personality Disorders

- Define a personality disorder.
- State the general cause of personality disorders and describe the general onset and Course of personality disorders.
- Identify and describe the 3 major clusters of Personality Disorders.
- State the essential diagnostic criteria for the DSM-5 Personality Disorders and differentiate between them based on clinical symptomatology.
- Describe the general treatment approach to Personality Disorders and state the specific treatments (when given) for individual personality disorders.
- Describe the general outcome of Personality Disorders and explain the difference in outcome (and the reason for it) for Dependent personality and Avoidant personality disorders compared to other Personality Disorders.

- State the difference between Antisocial Personality Disorder (ASPD) and a "psychopath".
- State the health hazard associated with Obsessive-Compulsive Personality disorder.
- Identify the psychiatric diagnoses most associated with Borderline, Histrionic and Schizotypal personality disorders.
- Differentiate the following personality disorders from other DSM-5 mental disorders:
    - Paranoid Personality Disorder from Delusional Disorder, Persecutory type. o Schizotypal Personality Disorder from Schizophrenia.
    - Narcissistic Personality Disorder from Bipolar I Disorder and Delusional Disorder, Grandiose type.
    - Avoidant Personality Disorder from Social Anxiety Disorder.
    - Obsessive-Compulsive Personality Disorder from Obsessive-Compulsive Disorder.

Disruptive, Impulse-Control, and Conduct Disorders

- List the essential diagnostic features for the Disruptive, Impulse-Control & Conduct Disorders (i.e., Oppositional Defiant Disorder [ODD], Conduct Disorder [CD], Intermittent Explosive Disorder [IED], Pyromania and Kleptomania).
- Distinguish between ODD, CD, IED, ASPD, Disruptive Mood Dysregulation Disorder and Adjustment Disorder with Disturbance of Conduct.
- Describe the two subtypes of CD.
- Describe the etiology, epidemiology, psychosocial risk factors, onset, Course, treatment and outcome of ODD and CD.
- Differentiate Pyromania vs. arson and Kleptomania vs. shoplifting.
- Describe the typical sequence of events involved in an impulsive act and describe the neurotransmitters involved.
- List the treatment approaches for impulse control problems.

Neurodevelopmental Disorders I

- List the essential diagnostic symptoms of the Neurodevelopmental Disorders
- (Attention-Deficit/Hyperactivity Disorder [ADHD], Autism Spectrum Disorder
- [ASD], Intellectual Disability [ID], Specific Learning Disorder [SLD], and Tourette's Disorder), including any subtypes of the disorders.
- Describe the general functional abilities of each level of ID.
- List the general causes and management strategies of persons with ID.
- Describe the development, Course, and management of SLD.
- Apply the essential criteria to diagnose and differentiate language disorder, speech-sound disorder, social (pragmatic) communication disorder, and childhood-onset fluency disorder
- Identify the etiology and neuropathology of Tourette's Disorder and describe its management.
- Classify a tic as motor or vocal and as simple or complex.

Neurodevelopmental Disorders II

- List the essential diagnostic symptoms of the Neurodevelopmental Disorders
- (Attention-Deficit/Hyperactivity Disorder [ADHD], Autism Spectrum Disorder
- [ASD], Intellectual Disability [ID], Specific Learning Disorder [SLD], and Tourette's Disorder), including any subtypes of the disorders
- State the etiology and neuropathology of ASD.
- Describe the epidemiology, onset, Course, treatment and outcome of ASD.
- Describe the associated behavioral, physical and cognitive profile of ASD.
- Define savantism, distinguish between a talented and a prodigious savant, and identify the hypothesized neuroanatomical substrate of savantism.
- Describe the general conceptualization (including etiology/neuropathology) of ADHD.
- Describe the epidemiology, onset, course (including commonly associated cognitive and behavioral features), and outcome for ADHD.
- Describe the assessment tools for ADHD.
- List the psychological and pharmacological treatments available for ADHD, including side effects and contraindications of medications.

Block 4

Gender Dysphoria, Sexual Dysfunctions, and Paraphilic Disorders

- List the essential diagnostic features of Gender Dysphoria and clinically differentiate this condition from the Sexual Dysfunctions and Paraphilic Disorders
- Describe the onset, Course, hypothesized cause, and management of GD.
- Describe the difference between the sexual problems seen in disorders classified as Sexual Dysfunctions compared to those classified as Paraphilias.
- State the essential disturbance for a diagnosis of each of the Sexual Dysfunctions and clinically differentiate them.
- Identify the general cause of a Sexual Dysfunction.
- Use the specifiers "life-long", "acquired", "situational" and "global" as they apply to a Sexual Dysfunction.
- State the general treatment approach for Sexual Dysfunctions and give examples of what this treatment involves.
- List specific treatments for Delayed Ejaculation.
- Describe the general profile of somebody with a Paraphilic Disorder (e.g., gender, age of onset) and the typical Course of these disorders.
- State the essential disturbance for a diagnosis of each Paraphilic Disorder and describe the typical features associated with each deviance.
- State the hypothesized etiology of Paraphilic Disorders.
- State the difference between a Transvestic Fetish and GD behaviors.
- List the treatments for Paraphilic Disorders.
- State the status of homosexuality in relation to DSM-5 classification.

Substance-Related Disorders

- Describe the epidemiology and associated features of substance users.
- Identify the neurocircuitry underlying the reinforcing effects of substances.
- List 5 drug-related brain changes that contribute to drug addiction.
- List the genetic and psychosocial risk factors of drug addiction.
- Describe the pharmacological and psychological treatment approaches to drug addiction.
- Describe the role of support groups in the treatment of drug addiction.
- List the key symptoms of "Substance Use" disorder.
- Define intoxication and withdrawal (as per the DSM-5) and describe, in general, the withdrawal syndrome.
- Describe the general symptoms of intoxication and withdrawal for each of the 4 major classes of substances *(i.e., sedatives, stimulants, hallucinogens and related substances, and the opioids).*
- List the specific treatments for drug addiction for each class of drug.
- Identify the specific drug that causes a cluster of behavioral symptoms in a clinical scenario.
- List associated cognitive effects of excessive use of sedatives.
- Explain the concept of cross-tolerance of sedatives and apply the concept in clinical scenarios.
- Describe the delirium tremens and state its cause.
- Describe the process of aversion therapy using *disulfiram* for alcohol dependence.
- Define formication and list drug-related conditions that most likely produces this symptom.
- Distinguish between the effects of classic hallucinogens (LSD), cannabis (e.g., marijuana), and the dissociative anesthetics (e.g., phencyclidine [PCP]).
- List the health risks of opioid use, overdose, and withdrawal.
- Differentiate between methadone and buprenorphine as replacement therapy medications.
- Describe treatment of acute opioid overdose.

Neurocognitive Disorders I & II

- List the essential diagnostic criteria for a delirium.
- Distinguish between an illusion and a hallucination.
- Describe ways to test for symptoms of a delirium.

- Identify common causes of a delirium.
- Describe the general underlying neuropathology of a delirium.
- Describe the general Course of delirium, including the time course, resolution of symptoms, and prognosis.
- Distinguish between the medications used to treat most deliriums compared to treatment of a sedative-withdrawal delirium.
- List common non-pharmacological methods to manage a delirium.
- List the essential features of an amnesia and differentiate it from a dissociative amnesia.
- Describe the difference between a retrograde and anterograde amnesia.
- Describe the typical memory deficits seen in amnesia, including the temporal gradient.
- Describe short-term memory (capacity and duration) and state how a typical amnestic would perform on short-term memory tests.
- Name the brain structure most implicated in amnesia.
- Define the term confabulation.
- Describe the importance of Patient H.M. in the scientific understanding of memory.
- State the cause of Korsakoff's amnesia and how to treat it.
- Describe the general treatment of amnestic patients.
- Differentiate between types of internal and external mnemonic strategies.
- Define dementia.
- Describe the design and structure of language
- Describe the development of language in children
- Differentiate the role of the left hemisphere in language functions compared to the right hemisphere
- Identify the major language functions assessed in an aphasia examination
- Differentiate Wernicke's aphasia from Broca's aphasia based on the pattern of language impairment
- Identify the region of the brain that is damaged in Broca's aphasia and Wernicke's aphasia
- Describe the typical profile of a demented patient regarding age of onset, Course, and prognosis.
- Differentiate between delirium, amnesia and dementia based on clinical symptoms.
- State the diagnostic criteria for Alzheimer's Dementia (AD)
- Describe the epidemiology and general clinical progression of AD.
- Describe the neuropathology of AD (i.e., common neuroanatomical, neurofunctional, neurochemical and histopathological changes).
- Compare the onset and progress of early-onset AD compared to late-onset AD.
- State the prognostic value of APOE genetic testing.
- List the two major types of medications FDA-approved for AD and describe their difference in action, side effects, efficacy, and target patient population.
- Describe non-pharmacological interventions to help manage AD patients.
- List experimental treatments for AD.
- Describe the major clinical differences between AD and other dementias (Vascular, Frontotemporal [e.g., Pick's], Parkinson's, Lewy Body, Huntington's, and Creutzfeldt-Jakob) based on key differences in symptoms and/or patient history.
- State the DSM-5 definition of a neurocognitive disorder (NCD) and list the 3 possible DSM-5 diagnoses related to NCDs.
- State the difference between a "Major" NCD and a "Mild" NCD, as per DSM-5.
- State how an amnestic disorder and a dementia would be diagnosed using DSM-

Law, Ethics & Mental Illness

- List the three essential components of informed consent with a competent patient.
- Identify the ethical and legal principle(s) that support the process of informed consent.
- State the essential criteria for determining decision-making capacity (competence) of a patient.
- Describe the process of substitute decision making if a patient is deemed incompetent, including the concept of "substituted judgment".
- Describe the professional obligation of confidentiality and the importance of this standard.
- Describe the right of family members to access patient information.
- State two major exceptions to the obligation of confidentiality and give examples of each.

- State the importance of the Tarasoff case and differentiate between the "*Duty to Warn"* and the "*Duty to Protect"* verdicts.
- List the steps to take after a patient threatens harm to a specific person.
- Describe the 3 major circumstances under which psychiatric hospitalization (civil commitment) procedures are allowed without a person's consent.
- Describe the concepts of *parens patriae* and *police power* and how they provide legal justifications for the involuntary psychiatric hospitalization of patients.
- State the importance of the *O'Connor v. Donaldson* case.
- Describe the general steps in a civil commitment process.
- Name the standard that a judge uses to determine a person's dangerousness.
- Give an example of treatment in the "least restrictive environment" if a judge who is overseeing a civil commitment hearing determines that a psychiatric patient is dangerous. Describe the sequence of steps in a judicial process after a criminal offense by a mentally ill person.
- Describe the essential features of a competency to stand trial hearing and the consequences of a competent versus incompetent verdict.
- Describe the M'Naghten, Irresistible Impulse, and American Law Institute standards for insanity.
- Describe the consequences of a successful versus unsuccessful insanity plea.
- Describe the insanity defense in terms of its success rate, the crimes its used for, and the consequence of being found insane.
- State the difference in consequence to a patient between a verdict of *Guilty but Mentally Ill* and an *insanity* verdict.
- State how the death penalty applies to individuals with Intellectual Disability compared to other mental illnesses (e.g., Schizophrenia).
- Describe the essential elements of a *Competency-to-be-Executed* assessment and state what happens if a patient is found incompetent to be executed.

Appendix C: Online Examination Protocol
Banned Items:

Items banned from regular, on-site examinations, are <u>also banned</u> during online examinations.
This includes, but is not limited to:

1. Cellular phones
2. Other electronic or communication devices
3. Wrist watches
4. Hoodies
5. Scrap paper, pens, pencils or other writing devices
6. Food or beverages
7. Water bottles

Additional items <u>banned</u> from online examinations are:

1. Headphones, earphones, headsets
2. Ear plugs
3. White boards – you will be able to use the "Notes" function within ExamSoft instead

Requirements for Online Proctoring

- The entire face of the examinee must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back. Hats or other head-wear are prohibited.
- The eyes of the examinee must be visible at all times. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
- The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee's face.
- **Students may NOT take bathroom breaks.**
- **Students may NOT verbalize during the examination.**
- **Students MUST complete the Exam ID process and activate Exam Monitor.**
- **Students MUST be sure that their Exam ID and Exam Monitor files are uploaded at the end of the exam.**

- **DOWNLOAD:** The examination download window is 48 hours before the date and time of the examination.

EXAMINATION DAY:

CHECK-IN TIME: The check-in time is the time posted by the Course as the time of the examination.

START: Students may start the examination immediately after completing EXAMID and activating Exam Monitor

Students should check in at the CHECK-IN TIME. If you check in more than 30 minutes after the CHECK-IN TIME, you may not be able to take the exam, and you will be flagged for exam violation.

Password Announcement: The examination password will be disseminated via Course Sakai announcement and email notification, approximately 15 minutes prior to CHECKIN TIME.

Once you have started the examination, you won't be able to take a bathroom break until you finish the examination.

REMINDERS ABOUT EXAM PREREQUISITES:

- Students must ensure that their laptop meets the minimum system requirements:
  1. Webcam
  2. Microphone (no headphones)
  3. 2 GB free HD space
  4. 4 GB RAM
  5. 2 Mbps upload speed
  6. CPU equivalent to Intel i3 2+ GHz
  7. MAC OS (10.13, 10.14, 10.15)
  8. Windows 10 (Version 1809 or 1903)
- Students must update to the latest version of Examplify, i.e. version 2.5. Once Examplify is launched, students will be prompted to update to this version.
- Please follow the on-screen steps to do so.

  How to check your Examplify version number:

  https://examsoft.force.com/etcommunity/s/article/Examplify-Checking-your-ExamplifyVersion-Number

  Permission set up for ExamMonitor and ExamID

  https://examsoft.force.com/etcommunity/s/article/ExamID-and-ExamMonitorPermission-Setup-for-MAC-users

  https://examsoft.force.com/etcommunity/s/article/ExamID-and-ExamMonitorPermission-Setup-for-Windows-users

  Support and Additional Resources:

- Examination Services will be available to provide assistance for exams. Students who encounter technical issues prior to and especially during an exam should send an email to **TellExaminationServices@sgu.edu.**
- ExamSoft 24-hour support remains in effect. Students can reach out directly via email (support@examsoft.com) or via the online chat.
- ExamID and ExamMonitor overview video
- https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitorfrom-the-Student-Perspective

- For a complete list of rules and regulations governing examinations (and any updates), please consult the Student Manual https://mycampus.sgu.edu/group/mycampus/student-manuals and refer to Announcements posted on the Course Sakai site.

Master Syllabus
School of Arts and Sciences Master Syllabi

Molecular Biology

Course
BIOL 321
Semester
Spring
Year
2022
Catalog
School of Medicine
Syllabus Section
General Course Information

Course Director's name:	Dr. Felicia Ikolo
Course Lecturer Name(s):	Dr. Felicia Ikolo Dr. Mary Maj Mrs Kafi James-Lewis Mr. Teddy Ikolo

Course Director's Contact Information: X3425 fikolo@sgu.edu

Course Lecturer(s) Contact Information:

- X3169 mmaj@sgu.edu
- X3867 kjames@sgu.edu
- X3281 tikolo@sgu.edu

Course Director's Office Hours: 9 a.m. to 10 a.m.. on Fridays or by appointment at other times.

Course Lecturer(s) Office Hours: By appointment

Course Management tool: Learn to use Sakai, the Course management tool, access the link https://apps.sgu.edu/members.nsf/mycoursesintro.pdf

Course Curriculum Information
Course Description: BIOL 321 Molecular Biology

This upper-division course is designed to help students develop an understanding of the molecular mechanisms that are used to store and preserve genetic information by biological organisms, the means by which they use that information to create functional biological structures, and the techniques that are commonly used to manipulate and study these processes in the laboratory. A basic understanding of chemistry, biology, genetics and biochemistry will be assumed.

Course Goal: This course is aimed at equipping students to be able to:

1. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of the human body to health issues.

3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.

Course Learning Outcomes: At the end of this course, students should be able to:

1. Describe the transmission of hereditary information for DNA, RNA and protein as a result of the processes of DNA replication, transcription and translation.
2. Discuss how proteins and enzymes regulate the biological processes of DNA replication, transcription and translation.
3. Describe how DNA, RNA and Proteins can be manipulated to facilitate the understanding of gene function, analyze gene sequence and to genetically modify organisms.
4. Describe how DNA, RNA and Proteins are analyzed to determine genotype as it relates to humans, in health and diseases

Program Outcomes Met By This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.
    1. Structure and function of proteins and their constituent amino acids
        1. Separation techniques: Isoelectric point Electrophoresis
    2. Transmission of genetic information from the gene to the protein
        1. Nucleic Acid Structure and Function
            1. Nucleotides and nucleosides, DNA structure, base pairing specificity
        2. DNA Replication
            1. Mechanism of replication, separation of strands, specific coupling of free nucleic acid
        3. Transcription
            1. Mechanism of transcription
        4. Translation
            1. Roles of mRNA, tRNA, rRNA, Post-translational modification of proteins, Role and structure of ribosomes
        5. Genetic Code
            1. The triplet code
    3. Transmission of heritable information from generation to generation and the processes that increase genetic diversity
        1. Meiosis and Other Factors Affecting Genetic Variability
            1. Important differences between meiosis and mitosis
        2. Mendelian Concepts
            1. Recessiveness, Homozygocity and Heterozygocity
2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.
    1. The structure, growth, physiology, and genetics of prokaryotes and viruses
        1. Existence of plasmids, extragenomic DNA
        2. Lack of nuclear membrane and mitotic apparatus

Grading Scale - Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text:

Textbooks for this course are not mandatory.

You May find the following textbooks in the library.

1. T.A. Brown 2017. **Genomes 4. Garland Science**. This textbook is currently available in the library for one week loan and 3 are held on reserve. Page numbers are included on the lecture schedule.
2. Klug, Cummings, Spencer and Palladino 2015**, Concepts of Genetics**, 12th Edition, Pearson Education Inc. This textbook is currently available in the library for one week loan and 3 are held on reserve. Page numbers are included on the lecture schedule.
3. Alberts, Johnson *et al.* 2014, **Molecular Biology of the Cell**, 6th Edition, Garland Science. Three copies are under reserve. Page numbers are included on the lecture schedule.

Important pages and chapters to accompany the lectures can be found in the lecture schedule.

Supplementary Readings/Resources: as posted on Sakai. Optional SL sessions are available through DES

Course Requirements and Percent of Grade:

Quizzes and exams will be computer based using the ExamSoft software. Please, read the document "Computer Requirements for ExamSoft Document.pdf" found in Mycourses in the Resource folder. There will be four **online quizzes** (online quiz 1, online quiz 2, online quiz 3 and online quiz 4) each worth 1% of your final grade. There will be four exams (Exam 1, 2, 3 and 4) and each will be valued at 24% of your final grade. Knowledge of materials covered in the first part of the course will be an asset for the final exam. The breakdown for quizzes and exams is as follows:

Online Quiz 1:	covers sessions 1 – 7 (L1-3, plus DLA1-4)
Exam #1	**covers sessions 1 – 7** (L1-3, plus DLA1-4)
Online Quiz 2:	covers 10% sessions 1 - 7, plus 90% sessions 8 – 13 (L4-6, plus DLA5-7)

Midterm Exam/Exam 2: covers 10% sessions 1 - 7, plus 90% sessions 8 – 13 (L4-6, plus DLA5-7)

Online Quiz 3:	covers 10% sessions 8 - 13, plus 90% sessions 14 – 19 (L7-9, plus DLA8-10)
Exam #3:	**covers 10% sessions 8 - 13, plus 90% sessions 14 – 19 (L7-9, plus DLA8-10)**
Online Quiz 4:	covers 10% sessions 14 - 19, plus 90% sessions 20 – 24 (L10-12, plus DLA11-12)
Final Exam/Exam 4:	**covers 10% sessions 14 - 19, plus 90% sessions 20 – 24 (L10-12, plus DLA11-12)**

Towards the end of each week, a timed practice quiz will be posted on Sakai for ONLY 48 hours, for your use to gauge your understanding of course materials for that week and to sharpen your test

taking skills for this course. See schedule for dates and availability. These will be for practice only and will not count towards your final grade, However, your submission of your answers for these **weekly practice quizzes** will serve as a means of recording your active participation in this course.

Percentage of grade

- 4% Online Quizzes (four online quizzes, 1% each)
- 24% Exam 1
- 24% Midterm Exam/Exam 2
- 24% Exam 3
- 24% Final Exam/Exam 4

*****Marks are earned through your performance on quizzes and examinations and will not be negotiated.**

Course Schedule

Molecular Biology (BIOL 321) - Lectures @ 8:30 a.m. on Tuesdays (In-person, live-streamed & recorded).

	DATE (Spr, 2022)	Session	Activity	Topic	Weekly Practice Quiz	Instructor	Review or IMCQ	Textbook	Chapter
Week 1	Jan 18	1	L1	Introduction to Molecular Biology		Ikolo, F.	Review @ 8:30 PM	Genomes 4	
	Jan 18	2	DLA1	DNA structure and topology		Ikolo, F.		Genomes 4	1.1, 7.1, 7.2 & 10
	Jan 20	3	DLA2	DNA replication	1	Ikolo, F.		Genomes 4	2.1 & 15
Week 2	Jan 25	4	L2	Transcription		Maj, M.		Genomes 4	1.2 & 12.2
	Jan 27	5	DLA3	RNA processing	2	Ikolo, F.		Genomes 4	12.4
Week 3	Feb 1	6	L3	Translation		Ikolo, F.	Review @ 8.30 PM	Genomes 4	1.3 , 13.3 & 13.4
	Feb 3	7	DLA4	Regulation of gene expression in Prokaryotes	3	Maj, M.	IMCQ @ 8:30 AM	Genomes 4	11, 12.2 & 15
	Feb 4 - 6			Online Quiz 1					
Wk. 4	**Feb 8 - 11**			**Exam 1**		**Date & time TBA**			
Week 5	Feb 15	8	L4	Regulation of gene expression in eukaryotes		Maj, M.	Review @ 8.30 PM	Genomes 4	10.2, 10.3, 12.2, 15.4 & 15.5
	Feb 17	9	DLA5	Translational regulation	4	Maj, M.		Genomes 4	13.4
Week 6	Feb 22	10	L5	Antisense, siRNA, and microRNA		Ikolo, T.		Genomes 4	12.3
	Feb 24	11	DLA6	Restriction endonucleases and Plasmid DNA	5	Ikolo, F.		Genomes 4	2.1 & 3.1
Week 7	Mar 1	12	L6	Cloning, screening & genomic libraries		Ikolo, F.	Review @ 8.30 PM	Genomes 4	2.3
	Mar 3	13	DLA7	PCR, RT-PCR and Real time PCR	6	Ikolo, F.	IMCQ @ 8:30 AM	Genomes 4	2.2
	Mar 4 - 6			Online Quiz 2					
Wk. 8	**Mar 7 - 11**			**Midterm Exam/Exam 2**		**Date & time TBA**			
Week 9	Mar 15	14	L7	Genomics		James-Lewis K.		Genomes 4	4
	Mar 17	15	DLA8	Transcriptomics	7	Ikolo, F.		Genomes 4	12.1 & 12.5
Week 10	Mar 22	16	L8	Proteomics		Ikolo, F.	Review @ 8.30 PM	Genomes 4	13.1 & 13.2
	Mar 24	17	DLA9	Bioinformatics	8	Ikolo, B.		CIG	21
Week 11	Mar 29	18	L9	Transgenic Animals		Ikolo, B.	Review @ 8.30 PM	CIG	22
	Mar 31	19	DLA10	Transgenic Plants	9	Ikolo, B.	IMCQ @ 8:30 AM	CIG	22
	Apr 1 - 3			Online Quiz 3					
Wk. 12	**Apr 4 - 8**			**Exam 3**		**Date & time TBA**			
Week 13	Apr 12	20	L10	Molecular Medicine/Forensics		Ikolo, F.		CIG	22
	Apr 14	21	DLA11	Gene Therapy	10	Ikolo, F.		CIG	22
Week 14	Apr 19	22	L11	Cell Cycle Regulation and Cancer		Ikolo, F.	Review @ 8.30 PM	MBC	17
	Apr 21	23	DLA12	Mechanism of Stem Cell Self-Renewal & Cancer	11	Ikolo, F.		MBC	20
Week 15	Apr 26	24	L12	Apoptosis	12	Ikolo, F.	Review @ 8.30 PM	MBC	18
	Apr 28	25				Ikolo, F.	IMCQ @ 8:30 AM		
	Apr 29 - May 1			Online Quiz 4					
Week 16	**May 3 - 6**			**Final Exam/Exam 4**		**Date & Time TBA**			

CIG *=Concepts in Genetics,* ***MBC*** *=Molecular Biology of the Cell,* ***DLA*** *=Directed learning activity for personal study.*
L = live lecture, live-streamed and recorded. ***Weekly practice quiz*** *=timed, practice quiz available on Sakai for ONLY 48 hours from date shown in schedule*
IMCQ *= Interactive Multiple Choice Questions* ***Review*** *= Students to come with course related questions to be answered/discussed by professor.*

Master Syllabus
School of Veterinary Medicine Master Syllabus

Molecular Biology Laboratory

Course
BIOL 331

Semester
Spring
Year
2022
Catalog
School of Medicine
Syllabus Section
General Course Information
Course Director: Dr. Felicia Ikolo

Course Lecturer Name(s): Ms Candice Benjamin, Mrs Kafi James-Lewis, Ms Reeba Lewis, Mr Kwami Jones, Mr Teddy Ikolo, Mr Tobias Clement and Dr Felicia Ikolo.

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- X3811 rlewis5@sgu.edu
- X3867 kjames@sgu.edu
- X3766 cbenjam1@sgu.edu

Course Director's Office Hours: 9.00 a.m. - 10.00 a.m. on Fridays or by appointment at other times.

Course Lecturer(s) Office Hours: By appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link https://apps.sgu.edu/members.nsf/mycoursesintro.pdf

Course Description: BIOL 331 - Molecular Biology Laboratory

This course is meant to reinforce some of the Molecular Biology concepts and techniques discussed in the Molecular Biology lecture (BIOL 321), as well as expose students to routine Molecular Biology procedures, such as performing bacterial transformation, isolating and quantifying DNA, using restriction enzymes and gel electrophoresis for DNA mapping, PCR, Bioinformatics and Molecular Diagnostics.

Course Curriculum Information
Course Objectives:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.
4. Demonstrate effective communication of scientific knowledge.
5. Demonstrate problem solving and critical thinking skills.

Student Learning Outcomes:

1. Understand general safety techniques required in a molecular biology laboratory.
2. Utilize basic molecular biology laboratory techniques
3. Apply problem solving skills to interpret experimentally derived data, and communication this information in the form a written laboratory reports.
4. Demonstrate the use of bioinformatics and web-based resources to obtain genetic information.

5. Provide students with experience working in small groups to conduct experiment and solve problems

Program Outcomes Met By This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.
    1. Transmission of genetic information from the gene to the protein
        1. Genetic Code
        2. The triplet code
2. Transmission of heritable information from generation to generation and the processes that increase genetic diversity
    1. Mendelian Concepts
    2. Recessiveness, Homozygocity and Heterozygocity
3. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.
    1. The structure, growth, physiology, and genetics of prokaryotes and viruses
        1. Existence of plasmids, extragenomic DNA.

SAS Grading Scale - Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

A laboratory manual, lab specific PowerPoint notes and videos will be provided.

Supplementary Readings/Resources: as posted on Sakai.

Course Requirements and Percent of Grade:

Online quizzes and exams will be computer based using the Examplify software. Online practice quizzes for professionalism points will be via Sakai.

Professionalism: 0.25 point per activity (drop lowest, use 8 out of 9 Sakai quizzes).	2%
Online Quiz 1 (Labs 1 – 4) = 2 points	2%
Lab Exam 1 (Labs 1 - 4) = 32 points	32%
Take Home Assignments (Labs 5 & 7) @ 6 points each	12%
Online Quiz 2 (10% Labs 1-4; 90% Labs 5-8) = 2 points	2%
Lab Exam 2 – Final Exam (10% Labs 1-4; 90% Labs 5-8) = 50 points	50%

- Exams will be given during normal laboratory period as determined by admin.
- There will be two take home assignments, and each will be weighted 6% of final grade.
- Completion of all two take home assignments is mandatory for successful completion of this course.
- Online Quizzes & Exams will contain multiple choice questions (MCQs).

NOTE: No make-up labs will be given.

- **You will receive a mark of ZERO if any part of your take home assignments looks similar to someone else's**

Course Schedule

Molecular Biology Laboratory (BIOL 331) – Spring, 2022 Schedule - Labs will be in-person, live-streamed and recorded.

Week	Date	Day	Topic	Prof. Activity	Instructor	Venue	Time	Review by F. Ikolo
1	**Jan 18**	Tue	Introduction to BIOL 331	1	F. Ikolo	BCM Lab	11.30 a.m	
	Jan 20	Thur	Pre-Lab #1 - Lecture		C. Benjamin	**BLH**	2.30 p.m.	
2	**Jan 25**	Tue	Lab #1 - DNA Extraction, Spooling & Quantification	2	C. Benjamin	BCM Lab	11.30 a.m	
	Jan 27	Thur	Pre lab #2 - Lecture		T. Clement	**BLH**	2.30 p.m.	
3	**Feb 1**	Tue	Lab #2 - Transformation of plasmid DNA	3	T. Clement	BCM Lab	11.30 a.m	
	Feb 3	Thur	Pre-lab #3 - Lecture		R. Lewis	**BLH**	2.30 p.m.	
4	**Feb 8-11**		Lecture Exam week - No lab					
5	**Feb 15**	Tue	Lab # 3 - Plasmid DNA Extraction and Quantification	4	R. Lewis	BCM Lab	11.30 a.m	
	Feb 17	Thur	Pre lab #4 - Lecture		K. James-Lewis	**BLH**	2.30 p.m.	
6	**Feb 22**	Tue	Lab #4 - Restriction Mapping		K. James-Lewis	BCM Lab	11.30 a.m	
	Feb 24	Thur	Lab #4 - Gel loading and electrophoresis	5	K. James-Lewis	BCM Lab	2.30 p.m	Review @ 8 p.m.
7			Lab Online quiz 1 (25th Feb - 28th Feb)		F. Ikolo			
	Mar 1	Tue	**Lab Exam 1 (Labs 1-4)**		**F. Ikolo**	**TBA**	**11:30 a.m.**	
8	**Mar 7-11**		Lecture Mid-term Exam week - No lab					
9	**Mar 15**	Tue	Lab #5 - PCR & Primer Design (**assignment due 22nd Mar)**	6	K. Jones	BCM Lab	11.30 a.m	
	Mar 17	Thur	Pre Lab #6 - Lecture		K. Jones	**BLH**	2.30 p.m.	
10	**Mar 22**	Tue	Lab #6 - VNTR PCR		K. Jones	BCM Lab	11.30 a.m	
	Mar 24	Thur	Lab #6 - Gel loading and electrophoresis	7	K. Jones	BCM Lab	2.30 p.m	
11	**Mar 29**	Tue	Lab #7 - Bioinformatics (**assignment due on 11th April**)	8	T. Ikolo	BCM Lab	11.30 a.m	
12	**Apr 4-8**		Lecture Exam week - No lab					
13	**April 12**	Tue	Lab #8 - Identification of Sickle Cell Gene from Genomic DNA	9	F. Ikolo	BCM Lab	11.30 a.m.	
	Apr 14	Thur	Review at 2.30 p.m.		F. Ikolo	**BLH**	2.30 p.m.	Review@2:30 p.m.
14			Lab Online Quiz 2 (Apr 14- Apr 19)		F. Ikolo			
	Apr 19	Tue	**Lab Exam 2 (Final) - Labs 1 -8**		**F. Ikolo**	**TBA**	**11:30 a.m.**	

BLH: Bourne Lecture Hall, **BCM lab**: Biochemistry Laboratory, **TBA**: To be announced
Prof. activity: professionalism activity - online practice quiz which will be available on Sakai for only 48 hours from the dates shown on schedule.
Review to include interactive multiple choice questions and answers.

Etiquette Guidelines
Classroom Etiquette

Safety considerations during physical presence and activity in any molecular biology laboratory:

1. A laboratory coat must be worn in the lab at all times. This will protect you and your clothes from any contaminants that may be used during the laboratory experiments.
2. Shoes must have closed toes and heals, NO SLIPPERS, NO FLIP-FLOPS, NO SANDLES. You may be asked to leave if you are not dressed properly to conduct an experiment.
3. In general, gloves should be worn during the lab exercises. These will protect your skin from contaminants. In addition, your skin contains enzymes that can be transferred to your experimental reactions and affect the results (e.g. DNase).
4. Gloves are NOT worn outside the lab. You do not wear gloves to go to the bathroom, to handle doorknobs, do not handle your pen, do not scratch your face... Think about what is on the glove and what you may transfer to an innocent person that passes through the lab. Think about your

pen, when will you use it again? Think about your notes, where will you bring them after the lab? DO NOT CONTAMINATE SURFACES FOR YOURSELF OR OTHERS by keeping your gloves on when they should not be.
5. Use caution when using equipment for heating or melting reagents (e.g. Boiling water baths).
6. Use caution when using the centrifuge apparatus. Beware of long hair or lose clothing that may get caught by the centrifuge while spinning.
7. Exercise caution when dealing with electrophoresis apparatus. High voltage is involved. Despite there being safeguards to prevent getting an electrical shock while the electrophoresis apparatus is running, caution should still be used.
8. Be careful not to get any of the stains used to stain the DNA gels on your skin or clothing. Methyl blue-based stains can cause your skin and clothes to turn blue and is difficult to remove. Ethidium bromide-based stains can be mutagenic.
9. Wash hands thoroughly with soap and water after handling laboratory reagents and especially prior to leaving the laboratory when the session is completed.
10. Do not pipette solutions with your mouth.
11. Cell phone usage is not allowed. Phones must be on silent and put away during the lab time. Cell phones are NEVER to be placed on the bench.
12. WHEN IN DOUBT ABOUT ANYTHING – ASK YOUR INSTRUCTOR.
13. REPORT ANY ACCIDENTS IMMEDIATELY TO YOUR INSTRUCTOR

Online Etiquette

Students of St. Georges University, Molecular Biology BIOL 331, who create/contribute to social networks, blogs, wikis, or any other type of social media both on and off the sgu.edu domain for school/work/personal purposes WILL NOT post or release proprietary (including all information found on or within databases of any official SGU websites such as SAKAI), confidential, sensitive or personally identifiable information about SGU faculty, administration or employees as well as any faculty intellectual property, to ANY social media websites. Failure to abide by this will be considered a violation of professionalism as indicated in the SGU Student Handbook.

Master Syllabus
School of Veterinary Medicine Master Syllabus

Principles of Clinical Medicine I

Course
PCM 500
Semester
Spring
Year
2021
Catalog
School of Medicine
Location
St. George's, Grenada
Syllabus Section
Revision February 20, 2021

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

Course Requirements

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 627) *				
Exam 1: FTCM	**135**	22nd March 2021	Mandatory	1 + completion

Exam 2: CRS	**135**	16th April 2021	Mandatory	1 + completion
Exam 3: RHS	**144**	13th May 2021	Mandatory	1 + completion
Exam 4: DERS	**144**	24th June 2021	Mandatory	1 + completion
SOAP Assessment 1	**7**	9th & 12th April 2021	Mandatory	1 + completion
SOAP Assessment 2	**7**	5th & 6th May 2021	Mandatory	1 + completion
PE Assessment	**15**	4th June 2021	Mandatory	1 + completion
OCEX 4 Exam 1	**40**	18th to 22nd June 2021	Mandatory	1 + completion
Formative Assessments (Total points = 12)				
IMCQ	**12 ****	See schedule	Score ≥ 50% in a session = 0.5 points	31 sessions
Participation and Professionalism (Total Points = 18) #				
Lectures †	0	See schedule	80% participation requirement	140 (70 ITI sessions)
Small groups/ Sim Lab	0	See schedule	80% participation requirement	55
OSHA Blood Borne Pathogens Course	0	Due: 26th April 2021	Mandatory	1
Course Total	**657**			

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

All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 18 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

** Maximum of 12 points available, 0.5 points per session, best 24 sessions count towards the course grade.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g., IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

† In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a total of 70 ITI Sessions. Participation for the entire 1-hour session is required for participation credit.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

To pass this Term 4 course a minimum of **476.33 points** is required, corresponding to a percentage score of **72.50%.** In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(NOT the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

ONLINE DELIVERY

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-

b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and exams are outlined in the above link under Examplify guidelines from Examination Services.

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page.
https://mycampus.sgu.edu/office-of-the-university-registrar/Academic-Class-Schedules

TIME ZONE:

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

Grading

Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.

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

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

COURSE CONTACT

Please direct all course-related queries to:

sompcm1@sgu.edu

Content related questions

For all content-related questions, the most efficient way of interacting with faculty will be via email on the following:

- Clinical Skills – askcpd@sgu.edu

- Microbiology - askmicro@sgu.edu
- Pathology – askpathology@sgu.edu
- Pharmacology – askpharmacology@sgu.edu

Course Description
The Principles of Clinical Medicine – 1 (PCM 500) is a 21-credit course taught over 18 weeks in Term 4 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. It is a systems-based curriculum for the second academic year of the Basic Sciences program and is taught in four consecutive modules:

MODULES	DURATION
Foundation to Clinical Medicine (FTCM)	4 Weeks
Cardiovascular and Renal Systems (CRS)	4 Weeks
Respiratory and Hematopoietic Systems (RHS)	4 Weeks
Digestive, Endocrine and Reproductive Systems (DERS)	6 Weeks
TOTAL	**18 Weeks**

COURSE GOALS AND OBJECTIVES

Course Goals

1. Provide a foundational basis for subsequent courses and clinical medicine.
2. Integrate the basic sciences and apply them for analysis and interpretation of clinical situations.
3. Demonstrate commitment to excellence, honesty, respect for others, teamwork, integrity, and altruism in patient care.

Course Objectives

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

1. Integrate basic sciences concepts from disciplines of Pathology, Pharmacology, Microbiology and Clinical Skills in a system-based format.
2. Apply basic sciences concepts to the analysis and interpretation of clinical situations.
3. Explain the functional basis behind various disease processes.
4. Conduct integrated patient interviewing and perform focused physical examinations to determine diagnosis and severity of disease.
5. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of major drug classes.
6. Select appropriate pharmacological therapies based on the current practice guidelines.

MODULE OBJECTIVES

Foundation to Clinical Medicine (FTCM) Module

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

1. Perform an integrated patient and clinician-centered medical interview.
2. Provide patient education with respect to health problems and maintenance.
3. Understand the components of the patient note using the SOAP format.
4. Understand analytic methods of clinical reasoning (hypothetico-deductive, forward-thinking, and the non-analytic methods (pattern recognition) in clinical decision making.
5. Identify key factors in the patient history and synthesize clinical syndromes/problem representations to formulate a differential diagnosis.
6. Understand the basic principles of physical examination (including general appearance, vital signs and maintaining patient privacy).

7. Appreciate element of uncertainty in diagnosis and need to incorporate the other health professionals in decision making and obtaining the patient perspective.
8. Describe the basic principles of pharmacodynamics, pharmacokinetics and toxicology.
9. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the autonomic nervous system.
10. Describe the general principles of the common reactions of cells and tissues to injurious stimuli and explain the etiology, mechanisms and morphology of different types of inflammation, cell death and repair. Describe the pharmacologic properties of inflammatory mediators and their antagonists.
11. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the management of pain and inflammation.
12. Develop a vocabulary of tumor biology and pathology and review the morphologic characteristics that define neoplasias. Discuss the tumor biology and the molecular basis of carcinogenesis.
13. Develop a vocabulary of the lesions over the skin and distinguish the disorders of the skin in terms of the etiopathogenesis, gross and microscopic appearances, clinical features, relevant investigations and complications.
14. Distinguish disorders of hemodynamic alterations.
15. Categorize skin, muscle and bone infections based on clinical presentation, microbial characteristics and diagnostic features and associate each with the most likely causal agent

Cardiovascular and Renal Systems (CRS) Module

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

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with a cardiovascular and peripheral vascular complaint.
2. Perform a comprehensive physical examination of the cardiovascular and peripheral vascular systems.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.
6. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of renal and cardiovascular diseases.
7. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the renal and cardiovascular system and abnormal bleeding and clotting disorders.
8. Differentiate cardiovascular infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
9. Differentiate urinary tract infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.

Respiratory and Hematopoietic Systems (RHS) Module

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

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with a Head, Neck and Respiratory complaint.
2. Perform a comprehensive physical examination of the head and neck region and the respiratory system.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.
6. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, relevant laboratory investigations, complications and the usual outcomes of respiratory diseases.

7. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of environmental diseases.
8. Select the appropriate pharmacological therapies for respiratory diseases.
9. Differentiate respiratory infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
10. Distinguish the hematological abnormalities in terms of etiology, pathogenesis, morphology, clinical features, laboratory investigations, complications and relevant outcomes.
11. Distinguish the pharmacological basis of anti-cancer therapies.
12. Differentiate infections of blood and lymphatic systems in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests. Describe malaria prophylaxis and treatment.
13. Describe the pharmacological agents used for anemias.

Digestive, Endocrine and Reproductive Systems (DERS) Module At the end of this module, a successful student should be able to:

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

Faculty and Staff Contact Information

Course Leadership team

Faculty	Title	Department	Email Address
Dr. Ayesha Sultana	Course Director	Pathology	asultana@sgu.edu
Dr. Vajinder Singh	FTCM Module Coordinator	Pathology	vsingh@sgu.edu
Dr. Aigue Okogun	CRS Module Coordinator	Clinical Skills	AOkogun@sgu.edu
Dr. Achut Malur	RHS Module Coordinator	Microbiology	amalur@sgu.edu
Dr. Theofanis Kollias	DERS Module Coordinator	Pharmacology	Tkollia1@sgu.edu

Course Secretaries

Administrative Assistant	Title	Department	Email Address
Ms. Davette St. Louis	FTCM Module Secretary	Pathology	DStLouis@sgu.edu

Ms. Vanessa Smith	CRS Module Secretary	Clinical Skills	SmiVan@sgu.edu
Mrs. Junie Emery-Jones	RHS Module Secretary	Microbiology	JEmeryjo@sgu.edu
Ms. Samanta Johnson	DERS Module Secretary	Pharmacology	sjohnson@sgu.edu

Support Staff

Name	Department	Position	Email Address	
Boodoo, Lydia	Clinical Skills	Executive Secretary	Lboodoo@Sgu.Edu	
Dickson, Samantha	Clinical Skills	Simulation Facilitator	SDickson@sgu.edu	
Edwards, Jozan	Clinical Skills	Demonstrator	jedward2@sgu.edu	
Hall, Suzanne	Clinical Skills	Executive Secretary	shall@sgu.edu	
Hope, Jacqueline	Clinical Skills	Executive Secretary	Jhope@Sgu.Edu	
Joseph, Shonary	Clinical Skills	Demonstrator	SJoseph@sgu.edu	
Lucas, Jason	Clinical Skills	B-Line Administrator	JLucas001@sgu.edu	

	Parke, Kevin	Clinical Skills	Demonstrator	kparke2@sgu.edu
	Wildman, Trent	Clinical Skills	Simulation Technician	TWildma1@sgu.edu
	Joseph, Sherry-Ann	Microbiology	Secretary	SAjoseph@sgu.edu
	Charles, Kenneth	Pathology	Laboratory Assistant	KCharles@sgu.edu
	Croney-La Touche, Debbie	Pathology	Administrative Assistant	dcroneylatouche@sgu.edu
	Ettienne, Tracy	Pathology	Executive Secretary	tettienn@sgu.edu
	McSween, Preslyn	Pharmacology	Secretary	PMcsween@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Tutors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information.

Standardized Patient (SPs)

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

Course Material
Required textbook, lecture slides, small group material and additional resources are provided on **My Courses**.

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise. As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Principles of Clinical Medicine one (PCM1) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books).

To login, go to **myCampus Secure Login** (formerly Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. The **Resources folder** contains multiple subfolders arranged by module and teaching week, which contain all relevant course materials. In accordance with the Committee for Technology based Teaching and Learning (CTTL) recommendations, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Required textbooks

- **Robbins Basic Pathology (10th ed.)** – Kumar, Cotran, WB Saunders Co.
- **Robins Essential Pathology (1st ed**.) - Kumar, Abbas, Aster & Deyrup. *[for sample questions]*
- **Basic & Clinical Pharmacology (14th ed.)** Katzung, BG, Trevor, AJ & Masters, SB. McGraw-Hill.
- **Lippincott's Illustrated Reviews: Pharmacology (7th ed.)** Whalen, K. Lippincott Williams and Wilkins.
- **Katzung & Trevor's Pharmacology Examination and Board Review (12th ed.)** Trevor, AJ, Katzung, Knuidering-Hall, M. McGraw-Hill Medical. *[for sample questions]*
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 28th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Medical Microbiology (9th ed.)** – Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Elsevier.
- Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M. **Bates' Guide to Physical Examination and History Taking (12th ed.).** Philadelphia: Wolters Kluwer. 2017. Lippincott.
- Bates Visual Guide ***[available only through the library site]*** https://batesvisualguide.com.periodicals.sgu.edu/multimedia.aspx?categoryID=21787

Reference textbooks, Additional study and Sample questions (optional)

- Bickley, L. S. **Bates' Pocket Guide to Physical Examination and History Taking (8th ed.)**. Philadelphia: Wolters Kluwer, 2017. Lippincott.
- Henderson, Mark C. **The patient history: an evidence-based approach to differential diagnosis (2nd ed.)**. Stamford, CT: Appleton & Lange, 2013. McGraw Hill.
- Stern, Scott D. C. **Symptom to Diagnosis: an evidence-based guide (4th ed.).** New York: McGrawHill Education/Medical, 2015.
- McGee, Steven R. **Evidence-based physical diagnosis (4th ed.)**. Philadelphia, PA: Elsevier, 2018.

Online resources

List of all online medical textbooks available through SGU library: https://mycampus.sgu.edu/group/library/databases-and-ebooks **AccessMedicine**
https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

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

Additionally, many reliable websites offer free access. The use of online resources is particularly recommended to prepare for the Small Group Sessions or additional reading.

Especially useful sites are:

- http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/
- http://www.dynamed.com/
- https://www.clinicalkey.com
- https://library.med.utah.edu/WebPath/webpath.html
- http://peir.path.uab.edu/library/
- http://www.path.uiowa.edu/virtualslidebox/
- http://www.rxlist.com
- http://www.merck.com/mmpe/index.html
- http://www.cdc.gov
- http://www.medscape.com

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities. Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Required Electronic Equipment

Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html See section on Examplify guidelines from Examination Services).

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Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

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Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

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TOTAL	**627**		**95.43%**

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Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **Appointments should be made through the module secretaries or individual faculty.**

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Master Syllabus
School of Arts and Sciences Master Syllabi

Principles of Clinical Medicine I

Course
PCM 500
Semester
Spring
Year
2022
Catalog
School of Medicine
Syllabus Section
Version January, 2022

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

Course Requirements

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 627) *				
Exam 1: FTCM	**135**	22nd March 2021	Mandatory	1 + completion
Exam 2: CRS	**135**	16th April 2021	Mandatory	1 + completion
Exam 3: RHS	**144**	13th May 2021	Mandatory	1 + completion
Exam 4: DERS	**144**	24th June 2021	Mandatory	1 + completion
SOAP Assessment 1	**7**	9th & 12th April 2021	Mandatory	1 + completion
SOAP Assessment 2	**7**	5th & 6th May 2021	Mandatory	1 + completion
PE Assessment	**15**	4th June 2021	Mandatory	1 + completion
OCEX 4 Exam 1	**40**	18th to 22nd June 2021	Mandatory	1 + completion
Formative Assessments (Total points = 12)				
IMCQ	**12 ****	See schedule	Score ≥ 50% in a session = 0.5 points	31 sessions
Participation and Professionalism (Total Points = 18) #				
Lectures †	0	See schedule	80% participation requirement	140 (70 ITI sessions)
Small groups/ Sim Lab	0	See schedule	80% participation requirement	55
OSHA Blood Borne	0	Due: 26th April 2021	Mandatory	1

Pathogens Course				
Course Total	**657**			

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

All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 18 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

** Maximum of 12 points available, 0.5 points per session, best 24 sessions count towards the course grade.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g., IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

† In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a total of 70 ITI Sessions. Participation for the entire 1-hour session is required for participation credit.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

To pass this Term 4 course a minimum of **476.33 points** is required, corresponding to a percentage score of **72.50%.** In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(NOT the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

ONLINE DELIVERY

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-

b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and exams are outlined in the above link under Examplify guidelines from Examination Services.

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page.
https://mycampus.sgu.edu/office-of-the-university-registrar/Academic-Class-Schedules

TIME ZONE:

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

Grading

Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.

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

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

COURSE CONTACT

Please direct all course-related queries to:

sompcm1@sgu.edu

Content related questions

For all content-related questions, the most efficient way of interacting with faculty will be via email on the following:

- Clinical Skills – askcpd@sgu.edu
- Microbiology - askmicro@sgu.edu
- Pathology – askpathology@sgu.edu
- Pharmacology – askpharmacology@sgu.edu

Course Description

The Principles of Clinical Medicine – 1 (PCM 500) is a 21-credit course taught over 18 weeks in Term 4 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. It is a systems-based curriculum for the second academic year of the Basic Sciences program and is taught in four consecutive modules:

MODULES	DURATION
Foundation to Clinical Medicine (FTCM)	4 Weeks
Cardiovascular and Renal Systems (CRS)	4 Weeks
Respiratory and Hematopoietic Systems (RHS)	4 Weeks
Digestive, Endocrine and Reproductive Systems (DERS)	6 Weeks
TOTAL	**18 Weeks**

COURSE GOALS AND OBJECTIVES

Course Goals

1. Provide a foundational basis for subsequent courses and clinical medicine.
2. Integrate the basic sciences and apply them for analysis and interpretation of clinical situations.
3. Demonstrate commitment to excellence, honesty, respect for others, teamwork, integrity, and altruism in patient care.

Course Objectives

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

1. Integrate basic sciences concepts from disciplines of Pathology, Pharmacology, Microbiology and Clinical Skills in a system-based format.
2. Apply basic sciences concepts to the analysis and interpretation of clinical situations.
3. Explain the functional basis behind various disease processes.
4. Conduct integrated patient interviewing and perform focused physical examinations to determine diagnosis and severity of disease.
5. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of major drug classes.
6. Select appropriate pharmacological therapies based on the current practice guidelines.

MODULE OBJECTIVES

Foundation to Clinical Medicine (FTCM) Module

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

1. Perform an integrated patient and clinician-centered medical interview.
2. Provide patient education with respect to health problems and maintenance.
3. Understand the components of the patient note using the SOAP format.
4. Understand analytic methods of clinical reasoning (hypothetico-deductive, forward-thinking, and the non-analytic methods (pattern recognition) in clinical decision making.
5. Identify key factors in the patient history and synthesize clinical syndromes/problem representations to formulate a differential diagnosis.
6. Understand the basic principles of physical examination (including general appearance, vital signs and maintaining patient privacy).
7. Appreciate element of uncertainty in diagnosis and need to incorporate the other health professionals in decision making and obtaining the patient perspective.
8. Describe the basic principles of pharmacodynamics, pharmacokinetics and toxicology.
9. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the autonomic nervous system.
10. Describe the general principles of the common reactions of cells and tissues to injurious stimuli and explain the etiology, mechanisms and morphology of different types of inflammation, cell death and repair. Describe the pharmacologic properties of inflammatory mediators and their antagonists.
11. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the management of pain and inflammation.
12. Develop a vocabulary of tumor biology and pathology and review the morphologic characteristics that define neoplasias. Discuss the tumor biology and the molecular basis of carcinogenesis.
13. Develop a vocabulary of the lesions over the skin and distinguish the disorders of the skin in terms of the etiopathogenesis, gross and microscopic appearances, clinical features, relevant investigations and complications.
14. Distinguish disorders of hemodynamic alterations.
15. Categorize skin, muscle and bone infections based on clinical presentation, microbial characteristics and diagnostic features and associate each with the most likely causal agent

Cardiovascular and Renal Systems (CRS) Module

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

1. Practice communication skills and a hypothesis-driven approach for a patient presenting with a cardiovascular and peripheral vascular complaint.
2. Perform a comprehensive physical examination of the cardiovascular and peripheral vascular systems.
3. Practice and evaluate documentation of patient information in the SOAP note format.
4. Demonstrate the ability to provide and accept constructive feedback including self-evaluations.
5. Demonstrate respect, teamwork, professional behavior and ethical standards for patients and other health care professionals.
6. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of renal and cardiovascular diseases.
7. Describe the mechanism of action, indications, contraindications, potential adverse effects, and interactions of drugs affecting the renal and cardiovascular system and abnormal bleeding and clotting disorders.
8. Differentiate cardiovascular infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.
9. Differentiate urinary tract infections in terms of etiologies, microbial virulence factors, modes of pathogenesis, clinical features, body response to these microorganisms, epidemiological features and interpretation of common laboratory tests.

Respiratory and Hematopoietic Systems (RHS) Module

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

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

Digestive, Endocrine and Reproductive Systems (DERS) Module At the end of this module, a successful student should be able to:

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

Faculty and Staff Contact Information

Course Leadership team

Faculty	Title	Department	Email Address
Dr. Ayesha Sultana	Course Director	Pathology	asultana@sgu.edu
Dr. Vajinder Singh	FTCM Module Coordinator	Pathology	vsingh@sgu.edu
Dr. Aigue Okogun	CRS Module Coordinator	Clinical Skills	AOkogun@sgu.edu
Dr. Achut Malur	RHS Module Coordinator	Microbiology	amalur@sgu.edu
Dr. Theofanis Kollias	DERS Module Coordinator	Pharmacology	Tkollia1@sgu.edu

Course Secretaries

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

Support Staff

Name	Department	Position	Email Address	
Boodoo, Lydia	Clinical Skills	Executive Secretary	Lboodoo@Sgu.Edu	
Dickson, Samantha	Clinical Skills	Simulation Facilitator	SDickson@sgu.edu	
Edwards, Jozan	Clinical Skills	Demonstrator	jedward2@sgu.edu	
Hall, Suzanne	Clinical Skills	Executive Secretary	shall@sgu.edu	
Hope, Jacqueline	Clinical Skills	Executive Secretary	Jhope@Sgu.Edu	
Joseph, Shonary	Clinical Skills	Demonstrator	SJoseph@sgu.edu	
Lucas, Jason	Clinical Skills	B-Line Administrator	JLucas001@sgu.edu	

	Parke, Kevin	Clinical Skills	Demonstrator	kparke2@sgu.edu
	Wildman, Trent	Clinical Skills	Simulation Technician	TWildma1@sgu.edu

	Joseph, Sherry-Ann	Microbiology	Secretary	SAjoseph@sgu.edu
	Charles, Kenneth	Pathology	Laboratory Assistant	KCharles@sgu.edu
	Croney-La Touche, Debbie	Pathology	Administrative Assistant	dcroneylatouche@sgu.edu
	Ettienne, Tracy	Pathology	Executive Secretary	tettienn@sgu.edu
	McSween, Preslyn	Pharmacology	Secretary	PMcsween@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Tutors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information.

Standardized Patient (SPs)

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

Course Material
Required textbook, lecture slides, small group material and additional resources are provided on **My Courses**.

Copyright 2021 St. George's University. All rights reserved.

All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise. As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Principles of Clinical Medicine one (PCM1) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books).

To login, go to **myCampus Secure Login** (formerly Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. The **Resources folder** contains multiple subfolders arranged by module and teaching week, which contain all relevant course materials. In accordance with the Committee for Technology based Teaching and Learning (CTTL) recommendations, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Required textbooks

- **Robbins Basic Pathology (10th ed.)** – Kumar, Cotran, WB Saunders Co.
- **Robins Essential Pathology (1st ed**.) - Kumar, Abbas, Aster & Deyrup. *[for sample questions]*
- **Basic & Clinical Pharmacology (14th ed.)** Katzung, BG, Trevor, AJ & Masters, SB. McGraw-Hill.
- **Lippincott's Illustrated Reviews: Pharmacology (7th ed.)** Whalen, K. Lippincott Williams and Wilkins.
- **Katzung & Trevor's Pharmacology Examination and Board Review (12th ed.)** Trevor, AJ, Katzung, Knuidering-Hall, M. McGraw-Hill Medical. *[for sample questions]*
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 28th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Medical Microbiology (9th ed.)** – Patrick R. Murray, Ken S. Rosenthal and Michael A. Pfaller. Elsevier.
- Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M. **Bates' Guide to Physical Examination and History Taking (12th ed.).** Philadelphia: Wolters Kluwer. 2017. Lippincott.
- Bates Visual Guide ***[available only through the library site]*** https://batesvisualguide.com.periodicals.sgu.edu/multimedia.aspx?categoryID=21787

Reference textbooks, Additional study and Sample questions (optional)

- Bickley, L. S. **Bates' Pocket Guide to Physical Examination and History Taking (8th ed.)**. Philadelphia: Wolters Kluwer, 2017. Lippincott.
- Henderson, Mark C. **The patient history: an evidence-based approach to differential diagnosis (2nd ed.)**. Stamford, CT: Appleton & Lange, 2013. McGraw Hill.
- Stern, Scott D. C. **Symptom to Diagnosis: an evidence-based guide (4th ed.).** New York: McGrawHill Education/Medical, 2015.
- McGee, Steven R. **Evidence-based physical diagnosis (4th ed.)**. Philadelphia, PA: Elsevier, 2018.

Online resources

List of all online medical textbooks available through SGU library: https://mycampus.sgu.edu/group/library/databases-and-ebooks **AccessMedicine**
https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

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

Additionally, many reliable websites offer free access. The use of online resources is particularly recommended to prepare for the Small Group Sessions or additional reading.

Especially useful sites are:

- http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/
- http://www.dynamed.com/
- https://www.clinicalkey.com
- https://library.med.utah.edu/WebPath/webpath.html
- http://peir.path.uab.edu/library/
- http://www.path.uiowa.edu/virtualslidebox/
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Master Syllabus

School of Arts and Sciences Master Syllabi

Principles of Clinical Medicine II

Course
PCM 501
Semester
Spring
Year
2021
Catalog
School of Medicine
Location
St. George's, Grenada
Syllabus Section
Revision January 20, 2021

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

Course Requirements
In order to pass the course, you need to complete the following:

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 873)*				
PCM 2 Exam 1	72	22nd Feb	Mandatory	1 + completion
BSCE2: Book1	240	23rd March	Mandatory	1 + completion
BSCE2: Book 2	240	19th April	Mandatory	1 + completion
BSCE2: Book 3	240	14th May	Mandatory	1 + completion
OCEX: Exam 1	18	16th Feb – 20th Feb	Mandatory	1 + completion
OCEX: Exam 2	9	19th March	Mandatory	1 + completion
OCEX: Exam 3	36	8th May – 12th May	Mandatory	1 + completion
Patient Care Assignment 1	5.4	26th March	Mandatory	1
Patient Care Assignment 2	5.4	23rd April	Mandatory	1
Case Presentation	7.2	30th April & 3rd May	Mandatory	1
HIPAA Certification	0	Due: 22nd Feb	Mandatory	1
Patient Safety Module	0	Due: 30th April	Mandatory	1
Evidence Based Module	0	Due: 30th April	Mandatory	1
Lectures****	0	See Schedule	80% participation required	121
Small groups	0	See Schedule	80% participation required	37
Hospital/Clinic/Sim	0	See Schedule	80% participation required	11
IMCQ	0	See Schedule	Score>50% in >80% of the sessions	26
USMLE Rx quizzes	0	See SAKAI announcement	Mandatory. Attempt >50% of the questions in each quiz	12
TOTAL POINTS	**893**			

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

** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 20 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g. IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

**** In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a total of 61 ITI Sessions. Participation for the entire 1-hour session is required for participation credit.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

To pass this Term 5 course a minimum of **647.43 points** is required, corresponding to a percentage score of **72.50%.** In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(NOT the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

ONLINE DELIVERY

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and exams are outlined in the above link under Examplify guidelines from Examination Services.

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page.

https://mycampus.sgu.edu/office-of-the-university-registrar/Academic-Class-Schedules

TIME ZONE:

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

GRADING

Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.

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

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

COURSE CONTACT

Please direct all queries to:

sompcm2@sgu.edu

Course Description
The Principles of Clinical Medicine – 2 (PCM 501) is a 23-credit course conducted in four modules over 18 weeks in Term 5 of the Doctor of Medicine (MD) program at the St George's University School of Medicine, Grenada. The first module completes the teaching of the basic science content allowing a smooth transition to the remaining modules that focus on the integration of multidisciplinary approaches to clinical scenarios that aid the students in preparation for their USMLE Step 1 Examination and their clinical years.

MODULES	**DURATION**
Muscle, Nerve & Infections (MNI)	6 Weeks
Cardiology, Pulmonary, Renal and Hematology (CPRH)	4 Weeks
Gastroenterology, Obstetrics, Endocrine and Reproductive (GOER)	4 Weeks
Dermatology, Neurology, Psychiatry and Rheumatology (DNPR)	4 Weeks
TOTAL	**18 Weeks**

COURSE GOALS & OBJECTIVES

Course Goals

The goal of this single unit course - Principles of Clinical Medicine 2, is to ensure continued provision of basic science knowledge that will be presented in a logical and coherent manner whilst incorporating ethics and clinical skills. The course then unites and integrates all the fundamental concepts acquired in previous terms into multisystem frameworks that would allow students to develop essential connections. Connections that would enhance long term retention and deeper understanding of the human body as a single unit and its progressive nature. With the incorporation of hospital and clinic visits, students will also be able to apply these frameworks to real-life scenarios bridging the gap between basic and clinical years.

Course Objectives

1. Describe the mechanism of disease for various micro-organisms
2. Identify and explain the etiology, pathogenesis, clinical features, macroscopic and microscopic appearance, relevant investigations, complications and prognosis of common diseases affecting the musculoskeletal, nervous and multiple systems.
3. Describe the mechanism of action, indications, contraindications, adverse effects and interactions of major drug classes.
4. Demonstrates appropriate interpersonal and communications skills with patients and their relatives

5. Demonstrate the ability to obtain a comprehensive and/or focused medical history based on the presenting complaint
6. Demonstrate the ability to perform an appropriate comprehensive and/or focused physical examination and interpret normal and abnormal findings
7. Document and organize pertinent patient information
8. Select appropriate diagnostic interventions based on the current practice guidelines and clinical judgement
9. Demonstrate the ability to verbalize patient information to other health providers in an acurrate, organized and concise manner
10. Develop appropriate problem representations based on various clinical scenarios
11. Apply the principles of clinical reasoning and problem solving to generate a leading hypothesis and management plan
12. Develop an understanding of the principles and techniques of basic procedural skills
13. Provide appropriate education and counselling to patients on their health concerns through shared decision making
14. Provide appropriate education on screening and preventative health care to patients
15. Recognize, critically assess and provide appropriate interventions for medical emergencies
16. Formulate appropriate management plan specific to the disease and patient
17. Incorporate clinical evidence from scientific studies related to specific diseases that can improve the outcome of patient care
18. Demonstrate respect for patient privacy, autonomy and dignity
19. Demonstrate respect for one's colleagues, faculty and all other health professionals
20. Demonstrate awareness of non-biological factors that affect health care and the patient-doctor relationship
21. Demonstrate a commitment to maintaining professionalism and an adherence to ethical principles
22. Demonstrate appropriate actions in handling ethical dilemmas encountered during patient care in accordance with the institutions guidelines and policies
23. Demonstrate the ability to be an effective team member and/or leader to ensure adequate group dynamics, functioning and patient care
24. Identify strengths and deficiencies in one’s knowledge, skills, and attitudes in order to improve and develop
25. Review the embryology, cell and organ structure and function for various system
26. Review and distinguish the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations, principles of treatment, prognosis and complications of the disorders of the various organ systems

Module Objectives

MUSCLE, NERVE AND INFECTIONS (MNI) MODULE

1. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the chemotherapy of microbial and parasitic diseases.
2. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the management of pain and inflammation.
3. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs affecting the central nervous system.
4. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of botanicals and nutritional supplements.
5. Identify, explain and summarize the basic characteristics of retroviruses
6. Analyze and summarize the basic aspects of infections in HIV-AIDS patients
7. Identify, classify and explain CNS infections based on clinical presentation and laboratory studies, including imaging and CSF analysis.
8. Identify, classify and explain infections of the special senses such as eye and ear based on pathogenesis, predisposing factors and causal agents.
9. Describe epidemiological distribution, clinical manifestations, pathogenesis, diagnosis and methods of prevention and control measures for multisystem infections

10. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of bone and joints
11. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of nervous system
12. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of pediatric diseases
13. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of Immunological diseases
14. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
15. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach for a standardized patient presenting with a psychiatric, musculoskeletal, dermatological or neurological complaint
16. Perform a comprehensive and/or focused physical examination of the dermatological, musculoskeletal and nervous system including a mental status assessment
17. Demonstrate the ability to obtain a complete and accurate medical history from a pediatric patient with/without adaptations from parents and caregivers
18. Perform a comprehensive pediatric physical examination for all organ systems in a newborn, infant, child and adolescent
19. Document patient information in the SOAP note format
20. Determine the relevant diagnostic interventions to support the differential diagnosis
21. Generate a differential diagnosis, patient illness scripts and problem representations based on musculoskeletal, nervous, skin and psychiatric patient encounters
22. Apply problem solving strategies to derive leading hypothesis based on psychiatric, musculoskeletal, dermatological or neurological scenarios
23. Discuss clinical impressions, expectations and management of the disease with the patient
24. Discuss preventative health strategies with at-risk patients
25. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
26. Demonstrate the ability to provide and receive constructive feedback including self evaluations to identify areas of improvement
27. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
28. Demonstrate honesty and integrity with patients, peers and other health professionals
29. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
30. Maintain a professional demeanor and commitment to ethical standards

CARDIOPULMONARY, RENAL AND HEMATOLOGY (CPRH) MODULE

1. Summarize of the embryologic development, normal structures and functions of the cardiovascular system
2. Provide an overview of the identification and management of common cardiovascular disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
3. Review the basic pharmacology of drugs used for various cardiovascular diseases
4. Summarize of the embryologic development, normal structures and functions of the respiratory system
5. Provide an overview of the identification and management of common respiratory disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
6. Summarize of the embryologic development, components, characteristics and functions of human blood
7. Provide an overview of the identification and management of common hematological disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis

8. Summarize of the embryologic development, normal structures and functions of the renal system
9. Provide an overview of the identification and management of common renal disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
10. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
11. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a cardiovascular, respiratory, renal and hematological complaint
12. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
13. Perform a comprehensive and/or focused physical examination of the cardiovascular, respiratory and renal systems including any additional systems based on the patient complaint
14. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
15. Generate an organized, concise and relevant patient SOAP note
16. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
17. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
18. Generate a problem representation and patient illness script based on cardiovascular, respiratory, renal and hematological patient encounter to formulate a differential diagnosis
19. Apply problem solving strategies to derive leading hypothesis based on cardiovascular, respiratory, renal and hematological scenarios
20. Recognize indications, contraindications, technique, management and complications for routine procedures
21. Discuss clinical impressions, expectations and management of the disease with the patient
22. Discuss preventative health strategies with at-risk patients
23. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
24. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
25. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
26. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
27. Demonstrate honesty and integrity with patients, peers and other health professionals
28. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
29. Maintain a professional demeanor and commitment to ethical standards
30. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
31. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
32. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
33. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement

GASTROENTEROLOGY, OBSTETRICS, ENDOCRINE AND REPRODUCTIVE(GOER) MODULE

1. Summarize of the embryologic development, normal structures and functions of the male and female reproductive system
2. Provide an overview of the identification and management of common male reproductive disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.

3. Provide an overview of the identification and management of common female reproductive disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
4. Provide an overview of the management of common disorders of pregnancy and childbirth, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations, and interpretation of those investigations.
5. Summarize of the embryologic development, normal structures and functions of the gastrointestinal tract and hepatobiliary system
6. Provide an overview of the identification and management of common gastrointestinal disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
7. Summarize of the embryologic development of the various endocrine organ system and discuss the components, characteristics and functions of their associated hormones
8. Provide an overview of the identification and management of common endocrine disorders including metabolic disorders and nutritional status. Integration of relevant basic sciences with the clinical features and interpretation lab investigations.
9. Summarize of the embryologic development, normal structures, adaptive response and functions of the cells responsible for immunity
10. Provide an overview of the identification and management of common immunologic disorders, focusing mainly on integration of relevant basic sciences with the clinical features, screening and lab investigations; and interpretation of these investigations, to aid in the diagnosis
11. Provide an overview of the principles of biostatistics, population health, study design, interpretation and application
12. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
13. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a gastrointestinal and renal complaint
14. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
15. Perform a comprehensive and/or focused physical examination of the abdominal and reproductive systems including any additional systems based on the patient complaint
16. Perform a comprehensive and/or focused physical examination for a pregnant patient
17. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
18. Generate an organized, concise and relevant patient SOAP note
19. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
20. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
21. Generate a problem representation and patient illness script based on gastrointestinal including genital, urinary and obstetric patient encounter to formulate a differential diagnosis
22. Apply problem solving strategies to derive leading hypothesis based on gastrointestinal including genital, renal and obstetric scenarios
23. Recognize indications, contraindications, technique, management and complications for routine procedures
24. Discuss clinical impressions, expectations and management of the disease with the patient
25. Discuss preventative health strategies with at-risk patients
26. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
27. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
28. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
29. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
30. Demonstrate honesty and integrity with patients, peers and other health professionals

31. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
32. Maintain a professional demeanor and commitment to ethical standards
33. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
34. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
35. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
36. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement

DERMATOLOGY, NEUROLOGY, PSYCHIATRY AND RHUEMATOLOGY (DNPR) MODULE

1. Compare and contrast the epidemiology, symptomatology, etiology, neurobiology, differential diagnosis, DSM-V criteria for diagnosis of the psychiatric disorders.
2. Describe the risk factors, etiology, pathogenesis, clinical presentation, complications of various geriatric problems.
3. Provide an overview of the identification and management of common disorders of central and peripheral nervous system, focusing mainly on integration of neuroscience and other relevant basic sciences with the clinical features and interpretation of lab investigations
4. Summarize the normal structure, function and defense mechanisms of the skin
5. Provide an overview of the identification and management of common disorders of the skin, focusing mainly on integration of relevant basic sciences with the clinical features and interpretation of lab investigations, including invasive techniques.
6. Compare and contrast the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations and complications of autoimmune and rheumatologic disorders.
7. Identify and discuss the medicolegal obligations and common related issues encountered in clinical practice
8. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
9. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a nervous, psychiatric and musculoskeletal complaint
10. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
11. Perform a comprehensive and/or focused physical examination of the nervous and musculoskeletal systems including a mental status exam and any additional systems based on the patient complaint
12. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
13. Generate an organized, concise and relevant patient SOAP note
14. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
15. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
16. Generate a problem representation and patient illness script based on gastrointestinal including genital, urinary and obstetric patient encounter to formulate a differential diagnosis
17. Apply problem solving strategies to derive leading hypothesis based on various neurological, psychiatric and rheumatological scenarios
18. Recognize indications, contraindications, technique, management and complications for routine procedures
19. Discuss clinical impressions, expectations and management of the disease with the patient
20. Discuss preventative health strategies with at-risk patients
21. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
22. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors

23. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
24. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
25. Demonstrate honesty and integrity with patients, peers and other health professionals
26. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
27. Maintain a professional demeanor and commitment to ethical standards
28. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
29. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
30. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
31. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement
32. Describe and discuss the expectations, rules, regulations and procedures of an objective structed comprehensive examination

Faculty and Staff Contact Information
For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at SOMPCM2@sgu.edu. Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

Course Leadership Team

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

Faculty	Secretary	Department	Email Address
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Jacqueline Hope	DNPR Module	Clinical skills	Jhope@Sgu.Edu

Support Staff

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McSween, Preslyn	Pharmacology	Secretary	PMcsween@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Tutors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information

Preceptors

Primary care physicians and consultants registered to practice clinical medicine in Grenada who are responsible for instructing and facilitating the students during their hospital and clinic visit. See SAKAI for further information

Standardized Patient (SPs)

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

Course Material
Required textbook, lecture slides, small group material and additional resources are provided on **My Courses**.

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise. As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Principles of Clinical Medicine two (PCM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books).

To login, go to **myCampus Secure Login** (Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. The **Resources folder** contains multiple subfolders arranged by module and teaching week, which contain all relevant course materials. In accordance with the Committee for Technology based Teaching and Learning (CTTL) recommendations, students are provided with unlocked PDF files, which may be annotated for

personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Required Textbooks

- **Robbins Basic Pathology (10th ed.)** - Kumar, Cotran, Robbins - latest Edition, WB Saunders Co.
- **Pre-test Pathology (13th ed.)** - Earl J. Brown *[for sample questions]*
- **Katzung, BG. Basic & Clinical Pharmacology (14th ed.). McGraw-Hill, 2017.**
- **Whalen, K. Lippincott's Illustrated Reviews. Pharmacology (7th ed.). Lippincott Williams and Wilkins, 2018.**
- **Trevor, AJ, Katzung, Knuidering-Hall, M. Katzung & Trevor's Pharmacology Examination and Board Review (11th ed.). McGraw-Hill Medical, 2015. [for sample questions]**
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 27th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Bates' Guide to Physical Examination and History Taking** Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M.. Philadelphia: Wolters Kluwer. 2017
- **Bates Visual Guide** *[available only through the library site: https://batesvisualguide.com.periodicals.sgu.edu/multimedia.aspx?categoryID=21787]*
- **Kochar's Clinical Medicine for Students, Fifth Edition.** Dario M. Torre, MD, MPH, FACP Geoffrey C. Lamb, MD Jerome V. Ruiswyk, MD Ralph M. Schapira, MD. K. Lippincott Williams and Wilkins, 2009.

Recommended Textbooks

- **Robbins Review of Pathology,** Klatt and Kumar, WB Saunders Co. e-platform *[for sample questions]*
- **Bates' Pocket Guide to Physical Examination and History Taking** Bickley, L. S. Philadelphia: Wolters Kluwer, 2017
- **The patient history: an evidence-based approach to differential diagnosis**. Henderson, Mark C. Stamford, CT: Appleton & Lange, 2013.
- **Symptom to Diagnosis: an evidence-based guide.** Stern, Scott D. C. New York: McGraw-Hill Education/Medical, 2015.
- **Evidence-based physical diagnosis**. McGee, Steven R. Philadelphia, PA: Elsevier, 2018.
- **Step-Up to Medicine.** 4th Edition. Steven S Agabegi; Elizabeth Agabegi
- **Pathophysiology of Disease - An Introduction to Clinical Medicine:** Gary D. Hammer, MD, PhD, Editor, Stephen J. McPhee, MD, Editor. 7th edition, a Lange Medical book. This book is available in library data base under Access Medicine.
- **Current Medical Diagnosis & Treatment 2018** Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow (Access Medicine). This book is available in library data base under Access Medicine
- **Harrison's Principles of Internal Medicine, 20th Edition**: J. Larry Jameson, Anthony S. Fauci, Dennis L. Kasper, Stephen L. Hauser, Dan L. Longo, Joseph Loscalzo. This book is available in library data base under Access Medicine.

Online resources

List of all online medical textbooks available through SGU library: https://mycampus.sgu.edu/group/library/databases-and-ebooks **AccessMedicine**
https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

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

Additionally, many reliable websites offer free access. The use of online resources is particularly recommended to prepare for the Small Group Sessions or additional reading. Especially useful sites are:

- https://assets.acponline.org/telemedicine/scormcontent/ - /
- https://www.clinicalkey.com
- https://library.med.utah.edu/WebPath/webpath.html
- http://peir.path.uab.edu/library/
- http://www.path.uiowa.edu/virtualslidebox/
- http://www.rxlist.com
- http://www.merck.com/mmpe/index.html
- http://www.cdc.gov
- http://www.medscape.com
- https://accessmedicine.mhmedical.com/index.aspx
- http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/
- http://www.dynamed.com/

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities. Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Required Electronic Equipment

Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html See section on Examplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. It's use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture.

For online live lectures, there are two options for submitting a response to a clicker question:

1. **Turning Point App** from Google Play or Apple Stores**:** This must be accessed with the students SGU turning point account.
2. Browser based **TTPoll.com** can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail (SOMPCM2@sgu.edu) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

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

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component
Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

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

Assessment	**Grade Points**	**Points Breakdown**	**Approx %**
PCM 2 Exam 1	72	129 MCQs + 15 experimental	8.06%
BSCE2: Book 1	240	144 MCQs	26.88%
BSCE2: Book 2	240	144 MCQs	26.88%
BSCE2: Book 3	240	144 MCQs	26.88%
OCEX: Exam 1 (Individual based) *	18	2 Stations x 9 points	2.02%
OCEX: Exam 2 (Team based)	9	1 Station x 9 points	1.01%
OCEX: Exam 3 (Individual based) *	36	2 Stations x 18 points	4.03%
Patient Care Assignment 1	5.4		0.6%
Patient Care Assignment 2	5.4		0.6%
Case Presentation	7.2		0.8%
TOTAL	**873**		**97.76%**

* The number of stations is subject to change.

STUDENT SUPPORT

Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **Appointments should be made through the module secretaries or individual faculty.**

Open Hours

Clinical Tutors and Teaching Fellows will be made available to provide additional assistance to student's outside of scheduled coursed activities. Details regarding these sessions will be posted on SAKAI.

Master Syllabus
School of Arts and Sciences Master Syllabi

Principles of Clinical Medicine II

Course
PCM 501
Semester
Spring
Year
2022
Catalog
School of Medicine
Syllabus Section
Prepared by *Dr. Morona Sukhoo-Pertab and Lenny Lim Joy*

Version March, 2022

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

Course Requirements
How do we define participation in course activities?

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

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

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

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

In order to pass the course, you need to complete the following:

	Points	Date	Comments	# of events
Examinations and Assessments (Total Points = 873)*				
PCM 2 Exam 1	72	22nd Feb	Mandatory	1 + completion
BSCE2: Book1	240	23rd March	Mandatory	1 + completion
BSCE2: Book 2	240	19th April	Mandatory	1 + completion
BSCE2: Book 3	240	14th May	Mandatory	1 + completion
OCEX: Exam 1	18	16th Feb – 20th Feb	Mandatory	1 + completion
OCEX: Exam 2	9	19th March	Mandatory	1 + completion
OCEX: Exam 3	36	8th May – 12th May	Mandatory	1 + completion
Patient Care Assignment 1	5.4	26th March	Mandatory	1
Patient Care Assignment 2	5.4	23rd April	Mandatory	1
Case Presentation	7.2	30th April & 3rd May	Mandatory	1
HIPAA Certification	0	Due: 22nd Feb	Mandatory	1
Patient Safety Module	0	Due: 30th April	Mandatory	1
Evidence Based Module	0	Due: 30th April	Mandatory	1
Lectures****	0	See Schedule	80% participation required	121
Small groups	0	See Schedule	80% participation required	37
Hospital/Clinic/Sim	0	See Schedule	80% participation required	11
IMCQ	0	See Schedule	Score>50% in >80% of the sessions	26
USMLE Rx quizzes	0	See SAKAI announcement	Mandatory. Attempt >50% of the questions in each quiz	12
TOTAL POINTS	**893**			

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

** All activities must be fulfilled to the required performance, participation, and professionalism standards to earn these 20 points. Any single event activity must be remediated before a course grade can be earned. Participation in any element <80% may incur an additional professionalism penalty (up to 10% of the total course points per incidence). <70% participation in any of the multiple event activities subject to the 80% participation requirement will result in an incomplete grade that will be converted to an F at the end of term. For events where participation is recorded using the audience response system, all questions in the session must have a recorded response to earn credit for the session.

Note: For any activity in which the audience response system is used, participation credit is only awarded for full participation in all polled questions. Some activities (e.g. IMCQs) have an additional performance requirement standard (i.e. all questions are answered with at least 50% accuracy) in order to earn points associated with the activity.

**** In addition to the lectures, ITI students need to participate in 80% of their scheduled ITI sessions. There is a total of 61 ITI Sessions. Participation for the entire 1-hour session is required for participation credit.

**** Mandatory Advising Meeting

After the APRC meetings, students who have not performed will receive an email regarding the attendance to a mandatory advising with an academic advisor from AADS. Failure to attend will result in loss of **Participation and Professionalism** points.

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM.

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

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

BSCE2 (BSFCR Final Exam)	144	13th May	Mandatory	1 + completion
Small groups	0	See Schedule	80% participation required	11
UWorld	NA	From January	Use as daily resource	NA
Total Points	**144**			

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

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

The final course grade is calculated by converting the course points obtained by the student into a percentage. The student manual outlines the grading scales used in the SOM. Student Manual

To pass this Term 5 course a minimum of **647.43 points** is required, corresponding to a percentage score of **72.50%.** In addition, all relevant assessment and participation criteria must be fulfilled.

This course is delivered as a synchronous course using a live online platform for delivery. The live online platform is used for all lectures, small groups, IMCQ's, ITI sessions and faculty office hours. It is important that you sign into the Zoom platform using the application *(NOT the browser version*) and sign in using the SGU SSO – see link below for instructions.

ZOOM

https://www.iorad.com/player/1657673/SGU-Zoom---How-to-Sign-in-with-SSO

Additional guidance for online delivery of course requirements is given from IT/OIA in the following link:

ONLINE DELIVERY

https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html

For all technical support for course delivery at home please contact support@sgu.edu see link below https://www.sgu.edu/office-of-information-technology/it-support/

Computer requirements for the course and exams are outlined in the above link under Examplify guidelines from Examination Services.

CLASS SCHEDULE

Class schedules can be found on the Office of the University Registrar's page.

https://mycampus.sgu.edu/office-of-the-university-registrar/Academic-Class-Schedules

TIME ZONE:

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

GRADING

Any errors in participation data, or in scores for course assessments, that are displayed in the Sakai gradebook must be reported to the Course Director within 48 hours of their publication. Errors reported later than this will not be considered for correction.

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

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

COURSE CONTACT

Please direct all queries to:

sompcm2@sgu.edu

Course Description
The Principles of Clinical Medicine – 2 (PCM 501) is a 23-credit course conducted in four modules over 18 weeks in Term 5 of the Doctor of Medicine (MD) program at the St George's University School of Medicine, Grenada. The first module completes the teaching of the basic science content allowing a smooth transition to the remaining modules that focus on the integration of multidisciplinary approaches to clinical scenarios that aid the students in preparation for their USMLE Step 1 Examination and their clinical years.

MODULES	DURATION
Muscle, Nerve & Infections (MNI)	6 Weeks
Cardiology, Pulmonary, Renal and Hematology (CPRH)	4 Weeks
Gastroenterology, Obstetrics, Endocrine and Reproductive (GOER)	4 Weeks
Dermatology, Neurology, Psychiatry and Rheumatology (DNPR)	4 Weeks

TOTAL	**18 Weeks**

COURSE GOALS & OBJECTIVES

Course Goals

The goal of this single unit course - Principles of Clinical Medicine 2, is to ensure continued provision of basic science knowledge that will be presented in a logical and coherent manner whilst incorporating ethics and clinical skills. The course then unites and integrates all the fundamental concepts acquired in previous terms into multisystem frameworks that would allow students to develop essential connections. Connections that would enhance long term retention and deeper understanding of the human body as a single unit and its progressive nature. With the incorporation of hospital and clinic visits, students will also be able to apply these frameworks to real-life scenarios bridging the gap between basic and clinical years.

Course Objectives

1. Describe the mechanism of disease for various micro-organisms
2. Identify and explain the etiology, pathogenesis, clinical features, macroscopic and microscopic appearance, relevant investigations, complications and prognosis of common diseases affecting the musculoskeletal, nervous and multiple systems.
3. Describe the mechanism of action, indications, contraindications, adverse effects and interactions of major drug classes.
4. Demonstrates appropriate interpersonal and communications skills with patients and their relatives
5. Demonstrate the ability to obtain a comprehensive and/or focused medical history based on the presenting complaint
6. Demonstrate the ability to perform an appropriate comprehensive and/or focused physical examination and interpret normal and abnormal findings
7. Document and organize pertinent patient information
8. Select appropriate diagnostic interventions based on the current practice guidelines and clinical judgement
9. Demonstrate the ability to verbalize patient information to other health providers in an acurrate, organized and concise manner
10. Develop appropriate problem representations based on various clinical scenarios
11. Apply the principles of clinical reasoning and problem solving to generate a leading hypothesis and management plan
12. Develop an understanding of the principles and techniques of basic procedural skills
13. Provide appropriate education and counselling to patients on their health concerns through shared decision making
14. Provide appropriate education on screening and preventative health care to patients
15. Recognize, critically assess and provide appropriate interventions for medical emergencies
16. Formulate appropriate management plan specific to the disease and patient
17. Incorporate clinical evidence from scientific studies related to specific diseases that can improve the outcome of patient care
18. Demonstrate respect for patient privacy, autonomy and dignity
19. Demonstrate respect for one's colleagues, faculty and all other health professionals
20. Demonstrate awareness of non-biological factors that affect health care and the patient-doctor relationship
21. Demonstrate a commitment to maintaining professionalism and an adherence to ethical principles
22. Demonstrate appropriate actions in handling ethical dilemmas encountered during patient care in accordance with the institutions guidelines and policies
23. Demonstrate the ability to be an effective team member and/or leader to ensure adequate group dynamics, functioning and patient care
24. Identify strengths and deficiencies in one’s knowledge, skills, and attitudes in order to improve and develop

25. Review the embryology, cell and organ structure and function for various system
26. Review and distinguish the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations, principles of treatment, prognosis and complications of the disorders of the various organ systems

Module Objectives

MUSCLE, NERVE AND INFECTIONS (MNI) MODULE

1. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the chemotherapy of microbial and parasitic diseases.
2. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs used for the management of pain and inflammation.
3. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of drugs affecting the central nervous system.
4. Describe the mechanism of action, indications, contraindications, potential adverse effects and interactions of botanicals and nutritional supplements.
5. Identify, explain and summarize the basic characteristics of retroviruses
6. Analyze and summarize the basic aspects of infections in HIV-AIDS patients
7. Identify, classify and explain CNS infections based on clinical presentation and laboratory studies, including imaging and CSF analysis.
8. Identify, classify and explain infections of the special senses such as eye and ear based on pathogenesis, predisposing factors and causal agents.
9. Describe epidemiological distribution, clinical manifestations, pathogenesis, diagnosis and methods of prevention and control measures for multisystem infections
10. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of bone and joints
11. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of nervous system
12. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of pediatric diseases
13. Identify and explain the etiology, pathogenesis, gross and microscopic appearances, clinical features, relevant laboratory investigations, complications and the outcomes of Immunological diseases
14. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
15. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach for a standardized patient presenting with a psychiatric, musculoskeletal, dermatological or neurological complaint
16. Perform a comprehensive and/or focused physical examination of the dermatological, musculoskeletal and nervous system including a mental status assessment
17. Demonstrate the ability to obtain a complete and accurate medical history from a pediatric patient with/without adaptations from parents and caregivers
18. Perform a comprehensive pediatric physical examination for all organ systems in a newborn, infant, child and adolescent
19. Document patient information in the SOAP note format
20. Determine the relevant diagnostic interventions to support the differential diagnosis
21. Generate a differential diagnosis, patient illness scripts and problem representations based on musculoskeletal, nervous, skin and psychiatric patient encounters
22. Apply problem solving strategies to derive leading hypothesis based on psychiatric, musculoskeletal, dermatological or neurological scenarios
23. Discuss clinical impressions, expectations and management of the disease with the patient
24. Discuss preventative health strategies with at-risk patients
25. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
26. Demonstrate the ability to provide and receive constructive feedback including self evaluations to identify areas of improvement

27. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
28. Demonstrate honesty and integrity with patients, peers and other health professionals
29. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
30. Maintain a professional demeanor and commitment to ethical standards

CARDIOPULMONARY, RENAL AND HEMATOLOGY (CPRH) MODULE

1. Summarize of the embryologic development, normal structures and functions of the cardiovascular system
2. Provide an overview of the identification and management of common cardiovascular disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
3. Review the basic pharmacology of drugs used for various cardiovascular diseases
4. Summarize of the embryologic development, normal structures and functions of the respiratory system
5. Provide an overview of the identification and management of common respiratory disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
6. Summarize of the embryologic development, components, characteristics and functions of human blood
7. Provide an overview of the identification and management of common hematological disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
8. Summarize of the embryologic development, normal structures and functions of the renal system
9. Provide an overview of the identification and management of common renal disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
10. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
11. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a cardiovascular, respiratory, renal and hematological complaint
12. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
13. Perform a comprehensive and/or focused physical examination of the cardiovascular, respiratory and renal systems including any additional systems based on the patient complaint
14. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
15. Generate an organized, concise and relevant patient SOAP note
16. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
17. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
18. Generate a problem representation and patient illness script based on cardiovascular, respiratory, renal and hematological patient encounter to formulate a differential diagnosis
19. Apply problem solving strategies to derive leading hypothesis based on cardiovascular, respiratory, renal and hematological scenarios
20. Recognize indications, contraindications, technique, management and complications for routine procedures
21. Discuss clinical impressions, expectations and management of the disease with the patient
22. Discuss preventative health strategies with at-risk patients
23. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients

24. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
25. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
26. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
27. Demonstrate honesty and integrity with patients, peers and other health professionals
28. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
29. Maintain a professional demeanor and commitment to ethical standards
30. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
31. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
32. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
33. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement

GASTROENTEROLOGY, OBSTETRICS, ENDOCRINE AND REPRODUCTIVE(GOER) MODULE

1. Summarize of the embryologic development, normal structures and functions of the male and female reproductive system
2. Provide an overview of the identification and management of common male reproductive disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
3. Provide an overview of the identification and management of common female reproductive disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations and interpretation of reports.
4. Provide an overview of the management of common disorders of pregnancy and childbirth, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations, and interpretation of those investigations.
5. Summarize of the embryologic development, normal structures and functions of the gastrointestinal tract and hepatobiliary system
6. Provide an overview of the identification and management of common gastrointestinal disorders, focusing mainly on integration of relevant basic sciences with the clinical features and lab investigations; and interpretation of these investigations, to aid in the diagnosis
7. Summarize of the embryologic development of the various endocrine organ system and discuss the components, characteristics and functions of their associated hormones
8. Provide an overview of the identification and management of common endocrine disorders including metabolic disorders and nutritional status. Integration of relevant basic sciences with the clinical features and interpretation lab investigations.
9. Summarize of the embryologic development, normal structures, adaptive response and functions of the cells responsible for immunity
10. Provide an overview of the identification and management of common immunologic disorders, focusing mainly on integration of relevant basic sciences with the clinical features, screening and lab investigations; and interpretation of these investigations, to aid in the diagnosis
11. Provide an overview of the principles of biostatistics, population health, study design, interpretation and application
12. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals
13. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a gastrointestinal and renal complaint
14. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
15. Perform a comprehensive and/or focused physical examination of the abdominal and reproductive systems including any additional systems based on the patient complaint

16. Perform a comprehensive and/or focused physical examination for a pregnant patient
17. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
18. Generate an organized, concise and relevant patient SOAP note
19. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
20. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
21. Generate a problem representation and patient illness script based on gastrointestinal including genital, urinary and obstetric patient encounter to formulate a differential diagnosis
22. Apply problem solving strategies to derive leading hypothesis based on gastrointestinal including genital, renal and obstetric scenarios
23. Recognize indications, contraindications, technique, management and complications for routine procedures
24. Discuss clinical impressions, expectations and management of the disease with the patient
25. Discuss preventative health strategies with at-risk patients
26. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
27. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
28. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
29. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
30. Demonstrate honesty and integrity with patients, peers and other health professionals
31. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
32. Maintain a professional demeanor and commitment to ethical standards
33. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
34. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
35. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
36. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement

DERMATOLOGY, NEUROLOGY, PSYCHIATRY AND RHUEMATOLOGY (DNPR) MODULE

1. Compare and contrast the epidemiology, symptomatology, etiology, neurobiology, differential diagnosis, DSM-V criteria for diagnosis of the psychiatric disorders.
2. Describe the risk factors, etiology, pathogenesis, clinical presentation, complications of various geriatric problems.
3. Provide an overview of the identification and management of common disorders of central and peripheral nervous system, focusing mainly on integration of neuroscience and other relevant basic sciences with the clinical features and interpretation of lab investigations
4. Summarize the normal structure, function and defense mechanisms of the skin
5. Provide an overview of the identification and management of common disorders of the skin, focusing mainly on integration of relevant basic sciences with the clinical features and interpretation of lab investigations, including invasive techniques.
6. Compare and contrast the etiology, pathogenesis, clinical features, altered morphology, differential diagnosis, investigations and complications of autoimmune and rheumatologic disorders.
7. Identify and discuss the medicolegal obligations and common related issues encountered in clinical practice
8. Demonstrate age-appropriate interpersonal and communication skills with patients, peers and other health care professionals

9. Demonstrate the ability to obtain a medical history using a hypothesis-driven approach from a standardized patient presenting with a nervous, psychiatric and musculoskeletal complaint
10. Demonstrate the ability to obtain a medical history in a wide range of inpatient and outpatient settings
11. Perform a comprehensive and/or focused physical examination of the nervous and musculoskeletal systems including a mental status exam and any additional systems based on the patient complaint
12. Perform a core and cluster physical examination on inpatients and outpatients in a wide variety of settings
13. Generate an organized, concise and relevant patient SOAP note
14. Determine, perform and interpret relevant diagnostic interventions to support the differential diagnosis
15. Communicate normal and abnormal findings identified on various diagnostic modalities including imaging studies
16. Generate a problem representation and patient illness script based on gastrointestinal including genital, urinary and obstetric patient encounter to formulate a differential diagnosis
17. Apply problem solving strategies to derive leading hypothesis based on various neurological, psychiatric and rheumatological scenarios
18. Recognize indications, contraindications, technique, management and complications for routine procedures
19. Discuss clinical impressions, expectations and management of the disease with the patient
20. Discuss preventative health strategies with at-risk patients
21. Identify, evaluate and demonstrate decision-making capabilities pertinent to the immediate intervention of critically ill patients
22. Formulate an appropriate management plan for a given disease or condition in a specific patient using knowledge of pharmacotherapeutics, best practice guidelines and clinical judgement together with disease-specific and patient specific factors
23. Demonstrate the ability to orally present a concise and logical patient case to peers and other health professionals
24. Demonstrate respect for patient comfort, privacy, confidentiality and decisions with one's own health
25. Demonstrate honesty and integrity with patients, peers and other health professionals
26. Demonstrate an understanding of cultural, environmental, socioeconomic and psychological factors that impact patient health and management
27. Maintain a professional demeanor and commitment to ethical standards
28. Recognize, critically evaluate and respond to major ethical dilemmas and conflicts encountered during interactions with patients, peers and other health professionals
29. Obtain, appraise, and assimilate scientific research to optimize clinical reasoning and decision making in medical practice
30. Demonstrate the ability to work as an effective and efficient team to ensure optimal patient care
31. Demonstrate the ability to provide and receive constructive feedback including self-evaluations to identify areas of improvement
32. Describe and discuss the expectations, rules, regulations and procedures of an objective structed comprehensive examination

Faculty and Staff Contact Information
For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries and course director at SOMPCM2@sgu.edu. Please do not send a message to all faculty. Your query will typically be responded to within 24 hours. Response to queries received after 4:00PM on Friday may be delayed.

Course Leadership Team

Faculty	Title	Department	Email Address
Dr. Morona Sukhoo-Pertab	Course Director MNI Module Coordinator	Clinical Skills	MSukhoop@sgu.edu
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Dr. Raghvendra Tey	GOER Module Coordinator	Pathophysiology	RTey@sgu.edu
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McSween, Preslyn	Pharmacology	Secretary	PMcsween@sgu.edu

Teaching Faculty

A full list including a biography of the teaching faculty will be provided on SAKAI.

Clinical Tutors and Teaching Fellows

A group of physicians responsible for facilitating small group sessions and other educational activities. See SAKAI for further information

Preceptors

Primary care physicians and consultants registered to practice clinical medicine in Grenada who are responsible for instructing and facilitating the students during their hospital and clinic visit. See SAKAI for further information

Standardized Patient (SPs)

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

Course Material
Required textbook, lecture slides, small group material and additional resources are provided on **My Courses**.

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise. As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The Principles of Clinical Medicine two (PCM2) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements and Discussion Forums) and COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a link to Lecture Recordings and a web link to the student resources of the Required Books).

To login, go to **myCampus Secure Login** (Carenage), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material will be in electronic format. The **Resources folder** contains multiple subfolders arranged by module and teaching week, which contain all relevant course materials. In accordance with the Committee for Technology based Teaching and Learning (CTTL) recommendations, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Required Textbooks

- **Robbins Basic Pathology (10th ed.)** - Kumar, Cotran, Robbins - latest Edition, WB Saunders Co.
- **Pre-test Pathology (13th ed.)** - Earl J. Brown *[for sample questions]*
- **Katzung, BG. Basic & Clinical Pharmacology (14th ed.). McGraw-Hill, 2017.**
- **Whalen, K. Lippincott's Illustrated Reviews. Pharmacology (7th ed.). Lippincott Williams and Wilkins, 2018.**
- **Trevor, AJ, Katzung, Knuidering-Hall, M. Katzung & Trevor's Pharmacology Examination and Board Review (11th ed.). McGraw-Hill Medical, 2015. [for sample questions]**
- **Jawetz, Melnick, & Adelberg's Medical Microbiology, 27th Edition** by Karen C. Carroll, Stephen A. Morse, Timothy Mietzner and Steve Miller.
- **Bates' Guide to Physical Examination and History Taking** Bickley, L. S., Szilagyi, P. G., & Hoffman, R. M.. Philadelphia: Wolters Kluwer. 2017
- **Bates Visual Guide** *[available only through the library site: https://batesvisualguide.com.periodicals.sgu.edu/multimedia.aspx?categoryID=21787]*
- **Kochar's Clinical Medicine for Students, Fifth Edition.** Dario M. Torre, MD, MPH, FACP Geoffrey C. Lamb, MD Jerome V. Ruiswyk, MD Ralph M. Schapira, MD. K. Lippincott Williams and Wilkins, 2009.

Recommended Textbooks

- **Robbins Review of Pathology,** Klatt and Kumar, WB Saunders Co. e-platform *[for sample questions]*
- **Bates' Pocket Guide to Physical Examination and History Taking** Bickley, L. S. Philadelphia: Wolters Kluwer, 2017
- **The patient history: an evidence-based approach to differential diagnosis**. Henderson, Mark C. Stamford, CT: Appleton & Lange, 2013.

- **Symptom to Diagnosis: an evidence-based guide.** Stern, Scott D. C. New York: McGraw-Hill Education/Medical, 2015.
- **Evidence-based physical diagnosis**. McGee, Steven R. Philadelphia, PA: Elsevier, 2018.
- **Step-Up to Medicine.** 4th Edition. Steven S Agabegi; Elizabeth Agabegi
- **Pathophysiology of Disease - An Introduction to Clinical Medicine:** Gary D. Hammer, MD, PhD, Editor, Stephen J. McPhee, MD, Editor. 7th edition, a Lange Medical book. This book is available in library data base under Access Medicine.
- **Current Medical Diagnosis & Treatment 2018** Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow (Access Medicine). This book is available in library data base under Access Medicine
- **Harrison's Principles of Internal Medicine, 20th Edition**: J. Larry Jameson, Anthony S. Fauci, Dennis L. Kasper, Stephen L. Hauser, Dan L. Longo, Joseph Loscalzo. This book is available in library data base under Access Medicine.

Online resources

List of all online medical textbooks available through SGU library: https://mycampus.sgu.edu/group/library/databases-and-ebooks **AccessMedicine**
https://accessmedicine.mhmedical.com.periodicals.sgu.edu/

This resource contains searchable medical textbooks and is highly recommended. It has a search function to look up concepts relevant to medical student education.

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

Additionally, many reliable websites offer free access. The use of online resources is particularly recommended to prepare for the Small Group Sessions or additional reading. Especially useful sites are:

- https://assets.acponline.org/telemedicine/scormcontent/ - /
- https://www.clinicalkey.com
- https://library.med.utah.edu/WebPath/webpath.html
- http://peir.path.uab.edu/library/
- http://www.path.uiowa.edu/virtualslidebox/
- http://www.rxlist.com
- http://www.merck.com/mmpe/index.html
- http://www.cdc.gov
- http://www.medscape.com
- https://accessmedicine.mhmedical.com/index.aspx
- http://meded.lwwhealthlibrary.com.periodicals.sgu.edu/
- http://www.dynamed.com/

Required Readings

The content of each Required Reading is integrated into course activities including lectures, Small Groups, and Directed Learning Activities. Each required reading should be previewed before the relevant lecture and/or Small Group and read closely afterwards to reinforce knowledge and understanding. Some readings are referred to repeatedly during different parts of the course.

Required Electronic Equipment

Laptop

Students need a personal laptop that meets the specifications outlined by SGU Examination Services (access to a webcam and a stable internet connection is also required for online course delivery and assessments; https://mycourses.sgu.edu/access/content/group/7a7ac639-acc5-4f33-b106ae0778aabff6/TeachingLearningRemotely/LearningRemotely.html See section on Examplify guidelines from Examination Services).

It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date. For those students in ITI on campus an ethernet cable and USB ethernet dongle will be required. In ITI venues no Wi-Fi streaming of content is allowed and all students must be equipped to have wired access to the internet. Ethernet cables and wireless dongles are available for purchase from the University bookstore.

Turning Point

Turning Point is the audience response system utilized in all basic sciences courses. It's use is assumed to reflect the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of the audience response system constitutes academic dishonesty and may result in loss of points, additional course penalties and/or referral to the Office of Judicial Affairs. Participation in online activities is monitored through Turning Point (Turning Technologies). Dedicated Clicker devices are normally used in a physical lecture.

For online live lectures, there are two options for submitting a response to a clicker question:

1. **Turning Point App** from Google Play or Apple Stores**:** This must be accessed with the students SGU turning point account.
2. Browser based **TTPoll.com** can also be used for the audience response system.

For any on campus live sessions, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and responsible for keeping it in full working condition at all times during the course. Any problems with the device should be reported to the course e-mail (SOMPCM2@sgu.edu) on the day the problem occurs, and adequate steps should be taken to resolve the issue immediately (e.g. battery replacement, or repair or replacement of device).

Students are required to participate with the audience response system in scheduled teaching sessions, and it is the students' responsibility to ensure that they are able to do so. Any technical failures fall within the normal 80% participation requirement.

If there is any problem with the clicker, app or browser, ensure adequate steps are taken to resolve the issue (e.g. battery replacement, repair or replacement of device, download of new app, seek assistance from IT, etc.). A new device or batteries can be obtained at the bookstore. On campus, clicker functioning can be checked at the Charter Hall print room.

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

Ensure that you review the Learning Pathway document on SAKAI for further details on the expectations for each course component

Please be advised that all course activities will be subject to video recording for educational and other purposes and your participation in this course is deemed to constitute consent to the recording and use of your image and voice.

COURSE ASSESSMENTS

Course assessments may be summative (a high-stakes assessment that counts towards points in the gradebook), formative (a low stakes assessment that provides valuable feedback to students to optimize their learning strategies), or both.

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

SUMMATIVE POINTS BREAKDOWN			
Assessment	**Grade Points**	**Points Breakdown**	**Approx %**
PCM 2 Exam 1	72	129 MCQs + 15 experimental	8.06%
BSCE2: Book 1	240	144 MCQs	26.88%
BSCE2: Book 2	240	144 MCQs	26.88%
BSCE2: Book 3	240	144 MCQs	26.88%
OCEX: Exam 1 (Individual based) *	18	2 Stations x 9 points	2.02%
OCEX: Exam 2 (Team based)	9	1 Station x 9 points	1.01%
OCEX: Exam 3 (Individual based) *	36	2 Stations x 18 points	4.03%
Patient Care Assignment 1	5.4		0.6%
Patient Care Assignment 2	5.4		0.6%
Case Presentation	7.2		0.8%
TOTAL	**873**		**97.76%**

* The number of stations is subject to change.

STUDENT SUPPORT

Office Hours

Office hours will be provided by the teaching faculty through a live online delivery platform as open office hours (log in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted on Sakai. **Appointments should be made through the module secretaries or individual faculty.**

Open Hours

Clinical Tutors and Teaching Fellows will be made available to provide additional assistance to student's outside of scheduled coursed activities. Details regarding these sessions will be posted on SAKAI.

Master Syllabus
School of Arts and Sciences Master Syllabi

Public Health

Course
PUBH 302
Semester
Spring
Year
2022
Catalog
School of Medicine
Syllabus Section
Course Directors

Pauline G. Smith, PhD

- **Email:** psmith3@sgu.edu

Temitayo Olagbemi, MD

- **tolagbem@sgu.edu**

Deputy Course Director

Skyla Montano, MD,

- **Email:** smontano@sgu.edu

Course Information
PUBLIC HEALTH - COURSE DESCRIPTION

The course is a three (3) credit course taught over a 16-week term. The course content will build on the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease. Through a multidisciplinary approach, students will explore the determinants of health and the philosophical and organizational foundations of the professional practice of public health. It also provides an integrated overview of the field by surveying epidemiology, biostatistics, preventive medicine, environmental health, social and behavioral aspects of health and health policy. It also introduces students to the core public health functions of assessment and policy. The course will include didactic lectures, case study, online discussions and oral presentations.

Students will be required to apply core public health knowledge towards critiquing the available scientific literature, evaluating case-based scenarios to engage in analysis and problem solving, discussing current and significant local and global public health events, and effectively communicating health education and promotion strategies across the disease spectrum.

The material to be covered in this course is based primarily on PowerPoint slides and additional information taken from other reference texts.

GOALS AND OBJECTIVES

The Public Health (PUBH302) course embraces the mission of St. George's University's School of Arts and Sciences and of the Doctor of Medicine Program of St George's University School of Medicine Continuum.

This course will contribute to the development of healthcare professionals, who will demonstrate multidisciplinary knowledge and competence in dealing with global health issues, desire for lifelong learning, evidence-based practice, interdisciplinary team work, and professional and ethical behavior in practice in order to improve and sustain healthy populations.

OBJECTIVES

1. To understand the history, and philosophy of public health as well as its core values, concepts and functions across the globe and in society.
2. To describe the basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice.
3. To explain the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
4. To examine the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.
5. To discuss the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
6. To apply the fundamental concepts, and features of project implementation, including planning, assessment and evaluation.
7. To apply basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

SGU SCHOOL OF MEDICINE MISSION

The mission of St. George's University Doctor of Medicine degree program is to provide an international, culturally diverse environment in which students learn the knowledge, skills and attitudes required for

postgraduate training in the health profession, while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to life-long learning and an understanding of the vital role of research in healthcare.

SGU SCHOOL OF ARTS AND SCIENCES MISSION

St. George's University is committed to the total development of the student. The School of Arts and Sciences offers undergraduate students a broad-based education that lays a durable foundation for critical and independent thinking in a multicultural world. Our programs cultivate the pursuit of academic excellence and ethical behavior to develop a sense of community, responsibility, and leadership that equips our students to excel in their chosen careers.

FACULTY, STAFF AND CONTACT INFORMATION

Visiting speakers may collaborate with teaching faculty for instruction in this course.

COURSE MATERIAL

COPYRIGHT

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Course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided no alterations to the documents are made and that the copyright statement is maintained in all copies.

COURSE WEBSITE

Public Health (PUBH302) course offers a website through MyCourses (Sakai), our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes and Gradebook).

Course Management tool: To learn to use Sakai, the Course management tool, access the link https://apps.sgu.edu/members.nsf/mycoursesintro.pdf

To login, go to myCampus Secure Login (Carenage), type in your user ID and password, and click on MyCourses.

ELECTRONIC RESOURCES

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

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

Please note: electronic versions of course materials posted on the course website are the most up-to-date versions. Due to reproduction deadlines, distributed paper versions may vary from posted electronic versions. It is the responsibility of each student to check on the latest available electronic versions for updates and corrections.

REQUIRED TEXTBOOKS

There is no required textbook. Course resources, including readings, lectures and videos will be available on the Sakai site.

Course Materials: The course schedule, assignments, and syllabus are available on Sakai.

Supplementary Readings:

1. Mary-Jane Schneider. 2016. Introduction to Public Health.

REQUIRED ELECTRONIC EQUIPMENT

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date and equipped for the SGU wireless network at all times.

COMPONENTS OF THE COURSE

LECTURES

Meetings: 8:30-9:45 am on Tuesdays and Thursday

Lectures are an essential component of the PUBH 302 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content and to clarify complex materials. The course will take on a hybrid (synchronous/asynchronous) format. Lectures will be held in the classroom, on zoom and through lecture recordings. The sessions will be in in the form of group discussions, buzz, MCQs, Q&A, and flipped classrooms.

The class schedule may change due to lecturer availability. Changes will be reflected in syllabus.

WEEK	DATE	CONTENT	Location	PRESENTER	ACTIVITY DUE
1	Tues 18th Jan	Course Introduction	Classroom	Smith, Olagbemi & Montano	
	Thur 20th Jan	Discussion and research on diverse background of health	Classroom	Smith, Olagbemi & Montano	
2	Tues 25th Jan	Library workshop	Classroom	Paparo	
	Thur 27th Jan	Historical perspective of Public Health	Classroom	Smith	
3	Tues 1st Feb	PSA Planning	Classroom	Smith, Olagbemi & Montano	Discussion post 1
	Thur 3rd Feb	Public Health Core Values, Concepts and Functions Across the Globe and in Society	Recording	Smith	
4	Tues 8th Feb	TOH	Zoom	Smith	

	Thur 10th Feb	Science of Health and Disease Health across the ages	Zoom	Olagbemi	
5	Tue 15th Feb	Determinants of Diseases	Zoom	Keku	
	Thur 17th Feb	Introduction to Toxicology	Classroom	Bidaisee	
6	Tues 22nd Feb	Science of Health and Disease Health across the ages	Classroom	Olagbemi	Discussion Post 2
	Thur 24th Feb	Group PSA recording (Group 1 & 2)	Classroom	Smith & Olagbemi	
7	Tues 1st Mar	Group PSA recording (Group 3 & 4)	Classroom	Smith & Olagbemi	
	Thur 3rd Mar	Jeopardy Game (mid-term review)	Classroom	Smith & Olagbemi	
8	**Tues 8th Mar** **Thur 10th Mar**	**Mid-term Exam**			
9	Tue 15th Mar	Final Assignment	Classroom	Smith & Olagbemi	
	Thur 17th Mar	Health Program Planning, Implementation, Monitoring and Evaluation	Classroom	Glasgow	
10	Tues 22nd Mar	An Examination of Coronavirus COVID-19	Recording	Olagbemi	Discussion Post 3
	Thur 24th Mar	TOH	Zoom	Olagbemi	
11	Tue 29th Mar	Introduction to Public Health Data Collection	Recording	Smith	
	Thur 31st Mar	TOH	Zoom	Smith	Quiz 1
12	Tue 5th April	A Public Health Approach to Cervical Cancer	Classroom	Montano	
	Thur 7th April	Introduction to Public Health Ethics	Classroom	Macpharson	
13	Tue 12th April	Environmental Science in Public Health	Classroom	Smith	
	Thur 14th April	Disaster Management	Classroom	Montano	Quiz 2
14	Tue 19th April	Health Care Systems (Final Assignment Preparation)	Recording	Cobb	
	Thur 21st April	Assigned Oral Presentations	Zoom	Smith, Olagbemi & Montano	
15	Tue 26th April	Assigned Oral Presentations	Zoom	Smith, Olagbemi & Montano	Discussion Post 3
	Thur 28th April	Written Reports	Classroom		
16	Tues 3rd May	**NO Final Exam**			

POWERPOINT PRESENTATION

Students will be required to present on a community medicine topic. The presentation is a culminating experience for the course and is designed to share your knowledge and application of competencies from the course in the form of a 15-minute PowerPoint presentation. This assessment is intended to be a group course performance product where each group will select a particular community issue and apply guidelines (noted below) to develop a presentation (PowerPoint format).

Students are required to assume the role of a health care provider and design and present their respective presentations to serve as training for a general public audience. For the respective disease burden, each seminar should include the following knowledge areas as part of the presentation. Guidelines for seminar presentation topic should include the following:

- Background on the disease
- Transmission, Signs and Symptoms
- Diagnosis
- High Risk Groups
- Prevention Strategies

WRITTEN REPORT

The PowerPoint presentation should be accompanied by a written report.

The standard format for the review paper must consist of the following:

1. Title page
2. Abstract
3. Introduction
4. Body of the review
    1. Background on the disease
    2. Transmission, Signs and Symptoms
    3. Diagnosis
    4. High Risk Groups
    5. Prevention Strategies
5. Discussion
6. Conclusion
7. References

Format Standards for Written Work:

- A title page should include the topic, name of course, names of group members and the date submitted.
- Submit work using double-space, 1–inch margins, and 12-point typeface (Times New Roman or Arial).
- Number pages and use a simple header on all pages.
- Edit and proofread all work. Do not solely rely on spell and grammar check.
- Always keep a copy of your work.
- References are required in work that includes citations, quotes, or other people's ideas. APA (American Psychological Association) referencing should be used http://www.apastyle.org.
- The maximum work count for each review paper is 3,000 words with minimum of 15 cited references within the past 10 years of publication.

DISCUSSION BLOG

Online discussions are a great tool to extend classroom conversations and learning through continued student engagement with class material online. The course will be accompanied by four public healthrelated cases with accompanied discussion question(s) which will require students to submit

responses. Students are encouraged to critically assess and provide informed opinions on the discussion question. All blog submissions are required to be a minimum of 250 words in length. Students will also have to read every posting and reply to a minimum of 2 posts in a manner that can lend further insight, and/or offer a different perspective. Responses should be a minimum of 100 words in length. Any reference to existing publications must be cited appropriately.

Benefits of using online blog discussion:

- Builds class community by promoting discussion on course topics
- Allows time for in-depth reflection- students have more time to reflect, research & compose their thoughts before participating in the discussion
- Facilitates learning by allowing students to view and to respond to the work of others
- Develops thinking and writing skills

PUBLIC SERVICE ANNOUNCEMENT

In groups, students will prepare a Public Service Announcement (PSA) on a health issue. The goal is to raise awareness on the particular disease the group has chosen. The PSA will be recorded via video and the assessment will be done in groups.

COURSE AND INSTRUCTOR CRITIQUE

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

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation

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

Feedback

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

Mid-term Exam

The midterm exam will be cumulative and will cover assigned readings, lecture material and any material that guest speakers may contribute in class.

Assessment Points

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

Assessment	%
Discussion posts	10
Quiz	10
PSA	20
PPT Presentation	15
Group Paper	20
Mid-term Exam	20
Participation and Attendance	5
Total	**100**

Disclaimer: To protect against any errors in the calculation of the equivalent raw points above, grades will be determined purely based on the officially published grading scale (in percentage scores) in the Sakai gradebook listed in the scoring and grading policy (see below).

STUDENT SUPPORT

Office Hours:

Appointments can be made by emailing the course director (psmith3@sgu.edu)

Additional Academic Support

- DES Supplemental Learning (contact Ms. Lisa Findley, DES)
- Learning strategists: (DES) Dr. Mondel George MGeorge8@sgu.edu
- Writing Lab: Ms. Krystal Da Breo kdabreo1@sgu.edu

Master Syllabus
School of Arts and Sciences Master Syllabi