



ROSS UNIVERSITY

SCHOOL OF MEDICINE

ROSS UNIVERSITY SCHOOL OF MEDICINE ACADEMIC CATALOG 2017-2018, VOL. 9

Ross University School of Medicine is a special purpose institution. That purpose is to prepare highly dedicated students to become competent and caring physicians. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

CONTACT INFORMATION

Administrative Offices (Miramar):

2300 SW 145th Ave.

Miramar, FL 33027

Telephone: 954-885-3700

Administrative Offices (Knoxville):

9731 Cogdill Rd.,

Knoxville, TN 37932

Dominica Address:

Ross University School of Medicine

PO Box 266

Roseau, Commonwealth of Dominica, West Indies

Shared Services and Office of Student Finance

630 US Highway 1

North Brunswick, New Jersey 08902

Telephone: 732-509-3051

Toll-free telephone: 1-877-ROSS-EDU (877-767-7338)

On the Web: RossU.edu

Address applications to:

Ross University School of Medicine

Office of Admissions

2300 SW 145th Ave.

Miramar, FL 33027

Fax: 732-509-4803

Email: Admissions@RossU.edu

Disclaimer:

This catalog supersedes all previous editions and is in effect until a subsequent version is published either in print or online. All information in this catalog is current at the time of printing. Statements regarding tuition and fees, curriculum, course offerings, admissions, and graduation requirements are subject to change at any time and are applicable to all enrolled students unless otherwise stated.

The online version of this catalog, found at RossU.edu, is the most current and accurate representation of Ross University School of Medicine's programs and policies. It is updated frequently to provide the most current information.

Date of Issue: September 1, 2017.

Ross University School of Medicine (RUSM) admits academically qualified students without regard to race, color, national origin, gender, religion, disability, or age and affords students all rights, privileges, programs, and activities generally made available to students at RUSM. It does not discriminate on the basis of race, color, national origin, gender, religion, disability, sexual orientation, age, political affiliation or belief in administration of its educational programs and other RUSM administered policies, or employment policies.

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CONTENTS

PAGE IV	RUSM at a Glance
PAGE VI	Message from the Dean
PAGE VII	Academic Calendar
PAGE VIII	Hippocratic Oath
PAGE 1	General Information
PAGE 4	Admissions Information
PAGE 9	RUSM Financial Information
PAGE 12	Curriculum Overview
PAGE 36	Affiliated Hospitals
PAGE 38	Post-Graduate Training
PAGE 39	Academic Policies and Procedures
PAGE 48	Qualifications for Doctor of Medicine Degree Candidates
PAGE 49	Degree and Licensure Requirements
PAGE 50	Facilities and Support Services
PAGE 52	Student Life and Services
PAGE 58	School of Medicine Academic Administration
PAGE 59	Foundations of Medicine Administration and Faculty
PAGE 68	Clinical Sciences Administration and Faculty
PAGE 139	Executive Administration

RUSM AT A GLANCE

Year Founded: 1978

Location:

Dominica: Foundations of Medicine

Graduates: 13,000+

Clinical Clerkships: Core and elective clinical clerkships are located at [affiliated teaching hospitals](#) in the United States. There are options to complete clerkships in Canada.

Enrollment: Approximately 3,500 students; 97 percent are US or Canadian residents/permanent citizens.

Facilities:

Dominica: The 36-acre campus in Picard, Dominica features an internationally accredited Simulation Institute; technologically advanced laboratories, including a state-of-the art anatomy lab; and extensive audiovisual and multimedia capabilities throughout.

Florida: The Office of the Dean and other administrative offices are located in Miramar, FL. The location includes **classrooms**, simulation laboratories, study and student lounge areas, and a Learning Resource Center.

Faculty Members: More than 90 members of faculty are full-time, all of whom have a MD, PhD or equivalent.

Course of Study: Students complete the basic science curriculum, Foundations of Medicine, in Dominica. Foundations of Medicine may be completed in 16 or 20 months, depending on which curriculum schedule students select. After successfully completing Foundations of Medicine, clinical training begins. Clinical training encompasses 90 weeks of cores and electives with an initial clerkship called Internal Medicine Foundations (IMF) offered through the Center for Haitian Studies/ Jackson Memorial Hospital.). Upon completion of the medical education program at RUSM and passing Step 1, Step 2 Clinical Knowledge and Step 2 Clinical Skills of the United States Medical Licensing Examination® (USMLE), students earn their MD degree.

Residencies: The majority of Ross graduates secure residency positions through the National Resident Matching Program® with some of the most prestigious teaching hospitals and leading medical centers in the United States.

Licensing: Graduates are eligible for licensure to practice throughout the entire United States, Canada, and Puerto Rico.

To Apply: Use our online application at www.rossu.edu/medical-school/apply.

Waitlist: A waitlist is established when the number of accepted students exceeds the number of students who can be adequately accommodated at the time of acceptance. Waitlisted students are automatically accepted for the following semester. There is no need to reapply.

Financial Aid: Current U.S. and Canadian students who meet the criteria for US financial aid (i.e., the student is a US citizen or eligible non-citizen) may be eligible for US/Canadian government and private loan programs.

Housing: A wide range of housing options are available.

Housing options in Dominica can be found at: <http://ross.och101.com/>. Housing options during clinical semesters can be found at: <http://www.rusmclinicalhousing.och101.com/>

Learn More: Visit our website, RossU.edu, for more information, to apply online or to learn about the next Ross Experience event near you. Email us at Admissions@RossU.edu or call 855-MDROSSU (855-637-6778).

For comprehensive consumer information, visit <https://medical.rossu.edu/student-consumer-information.html>

MESSAGE FROM THE DEAN AND CHANCELLOR

Welcome to Ross University School of Medicine (RUSM). As a student doctor at RUSM, you will receive a dynamic and comprehensive medical education in which your professional success is our top priority. Your professors and other staff are deeply committed to teaching and are recognized scholars in the needed disciplines for your development as a physician. We celebrate that your paths to this milestone of professional success have been varied. The richness of your different life experiences will not hinder your academic success as a student doctor at RUSM. Rather, it will enhance your learning opportunities.

As a RUSM student doctor, you will begin your training by mastering the intensive *Foundations of Medicine* curriculum, which provides comprehensive knowledge of human health and disease at the cellular, whole organ, individual, and societal levels. Using a carefully constructed and integrated mix of didactic lectures, small group learning sessions, and exposure to clinical cases, we will intellectually challenge you to progressively acquire the knowledge in the basic sciences needed for the next phase of your training – immersive clinical clerkships in the locale of your choice in the US and Canada. Clinical clerkships are closely overseen by RUSM and similarly taught by selected, skilled practicing physicians in venues of medical practice ranging from high performing hospitals with rich patient exposures to top notch private practices. Again, your academic and professional success is paramount. Your journey as a RUSM student doctor is completed by our guidance and assistance helping you to obtain postgraduate training in your preferred medical specialty.

The years ahead to become a practicing physician are academically and emotionally challenging. We recognize this reality and that your learning styles differ. Therefore, we have tremendous academic support services at RUSM. Please take advantage of them and heed the sound advice given you by the RUSM faculty and staff. Their uniform passion for student success is shown by their commitment to teaching, advising and finding innovative ways to assist you.

I look forward to observing your professional development over the ensuing years: evolving from a high performing student doctor to become a skilled, humanistic physician whom I will proudly embrace as a peer colleague.

Welcome and warm regards,

William Owen, MD, FACP
Dean and Chancellor

ACADEMIC CALENDAR

RUSM is dedicated to providing students with the educational opportunity to accelerate their professional careers. Our academic year is divided into three semesters each calendar year. Students may begin their enrollment in any of the three semesters without waiting for a new academic year.

Fall Term 2017

September 4, 2017	Term Begins
December 15, 2017	Term Ends

Spring Term 2018

January 15, 2018	Term Begins
March 30, 2018	Spring Holiday, school not in session
April 27, 2018	Term Ends

Summer Term 2018

May 7, 2018	Term Begins
August 17, 2018	Term Ends

HIPPOCRATIC OATH (MODERNIZED)

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures [that] are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty.

Above all, I must not play at being God. I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick. I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter.

May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

GENERAL INFORMATION

Foreword

Students must be familiar with the policies and procedures of RUSM as stated in this catalog and the *RUSM Student Handbook*.

The contents of this catalog represent the most current information available at the time of publication. However, during the period of time covered by this catalog, it is reasonable to expect changes to be made without prior notice. The online version, found at RossU.edu, is the most current and accurate representation of RUSM's academic catalog. It is updated frequently to give you the most current information, and students are responsible for reviewing the changes.

RUSM reserves the right to change, modify or alter, without notice, all fees, charges, tuition expenses and costs of any kind. RUSM further reserves the right to add, modify or delete, without notice, any course offering or information contained in this catalog. Class and exam schedules published each semester will indicate additions or other changes.

Following a student's entry into the program, the curriculum may undergo modification(s). Students are held responsible for degree requirements in effect at the time of enrollment, plus any changes made during the student's progress toward the degree as long as such changes do not delay graduation.

This catalog describes the educational program and activities available at RUSM. RUSM makes no claims that enrolling in a particular class or following the course curriculum will produce a specific achievement, employment, qualification for employment, admission to postgraduate degree programs or licensure. It is understood that the ultimate responsibility for complying with degree requirements rests with the student. This publication is issued by RUSM as authorized and approved by the Dean and Chancellor.

Introduction and Overview

RUSM is devoted to the education of medical professionals. Founded in 1978, RUSM is located in Dominica, West Indies, offers clinical clerkships in teaching hospitals across the United States and Canada and is supported by administrative offices located in Miramar, FL and North Brunswick, NJ.

RUSM offers a Doctor of Medicine (MD) degree program and has graduated more than 12,000 physicians during its 38-year history. Graduates are eligible for licensure in all 50 States, Canada and Puerto Rico after the successful completion of the requisite licensing examinations.

The Foundations of Medicine curriculum, conducted in Dominica, consists of a minimum of 64 credits of specifically prescribed coursework. All Foundations of Medicine coursework must be satisfactorily completed at the RUSM campus in Dominica.

At the end of the Foundations of Medicine curriculum, students are required to take the National Board of Medical Examiners (NBME) Comprehensive Basic Sciences examination (CBSE). Students receiving a score of 68 or higher on the CBSE are certified to take the USMLE Step 1. Students who do not pass the CBSE are given two subsequent opportunities to take and pass the CBSE in order to certify for the USMLE Step 1.

The Clinical Science curriculum in the United States begins with a 6-week clerkship: Internal Medicine Foundations (IMF), conducted through our affiliation agreement with the Center for Haitian Studies/Jackson Memorial Hospital in South Florida. Following IMF, students complete 84 additional weeks of clinical clerkships. This clinical experience is designed to build on students' training in medical history and physical diagnostic skills, and better prepare them to meet the demands of their clinical studies. Students participate in patient care while rotating through various medical specialties in affiliated teaching hospitals and other approved healthcare facilities in the United States.

During clinical clerkships, students must complete and pass the USMLE Step 2 Clinical Knowledge (Step 2 CK) and the USMLE Step 2 Clinical Skills (Step 2 CS). RUSM requires students to pass both the USMLE Step 2 CK and Step 2 CS to be eligible for graduation.

University Mission

Our mission is to prepare highly dedicated students to become competent and caring physicians.

Accreditation and Approval

The government of the Commonwealth of Dominica authorizes RUSM to confer the Doctor of Medicine degree and graduates are also eligible for licensure in Dominica. The United States Department of Education, through its National Committee on Foreign Medical Education and Accreditation (NCFMEA), has determined that the accreditation standards employed by the Dominica Medical Board are comparable with those used to evaluate programs leading to the MD degree in the United States by the Liaison Committee on Medical Education.

Students or applicants who wish to contact the Dominica Medical Board regarding any aspect of RUSM's medical education program can do so by writing to:

Dominica Medical Board Government Headquarters

Kennedy Avenue, Roseau, Commonwealth of Dominica, West Indies

RUSM students are eligible to take all of the United States Medical License Examinations (USMLE) by registering with the Educational Commission for Foreign Medical Graduates (ECFMG) and are eligible to apply for licensure in all states in the United States.

RUSM is also accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP). CAAM-HP is the legally constituted body established in 2003 under the aegis of the Caribbean Community (CARICOM), empowered to determine and prescribe standards and to accredit programs of medical, dental, veterinary and other health professions education on behalf of the contracting parties in CARICOM.

In addition, the General Medical Council of Great Britain has granted the RUSM Doctor of Medicine degree Limited Registration status, and the World Health Organization includes RUSM in its listing of medical schools approved by recognized national authorities.

In addition, the Society for Simulation in Healthcare (SSH) granted full accreditation to Ross University School of Medicine's Simulation Institute in November 2013.

California

The Medical Board of California has recognized that the resident course of instruction leading to the Doctor of Medicine degree awarded by the Ross University is equivalent to that required by Section 2089 and 2089.5 of the California Business and Professions Code. The medical education program is equivalent to that of a Liaison Committee on Medical Education (LCME) accredited school. This allows RUSM to conduct clinical clerkships in California and enables its graduates to apply for licensure. Many other states defer to California's recognition for the purpose of physician licensure because most do not have their own review and approval process.

Florida

Under the provision of Chapter 1005, Florida Statutes and Chapter 6E of the Florida Administrative Code, the Commission for Independent Education of the Florida Department of Education licenses RUSM to offer programs of instruction. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines Street, Suite 1414, Tallahassee, FL, 32399-0400, toll-free 888-224-6684.

New Jersey

The New Jersey State Board of Medical Examiners has approved RUSM to offer clinical clerkship programs in New Jersey hospitals.

New York

The New York State Education Department has approved the program of medical education at RUSM that seeks and places students in long-term clinical clerkships in affiliated hospitals in New York State.

Tennessee

Ross University School of Medicine is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning the quality of education, ethical business practices, and fiscal responsibility.

ADMISSIONS INFORMATION

Selection Criteria

The RUSM Admissions Committee, comprised of faculty members selected by the dean, gives serious consideration to all candidates showing the potential to meet the rigorous academic requirements of a highly structured medical curriculum.

The Admissions Committee considers each applicant for admission based on a combination of factors, including:

- Undergraduate cumulative grade point average (CGPA)
- GPA in required premedical course work (PGPA)
- Advanced science courses GPA (AGPA)
- Competitiveness of undergraduate school and curriculum
- Graduate coursework and records
- Research activities
- Medical College Admission Test (MCAT) scores
- Personal essay
- Pre-med committee evaluations
- Two letters of recommendation, at least one of which is from an academic reference*
- Extracurricular activities and accomplishments
- Professional experience
- Personal qualities
- Personal interview
- CASPer Situation Judgement Test (SJT)**

*Substitutions and/or exceptions are made on a case by case basis at the discretion of the Admissions Dean and Faculty Admissions Committee.

**Optional, entering class of September 2018 and forward. Please review CASPer details below.

Applicants whose credentials are judged to be indicative of the potential for successful completion of the prescribed curriculum will be invited for an interview, generally within two to four weeks after initial application materials have been received. The personal interview helps assess the overall personal and academic background, maturity, adaptability, character, aptitude, and most importantly, the applicant's motivation to become a physician. Work history and professional or volunteer experience provides further evidence of the student's motivation. Persons whose applications are incomplete, or whose qualifications are not acceptable, will be so notified. The Admissions Committee's decision is communicated by letter to the applicant, after the interview and subsequent review.

Educational Requirements

Matriculants to RUSM are required to have earned a bachelor's degree from a North American (or comparable) baccalaureate program. Applicants may apply with the final year of bachelor's coursework in progress. Prerequisite courses must have been completed within 10 years and should include the following:

Biology (General or Zoology) Two semesters of Biology (eight semester hours) with laboratory
Chemistry (General or Inorganic) Two semesters of Chemistry (eight semester hours) with laboratory
Organic Chemistry Two semesters of Organic Chemistry (eight semester hours) with laboratory
Physics Two semesters of Physics (eight semester hours) with laboratory
English (or a humanities equivalent) Two semesters of English or a writing-intensive humanities equivalent (six semester hours)
Mathematics (Calculus or Statistics recommended) One semester of College-level Mathematics (three semester hours)

Applicants who have completed their undergraduate studies in countries having an educational system different from that of the United States or Canada will be evaluated on their merits but will be expected to have completed a premedical curriculum comparable to that described above. Canadian students may satisfy the English requirements using year 13 English or Composition.

CASPer Situational Judgment Test

Beginning with the class matriculating in September 2018, RUSM applicants will have the option of registering for a situational judgment test (SJT) administered by CASPer (www.takecasper.com). CASPer is used by a number of US and Canadian MD programs to help assess the decision making skills of their applicants. The exam is online, one hour in duration, and does not test scientific knowledge but rather the decisions made in response to different scenarios that the test taker is presented with. CASPer tests for personal professional characteristics. A full description of the CASPer SJT is available at www.takecasper.com.

CASPer scores are confidential and shared directly between the administrators of the exam and medical schools selected by the applicant to receive the scores. As CASPer has only just become available to RUSM in 2017, it will be an optional exam for applicants to the RUSM September 2018 class. **While CASPer is optional for RUSM applicants, it fits with RUSM's long standing policies surrounding holistic admissions and is strongly encouraged.** RUSM will be using CASPer results as an additional data point in identifying excellent candidates to join the Ross community studying for their MD. The CASPer exam presents an additional opportunity for RUSM applicants to demonstrate their suitability for our MD program, beyond the MCAT score(s), academic achievements, extracurricular activities, and letters of support that are already part of the faculty's consideration when deciding admission.

Examination Requirements

Medical College Admission Test (MCAT)

RUSM requires the scores for the Medical College Admission Test (MCAT) to be submitted by all applicants, prior to the interview. If the applicant has taken the test more than once, all test results must be submitted prior to enrollment. RUSM's MCAT institutional code is 906. To learn more about the MCAT visit: www.aamc.org/students/mcat.

International Applicants

If less than 60 upper-division credits were earned from an English language college or university, the applicant will need to provide all official records of scores for either the Test of English as a Foreign Language[®] (TOEFL) or International English Language Testing System[®] (IELTS) exam. These exams measure the ability of non-native English speakers use and understanding of English as it is spoken, written and heard in college and university settings. The minimum acceptable score for TOEFL and IELTS are as follows:

- TOEFL iBT: 79
- TOEFL PBT: 550
- TOEFL CBT: 213
- IELTS: 6.5

The TOEFL institutional code for RUSM is 9614.

Application Checklist

Applications for RUSM can be completed online via: www.rossu.edu/medical-school/apply. All letters of recommendation and transcripts must be mailed to:

Ross University School of Medicine
Office of Admissions
2300 SW 145th Ave.
Miramar, FL 33027

A complete application consists of the following documents:

- A completed RUSM application, submitted to <http://www.rossu.edu/medical-school/apply/>
- Official transcript(s) from each college and/or professional school attended (transcripts must include a minimum of 90 credits at the time of application, and all prerequisite courses must be either completed or in progress). Prior to enrollment, a final degree-granting transcript is required and must include a graduation date.
- At least two official letters of recommendation, which are confidential and become the property of RUSM: At least one academic letter from a pre-medical professor acquainted with the applicant's academic ability or a recommendation from a college pre-health advisory committee; a second academic letter or reference from a physician acquainted with the applicant's healthcare work experience, if applicable. The second letter may also be a character reference from an employer or volunteer activity. All letters must be on appropriate letterhead with contact information included, and sent directly from the recommending party to the RUSM Admissions Office.*
- MCAT scores;
- Official report of scores from the TOEFL or IELTS, if applicable; and

- \$100 USD application fee (non-refundable).

Note: The state of Missouri requires that there be a period of at least three business days during which an application may be cancelled by the applicant, with the refund of all monies paid.

*Substitutions and/or exceptions are made on a case by case basis at the discretion of the Admissions Dean and Faculty Admissions Committee

Transfer Applicants: Admission with Advanced Standing

Applicants who have completed a portion of their curriculum at an RUSM-approved school of medicine may apply for admission with advanced standing. Such transfer applicants must present evidence of completion of courses (or their equivalent) at an accredited school of medicine comparable to those offered in the pre-clinical curriculum at RUSM. Applicants must also arrange with the medical school they are currently attending for an official transcript of their academic record to be sent to our Admissions Office. Applicants who have taken the USMLE Step 1 or Step 2 must also provide copies of their test results. The minimum score required in order to be considered for an interview is 210 for the USMLE Step 1; students must have passed the USMLE Step 1 on their first attempt.

Additionally, transfer applicants must meet all of the requirements for admission to RUSM; they must have earned a bachelor's degree or equivalent from an American, Canadian, or other internationally recognized college or university. The premedical studies of transfer applicants must include the aforementioned prerequisite courses and MCAT scores. Admitted students who have not completed basics and the USMLE Step I, will be placed in Semester One of The Foundations of Medicine. Admitted students who have successfully completed all of the Foundations of Medicine/Basic Sciences coursework at their previous institution, and have successfully completed the USMLE Step I, may be eligible enter RUSM beginning with the IMF clerkship. For admitted students who have successfully completed the basic sciences and have already completed the USMLE Step 1, the level of placement in the curriculum will be determined by the Committee for Transfer Student Admissions.

Note: Applicants who have attempted the USMLE Step 1 and/or Step 2, successfully or not, must provide copies of their results.

Note: Transfer credit will not be given for incomplete or failed courses (including courses with a "D" grade), or for courses taken more than four years prior to the time the applicant is accepted for enrollment to RUSM.

RUSM course credits are not guaranteed to transfer to other institutions. Acceptance of credits is subject to the receiving institution's requirements.

Accepted Students

Acceptance Deposits

Upon acceptance, students are required to pay a nonrefundable, \$1,000 tuition deposit. The initial partial tuition deposit of \$500 is required within two weeks of receiving the acceptance letter. The remaining nonrefundable tuition deposit balance of \$500 is required 120 days prior to the start of the semester. The full \$1,000 tuition deposit will be credited to the student's account. If the student fails to attend the semester for which the tuition deposit was paid, the deposit will be subject to forfeiture. If the student requests to defer his/her enrollment to a subsequent semester, and if the deferral is approved, the full \$1,000 tuition deposit and a \$1,000 deferral deposit, if not already submitted, must be paid in full prior to the deferral being processed.

New Student Welcome Packet Materials

Once accepted to RUSM, students will receive a welcome packet with information and forms pertaining to travel, Student Visa requirements, financial aid, housing, and pets to assist with their preparations for arrival and matriculation to RUSM on the island of Dominica.

The following items are required to obtain a Student Visa:

- One copy of round-trip flight itinerary.
- Two official (2"x 2") identical passport photos.
- One copy of signed signature page and photo page of passport (also include one copy of your permanent resident card if you are not a US citizen).
- One original police report or background check or letter of good conduct (not more than six months old). The document must have an official signature, official stamp or official seal (this document can be obtained from any local law enforcement agency/police department).
- One original "Health Certificate for Student Visa" form (physician must sign and either stamp or attach a business card).
- One original "Medical Examination of Applicants for Residence/Work Permit" form (physician must sign and either stamp or attach a business card).
- Two original "Commonwealth of Dominica Visa Application" forms.
- One copy of TB/PPD result within one year of your start date (accompanied by one of the following: immunization card or official physician's note).
- One copy of HIV result within one year of your start date (accompanied by one of the following: lab printout or official physician's note).
- One copy of Hepatitis A vaccination/Titer within 10 years of your start date (accompanied by one of the following: immunization card, lab printout, or official physician's note).
- One copy of Hepatitis B vaccination/Titer within five years of your start date (accompanied by one of the following: immunization card, lab printout, or official physician's note).
- One copy of imaging report from chest x-ray within one year of your start date (accompanied by one of the following: lab printout or official physician's note). Imaging report required regardless of TB/BCG/PPD result.

The Government of Dominica also requires a \$190 fee to process the Student Visa, which will be automatically billed to your tuition account. You do not need to submit this payment.

The aforementioned items must be submitted to the RUSM Admissions Office in Miramar, in addition to a copy of all health tests, lab results, and immunization records.

RUSM FINANCIAL INFORMATION – Doctor of Medicine

Tuition and Fees

All tuition and fees are listed in United States currency. Amounts are subject to change and additional fees may be charged for special features and/or services.

Application Fee: The \$100 application fee is nonrefundable and is payable with submission of the application.

First-semester students will also be charged a non-refundable visa processing fee of \$190.

Note: Additional information may be found at www.rossu.edu/medical-school/admissions/Tuition-and-Fees.cfm.

Tuition Rates:	
The Foundations of Medicine Curriculum*	
\$22,345	Per semester tuition for full-time students for the 2017-2018 academic year
\$50	Per semester mandatory Student Government Association (SGA) fee
\$400	Per semester mandatory Educational Resource Fee
Clinical Science Curriculum	
\$24,660**	Per semester tuition for full-time students for the 2017-2018 academic year

*Note: Students participating in the five-semester Foundations of Medicine curriculum track receive a 25% savings on tuition for the fifth semester of the Foundations of Medicine curriculum *only*.

**Note: represents a 15 week clinical semester. Clinical semesters are charged at a per week/credit rate.

Degree Program	Tuition	Fees ¹	Cost of Books and Supplies ²	Total Cost	Program Length
Doctor of Medicine (Standard Accelerated)	\$237,340	\$11,905	\$5,512	\$254,657	48 Months
Doctor of Medicine (Ross +)	\$254,099	\$13,102	\$6,020	\$273,121	52 Months

¹Including Education Resource Fee, Student Government Association Fee and Health Insurance Fee, Application Fee

²Estimated at \$508 per semester

Other Educational Expenses

Educational Materials: Students are responsible for purchasing required textbooks, supplies, equipment and clothing. The average cost for educational materials is approximately \$508 per semester.

Health Insurance: Students must have health insurance while enrolled at RUSM. The health insurance fee per semester is \$747—this price includes an administrative charge. If a student provides proof of

health insurance coverage, the requirement to purchase this insurance can be waived annually at the start of the insurance period at the Aetna Student Health website.

Late fees: Late payment fees of \$75 USD* will be assessed to the student's account if all tuition and fees are not paid by the billing due date, with the exception of those students who are enrolled in the University payment plan and have successfully made on-time payments. **Fee subject to change.*

Living Expenses: During the Foundations of Medicine curriculum, students must plan on the cost of rent and utilities, which will vary based on factors such as location and whether or not the student has roommates. Food and incidental costs must also be budgeted.

Transportation to/from Dominica: Travel to and from Dominica is by air; immigration requires students entering Dominica to have a valid passport, visa if required and a return airline ticket.

Financial Obligations: Tuition and fees are billed approximately 45 days in advance of each semester and are due, in full, 15 days before the start of the semester. Students who have submitted all required financial aid forms and have received a loan guarantee and/or approval may have tuition payment deferred until the funds are disbursed from the lender. Students whose financial aid processing remains incomplete through no fault of their own and/or their co-signer may register and begin classes but are still held responsible for full payment of all tuition charges.

Unless RUSM authorizes late payment, all balances must be paid before the start of classes. RUSM has the right to withhold services, records, academic certification and diploma from a student whose account is overdue.

Refund Policy for Withdrawals: A withdrawal occurs when a student's enrollment is permanently discontinued or, in some cases, temporarily interrupted. A withdrawal may be formal (when the student completes a withdrawal form) or informal (without written notification). In either case, the effective date of withdrawal is the student's last date of academically related activity attended.

The effective date of withdrawal is normally the student's last academically related event. When a student withdraws, RUSM assesses tuition based on the period he or she attended, and in correspondence with federal loan entitlement regulations. These are as follows:

If a new student withdraws prior to the start of the first semester, no tuition charges are due; however, seat deposits are forfeited unless that student was admitted to a US-based or Canada-based medical school (M.D. program only) prior to enrollment at RUSM.

The state of Missouri provides for a period during which admissions agreements with RUSM may be cancelled by the student with refund of all monies paid. This cancellation period shall not be less than (3) days, not including Saturdays, Sundays, and holidays.

For a withdrawal during the first 60 percent of a semester, as per US federal regulations, student loan entitlement is recalculated, and RUSM and the student are each proportionally responsible for returning "unearned" financial aid to the relevant lender(s). If a student withdraws after the first 60 percent of the semester (nine weeks), no refund is given.

If a continuing student withdraws prior to the start of a subsequent semester, no tuition charges are due.

If a student withdraws during the first 60% of a semester, tuition charges are directly pro-rated based on the portion of the semester that has elapsed. As semesters are normally 15 weeks in length, tuition is usually prorated for withdrawals during weeks one through nine (9). Tuition adjustments are normally completed within 45 days of the effective date of the withdrawal, no student request is required for tuition adjustments to be completed.

If a student withdraws after the first 60% (after completing the ninth week) of a semester, the full tuition charges remain due.

Financial Aid

The Office of Student Finance is committed to assisting students in obtaining necessary funding in order to pursue their education.

Detailed information on financial aid programs is published in the booklet, *The Financial Planning Guide*. This booklet is available at http://medical.rossu.edu/medical-school/documents/Ross_Financial_Aid_Planning_Guide.pdf

Students applying for assistance must submit the application and supporting materials described in the *The Financial Planning Guide* by the deadlines indicated. Applications may be completed online. Typically, students finance the cost of their medical education by combining family resources and student loans from governmental agencies and/or private sources.

Financial aid is available to all eligible students. More than 70 percent of RUSM students receive some form of financial assistance.

Free Application for Federal Student Aid (FAFSA)

Citizens and permanent residents of the United States applying for admission to RUSM, who are interested in obtaining financial aid, are encouraged to submit a Free Application for Federal Student Aid (FAFSA). The FAFSA serves as an application for all federal student aid programs and can be filed electronically at www.fafsa.ed.gov. The application should be filed at least 90 days in advance of the start date of the semester for which they are applying. Details are provided in *The Financial Planning Guide*.

In order to continue to receive student loans, students must meet the standards for satisfactory academic progress as detailed in the “Academic Policies and Procedures” section of this catalog. The Office of Student Finance assists students in applying to non-governmental lenders and guarantors of loans and scholarships for which they may be eligible. It is advisable for all students— including those who have applied for financial aid — to bring sufficient funds with them to cover the initial living and housing expenses in Dominica.

Government-sponsored Loan Programs: United States citizens and permanent residents attending RUSM may apply for Federal Student Loans under the William D. Ford Direct Loan Program.

Federal Loans are offered in two forms:

- **Federal Direct Unsubsidized Stafford Loan:** This is a non-need based loan; maximum \$20,500 per two-semester academic year. The interest rate is fixed at 6%.
- **Federal Direct Graduate PLUS Loan:** This is a non-need based federal loan for which the student can borrow up to RUSM's cost of attendance. If a student does not demonstrate eligibility for the Stafford Loan(s), he/she may receive up to the full cost of attendance in the PLUS Loan program. The interest rate is fixed at 7%.

Loan Deferment and Repayment: Repayment begins six months after a student has graduated, or under federal definition, has otherwise ceased to be enrolled at least half time. Students who attend RUSM with outstanding loan obligations for undergraduate or graduate study at other institutions are eligible for "in-school" deferment(s).

Canadian Students: Students residing in Canada are eligible for private funding sources and government resources. Please review the *Canadian Financial Planning Guide* available at http://medical.rossu.edu/documents/RUSM_Canadian_Planning_Guide.pdf.

Other Foreign Nationals: Students that are not U.S. citizens or permanent residents are not eligible for U.S. federal student assistance and may apply for funding, if available, in their home countries.

Veterans' Benefits: Eligible veterans of the United States Armed Forces may use benefits available through the Veterans Administration to help offset their educational costs. Please visit www.gibill.va.gov for more information.

Scholarships

Making the decision to become a physician is a major life decision and a significant financial commitment. RUSM is committed to preventing financial concerns from keeping any student from pursuing his or her dream and offers several scholarships designed to recognize students who have shown exceptional community and academic achievements. RUSM students may qualify for institutional scholarships and/or grants: for general requirements, the scholarship application process, and other information on currently available funding please visit

<https://medical.rossu.edu/admissions/Scholarships.html> **CURRICULUM OVERVIEW**

Competency Themes and Programs

The Doctor of Medicine (MD) degree is awarded upon successful completion of the Foundations of Medicine curriculum, the Clinical Science curriculum, and the US Medical Licensing Examination (USMLE) Step 1, USMLE Step 2 Clinical Knowledge (CK) and USMLE Step 2 Clinical Skills (CS). The Foundations of Medicine curriculum consists of a minimum of 64 credits of specifically prescribed coursework. All Foundations of Medicine coursework must be satisfactorily completed in Dominica.

Foundations of Medicine Curriculum

The Foundations of Medicine curriculum is designed to:

- Offer an in-depth, comprehensive program of biomedical sciences that has traditionally been deemed appropriate for future medical practitioners.
- Provide patient case correlations and clinical competency learning throughout the instructional program of biomedical sciences.

- Present a physical diagnosis course that provides the practical experience needed by students to prepare adequately for their clinical clerkships.

The curriculum is designed so that the classes and examinations are based upon programmatic and module learning objectives designed to meet the core competencies established by the Accreditation Council for Graduate Medical Education (ACGME). ACGME competencies are presented throughout the medical school program, identified as patient care, medical knowledge, practice-based learning and improvement, systems-based practice, professionalism, and interpersonal skills and communication.

The Clinical Science Curriculum

The Clinical Science curriculum consists of 90 weeks of clinical training. It begins with the six week Internal Medicine Foundations (IMF) clerkship. The remaining 84 weeks consist of 48 weeks of additional required core clerkships and 36 weeks of elective clerkships. Students participate in patient care while rotating through various medical specialties with teaching hospitals and other approved healthcare facilities in the United States and Canada. Students are required to complete core and elective clerkships in addition to passing the USMLE Step 2 Clinical Knowledge (CK) and the USMLE Step 2 Clinical Skills (CS) in order to be eligible for graduation. Graduating students may participate in the National Resident Matching Program® (NRMP), which is a paired choice system for matching applicants to available residencies that takes place every March. Students who train in a US residency program, typically sit for the USMLE Step 3 during residency. Upon completion of their residency and passing the USMLE Step 3, candidate physicians are prepared for licensure.

Foundations of Medicine

During the foundational science semesters, students participate in an integrated organ systems-based curriculum. This curricular structure is intended to enhance learning relevant to how physicians think in practice. Principles important to maintenance of health are emphasized, including the complexities of interaction between physicians, their patients and society. The basis for normal homeostasis is presented with examples of mechanisms of disease and the development of illness.

Competencies for good medical practice (ACGME competencies) are introduced in lectures, with case-based small group learning (SGL), and through integrated case presentations incorporating concepts from multiple disciplines. Students develop understanding of the skills necessary to conduct the clinical interview, the primary skill of the clinician. Physical examination, medical ethics and the practice of medicine within a complex society are also introduced at this early stage in the curriculum. Students completing all semesters of the Foundations of Medicine have a unified knowledge of human biology as it relates to the major organ systems, and how this knowledge relates to medical practice.

RUSM commenced its two-track Foundations of Medicine curriculum with the May 2013 incoming class, offering two options for student success. The Ross+ track is a curriculum of five semesters in length, while the Standard Accelerated track is four semesters. The two tracks constitute the same program of study. The five-semester track is considered Ross+ curriculum. The four-semester track is known as the Standard Accelerated curriculum, denoted with an "X" next to the course name on the transcript.

By the end of Semester 1, students choose between the 5-semester curriculum and the 4-semester accelerated curriculum. Students receive academic counseling to guide track placement. Students may not switch tracks mid-semester, nor may students switch from the Ross+ curriculum track to the Standard Accelerated curriculum track in a subsequent semester.

A revised GPA calculation went into effect in May 2013. A failing grade for a course that is subsequently passed will show up on the transcript as "R" indicating a repeated course and the R will not factor into the GPA calculation. Please note that credit hours of "R" grades are included in calculating the pace of progression as part of determining Satisfactory Academic Progress (SAP.)

The chart below compares the two tracks.

	Standard Accelerated Curriculum (Four-Semester Track)	Ross+ Curriculum (Five-Semester Track)
Academics	Same program of study; same semester 1; semesters 2, 3, 4	Same program of study; same semester 1; semester 2, 3, 4, 5 with fewer modules per semester and integrated study breaks
Tuition	4x semesters' tuition	4x semesters' tuition and 25% savings on tuition for semester 5 only
Timing	Basic Sciences: 60 weeks Clerkships: 90 weeks Total: 150 weeks	Basic Sciences: 75 weeks Clerkships: 90 weeks Total: 165 weeks

Foundations of Medicine Curricular Tracks

Two curricular tracks are offered to students, entering RUSM in May of 2013 and beyond. These tracks have a common first semester, which is graded high-pass/pass/fail. Students seeking to enter into the Standard Accelerated Track must obtain an overall score of 70 in Semester 1 (or an overall score of 75 for a student repeating Semester 1).

The Ross+ Curriculum: This Foundations of Medicine curriculum allows students the opportunity to complete requirements of the Foundations program in 20 months in Dominica, by completion of a minimum of 64 credit hours of coursework.

The Standard Accelerated Curriculum: This Foundations of Medicine curriculum allows students the opportunity to complete requirements of the Foundations of Medicine curriculum in 16 months in Dominica, by completion of a minimum of 64 credit hours of coursework.

Foundations of Medicine:

Course Descriptions for Students Commencing in May 2013 or thereafter

Semester 1 Course Descriptions

1. Foundations of Medicine 1 – MIOB #1101 (13 credits)

The **Foundations of Medicine 1 course** (FM 01) includes four sequential modules designed to introduce students to the pre-clinical education program. The entire FM 01 course encompasses tenets of medical science that are essential for understanding the integrated presentations of the organ systems-based modules which follow. The four modules are arranged to complement learning sessions within the Clinical Skills 1 course (CS 01) in semester 1.

The **Fundamentals of Biomedical Science module, part 1**, is designed to introduce students to coursework in semester 1 which provides core concepts for future learning in medical school. The main content-based themes are molecular biology, biochemistry, genetics, physiology, microscopic anatomy, and embryology. Concurrently, students learn gross anatomy in lectures and active-learning laboratories that continue throughout the semester 1 modules. In general, this module proceeds from the microscopic, beginning with biochemistry and macromolecules, to macroscopic features of the human body with gross anatomy and physiology.

The **Hematopoietic & Lymphoreticular System module, part I**, is organized to present major USMLE Step I content identified as normal processes under disorders of the immune, blood and lymphoreticular systems on the USMLE.org website. Although this module will largely focus on normal processes, information and clinical applications or correlates will be introduced to increase students understanding of the basic science principles underlying the mechanism of relevant diseases.

At the end of this module, students will be expected to acquire, integrate and apply knowledge to answer basic science and clinical vignette-based multiple choice questions. This will include interpreting history and physical exam, radiographic, and laboratory findings as well as identifying normal and abnormal gross and microscopic morphological features. Student's fund of knowledge, comprehension, and application of basic science principles will be assessed using

a combination of multi-disciplinary integrated and cumulative multiple choice questions similar to the practice question found on the USMLE Step I website.

Please note: Gross anatomy lectures scheduled during this module are not directly relevant to the content of the HL I module, but will be included as examinable content on the mini and final examinations.

The **Musculoskeletal System module, part I**, emphasizes the origin and function of skeletal muscle, cartilage and bone, and includes practical laboratory sessions. Multiple learning modalities reinforce gross anatomy and microscopic anatomy learning. Clinical presentations and treatments of musculoskeletal diseases are also introduced, supporting further learning in the second part of the musculoskeletal module in semester 3.

The **Integumentary System module, part I**, covers the normal microscopic anatomy and function of skin, basic biological concepts and terminology related to basic skin lesions. Medical entomology will be discussed with emphasis on vectors and mode of transmission. Common clinical skin conditions such as heat stroke, wound healing, burns, protozoans, and worms will be explained. Concepts of pharmacodynamics and pharmacokinetics as well as drugs affecting the adrenergic and cholinergic systems are introduced. Content presented in Anatomy will include ear and oral cavity, larynx and lymphatics, further radiologic studies of the head and neck, and peripheral anatomy and function of cranial nerves. The latter two modules have been integrated to function as a single module M1 & I1.

2. Clinical Skills 1 – MCLM #1102 (2 credits)

This **Clinical Skills 1** course contains a single semester-long module of clinical learning:

The **Clinical Skills 1** course creates clinical context for the Foundations of Medicine curriculum, and introduces students to a variety of clinical skills training in laboratory and small group format in preparation for preclinical simulated- and real-patient encounters. Themes emphasized are physical examination skills, patient interviewing skills and ACGME competency awareness and skills. An integral component of the program is the Case-based Cognitive Skills activity which provides clinical context to a cumulative review of lecture content in small group format. Students assess knowledge gaps through facilitated self-assessment and self-reflection during these activities. Learning through medical simulation is also initiated in the first semester to continue throughout the Foundations of Medicine curriculum. Small group simulation sessions are designed to encourage student integration of basic science knowledge presented in organ systems-based modules of semester 1.

Semester 2 Course Descriptions

Foundations of Medicine 2: Ross+ Curricular Track

1. Foundations of Medicine 2 – MIOB #1201 (10 credits)

The **Foundations of Medicine 2 course** (FM 02) includes five sequential modules designed to enhance student understanding of the basic sciences relevant to organ-systems of the human body. The entire FM 02 course is a well-integrated learning program which includes a time for students to strengthen and consolidate learning. The five modules are arranged to complement learning sessions within the Clinical Skills 2 course (CS 02) in semester 2.

The **Cardiovascular System module, part I**, focuses on the basic science concepts of physiology, gross anatomy, histology and introductory pathology, cell biology, embryology, and introductory pharmacology that are essential for understanding the causes of cardiac disease. Clinical training continues in this module with lectures on the doctor-patient relationship and ACGME competencies. In addition, clinical case presentations integrate all of these elements. Clinical presentations and treatments of cardiovascular diseases will be the focus of the Cardiovascular System module, part II, in semester 04/4X.

The **Respiratory System module, part I**, focuses on the basic science concepts of physiology, gross anatomy, histology, cell biology, embryology, biochemistry, immunology, as well as introductory pathology and introductory pharmacology, essential for understanding the causes and treatment of diseases of the respiratory tract. Clinical training continues in this module with lectures on the doctor-patient relationship, epidemiology, and ACGME competencies. Clinical presentations and treatments of pulmonary diseases will be the focus of the Respiratory System module, part II, in semester 5.

The **Digestive System module, part I**, introduces the basic science and functions of the gastrointestinal system. Important principles of the basic sciences are used to support early consideration of clinical cases in semester 2. Further understanding is developed by consideration of an SGL case, and clinical nutrition and sensitivity content. Clinical presentations and treatments of digestive system diseases will be the focus of the Digestive System module, part II, in semester 3.

The **Nervous & Psychiatric System module, part I**, presents a foundation for understanding the organization and function of the human nervous system. The neuroanatomy of each system is correlated with its physiology, function and relevant clinical applications, including behavioral aspects. Laboratory instruction includes detailed brain examination and exposure to neuroimaging modalities. This knowledge is expected to serve as a solid basis for future courses, for clinical clerkships and for understanding the diagnoses of nervous system disease as seen in clinical settings. Students also participate in anatomic lectures and anatomical dissection labs, concurrently. Clinical training also continues in this module, with lectures and lab instruction in behavioral interviewing skills, clinical skills laboratory, ACGME competencies, and simulator demonstrations. Clinical presentations and treatments of nervous and psychiatric diseases will be the focus of the Nervous & Psychiatric System module, part II, in semester 5.

The **Endocrine System module, part I**, is organized to present integrated discussion of normal and abnormal endocrine function, pathologies and clinical presentations. Disease correlations will be given for normal and abnormal anatomic, physiologic and developmental processes for each of the endocrine systems. Clinical presentations and treatments of endocrine diseases will be the focus of the Endocrine System module, part II, in semester 5.

2. Clinical Skills 2 – MCLM #1203 (4 credits)

The **Clinical Skills 2** (CS 02) course contains a single semester-long module of clinical learning:

The **Clinical Skills 2** course continues to create clinical context for the Foundations of Medicine curriculum, and introduces students to even more clinical skills training in laboratory and small group format in preparation for preclinical simulated- and real-patient encounters. Themes emphasized are physical examination skills, patient interviewing skills and ACGME competency awareness and skills. An integral component of the program is the Small Group Learning/Interview Skills Training activity which provides students the opportunity to gather patient information by interviewing a Standardized Patient and then working through a clinical case that applies basic science knowledge gained from the lecture curriculum. Students receive valuable feedback about their interviewing skills, learn how to present an oral summary of a patient interview, learn how to organize and document clinical information, and then identify and close knowledge gaps through facilitated self-assessment and research of appropriate resources. Learning through medical simulation also continues in second semester, correlating with and enhancing the Foundations of Medicine curriculum.

Foundations of Medicine 2X: Standard Accelerated Curricular Track

Students enrolling into semester 2X of the Foundations of Medicine curriculum are given the option to proceed in an accelerated curriculum track, enabling students to complete the Foundations of Medicine curriculum in a total of four semesters. The Standard Accelerated Curricular Track **Foundations of Medicine 2X course** (FM 2X) includes two additional modules with a total of 13 credit hours of required coursework. The standard accelerated curriculum track Clinical Skills 2X course (CS 2X) is assigned 4 credit hours of required coursework.

1. Foundations of Medicine 2X – MIOB #1202 (13 credits)

For students choosing this track, the **Standard Accelerated Curriculum track Foundations of Medicine 2X course** (FM 2X) includes seven sequential modules designed to enhance student understanding of the basic sciences relevant to organ-systems of the human body. The entire FM 2X course is a well-integrated learning program. The seven modules are arranged to complement learning sessions within the Clinical Skills 2X course (CS 2X) in semester 2X.

In addition to the required modules for the semester 2 Ross+ Curricular track, students in the Standard Accelerated Curriculum track 2X are required to complete the following additional organ-systems based modules:

The **Renal System module, part I**, describes the structure, function and control of the human renal system, and its contribution to the maintenance of homeostasis. This module also introduces how the renal system is affected by common diseases, as well as the basic principles of assessment and treatment of common renal disorders. Clinical presentations and treatments of renal diseases will be the focus of the Renal System module, part II, in semester 04/4X.

The **Reproductive System module, part I**, The Reproductive System module, part I, is mapped to the USMLE Step 1 content described as Normal Processes of the male and female reproductive systems. This encompasses the anatomy, histology, and physiology of the male and female reproductive systems, and the breast. Sexuality and gender-specific differences and disorders of the human sexual response cycle are presented. The pharmacology of selected conditions are also addressed. Changes associated with pregnancy, including fertilization, implantation, development of the embryo, parturition and the puerperium are addressed. Lectures in genetics

present Mendelian, linkage, multifactorial and other inheritance patterns, as well as Bayesian analysis for risk counseling. The module concludes with an integrated lecture that presents an approach to diagnosing persons afflicted with infertility and the treatment options available with modern advanced reproductive technologies.

Each lecture is accompanied by clearly defined objectives delineating the knowledge, application and synthesis that the student should acquire from taking this course. Upon completion of this module, students will be assessed through a multiple choice test consisting of multidisciplinary, integrated and cumulative questions similar to those found on the USMLE Step I website. Clinical presentations and treatments of reproductive diseases will be the focus of the Reproductive System module, part II, in semester 3X/04.

2. Clinical Skills 2X – MCLM #1204 (4 credits)

The **Standard Accelerated Curricular track Clinical Skills 2X course** (CS 2X) includes content as outlined above for CS 02 Ross+ and a Renal I module, with additional high fidelity simulation small group session to reinforce basic science concepts.

Semester 3 Course Descriptions

Foundations of Medicine: Ross+ Curricular Track

1. Foundations of Medicine 3 – MIOB #2303 (10 credits)

The **Foundations of Medicine 3 course** (FM 03) includes four sequential modules designed to introduce themes of inflammation and infection, followed by presentations of the basic sciences relevant to organ-systems of the human body. The entire FM 03 course is a well-integrated learning program which includes a time for students to strengthen and consolidate learning. The four modules are arranged to complement learning sessions within the Clinical Skills 03 course (CS 03) in semester 3.

This course includes the following four modules:

The **Fundamentals of Biomedical Science module, part II**, provides integrated foundational knowledge in pathology, behavioral science, pharmacology, and microbiology necessary for future organ systems module learning. Topics covered in behavioral science include medico-legal issues, epidemiology, and ethics. Microbiology and immunology will play a prominent role in this module and will cover cell and humoral-based immune responses as well as introductions to viruses, gram positive and gram negative bacteria, fungi, protozoans, and worms. Concepts of pharmacodynamics and pharmacokinetics as well as drugs affecting the adrenergic and cholinergic systems are introduced. Topics presented in pathology will include cell pathology, inflammation and repair, immunopathology, infection, and environmental pathology. In general, this module encompasses basic information that is necessary for understanding what is presented in the organ systems-based modules which follow.

The **Renal System module, part I**, describes the structure, function and control of the human renal system, and its contribution to the maintenance of homeostasis. This module also introduces how the renal system is affected by common diseases, as well as the basic principles of assessment and treatment of common renal disorders. Clinical presentations and treatments of renal diseases will be the focus of the Renal System module, part II, in semester 4.

The **Digestive System module, part II**, builds on the basic science foundation and clinical scenarios developed in part I of the module. Students develop deeper understanding of the importance of data use and interpretation of clinical values for optimal patient care. Presentations of common conditions provide opportunities for students to strengthen their understanding of digestive disease.

The **Reproductive System module, part I**, The Reproductive System module, part I, is mapped to the USMLE Step 1 content described as Normal Processes of the male and female reproductive systems. This encompasses the anatomy, histology, and physiology of the male and female reproductive systems, and the breast. Sexuality and gender-specific differences and disorders of the human sexual response cycle are presented. The pharmacology of selected conditions are also addressed. Changes associated with pregnancy, including fertilization, implantation, development of the embryo, parturition and the puerperium are addressed. Lectures in genetics present Mendelian, linkage, multifactorial and other inheritance patterns, as well as Bayesian analysis for risk counseling. The module concludes with an integrated lecture that presents an approach to diagnosing persons afflicted with infertility and the treatment options available with modern advanced reproductive technologies.

Each lecture is accompanied by clearly defined objectives delineating the knowledge, application and synthesis that the student should acquire from taking this course. Upon completion of this module, students will be assessed through a multiple choice test consisting of multidisciplinary, integrated and cumulative questions similar to those found on the USMLE Step I website. Clinical presentations and treatments of reproductive diseases will be the focus of the Reproductive System module, part II, in semester 4.

2. Clinical Skills 3 – MCLM #2304 (2 credits)

The **Clinical Skills 3** (CS 03) course contains a single semester-long module of clinical learning:

The **Clinical Skills 3** course continues to create clinical context for the Foundations of Medicine curriculum, and now requires students to integrate their newly acquired interviewing and physical examination skills in realistic encounters with Standardized Patients in the Standardized Patient (SP) Program. Standardized patients are interviewed and examined by students in small group sessions with direct observation and feedback by MD faculty. Differential diagnosis development and clinical reasoning are modeled and facilitated. ACGME competency awareness and skills continue to be emphasized. A community clinic visit allows students to interview and examine an actual patient, perform an oral presentation and produce written documentation of the encounter. Students assess knowledge gaps through facilitated self-assessment and self-reflection during these activities and self-directed learning is promoted. Learning through medical simulation continues. Small group high fidelity simulation sessions continue to correlate with the basic science knowledge presented in organ systems-based modules of the lecture curriculum.

Foundations of Medicine 3X: Standard Accelerated Curricular Track

Students enrolling in semester 3X of the Foundations of Medicine curriculum who have previously completed semester 2X of the Standard Accelerated Curriculum track (FM 2X and CS 2X) are given the

option to proceed in the semester 3X Standard Accelerated Curriculum track, enabling students to complete the Foundations of Medicine program in a total of 4 semesters. The accelerated curriculum track **Foundations of Medicine 3X course** (FM 3X) includes two additional modules with a total of 13 credit hours of required coursework. The Standard Accelerated Curriculum track Clinical Skills 3X course (CS 3X) includes 4 credit hours of required coursework.

1. Foundations of Medicine 3X – MIOB #2306 (13 credits)

For students choosing this track, the **Standard Accelerated Curriculum track Foundations of Medicine 3X course** (FM 3X) includes 5 sequential modules designed to enhance student understanding of the basic sciences relevant to organ-systems of the human body. The entire FM 3X course is a well-integrated learning program. The 5 modules are arranged to complement learning sessions within the accelerated Clinical Skills 3X course (CS 3X) in semester 3X.

In addition to the two required modules of the semester 3 Ross+ curriculum, **Fundamentals of Biomedical Science, part II**, and the **Digestive System module, part II**, (described above); students in the accelerated curriculum track are required to complete the following additional organ-systems based modules:

The **Hematopoietic & Lymphoreticular System module, part II**, is organized to present major USMLE Step I content identified as abnormal processes under disorders of the immune, blood and lymphoreticular systems on the USMLE.org website. Information and concepts introduced in previous modules, particularly part I of this module will be applied to determine the clinical presentation, complications, diagnosis, prognosis, and treatment of patients with disorders or diseases presented in the HL I & II modules.

At the end of this module, students will be expected to apply basic science principles to solve clinical problems, including interpreting history and physical exam, radiographic, and laboratory findings as well as identifying gross and microscopic morphological features. Students fund of knowledge, comprehension, and application will be assessed using a combination of multi-disciplinary integrated and cumulative multiple choice questions similar to the practice question found on the USMLE Step I website.

The **Musculoskeletal System module, part II**, emphasizes clinical diseases and treatment modalities at a more in-depth level. Students use their knowledge of normal processes to relate this to disease states and the mechanisms used to treat conditions of musculoskeletal pathology and disease.

The **Reproductive System module, part II**, The Reproductive System module, part II, is mapped to the USMLE Step 1 content described as Abnormal Processes: Health and Health Maintenance, Screening, Diagnosis, Management, Risks & Prognosis. As such, the module teaches basic science in the context of its clinical applications. The module introduces the main components of prenatal care and the nutritional requirements of pregnancy, lactation and childhood. Labor & delivery, disorders of pregnancy and congenital anomalies are addressed. Diseases of the male and female reproductive organs and breast are discussed, including emphasis on risks and prognosis of neoplastic conditions. Lectures and case studies also include infectious and inflammatory diseases of the reproductive organs, including STDs. The pharmacology of

obstetrical and gynecological conditions, and a lecture on reproductive ethics are presented within the broader context of women's health.

Each lecture is accompanied by clearly defined objectives delineating knowledge, application and synthesis that the student should acquire from taking this course. Upon completion of this module, students will be assessed through an examination consisting of multidisciplinary, integrated and cumulative multiple choice questions of the same difficulty levels to those found

Note - Students taking the Standard Accelerated Curriculum track of Foundations of Medicine 3X have previously completed requirements for the **Renal System module, part I**, and the **Reproductive System module, part I**.

2. Clinical Skills 3X – MCLM #2307 (4 credits)

For students electing to enter this track, the **Standard Accelerated Curriculum track Clinical Skills 3X course** (CS 3X) includes content as outlined above for CS 03Ross+ with the following modifications. All of the Standardized Patient Program occurs in CS 3X rather than being distributed between CS 0 Ross+ and CS 04 Ross+. All community clinic visits also occur in CS 3X. High fidelity simulation small group sessions correlate with the Foundations of Medicine organ systems-based modules to enhance student integration and retention of course material. The complexity of cases and expectations for performance continue to progress developmentally.

Semester 4 Course Descriptions:

Foundations of Medicine 4: Ross+ Curriculum Track

1. Foundations of Medicine 4 – MIOB #2404 (9 credits)

The **Foundations of Medicine 4 course** (FM 04) includes five sequential modules designed to consolidate clinical and basic sciences learning of organ-systems of the human body.

The entire FM 04 course is a well-integrated learning program which is structured to support completion of the module-based curriculum. The five modules are arranged to complement learning sessions within the Clinical Skills 4 course (CS 04) in semester 4.

This course includes the following five modules:

The **Cardiovascular System module, part II**, is focused on understanding the nature, pathophysiology, clinical presentation, and management of the common diseases affecting the heart and blood vessels. Many disciplines contribute to the module including behavioral sciences, microbiology, pathology, pharmacology and clinical medicine. The module integrates the basic biomedical sciences of cardiovascular anatomy, physiology, and general pathology with the clinical disciplines of cardiology and internal medicine. A significant proportion of the module learning activities are multidisciplinary clinical correlations, hospital visits, SGL and simulation sessions. Use of standardized patients and Harvey simulations will reinforce initial learning of diagnostic skills in cardiology, and internal and emergency medicine.

The **Renal System module, part II**, incorporates didactic classroom sessions coupled with the interpretation of urinalysis and renal function tests, recognition of imaging and microscopy features, and the introduction of clinical approaches for addressing the pathogenesis and

patient management of underlying renal conditions. A comprehensive lecture series is presented which describes the etiology, pathogenesis, morphological and clinical changes, with pharmacological treatment options for renal disease and systemic diseases, such as diabetes mellitus and common urinary tract infection. Clinical correlates discussing how patients with renal system disease present to the physician are provided to emphasize interpretations of physical signs, correct approaches to differential diagnosis, methods for making appropriate diagnoses, and basic principles of renal disease management.

The **Hematopoietic & Lymphoreticular System module, part II**, is organized to present major USMLE Step I content identified as abnormal processes under disorders of the immune, blood and lymphoreticular systems on the USMLE.org website. Information and concepts introduced in previous modules, particularly part I of this module will be applied to determine the clinical presentation, complications, diagnosis, prognosis, and treatment of patients with disorders or diseases presented in the HL I & II modules.

At the end of this module, students will be expected to apply basic science principles to solve clinical problems, including interpreting history and physical exam, radiographic, and laboratory findings as well as identifying gross and microscopic morphological features. Students' fund of knowledge, comprehension, and application will be assessed using a combination of multi-disciplinary integrated and cumulative multiple choice questions similar to the practice question found on the USMLE Step I website.

The **Musculoskeletal System module, part II**, emphasizes clinical diseases and treatment modalities at a deeper level than the semester 1 module. Students use their knowledge of normal processes to relate this to disease states and the mechanisms used to treat conditions of musculoskeletal pathology and disease.

The **Reproductive System module, part II**, The Reproductive System module, part II, is mapped to the USMLE Step 1 content described as Abnormal Processes: Health and Health Maintenance, Screening, Diagnosis, Management, Risks & Prognosis. As such, the module teaches basic science in the context of its clinical applications. The module introduces the main components of prenatal care and the nutritional requirements of pregnancy, lactation and childhood. Labor & delivery, disorders of pregnancy and congenital anomalies are addressed. Diseases of the male and female reproductive organs and breast are discussed, including emphasis on risks and prognosis of neoplastic conditions. Lectures and case studies also include infectious and inflammatory diseases of the reproductive organs, including STDs. The pharmacology of obstetrical and gynecological conditions, and a lecture on reproductive ethics are presented within the broader context of women's health.

Each lecture is accompanied by clearly defined objectives delineating knowledge, application and synthesis that the student should acquire from taking this course. Upon completion of this module, students will be assessed through an examination consisting of multidisciplinary, integrated and cumulative multiple choice questions of the same difficulty levels to those found on the USMLE Step I website.

2. Clinical Skills 4 – MCLM #2405 (2 credits)

The **Clinical Skills 4** (CS 04) course contains a single semester-long module of clinical learning:

The **Clinical Skills 4** course continues to create clinical context for the Foundations of Medicine curriculum, and introduces students to a variety of clinical skills training in laboratory and small group format in preparation for preclinical simulated- and real-patient encounters. Students continue to combine their evolving patient interviewing and physical examination skills in the Standardized Patient program with direct observation and feedback by MD faculty in a small group format. Students attend a community clinic, interview and examine a patient there, and continue to practice oral presentation and written documentation skills. Themes emphasized are physical examination skills, patient interviewing skills, clinical reasoning, and ACGME competency awareness and skills. Students are encouraged to continue to assess knowledge gaps through facilitated self-assessment and self-reflection during all activities. Self-directed learning is promoted. Learning through medical simulation continues with an emphasis on high fidelity simulation cases with increasing medical complexity and performance expectations. Small group simulation sessions continue to emphasize student integration of basic science knowledge presented in organ systems-based modules.

Foundations of Medicine 4X: Standard Accelerated Curricular Track

Students enrolling into semester 4 of the pre-clinical program who have previously completed semester 3 of the Standard Accelerated Curriculum track (FM 3X and CS 3X) are given the option to proceed in the semester 4 Standard Accelerated Curriculum track, enabling students to complete the Foundations of Medicine curriculum in a total of 4 semesters. The Standard Accelerated Curriculum track **Foundations of Medicine 4X course** (FM 4X) completes requirements for the Foundations of Medicine curriculum for students in the Standard Accelerated Curriculum track. The Standard Accelerated Curriculum track Clinical Skills 4X course (CS 4X) includes 2 credit hours of required coursework.

1. Foundations of Medicine 4X – MIOB #2407 (13 credits)

For students choosing this track, the Standard **Accelerated Curriculum track Foundations of Medicine 4X course** (FM 4X) includes sequential modules designed to enhance student understanding of the basic sciences relevant to organ-systems of the human body. The entire FM 4X course is a well-integrated learning program. The 6 modules are arranged to complement learning sessions within the accelerated curriculum Clinical Skills 4X course (CS 4X) in semester 4X.

Students in the Standard Accelerated Curricular track of semester 4 have a curriculum which includes the following organ-systems based modules:

The **Cardiovascular System module, part II**, is focused on understanding the nature, pathophysiology, clinical presentation, and management of the common diseases affecting the heart and blood vessels. Many disciplines contribute to the module including behavioral sciences, microbiology, pathology, pharmacology and clinical medicine. The module integrates the basic biomedical sciences of cardiovascular anatomy, physiology, and general pathology with the clinical disciplines of cardiology and internal medicine. A significant proportion of the module learning activities are multidisciplinary clinical correlations, hospital visits, SGL and simulation sessions. Use of standardized patients and Harvey simulations will reinforce initial learning of diagnostic skills in cardiology, and internal and emergency medicine.

The **Respiratory System module, part II**, emphasizes learning related to common upper respiratory tract and pulmonary diseases, including those of developmental, infectious, and neoplastic origin. The module presents lecture-based learning in pathology, microbiology and pharmacology to support understanding of patient presentations. Clinical presentations common to respiratory diseases are explored, and students will work with a simulated patient. The module concludes with an interdisciplinary case-based active learning session which will facilitate integration of basic science, clinical presentation and clinical competencies.

The **Renal System module, part II**, incorporates didactic classroom sessions coupled with the interpretation of urinalysis and renal function tests, recognition of imaging and patient management of underlying renal conditions. A comprehensive lecture series is presented which describes the etiology, pathogenesis, morphological and clinical changes, with pharmacological treatment options for renal disease and systemic diseases, such as diabetes mellitus and common urinary tract infection. Clinical correlates discussing how patients with renal system disease present to the physician are provided to emphasize interpretations of physical signs, correct approaches to differential diagnosis, methods for making appropriate diagnoses, and basic principles of renal disease management.

The **Endocrine System module, part II**, presents a more detailed discussion of the complexity of endocrine diseases and their treatment. The relation between endocrine systems to other organ systems is developed in lectures. In this approach, the normal processes are revisited and clinical cases are used to further develop knowledge presented earlier in the Endocrine System module, part I, provided in semester 2.

The **Integumentary System module, part II**, introduces pathology, diseases and therapeutics of the integumentary system. Disease categories include bacterial, fungal and viral infections; inflammatory, degenerative diseases and malignancies; and systemic diseases with skin manifestations and treatments. Zoonoses and the sepsis syndrome are also presented.

The **Nervous & Psychiatric System module, part II**, will build on the basic knowledge of the nervous system to develop knowledge skills and attitudes necessary to understand the depth and complexity of clinical psychiatry. Further clinical skill development is emphasized allowing students to see how each of the competencies of good clinical practice are integrated together to support optimal patient care.

Note - Students taking the Standard Accelerated Curricular track of Foundations of Medicine 3X have previously completed requirements for the Renal System module, part I, and the Reproductive System module, part I.

2. Clinical Skills 4X – MCLM #2408 (2 credits)

For students electing to enter this track, the **Standard Accelerated Curriculum track Clinical Skills 4X course** (CS 4X) includes content as outlined above for CS 04 Ross+, with the following modifications. Because students have completed the entire Standardized Patient program in CS 3X, they now integrate all of their basic interviewing skills and physical examination skills in real patient encounters in the Princess Margaret Hospital in Roseau. Oral presentations and written documentation are required for these patient evaluations and are assessed by Department of Clinical Medicine (DCM) and adjunct

clinical faculty. In addition, students continue to be trained by the Behavioral Science Department to develop and implement advanced interview skills, which they can also integrate into their patient encounters. High fidelity simulation continues in the CS 4X course with increasing complexity of cases and expectations for performance.

Semester 5 Course Descriptions: RUSM September 2014

Foundations of Medicine 5: Ross+ Curricular Track

1. Foundations of Medicine 5 – MIOB #2501 (10 credits)

The **Foundations of Medicine 5 course** (FM 05) includes four sequential modules designed to consolidate clinical and basic sciences learning of organ-systems of the human body. The entire FM 05 course is a well-integrated learning program which is structured to support completion of the module-based curriculum. The four modules are arranged to complement learning sessions within the Clinical Skills 5 course (CS 05) in semester 5.

This course includes the following four modules:

The **Respiratory System module, part II**, emphasizes learning related to common upper respiratory tract and pulmonary diseases, including those of developmental, infectious, and neoplastic origin. The module presents individual- and team-taught lecture-based learning in pathology, microbiology, pharmacology, and clinical medicine to support understanding of patient presentations. Clinical presentations common to respiratory diseases are explored, and students will work with a simulated patient. The module concludes with an interdisciplinary case-based active learning session.

The **Endocrine System module, part II**, presents a more detailed discussion of the complexity of endocrine diseases and their treatment. The relation between endocrine systems to other organ systems is developed in lectures. In this approach, the normal processes are revisited and clinical cases are used to further develop knowledge presented earlier in the Endocrine System module, part I, provided in semester 2.

The **Integumentary System module, part II**, introduces pathology, diseases and therapeutics of the integumentary system. Disease categories include bacterial, fungal and viral infections; inflammatory, degenerative diseases and malignancies; and systemic diseases with skin manifestations and treatments. Zoonoses and the sepsis syndrome are also presented.

The **Nervous & Psychiatric System module, part II**, will build on the basic knowledge of the nervous system to develop knowledge skills and attitudes necessary to understand the depth and complexity of clinical psychiatry. Further clinical skill development is emphasized allowing students to see how each of the competencies of good clinical practice are integrated together to support optimal patient care.

2. Clinical Skills 5 – MCLM #2502 (2 credits)

This **Clinical Skills 5** (CS 05) course contains a single semester-long module of clinical learning:

The **Clinical Skills 5** course continues to create clinical context for the Foundations of Medicine curriculum, and introduces students to a variety of clinical skills training in laboratory and small group format in preparation for preclinical simulated- and real-patient encounters. Students continue to combine their evolving patient interviewing and physical examination skills in the Standardized Patient program with direct observation and feedback by MD faculty in a small group format. Students attend a community clinic, interview and examine a patient there, and continue to practice oral presentation and written documentation skills. Themes emphasized are physical examination skills, patient interviewing skills, clinical reasoning, and ACGME competency awareness and skills. Students are encouraged to continue to assess knowledge gaps through facilitated self-assessment and self-reflection during all activities. Self-directed learning is promoted. Learning through medical simulation continues with an emphasis on high fidelity simulation cases with increasing medical complexity and performance expectations. Small group simulation sessions continue to emphasize student integration of basic science knowledge presented in organ systems-based modules.

Required Course for Students Repeating a Semester: Essential Lifelong Learning Skills (ELLS) Program for both Ross+ and Standard Accelerated Curriculum

Semester 1: MDBS-1105-Essential of Lifelong Learning

Semester 2: MDBS-1205-Essential of Lifelong Learning

Semester 3: MDBS-2305-Essential of Lifelong Learning

Semester 4: MDBS-2406-Essential of Lifelong Learning

Semester 5: MDBS-2503-Essential of Lifelong Learning

The ELLS for semesters 1 to 5: These are mandatory courses for students repeating a semester in the basic science curriculum. The course, specific to the semester being repeated, helps students with their metacognitive skills foundations, reasoning skills, critical thinking, self-questioning, clinical applications and study strategies. Students participate in a variety of individual encounters with an academic coach, including small group sessions, together with the completion of assignments that encourage questioning strategies. Techniques used to augment learning include reflection, the use of graphic organizers, self-assessment of past performance and modeling. Students are encouraged to develop lifelong learning habits that help them become more effective learners and eventually clinical decision-makers.

For students beginning prior to May 2013, and not subject to remediation requirements, the following curriculum will apply:

Foundations of Medicine (for students who began the curriculum prior to May 2013)

During these semesters, students experience a curriculum integrating the content of multiple disciplines within organ systems-based modules. This curriculum structure is intended to enhance learning relevant to how physicians think in practice. Principles important to maintenance of health are emphasized, including the complexities of interaction between physicians, their patients and society. The basis for normal homeostasis is presented with examples of mechanisms of disease and the development of illness. Competencies for good medical practice (ACGME competencies) are introduced in lectures, with case-based SGL, and through integrated case presentations incorporating concepts from multiple disciplines. Students develop understanding of the skills necessary to conduct the clinical interview (the

primary skill of the clinician). Physical examination, medical ethics and the practice of medicine within a complex society are also introduced at this early stage in the curriculum. Students completing semesters 1 and 2 have a unified knowledge of human biology as it relates to the major organ systems, and how this knowledge relates to medical practice.

Block Descriptions

Semester 1

MDBS 1101

Fundamentals of Biomedical Science I (5 credits)

This block includes a single module preparing students for future learning:

The Fundamentals of Biomedical Science module, part I, provides core concepts of cell and molecular biology, biochemistry, genetics, physiology, histology, and embryology in addition to an introduction to pharmacology and microbiology. Concurrently, students also receive gross anatomy lectures and participate in dissection labs that will continue throughout semesters 1 and 2. Students begin the PBL program which helps develop critical thinking, demonstrates the use of evidence-based medicine, and provides a clinical context to basic science learning. Clinical training also begins in this module, with lectures and lab instruction in the doctor-patient relationship, SPIRIT competencies, and simulator demonstrations. In general, this module encompasses basic information that is necessary for understanding what is presented in organ systems-based modules which follow.

MDBS 1102

Musculoskeletal and Hematopoietic & Lymphoreticular Systems I (4 credits)

This block includes two organ systems-based modules:

The Musculoskeletal System module, part I, emphasizes the origin and function of skeletal muscle, cartilage and bone, and includes practical laboratory sessions.

Multiple learning modalities are employed to provide students the opportunity for reinforcement of their learning. Clinical presentations and treatments of musculoskeletal diseases will be the focus of the Musculoskeletal System module, part II, in semester 3.

The Hematopoietic & Lymphoreticular System module, part I, presents the fundamentals of blood, its origin, constituents and functions with an introduction to disorders of blood. The approach is multidisciplinary, involving histology, biochemistry, genetics, microbiology, immunology, pathology, pharmacology and clinical medicine. In addition to didactic lectures in the basic science areas, concepts are linked with clinical relevance through patient presentations and clinical case discussions. Learning is further facilitated by supportive activities including, but not limited to, simulation, problem based learning and laboratory exercises. Clinical presentations and treatments of hematologic diseases will be the focus of the Hematopoietic & Lymphoreticular System module, part II, in semester 3.

MDBS 1103

Cardiovascular and Respiratory Systems I (4 credits)

This block includes two organ systems-based modules:

The Cardiovascular System module, part I, focuses on the basic science concepts of physiology, gross anatomy, histology and introductory pathology, cell biology, embryology, biochemistry, and introductory pharmacology that are essential for understanding the causes of cardiac disease. Clinical training continues in this module with lectures on the doctor-patient relationship and ACGME

competencies. In addition, clinical case presentations integrate all of these elements. Clinical presentations and treatments of cardiovascular diseases will be the focus of the Cardiovascular System module, part II, in semester 3.

The Respiratory System module, part I, focuses on the basic science concepts of physiology, gross anatomy, histology and introductory pathology, cell biology, embryology, biochemistry, introductory microbiology, and introductory pharmacology that are essential for understanding the causes of pulmonary disease. Clinical training continues in this module with lectures on the doctor-patient relationship, epidemiology, and ACGME competencies. In addition, clinical case presentations integrate all of these elements. Clinical presentations and treatments of pulmonary diseases will be the focus of the Respiratory System module, part II, in semester 3.

MDBS 1104

Clinical and Competencies Skills I (3 credits)

This block contains a single semester-long module of clinical learning:

The Clinical and Competencies Skills I module creates awareness of clinical themes, and introduces students to a variety of non-lecture-based learning. Themes emphasized are clinical skills, patient interviewing skills and ACGME competency awareness. An integral component spanning each organ-systems module within the CCS I block is the problem-based learning (SGL) curriculum. This SGL program continues throughout three semesters of the Foundations of Medicine program. Simulation learning is also initiated in the first semester to continue throughout the four semesters of Foundations of Medicine. Scheduled sessions are designed to encourage student integration of basic science knowledge presented in organ systems-based modules of semester 1.

Semester 2

MDBS 1201

Nervous & Psychiatric and Endocrine Systems I (5 credits)

This block includes two organ systems-based modules:

The Nervous & Psychiatric System module, part I, presents a foundation for understanding the organization and function of the human nervous system. The neuroanatomy of each system is correlated with its physiology, function and relevant clinical applications, including behavioral aspects. Laboratory instruction includes detailed brain examination and exposure to neuroimaging modalities. This knowledge is expected to serve as a solid basis for future courses, for clinical clerkships and for understanding the diagnoses of nervous system disease as seen in clinical settings. Students also participate in anatomic lectures and anatomical dissection labs, concurrently. Clinical training also continues in this module, with lectures and lab instruction in behavioral interviewing skills, clinical skills laboratory, SPIRIT competencies, and simulator demonstrations. Clinical presentations and treatments of nervous and psychiatric diseases will be the focus of the Nervous & Psychiatric System module, part II, in semester 4.

The Endocrine System module, part I, is organized to present integrated discussion of normal and abnormal endocrine function, pathologies and clinical presentations. Disease correlations will be given for normal and abnormal anatomic, physiologic and developmental processes for each of the endocrine systems. Clinical presentations and treatments of endocrine diseases will be the focus of the Endocrine System module, part II, in semester 4.

MDBS 1202

Digestive and Renal Systems I (4 credits)

This block includes two organ systems-based modules:

The Digestive System module, part I, introduces the basic science and functions of the gastrointestinal system. Important principles of the basic sciences are used to support early consideration of clinical cases in semester 2. Further understanding is developed by consideration of a PBL case, and clinical nutrition and sensitivity content. Clinical presentations and treatments of digestive system diseases will be the focus of the Digestive System module, part II, in semester 4.

The Renal System module, part I, describes the structure, function and control of the human renal system, and its contribution to the maintenance of homeostasis. This module also introduces how the renal system is affected by common diseases, as well as the basic principles of assessment and treatment of common renal disorders. Clinical presentations and treatments of renal diseases will be the focus of the Renal System module, part II, in semester 4.

MDBS 1203

Reproductive and Integumentary Systems I (4 credits)

This block includes two organ systems-based modules:

The Reproductive System module, part I, is introduced by consideration of the development, histology, anatomy, physiology and endocrine control of the reproductive system. Lectures will provide discussion of fertility and infertility. Pregnancy in the first trimester will be presented in this module, with further learning of pregnancy to be continued later in semester 4. In parallel with these presentations, genetics, patient-centered approaches, and themes relevant to reproductive medical ethics are provided. Clinical presentations and treatments of reproductive diseases will be the focus of the Reproductive System module, part II, in semester 4.

The Integumentary System module, part I, covers the normal histology and function of skin, basic biological concepts and terminology related to basic skin lesions. The metabolism of heme, purines and pyrimidines will be described with reference to enzyme deficiencies. Medical entomology will be discussed with emphasis on vectors and mode of transmission. Common clinical skin conditions such as heat stroke, wound healing, burns, protozoans, and worms. Concepts of pharmacodynamics and pharmacokinetics as well as drugs affecting the adrenergic and cholinergic systems are introduced.

Topics presented in pathology will include cell pathology, inflammation and repair, immunopathology, infection, and environmental pathology. In general, this module encompasses basic information that is necessary for understanding what is presented in the organ systems-based modules which follow.

MDBS 1204

Clinical and Competencies Skills II (3 credits)

This block contains a single semester-long module of clinical learning:

The Clinical and Competency Skills II module introduces clinical themes related to process and outcomes of care. Themes emphasized are clinical skills, patient interviewing skills development, and emphasis on how the process of care relates to SPIRIT competencies. The course is designed to encourage student integration of basic science knowledge presented in organ systems-based modules spanning semester 2. The sessions include several activities: three clinical skills labs which focus on components of neurological examination (vision and deep tendon reflexes), examination of the neck; sessions with the

high fidelity simulators; standardized patient program; PBL sessions; and experience in a service project – the Community Medicine Reflective Practice. Software and classroom technologies are utilized to assist with evaluation during some components of the module (WebSP™ and Turnitin™).

Semester 3

MDBS 2301

Fundamentals of Biomedical Science (5 credits)

This block includes a single module preparing students for future learning:

The Fundamentals of Biomedical Science module, part II, provides integrated foundational knowledge in pathology, behavioral science, pharmacology, and microbiology necessary for future organ systems module learning. Topics covered in behavioral science include medico-legal issues, epidemiology, and ethics. Microbiology and immunology will play a prominent role in this module and will cover cell and humoral-based immune responses as well as introductions to viruses, gram positive and gram negative bacteria, fungi, protozoans, and worms. Concepts of pharmacodynamics and pharmacokinetics as well as drugs affecting the adrenergic and cholinergic systems are introduced. Topics presented in pathology will include cell pathology, inflammation and repair, immunopathology, infection, and environmental pathology. In general, this module encompasses basic information that is necessary for understanding what is presented in the organ systems-based modules which follow.

MDBS 2302

Musculoskeletal and Hematopoietic & Lymphoreticular Systems II (4 credits)

This block includes two organ systems-based modules:

The Musculoskeletal System module, part II, emphasizes clinical diseases and treatment modalities at a more in-depth level. Students use their knowledge of normal processes to relate this to disease states and the mechanisms used to treat conditions of musculoskeletal pathology and disease.

The Hematopoietic & Lymphoreticular System module, part II, is organized to present the major themes of hematology, neoplasia, and immunity. The presentation of clinical hematology will revisit many of the themes introduced in the first unit of the module, reinforcing basic science concepts to understand disease mechanisms. The presentation of immune mechanisms will be illustrated by disorders of the normal immune system and transplant immunity. Students will gain understanding of basic mechanisms and how they relate to pathology and treatment of neoplastic disease.

MDBS 2303

Cardiovascular and Respiratory Systems II (4 credits)

The Cardiovascular System module, part II, is focused on understanding the nature, patho-physiology, clinical presentation, and management of the common diseases affecting the heart and blood vessels. Many disciplines contribute to the module including behavioral sciences, microbiology, pathology, pharmacology and clinical medicine. The module integrates the basic biomedical sciences of cardiovascular anatomy, physiology, and general pathology with the clinical disciplines of cardiology and internal medicine. A significant proportion of the module learning activities are multidisciplinary clinical correlations, hospital visits, PBL and simulation sessions. Use of standardized patients and Harvey simulations will reinforce initial learning of diagnostic skills in cardiology, and internal and emergency medicine.

The Respiratory System module, part II, emphasizes learning related to common upper respiratory tract and pulmonary diseases, including those of developmental, infectious, and neoplastic origin. The module presents lecture-based learning in pathology, microbiology and pharmacology to support understanding of patient presentations. Clinical presentations common to respiratory diseases are explored, and students will work with a simulated patient. The module concludes with an interdisciplinary case-based active learning session which will facilitate integration of basic science, clinical presentation and clinical competencies.

MDBS 2304

Clinical and Competencies Skills III (3 credits)

This block contains a single semester-long module of clinical learning:

The Clinical and Competencies Skills III module is designed so that students continue to develop the professional, interviewing, and clinical skills and competencies necessary to succeed in the clinical years and in residency. Through practical training, students develop and apply the knowledge, skills and attitudes necessary to excel in the other curriculum modules, and in the USMLE licensing exams. A variety of non-lecture-based learning environments including visits to community clinics, ICM lab sessions, problem-based learning, standardized patient interviewing and simulator activities comprise the CCS III module. In the medical simulation sessions, the ICM and behavioral sessions, students will be required to demonstrate their knowledge of cardiovascular, pulmonary, abdominal, immune systems and pharmacology. An emphasis will be on integration of basic science knowledge presented in organ systems-based modules of semester 3 with clinical activities.

Semester 4

MDBS 2401

Nervous & Psychiatric and Endocrine Systems II (5 credits)

This block includes two organ systems-based modules:

The Nervous & Psychiatric System module, part II, will build on the basic knowledge of the nervous system to develop knowledge skills and attitudes necessary to understand the depth and complexity of clinical psychiatry. Further clinical skill development is emphasized allowing students to see how each of the competencies of good clinical practice are integrated together to support optimal patient care.

The Endocrine System module, part II, presents a more detailed discussion of the complexity of endocrine diseases and their treatment. The relation between endocrine systems to other organ systems is developed in lectures. In this approach, the normal processes are revisited and clinical cases are used to further develop knowledge presented earlier in the Endocrine System module, part I, provided in semester 2.

MDBS 2402

Digestive and Renal Systems II (4 credits)

This block includes two organ systems-based modules:

The Digestive System module, part II, builds on the basic science foundation and clinical scenarios developed in part I of the module. Students develop deeper understanding of the importance of data use and interpretation of clinical values for optimal patient care. Presentations of common conditions provide opportunities for students to strengthen their understanding of digestive disease.

The Renal System module, part II, incorporates didactic classroom sessions coupled with the interpretation of urinalysis and renal function tests, recognition of imaging and microscopy features, and the introduction of clinical approaches for addressing the pathogenesis and patient management of underlying renal conditions. A comprehensive lecture series is presented which describes the etiology, pathogenesis, morphological and clinical changes, with pharmacological treatment options for renal disease and systemic diseases, such as diabetes mellitus and common urinary tract infection.

Clinical correlates discussing how patients with renal system disease present to the physician are provided to emphasize interpretations of physical signs, correct approaches to differential diagnosis, methods for making appropriate diagnoses, and basic principles of renal disease management.

MDBS 2403

Reproductive and Integumentary Systems II (4 credits)

This block includes two organ systems-based modules:

The Reproductive System module, part II, introduces diseases of the child, diseases of female reproductive organs, breast cancer, polycystic ovarian syndrome, diseases of the male reproductive system including benign prostate hyperplasia and malignancies. Lectures and case studies will also include infectious and inflammatory diseases of the reproductive organs with STDs.

The Integumentary System module, part II, introduces diseases of the integumentary system. Disease categories include zoonoses; bacterial, fungal and viral infections; inflammatory and degenerative diseases; and systemic diseases with skin manifestations. Infections in immune-compromised host, trauma, burn and the sepsis syndrome are also presented.

MDBS 2404

Clinical and Competencies Skills IV (3 credits)

This block contains a single semester-long module of clinical learning:

The Clinical and Competencies Skills IV module creates awareness of clinical themes, and introduces students to a variety of non-lecture-based learning. Themes emphasized are clinical skills, patient interviewing skills and linkage of ACGME competency classroom learning to clinical experience. Hospital visits including workups, and an emphasis on professionalism and skills learning create a basis for learning in this module. Scheduled sessions are designed to encourage student integration of lecture-based pre-clinical learning with hospital experiences of the semester 4 curriculum. Software and classroom technologies are utilized to assist with evaluation during some components of the module (WebSP™ and Turnitin™).

MDBS 2405

Basic Science Review and Integration (3 credits)

The BSRI module is comprised of two components. The Becker Professional Education comprehensive USMLE systems-based review course is comprised of a 2-week, lecture-based capstone with a focus on integration of content in the basic sciences using a clinical case presentation format. Additionally, there are integrated daily assessments which review material covered in the lectures. A second component of the course involves the student sitting for the NBME CBSE to allow the opportunity to hone test taking skills in anticipation of the USMLE Step 1 board exam.

Clinical Clerkships

The Office of Clinical Clerkships is responsible for scheduling each student. Students are not permitted to enter a clerkship without written approval/consent from this department. Students may not contact an affiliated hospital for the purpose of soliciting placement or for general inquiry. After students have met all the requirements (academic, financial, and administrative) they will be permitted to begin clinical clerkships. Students are able to enter clinical clerkships in specific fields after passing the USMLE Step 1. Students are required to complete 48 weeks of required core clinical clerkships and 36 weeks of elective clerkships.

The required core clerkships are as follows:

Internal Medicine – 12 weeks

Surgery – 12 weeks

Pediatrics – 6 weeks

Family Medicine – 6 weeks

Obstetrics/Gynecology – 6 weeks

Psychiatry – 6 weeks

The core clerkships in medicine, surgery, pediatrics, family medicine, obstetrics/gynecology, and psychiatry are the basic areas of medical practice about which all physicians need to be knowledgeable. They are included in the curriculum of every medical school. Participation in these clerkships also provides students with an understanding of the various specializations in medicine.

Family Medicine

The Family Medicine clerkship is a six week rotation in which students will take care of a variety of patients of different ages and backgrounds. Whether seeing a patient in the inpatient or outpatient setting, the student will focus on the patient's clinical condition and utilize an approach that considers both the medical and psychological well-being of the patient.

To enhance the educational experience there are cases, articles, power point presentations, videos, textbook recommendations and practice questions. Many of the resources are available through Ross University library, Access Medicine, Media site or public domains. At the beginning of the rotation, the student should become familiar with the available tools, so as to use them most effectively during the rotation. As adult learners, the student can choose a variety of learning formats to complement the direct clinical experience. Students are expected to be active learners, utilizing evidence based resources and applying information to individual patient encounters.

Internal Medicine

Clinical clerkships form the foundation of medical student clinical education. Sir William Osler created the first clerkship and established this traditional format more than a century ago. He created a model in which the student was involved initially as an observer and then, with more experience, became an active participant on the inpatient wards.

The goals and objectives of the Ross University School of Medicine internal medicine clerkship are consistent with those created by the Clerkship Directors of Internal Medicine, an organization of clerkship directors of medical schools in the U.S.

The objectives for the clerkship were also created in concert with the objectives of the other core clerkships in the Ross University curriculum, and, when taken together as a whole, provide a firm foundation for pursuing advanced studies in clinical medicine during the fourth year. Students perform and get competent for following:

- Perform a thorough history and physical examination, develop a concise differential diagnosis and attempt to generate assessment and plan, on any patient admitted to the Internal Medicine service.
- Demonstrate proficiency in the interpretation of data in preparing the assessments of patients.
- Achieve basic knowledge about the pathogenesis, presentation, evaluation and management of conditions commonly treated by IM physicians.
- Demonstrate the technical skills required to provide care for primary care patients
- Develop the attitudes and values that will foster and support safe, compassionate and professional patient-centered care.
- Acquire an understanding of the importance of ancillary medical services (social work, nutrition, physical therapy etc.) in the total care (systems-based practice) of the adult patient.

Obstetrics and Gynecology

The core Obstetrics and Gynecology (Ob-Gyn) clerkship will serve as an introductory experience in providing comprehensive medical care and counseling services to elderly, adult and adolescent female patients. Obstetrical conditions and gynecological problems commonly encountered provide the primary focus for this clerkship experience.

During your rotation, you will be required to be familiar with certain (30) diagnoses and several procedures. We have used the terms Essential Patient Encounters (EPE) and Essential Patient Procedures (EPP) to designate these conditions. Aware that you might not actually experience every condition, we have provided Complementary Cases (RObGyn/APGO Cases) to help you fulfill these requirements. These simulated cases may also be used as a review, or to prepare for encounters at your clinical site. Please note that each RObGyn Case will list references and formative questions pertaining to the particular condition.

Pediatrics

Students in the core Pediatrics clerkship will be introduced to health issues related to infants, children and adolescents, specifically related to human developmental biology, and understanding the impact of family, community, and society on child health and well-being. Students will also gain an understanding of the impact of genetic and other internal and external influences on the growth of a healthy child, physically, mentally, and emotionally. The clerkship will serve as an unmatched opportunity to gain experience in dealing with children and their families in health and sickness, prepare students to promote health, recognize signs and symptoms, differentiate diagnosis, and participate in management. Students will acquire the knowledge, skills, and attitudes necessary to the development of a competent Pediatrician.

Psychiatry

Psychiatry is a branch of medicine that diagnoses and treats major mental illness and provides consultation about the mental effects of other medical illness and quality of life issues for individuals and families. In addition to major psychiatric illness like schizophrenia, autism and bipolar disorder,

there are many other common psychiatric disorders featuring depression, anxiety and substance misuse that affect large portions of the population. Psychiatry also includes a number of subspecialties such as child and adolescent psychiatry, geriatrics and forensics.

Surgery

The format of the third-year clerkship provides a twelve week clerkship in the surgical sciences. It is designed for the student to gain knowledge about diseases that may be treated by surgeons. It permits the student to develop the skills necessary to acquire knowledge under supervision and to develop the clinical decision making skills required by all physicians. The acquisition of technical skills is an important part of the clerkship. The design of the third- year clerkship shifts emphasis the traditional surgical clerkship of lectures, ward work, and long hours in the operating room. Students assume a greater role in their self-education. Teaching sessions have a case-based orientation requiring student preparation prior to each session and active participation in the session itself.

Electives

The 36 additional weeks are spent in elective clerkships; these must include eight additional weeks of medicine, which may be spent in general medicine or in medicine subspecialties.

List of Clerkships

Required clerkships appear in CAPITAL letters; subspecialties in each area follow.

Core Clerkships

CAIC 5008	INTERNAL MEDICINE FOUNDATIONS
CFPC 5001	FAMILY MEDICINE
CMDC 5002	MEDICINE
COGC 5003	OBSTETRICS/GYNECOLOGY
CPDC 5004	PEDIATRICS
CPSC 5005	PSYCHIATRY
CSRC 5006	SURGERY

Elective Clerkships

CELE 5565	Adolescent Medicine
CMDS 5125	Allergy and Immunology
CMDS 5288	Ambulatory Internal Medicine
CSGS 5785	Anesthesiology
CSGS 5787	Burn Surgery
CMDS 5017	Cardiology
CSGS 5790	Cardiothoracic Surgery
CELE 5605	Clinical Pathology
CELE 5630	Clinical Radiology
CMDS 5360	Clinical Research Elective
CSGS 5720	Colon and Rectal Surgery
CMDS 5115	Critical Care Medicine
CMDS 5120	Dermatology
CMDS 5331	Electrocardiography
CMDS 5080	Emergency Medicine
CSGS 5080	Emergency Room

CMDS 5020	Endocrinology
CMDS 5255	Family Medicine Elective
CMDS 5033	Gastroenterology
CSGS 5797	General Surgery Elective
CMDS 5037	Geriatrics
CSGS 5800	Gynecologic Surgery
CSGS 5828	Hand Surgery
CMDS 5027	Hematology
CMDS 5275	Hyperbaric Medicine/Wound Care
CMDS 5016	Infectious Disease
CMDS 5911	Infertility
CMDS 5060	Intensive Care Unit
CELE 5912	Medical Ethics
CMDR 5010	Medical Research Elective
CMDS 5046	Medicine Elective
CMDS 5233	Medicine Sub-internship
CELE 5430	Neonatal Intensive Care Unit
CELE 5545	Neonatology
CMDS 5045	Nephrology
CMDS 5102	Neurological Pathology
CSGS 5725	Neurological Surgery
CMDS 5075	Neurology
CELE 5640	Nuclear Medicine
CELE 5450	OB/GYN Anesthesia
CELE 5435	OB/GYN Elective
COGE 5030	Obstetrics/Gynecology Sub-internship
CMDS 5110	Oncology
CSGS 5805	Ophthalmology
CSGS 5730	Orthopedic Surgery
CSGS 5760	Otolaryngology
CELE 5022	Pathology
CPDE 5009	Pediatric Elective
CELE 5019	Pediatric Genetics
CELE 5555	Pediatric Infectious Disease
CELE 5913	Pediatric Orthopedics
CELE 5914	Pediatrics Research Elective
CELE 5540	Pediatrics Sub-internship
CSGS 5735	Pediatric Surgery
CELE 5910	Perinatology
CMDS 5140	Physical Medicine and Rehabilitation
CSGS 5740	Plastic Surgery
CSGS 5822	Podiatry
CMDS 5165	Preventive Medicine
CMDS 5170	Primary Care
CPSE 5011	Psychiatry Elective
CMDS 5225	Public Health/Community Medicine

CMDS 5289	Pulmonary Disease
CELE 5645	Radiation Oncology
CELE 5014	Radiology
CMDS 5130	Rheumatology
CMDS 5135	Rehabilitation Medicine
CSGS 5810	Shock Trauma Surgery
CMDS 5195	Sports Medicine
CMDS 5180	Substance Abuse
CSGS 5820	Surgical Elective
CSGS 5825	Surgical Oncology
CSGS 5655	Surgical Research Elective
CSGS 5835	Surgical Sub-internship
CSGS 5765	Trauma Surgery
CMDS 5185	Tropical Medicine
CSGS 5750	Urology
CSGS 5755	Vascular Surgery

AFFILIATED HOSPITALS BY STATE OR COUNTRY

This is not an all inclusive list and is subject to change.

CALIFORNIA

California Hospital Medical Center, Los Angeles

Kern Medical Center, Bakersfield

CONNECTICUT

Danbury Hospital, Danbury

Norwalk Hospital, Norwalk

FLORIDA

Center for Haitian Studies/Jackson Memorial Hospital/Jackson Health System, Miami

Cleveland Clinic, Weston

Manatee Memorial Hospital, Bradenton

GEORGIA

Atlanta Medical Center, Atlanta

ILLINOIS

Mount Sinai Medical Center, Chicago

Saint Anthony Hospital, Chicago

West Suburban Hospital, Oak Park

MARYLAND

Holy Cross Hospital, Silver Spring

Prince George's Hospital Center, Cheverly

St. Agnes Hospital, Baltimore

St. Elizabeth's Hospital, D.C

MICHIGAN

St. Joseph's Hospital Mercy Oakland, Pontiac

NEW JERSEY

Bergen Regional Medical Center, Paramus

Hoboken University Medical Center (formerly St. Mary Hospital of Hoboken), Hoboken

Raritan Bay Medical Center, Perth Amboy

NEW YORK

Bronx-Lebanon Hospital Center, Bronx

Brookdale Hospital Medical Center, Brooklyn

Flushing Hospital, Flushing

Jamaica Hospital Center, Jamaica

South Nassau Communities Hospital, Oceanside

St. John's Episcopal Hospital, Far Rockaway

OHIO

Western Reserve/Northside Medical Center, Youngstown

WASHINGTON, DC

St. Elizabeth Hospital, Washington, DC

POST-GRADUATE TRAINING

RUSM graduates are eligible for training in accredited United States residency programs, and Canadian students may be eligible for residency training in Canada.

To be eligible for residency, students must fulfill all graduation requirements, including passing USMLE Step 1, Step 2 CK, and Step 2 CS and obtain ECFMG certification. To be eligible for residency programs, which usually begin on July 1 of every year, students must graduate prior to June and have their ECFMG certification in hand by June 30 of that year. Most residency programs accept applications starting in September for entry into residency the following July. Non-US citizens who are not permanent residents must obtain the appropriate visa in order to be eligible for US residencies.

ECFMG assesses the preparedness of foreign medical graduates for training in United States accredited residency programs.

The residency application process takes place from September through March, with US residency training to begin the following summer. Non-US citizens who are not permanent residents must obtain the appropriate visa in order to be eligible for US residencies.

National Resident Matching Program (NRMP)

The primary avenue to securing a residency position is participation in the NRMP. Students and graduates of RUSM who are seeking postgraduate residency positions in the United States are eligible to enroll in the NRMP.

The NRMP is a system for matching applicants to available residencies that occurs annually in March. Detailed information about the NRMP can be obtained at www.nrmp.org. RUSM students are potentially eligible for all matching programs that are likewise open to any US medical student trained in an allopathic program, including, but not limited to, the Canadian Match (CaRMs), the San Francisco Match and the Urology Match.

Residency Preparation Assistance

Approximately one year prior to graduation from RUSM, students begin planning in earnest for the residency process. The Office of Student and Professional Development (OSPD) is dedicated to helping students through this process. Assistance is also available for obtaining licensure to practice medicine, which is governed by state medical boards.

The pre-application process for residency includes written, electronic and in-person instruction, guidelines, workshops, and seminars on application preparation and best practices. OSPD oversees the writing of the Medical Student Performance Evaluation (MSPE) for participation in the matching process. Should a student desire a supplemental experience prior to residency or an alternative occupation pursuit, OSPD also provides information and career-related guidance.

ACADEMIC POLICIES AND PROCEDURES

Registration of New Students

New students must register online using the myRoss web self-service tool, which is available at www.rossu.edu/myross. In addition, students must check-in in person on campus each semester prior to the first day of the semester. Students must present a picture ID (valid driver's license or passport) on campus in order to receive their official RUSM identification.

Students who do not check-in prior to the first day of the semester will not be permitted to check-in for the semester, and any financial aid disbursements received by RUSM will be returned to the lender. Late enrollment is not permitted.

A student's enrollment is conditioned upon submission of all documentation required for admission. Any missing documentation that is specified in the offer of admission must be submitted to the RUSM Office of the Registrar by the end of the first semester. If the documentation is not received within that time, the student will be administratively withdrawn and will not be permitted to attend the subsequent semester.

At the time of registration, all tuition and fees must be paid in full unless the Director of Student Finance grants an exception based on one of the following:

- RUSM has received documentary evidence, satisfactory to the Director of Student Finance, indicating that payment is guaranteed and that the full tuition and fees will be paid within 30 days from the beginning of the semester.
- The Office of Student Finance has authorized delayed payment pursuant to a written and signed agreement that requires payment of the full tuition and fees not later than the beginning of the fifth week of the semester.

In the event the payment terms are not met, RUSM reserves the right to annul registration, in which case the student will not receive academic credit for that semester." For more information, please refer to the *Student Handbook*.

Grading System

RUSM's Foundations of Medicine grading system is as follows:

Grade	Grade Range	GPA
A =	85–100	4.0
B+ =	80–84	3.5
B =	75–79	3.0
C+ =	70–74	2.5
C =	Minimum Passing Score–70	2.0
HP =	High Pass 85-100	0.0
P =	Pass MPS 84	0.0
F =	Failing	0.0
NP =	No Pass	0.0
R =	Repeated Course	0.0
W =	Withdrawn Before Interim Exams	0.0
WP =	Withdrawn Passing	0.0
WF =	Withdrawn Failing	0.0
I =	Incomplete	0.0

Withdrawal from a single course during a semester is not permitted. A student electing to withdraw from RUSM prior to the time of the first exams will receive grades of “W” on his/her transcript. Those leaving after taking one or more interim examinations will receive grades of “WP” (withdrawn passing) or “WF” (withdrawn failing), based on their performance in the examination(s) taken. A student who is granted an emergency absence resulting in an Academic Leave of Absence prior to the time of the first exam will receive grades of “W.” Those students who leave after taking one or more interim examinations will receive grades of “WP” (withdrawn passing) or “WF” (withdrawn failing), based on their performance in the examination(s) taken. An “I” (incomplete) grade is entered when a student is advanced, pending completion of a course requirement, as defined by the course director. In this case, the outstanding requirement must be completed the following semester and the “I” will be changed to a letter grade. Failure to do so will result in a grade of “F.”

Students earning exemplary grades are recognized as follows:

Dean’s Honor Roll: Students who earn a “HP” in Foundations of Medicine and a “P” in Clinical Skills of Semester 1 qualify for the Dean’s Honor Roll.

Dean’s List: During the Foundations of Medicine semesters, students who have maintained a 3.50 GPA in two successive Foundations of Medicine semesters qualify for the Dean’s list. Semester 2 students are eligible to be on the Dean’s List if they have a 3.50 GPA for semester 2 and earned a HP during Semester 1. They remain on the Dean’s list as long as they maintain a 3.50 GPA. The Dean’s list is posted at the beginning of each semester, as soon as grades are available.

Distinguished Scholar: Students maintaining a 4.0 GPA during the Foundations of Medicine semesters are designated as Distinguished Scholars.

Graduation with Honors: Honors designations are printed on those graduates' diplomas. To be eligible for Honors status, you must do the following:

- Be a student in good standing,
- Have not received an "F" or "R" in any course,
- Have a 3.00 cumulative GPA through the Foundations of Medicine semesters,
- Have passed USMLE Step 1 with a score of 210 or higher,
- Have passed USMLE Step 2 CK with a score of 200 or higher, (for students who completed first semester prior to May 2013) or with a score of 220 or higher (for students who completed first semester after May 2013),
- Passed Step 1, Step 2 CK, and/or CS in no more than 1 attempt, and
- Meet one of the following combined Foundations of Medicine and Clinical Science semesters cumulative GPA requirements:
 - 3.50 – 3.59 Honors
 - 3.60 – 3.79 High Honors
 - 3.80 – 4.00 Highest Honors

The passing grade in all courses is "B"; "C" is marginally passing and "F" is a failing grade. Students should aim to maintain at least a "B" average during the Foundations of Medicine curriculum. This predicts high passing rates and high scores on the USMLE Step 1. Students who pass all of their required courses with grades of "A," "B+," "B," "C+," "C," or "P" are eligible for promotion.

During the Clinical Medicine curriculum, students are evaluated in four different categories on a scale of 1 to 5, where "1" is failing and "5" is excellent. Points are weighted and calculated into a letter grade. A "1" in any category will result in an "F" grade. Evaluations during the Clinical Medicine curriculum include an assessment not only of the student's fund of knowledge and ability to apply it to clinical problems, but also of those characteristics considered desirable in a good physician. These characteristics include: problem-solving ability; reliability; judgment; interpersonal relations with peers, patients and staff; professional skills (history taking and patient examination); and motivation. Students must complete all required online curriculum content and pass a NBME Subject Clerkship Exam (SCE) at the conclusion of each core clerkship that begins on or after January 1, 2015.

Examinations

Examinations are considered an integral part of the learning process and are designed to emphasize important concepts and develop problem-solving abilities.

All Foundations of Medicine examinations must be taken in Dominica. A final examination, which is missed for any reason(s), cannot be "made-up." On the rare occasion a student is excused from taking a Foundation of Medicine final examination, a grade of Incomplete ("I") will be assigned for the course. The student will not be eligible for enrollment and will not be promoted to the next semester until the incomplete has been rectified and a passing final course grade is assigned. The "I" grade will revert to a No Pass/Failure ("NP" or "F") if the final grade is not submitted within one year from the date of the "I" grade is assigned.

Students are required to pass the NBME SCE in each of the six required core clerkships.

Monitoring of Student Progress

At appropriate points in the educational process, the faculty reviews the progress of each student in order to identify any academic difficulties that may exist or are developing.

To be in good standing, students in the Foundations of Medicine and Clinical Science semesters must comply with all academic rules and regulations and remain current in financial obligations.

Students successfully completing and passing all the Foundations of Medicine courses and the NBME CBSE, will be eligible for certification to take the USMLE Step 1. A student who does not pass the CBSE is given two subsequent opportunities to take and pass the CBSE to certify for USMLE Step 1.

Students must take and pass all Foundations of Medicine courses, CBSE, and the USMLE Step 1, otherwise they cannot proceed into clinical clerkships. Students who are certified to take the USMLE Step 1 must register and take it within six months of becoming eligible. Extensions to this eligibility will not be approved. Students who do not pass the USMLE Step 1 are allowed up to five subsequent attempts to pass the exam, within six months of each attempt after they became eligible. RUSM's policies provide that students must pass the USMLE Step 1 in no more than six attempts. Students are required to pass the USMLE Step 1 and the USMLE Step 2 CK and CS examinations in order to be eligible to receive the MD degree from RUSM.

According to RUSM policy, to be eligible to take the USMLE Step 2 CK, a student must have passed five (5) NBME SCEs and have passed once or sit twice for the NBME Comprehensive Clinical Science Exam. Students have one year after passing their sixth NBME SCE to sit for their first attempt at USMLE Step 2 CK. Students who do not pass USMLE Step 2 CK on their first attempt are allowed up to five subsequent attempts to pass the exam within one year after each attempt and after they became eligible.

To be eligible to take the USMLE Step 2 CS, a student must have passed five (5) NBME SCEs and have completed a RUSM Mock CS Review, a Becker Professional Education Mock CS Review and/or completed the Ambulatory Care Competencies elective. Students have one year after passing their sixth NBME SCE to sit for their first attempt at USMLE Step 2 CS. Students who do not pass USMLE Step 2 CS on their first attempt are allowed up to five subsequent attempts to pass the exam within one year after each attempt and after they became eligible.

Academic Standing

Students maintain good standing by complying with all academic policies and procedures and remaining current in financial obligations. RUSM reserves the right to withhold services, transcripts and grades from students who are not in good standing. To remain in good academic standing, students should maintain a cumulative grade point average of 2.0 or higher.

Satisfactory Academic Progress

Satisfactory academic progress is a standard of acceptable performance in meeting degree requirements within specified time periods. It is used in both academic evaluation and determination of financial aid eligibility. Students maintain satisfactory academic progress by meeting the requirements listed in the *Student Handbook* under the section "Student Grading and Promotion Policies."

Class Attendance

Attendance is mandatory at all classes, laboratory sessions, case studies/problem-based learning conferences and clinical clerkships. Any unauthorized absence or failure to report to a clinical clerkship will be subject to administrative withdrawal. In addition, the student could receive a grade of “F” for that clerkship. RUSM is non-sectarian and does not close for the religious holidays of any specific denomination or group; however, there are occasions where a student may require special accommodation for religious reasons. In this case, the student must apply in writing to RUSM for special consideration. If the request poses an undue burden to RUSM, such requests will not be granted. The policies that govern attendance and dress code requirements are described in writing in the syllabus for each course at the discretion of the faculty member. Keep in mind that RUSM is non-sectarian and does not close for religious holidays. Attending examinations and other required exercises is mandatory. Missing a mandatory activity can result in a zero. Further information on RUSM attendance policies can be found in the *Student Handbook*.

Professional Conduct, Ethics

RUSM students must adhere to high standards of ethical and professional behavior. Guidelines for such behavior are found in the “Professionalism and Conduct” section of the *Student Handbook*. Significant deviation from the expected professional conduct may result in sanction by the conduct administrator or a conduct panel. See the Code of Conduct section of the Student Handbook for information on possible sanctions due to misconduct.

Probation

A student may be placed on probation for academic issues at the recommendation of the Promotions Committee or as the result of a conduct hearing. Academic probation is based on course work and professional behavior and recommended by the respective committee to the RUSM Dean. Students are on academic probation while they are repeating one of the Foundations of Medicine semesters or Clinical Science semesters. Students on academic probation are also placed on financial aid probation for one semester. During this probationary semester, students may obtain financial aid. If they are not removed from probationary status the following semester, they will be ineligible to obtain any financial aid. Additional detailed information regarding financial aid eligibility is provided in the *Financial Planning Guide* or the Promotions Policies Section of the *Student Handbook*.

Dismissal

Students may be dismissed from RUSM for poor academic performance, for violation of the Code of Conduct, the Honor System, and/or for violation of the expectations for student behavior outlined in the Academic Dismissal and Disciplinary Dismissal sections of the *Student Handbook*. This includes failure of the NBME Basic Science CBSE exam in three attempts or USMLE exams in six attempts. As a general policy, dismissed students are not considered for readmission. A process for appeal is available to dismissed students and is outlined in the Appeals Process for Academic Dismissal section of the *Student Handbook*. The Appeals process for disciplinary dismissals is located in the Code of Conduct section of the Student Handbook.

Appeals Process: The *Student Handbook* outlines the process for such appeals.

Absences

Emergency Absences: Students may have unavoidable, nonacademic reasons for interrupting their enrollment during a semester. With the approval of the Associate Dean for Student Affairs or his/her designee, a Foundations of Medicine student may be temporarily excused from classes during a semester due to documented emergency circumstances. An emergency absence is authorized only when a student intends to return within two weeks to complete all coursework for that semester. A student who is unable to return from an emergency absence within two weeks must request an approved leave of absence. Failure to request an approved leave of absence will result in an administrative withdrawal and the student must apply for readmission. The interrupted semester will not be counted when determining time limits for satisfactory academic progress. In the case of an approved leave of absence following an emergency absence, students will not be charged tuition twice for the same semester.

Approved Absence: A student who needs a longer break between semesters for personal reasons may request an approved leave of absence (AA) as outlined in the *Student Handbook*. Generally, an AA will be granted for only one semester and the student must return in the following semester. A student who does not return from an AA at the specified time will be subject to administrative withdrawal, effective the last date of academically related activity attended. This may affect financial aid obligations as described in the *Financial Planning Guide*.

Note: Although an academic leave of absence may be authorized in special circumstances, for students who received U.S. Federal Direct Loans the absence is considered a withdrawal as of the last academically related event.

Withdrawals

A withdrawal occurs when a student's enrollment is permanently discontinued or, in some cases, temporarily interrupted. A withdrawal may be formal (when the student completes a withdrawal form) or informal (without written notification). In either case, the effective date of withdrawal is the student's last date of attendance. If the withdrawal is effective during the first semester, the student must reapply for admission to RUSM in order to be reinstated. See "RUSM Financial Information" section for refund information related to withdrawals.

Administrative Withdrawals: Students are subject to Administrative Withdrawal if they:

- Do not register for Foundational Science semester by the prescribed deadline determined by the Office of the Registrar.
- Do not return to campus to check-in during the designated check-in period prior to the start of the semester. Check-in period is determined by the Office of the Registrar.
- Fail to report to a clinical rotation on the first day of the rotation.
- Do not return at the time specified as the end of an approved absence or take an unauthorized leave.
- Do not sit for their first attempt of the USMLE Step 1 within six months of becoming eligible.
- Do not sit for their first attempt of the USMLE Step 2 CK within one year of becoming eligible.
- Do not sit for their first attempt of the USMLE Step 2 CS within one year of becoming eligible.
- Do not submit missing file documentation within one semester of being admitted, including but not limited to transcripts and immigration documents.

A student who is Administratively Withdrawn will be reported as withdrawn effective the last day he or she attended classes. The date of withdrawal will be reported to the U.S. Department of Education if the student has federal student financial aid loans. Students are subject to Temporary Withdrawal for absences longer than four weeks in duration (scheduled breaks between semesters do not apply). For more information, please refer to the *Student Handbook*.

Deferrals

Prior to the start of classes, students admitted to a specific semester may request to defer their admission to a subsequent semester. The following policies apply to deferrals:

- *Timeframe*. This privilege is limited to no more than the upcoming two semesters. Students who do not begin enrollment during that period are considered deactivated and must re-apply for admission.
- *Applications and Requirements*. Applications for deferrals must be made to the Admissions Office. Students deferring to a future semester must meet all the requirements in effect for that semester.
- *Week One Deferrals*. Entering students who, following their initial check-in on campus, wish to defer their enrollment to the following semester may do so through Student Affairs. This option is only available during week one of the semester.
- *Deactivation*. On occasion, students who are admitted for a given semester do not arrive on campus to check-in for that semester, and they do not request a deferral. These students are administratively withdrawn and are considered to have deactivated their applications. They must re-apply for admission.

Vacations

After successfully completing the Foundations of Medicine curriculum, student are in a vacation period (up to 12 weeks.) Some students use this time to study and sit for the USMLE Step 1.

Policy on Alcohol and Other Drugs

RUSM has developed an Alcohol and Substance Abuse Policy, with which all students must comply. See the *Student Handbook* for more details.

Student Privacy Rights

RUSM follows the guidelines of the U.S. Family Educational Rights and Privacy Act (FERPA). More information is available in the *Student Handbook*.

Complaint Procedures

Informal Complaint Process

This initial process is followed to attempt to resolve the matter orally or in writing with the individual(s) most directly connected to the student's complaint. If the student is not comfortable discussing the matter with the individuals most directly involved, the student may take his or her informal complaint to a liaison not directly involved, such as the Assistant Director for Student Conduct and Integrity & Academic Accommodations for students in the Foundations of Medicine semesters and the Assistant Director for Clinical Student Conduct and Development for students in the Clinical Sciences semesters. If a complaint pertains to the Assistant Director for Student Conduct and Integrity & Academic Accommodations or the Assistant Director for Clinical Student Conduct and Development, contact the

Associate Dean of Student Affairs in Dominica or the Associate Dean of Academic and Student Affairs in Miramar.

A complainant pursuing informal resolution of his/her complaint usually is not required to submit a written complaint to initiate the process. Under these informal procedures, the student may, at any time, elect to stop further action by withdrawing the complaint, subject to the confidentiality provisions noted below, and with the understanding that, depending on the nature of the allegations, RUSM may be obligated to investigate the complaint with or without the complainant's involvement.

Complaints addressed informally may not be investigated to the same degree as formal complaints. Mediation may be used as a method for resolving the complaint informally, but not all complaints are appropriate for mediation; for example, allegations of sexual assault typically are not appropriate for mediation.

Adopting informal procedures for addressing complaints does not mean that RUSM does not take these complaints seriously. Informal procedures simply provide an alternative method for addressing complaints, which are in keeping with RUSM's Technical Standards. The complainant can also decide to file a formal complaint as described below at any time.

Formal Complaint Process

If the informal procedure is not appropriate or does not yield a successful resolution, the student can file a formal complaint in the following manner:

When to File a Complaint

Complaints should be filed by the student as soon as possible and, in any case, within 30 days after the end of the semester or clerkship in which the concern arose. It is the student's responsibility to raise a complaint in a timely manner such that corrective action, if appropriate, can be taken before the student suffers an adverse consequence such as a poor grade.

What to File

A formal complaint must be in writing and include the following:

- 1) The complainant's name, student ID#, address, email address, and phone number.
- 2) A complete description of the concern/issue – including date, location, and all individuals involved, or who witnessed or otherwise have knowledge of the events and circumstances giving rise to the complaint.
- 3) A description of what efforts have been made to resolve the issue informally.
- 4) A statement of the resolution requested.
- 5) Any reference to external source documents (security reports, police reports, physician notes, etc.)

If a student is hesitant or unwilling to put a complaint alleging discrimination, harassment (including sexual misconduct) or other unlawful conduct in writing, he or she is encouraged to discuss his or her concerns with the Assistant Director for Student Conduct and Integrity & Academic Accommodations, the Assistant Director for Clinical Student Conduct and Development, the Associate Dean of Student Affairs in Dominica, or with the Associate Dean of Academic and Student Affairs in Miramar. Students

may also contact Adtalem Global Education Title IX Coordinator directly regarding matters involving sexual harassment or sexual violence including relationship and domestic violence.

Where to File Complaint

The complaint shall be filed with the Assistant Director for Student Conduct and Integrity & Academic Accommodations, if pertaining to the Foundations of Medicine semesters, or the Assistant Director for Clinical Student Conduct and Development if pertaining to the Clinical Sciences semesters (including AICM/IMF). The written complaint can be submitted electronically or in person. Complaints can be made to 9731 Cogdill Rd., Knoxville, TN 37932 or to 954-885-3700.

If a complaint pertains to the Assistant Director for Student Conduct and Integrity & Academic Accommodations or the Assistant Director for Clinical Student Conduct and Development, contact the Associate Dean of Student Affairs in Dominica or the Associate Dean of Academic and Student Affairs in Miramar.

Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a complaint with the Tennessee Higher Education Commission, Division of Postsecondary State Authorization.

Notice of Receipt

Upon receipt of the formal complaint, the designated point of contact (Assistant Director for Student Conduct and Integrity & Academic Accommodations or Assistant Director for Clinical Student Conduct and Development in Miramar), alternate (Associate Dean of Student Affairs in Dominica or the Associate Dean of Academic and Student Affairs) or his or her designee will initiate an investigation. Through the course of the investigation, the designated point of contact or alternate may interview or consult with and request information regarding issues from the complaining student and any other individuals believed to have relevant information, including faculty, staff, and other students.

Findings and Notification

Upon completion of the investigation, the designated point of contact or alternate will report the findings of the investigation and any proposed resolution to the complainant.

Appeal

Within 15 calendar days of the issuance of the final report, the complainant may appeal to the Associate Dean of Student Affairs in Dominica or the Associate Dean of Academic and Student Affairs in Miramar. Appeals must be submitted in writing and must state a basis for the appeal. Bases on which a student may appeal are:

- 1) There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision.
- 2) There were procedural irregularities in the complaint process that affected the outcome.

3) The proposed resolution was not reasonable based on the evidence compiled during the investigation.

The decision of the Associate Dean of Student Affairs in Dominica or the Associate Dean of Academic and Student Affairs in Miramar or his/her designee on the appeal is final.

Confidentiality Policy for Student Complaints

RUSM wishes to create an environment in which individuals feel free to discuss and redress concerns and complaints. RUSM understands that complainants, witnesses, and others involved in the investigation process may be concerned about the confidentiality of information they are sharing. In some cases, however, RUSM may be obligated to take action when it becomes aware of information relating to a complaint. Confidentiality will be maintained to the extent possible and consistent with RUSM's obligations in investigating complaints.

Once an individual discloses identifying information to RUSM through the processes described above, he/she will be considered to have filed a complaint with RUSM. While the confidentiality of information received, the privacy of individuals involved, and compliance with the wishes of the complainant or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

In the event that a student wishes to discuss a matter with greater assurances of confidentiality, they are encouraged to contact the University Counseling Center in Dominica or to seek referral to location specific mental health services stateside.

Retaliation Policy Regarding Student Complaints

RUSM prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination or other unlawful conduct, or any person who assists or participates in a proceeding, investigation or hearing relating to such allegations.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. All complaints of retaliation should be reported in accordance with the complaint procedures outlined above. If the procedures outlined above would result in the student being required to submit his or her complaint to the person whom he or she believes is retaliating against him or her, the student may submit the retaliation complaint to the campus or location leader, who will determine an appropriate party to address the retaliation complaint.

Submission of a good-faith complaint or report of harassment, discrimination or other unlawful conduct will not adversely affect the complainant's future grades, learning, or academic environment. RUSM will discipline or take appropriate action against anyone who retaliates against any person who reports an incident of alleged harassment, discrimination, or other unlawful conduct, or who retaliates against any person who testifies, assists or participates in a proceeding, investigation or hearing related to such allegations.

Accommodations for Students with Disabilities

RUSM expects that each student admitted will be capable of completing the full curriculum of required courses, clerkships, and electives under the established RUSM policies. All students and applicants must be capable of meeting the RUSM Technical Standards (as outlined in the **Technical Standards** section of the Student Handbook) with or without reasonable accommodation, at each stage of their medical education. Our goal at RUSM is to provide equal opportunity without undermining the integrity of any course, clerkship, or program.

Foundations of Medicine

Requests for accommodation during the Foundations of Medicine portion of the curriculum should be submitted in writing to the Assistant Director, Student Conduct and Integrity and Academic Accommodations for Foundations of Medicine. For more information, send an email to MatthewStewartFulton@rossu.edu.

Clinical Sciences

It is the student's responsibility to ensure that all accommodation requests and materials are up to date prior to commencing the Clinical Sciences curriculum. Requests for accommodation during the Clinical Sciences curriculum should be submitted to the Accommodations Coordinator for Clinical Sciences. Accommodations that were received during the Foundations of Medicine curriculum will be taken into consideration but cannot ensure similar accommodations in the Clinical Sciences curriculum (see Clinical Sciences Accommodations section below). For more information, send an email to Jrobertson@rossu.edu.

Timeframe

For recently-admitted students, requests for accommodation should be submitted within thirty days of acceptance. When the need for an accommodation arises after a student has begun medical studies, all documentation must be submitted at least fourteen days prior to the date the accommodation is needed to allow time for an evaluation of the request and documentation. RUSM will make all reasonable efforts to review such requests in a timely manner, but cannot guarantee the disposition of requests prior to any specific examination or phase of the curriculum.

Responsibility

To qualify for accommodation, a student must identify him/ herself to the Accommodation Coordinator, declare the disability or suspected disability in writing, and request accommodation. It is also the student's responsibility to obtain a thorough written evaluation from an appropriate professional, documenting the presence, extent, and ramifications of the disability. In addition, the documentation should explain what specific types of accommodation the evaluator believes might be most helpful in offsetting the effects of the disability to an acceptable extent (in a medical school environment, if possible). Responsibility for the timely submission of requests and supporting documentation rests upon the student seeking the accommodation. Our goal at RUSM is to provide equal opportunity without undermining the integrity of any course, clerkship, or program. Requests not submitted with at least 14 days' notice or not accompanied by sufficient supporting documentation will impede RUSM's ability to respond in a timely manner.

Confidentiality

RUSM keeps all accommodation requests confidential to the extent necessary to consider the request and implement the accommodations upon approval. RUSM reviews requests to determine whether they are supported by adequate and appropriate documentation. After careful review in consultation with appropriate professionals, the Accommodation Coordinator will make a recommendation to the Associate Dean for Student Affairs. The decision of the Associate Dean will then be communicated in writing to the student.

Propriety

All accommodations will be reasonable and appropriate to the circumstances, allowing equal opportunity for students with disabilities. Accommodations must not infringe on or fundamentally alter the essential requirements of the medical education program, as outlined in the RUSM Technical Standards.

Clinical Sciences Accommodations

If an accommodation is required during the Clinical Sciences curriculum, the student must contact the Clinical Sciences Accommodations Coordinator at jroberston@rossu.edu. For any exam accommodations, please see section below “Accommodations and USMLE/NBME Testing”. Requests, along with supporting documentation, should be submitted in a timely fashion, in accordance with the school’s policies. Accommodations during the Clinical Sciences curriculum are determined by the disability accommodation policies and processes of the school. Although RUSM may have granted a student’s request for accommodations during the Foundations of Medicine curriculum, this in no way assures that RUSM can or will provide accommodations. The Accommodations Coordinator is available to advise and assist RUSM students with the accommodation request processes, but has no role in the outcome of such requests.

Accommodations and USMLE/NBME Testing

If a student with a disability requires an accommodation for any phase of the USMLE testing, it is the student’s responsibility to seek that accommodation directly from the NBME and/or the Federation of State Medical Boards (FSMB) in compliance with their policies. Students are strongly encouraged to apply for accommodations to allow sufficient processing time to ensure exam deadlines are met. Extensions for NBME and USMLE are not granted. Although RUSM previously may have granted accommodation requests for the student during Foundations of Medicine curriculum, disability accommodations for NBME and USMLE examinations are determined solely by the policies or processes of the NBME or FSMB. The Accommodations Coordinator is available to assist students with the process governing requests for an accommodation for the USMLE, but RUSM has no role in the outcome of these requests.

External Facilities

RUSM makes no guarantee that any facility outside of its campuses, including housing and other establishments, will provide accommodations for individuals with disabilities.

Commitment to Non-Discrimination and Non-Harassment

RUSM is committed to providing an education conducive to the personal and professional development of each individual and is committed to maintaining an academic environment free of discrimination and harassment based on race, color, religion, national origin, sex, age, disability, veteran status, sexual orientation, political affiliation and any other legally protected classes in the relevant jurisdiction that complies with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments, and the local law. RUSM will not tolerate, condone or allow discrimination or harassment, whether engaged in by fellow students, faculty members, or non-faculty colleagues.

Charges of sexual harassment can be filed by following RUSM’s established grievance procedures for students, faculty and staff. For further information, please refer to the *Student Handbook*.

Hazing Policy

RUSM is unequivocally opposed to hazing and pre-initiation activities, which do not contribute to the positive development and welfare of students. Students are not permitted to commit the act of hazing by initiating or disciplining another person with horseplay, practical jokes, tricks, or painful or humiliating ordeals. See the Code of Conduct section of the Student Handbook for information on RUSM’s hazing policy.

QUALIFICATIONS FOR DOCTOR OF MEDICINE DEGREE CANDIDATES

The Liaison Committee on Medical Education has recommended that all medical schools develop technical standards to assist them in determining whether applicants for admission to RUSM or candidates seeking the Doctor of Medicine degree are qualified to pursue a career in medicine. This document, *Qualifications for Doctor of Medicine Degree Candidates*, contains the technical standards for RUSM. The technical standards are based on guidelines produced by the Association of American Medical Colleges. This document is also published in the *Student Handbook*, which is distributed to all matriculating candidates. All applicants who reach the interview stage will be required to read the *Qualifications* and to sign a copy of the attached form to indicate that they understand the *Qualifications*. The signed form is kept as a permanent part of each matriculating candidate's record. For more information, please refer to the *Student Handbook*.

DEGREE AND LICENSURE REQUIREMENTS

To be eligible to receive the Doctor of Medicine degree from RUSM, a student must have met the following requirements:

- Successful completion of all courses in the Foundations of Medicine curriculum.
- Successful completion of all courses and clerkships in the Clinical Sciences curriculum taken in approved hospitals.
- Passed USMLE Step 1, Step 2 Clinical Knowledge, and Step 2 Clinical Skills.
- Payment of all fees and charges owed to RUSM.
- Completion of a review of academic documents as well as an academic exit interview.
- Have met all standards or resolved any concerns regarding adherences to the *Student Handbook*.

Transcript Requests

Official transcripts are available only from the Office of the Registrar in Miramar. Students may submit a transcript request electronically via myRoss. Transcript requests cannot be taken over the telephone or via email. Students may also view their unofficial grade report on myRoss. Official transcripts are not released until all financial and administrative obligations to RUSM have been met. Student will not be charged for additional transcripts.

Commencement

Commencement exercises are held in the spring. Due to RUSM's three semesters per year schedule, students have the opportunity to complete their requirements for the MD degree at three different points throughout the year. Consequently, students will be considered RUSM graduates on one of the three graduation dates after which they have completed their graduation requirements. Diplomas will not be released unless all outstanding balances, administrative documents, clinical evaluations, and scores from the USMLE Steps 1 and 2 have been received.

Licensure Requirements

In order to be licensed and practice medicine in the United States, the ECFMG requires students to take and pass Step 1 of the USMLE, the USMLE Step 2 CK, and the USMLE Step 2 CS. The final step for licensing, Step 3 of the USMLE, is taken after graduation, during or at the conclusion of residency training.

RUSM students must pass USMLE Step 1 and both portions of USMLE Step 2 to be eligible for graduation. Students must have their applications for these exams certified by the Office of the Registrar, located in Miramar, FL, before the exams are taken.

FACILITIES AND SUPPORT SERVICES

Instructional Sites

The Foundations of Medicine curriculum is conducted at RUSM's campus in Dominica. Students practice diagnostic and basic treatment skills in RUSM's simulation lab, featuring computerized patient simulators. The Princess Margaret Hospital and related clinics offer students an introduction to clinical medicine.

The clinical clerkships are conducted at more than 20 teaching hospitals in the United States and Canada. These affiliations host RUSM students, alongside those from other United States medical schools, for the clinical clerkship phase of their training.

Dominica Campus

The campus of RUSM is located in Portsmouth, Dominica. The facilities housed on the campus include classrooms, basic science laboratories and computer laboratories, administrative and faculty offices, a library and a Center for Teaching and Learning that are both housed in the newly constructed Student Center. On campus, there are a number of rooms for small-group instruction and rooms for patient examination. Two-way audio and video equipment allows communication between the patient examination rooms and several of the main auditorium classrooms. Non-academic campus facilities include a campus activities center; health clinic; day care facility; preparatory school (pre-K through eighth grade); fitness center; playing fields for soccer, football, and volleyball; a bank and several food vendors including a SUBWAY®, and a small convenience store on the upper seaside deck. In addition a number of privately operated food service establishments – known as “The Shacks”, convenience stores and an IGA supermarket are located within walking distance of the campus. Each student is assigned an electronic mailbox for the purpose of sending and receiving email. Students have full access to their email from workstations located in the library. The campus wireless network can be accessed in public areas, classrooms and study spaces.

Knoxville Campus

The campus of RUSM located in Knoxville Tennessee is located at 9731 Cogdill Road. The facilities housed on the campus include classrooms, basic science laboratories and computer laboratories, administrative and faculty offices over approximately 100,000 square. One anatomy lab with 36 beds will be available on March 1, 2018. The campus network will allow students to access all the information needed as a student in a medical school including access to the internet and access to email.

Student Center

The Student Center houses the library and Center for Teaching and Learning offer a wide range of services, resources and facilities designed to enhance self-directed learning, group collaboration and academic excellence. There are PC workstations with full access to a variety of learning resources. The library collection includes current journal subscriptions, textbooks, audiovisual titles and multimedia programs. A staff of experienced paraprofessionals assists students with user services and a professional medical librarian is available to help students with research and/or search techniques. User-centered services include reference consultation, mediated searching, document delivery and informatics workshops. The library website allows access to many resources including databases, online journals,

tutorials, and research information useful in the Program Based Learning (PBL) program. The library uses the DOCLINE system of the National Library of Medicine to acquire articles from other libraries in the United States and Canada when those articles are not available online or in the library collection. The Student Center also has a cafeteria – The Food Court.

Anatomy Building and Laboratories

The anatomy building houses the gross anatomy laboratories and a full-service anatomy learning resource center. It also houses a conference room and three group study rooms furnished with audiovisual and computer equipment for instruction in basic and radiographic anatomy, including magnetic resonance imaging and computer tomography imaging. The computer stations in the anatomy center are linked to a dedicated server that contains various electronic resources and dissection demo videos. The gross anatomy laboratory combines traditional teaching, cadavers for student use, facilities for prosection and demonstration, and digital resources for the self-directed learner. Basic science research laboratory facilities are also available.

Simulation Institute

Accredited by the Society for Simulation in Healthcare (SSH) in 2013, the RUSM Simulation Institute is a high-tech simulation laboratory facility that has been in existence since January 2011. Equipped with 7 Laerdal SimMan 3G high fidelity simulators and 7 Harvey Cardiopulmonary simulators, the simulation laboratories and medical simulation program deliver approximately 10,000 student hours of medical simulation experience per semester. The center is also used to administer practical examinations for the RUSM Clinical Skills course, which are structured as “fitness to practice” proficiency examinations assessing basic clinical skills and clinical reasoning. The Medical Simulation segment of the Clinical Skills course delivered at the Simulation Institute emphasizes a systematic approach to a patient with time sensitive medical needs (one of the AAMC Core Entrustable Professional Activities) and case content correlates with and reinforces basic science lecture content from the Foundations of Medicine curriculum. Now included in the Medical Simulation Program is a high quality Standardized Patient Program wherein students practice clinical skills and reasoning in a wide variety of standardized patient encounters.

Campus Safety

RUSM provides 24-hour, seven-day a week security for the Portsmouth campus. Security is also provided at the Princess Margaret Hospital clinical facility for students during their clinical assignments and clinical clerkships. Additional campus safety and security information is provided in the *Student Handbook*.

Miramar, Florida

The facilities include 5 classrooms ranging in capacity from 32 to 200 seats, all wireless and technologically advanced; 4 clinical simulation laboratory rooms; 2 Harvey rooms; study and student lounge areas and a Learning Resource Center.

The Office Of Student And Professional Development

The Office of Student and Professional Development (OSPD) advises students in residency preparation, prepares student documents in preparation for residency, and assists graduated students by facilitating their ongoing post-graduate professional pursuits.

STUDENT LIFE AND SERVICES

Orientation

Incoming students are required to participate in the week-long orientation prior to the beginning of classes. The orientation gives students an opportunity to meet the deans and support staff and hear about academic policies, student activities and services offered by RUSM. Expectations regarding professional behavior are discussed and medical ethics are introduced. In addition, students learn about Dominica and the local cuisine, and have an opportunity to visit the open market. Students can also participate in the many complimentary activities and island tours that take place throughout the week. In short, orientation is a good opportunity to begin to acclimate to campus and have some fun before the start of classes. An additional orientation for spouses, significant others, parents and family members is also offered.

Housing

RUSM offers on-campus housing primarily for first semester students. Due to the limited number of available rooms, these residences are assigned on a “first come, first served” basis; however, students also have access to suitable housing options within walking distance of the campus in the towns of Picard and Glanvillia and the surrounding area. A limited number of apartments are available for students with special needs; particularly students with requirements for suitable accommodation for families and pet-friendly housing. Students should review the material provided in the Welcome Packet and on the housing database to arrange housing prior to their arrival in Dominica. RUSM’s housing coordinators are well trained to assist students in finding appropriate accommodations.

Food

On-campus food options include a SUBWAY® shop and a Pic’N Go convenience store. In addition, a food court is located adjacent to the campus where vendors sell a variety of local and specialty foods, and there are several restaurants and grocery stores within walking distance of the campus.

Climate and Dress

The climate in the Eastern Caribbean is semitropical, with temperatures ranging in the mid 80s to mid 90s during the day and the low 70s at night. Humidity levels average about 70 percent. Because of the warm climate, light cotton clothing is recommended. Showers occur quite often during summer and fall; therefore light rain gear is desirable. Casual clothes, such as shorts and sandals, are acceptable on campus. Appropriate, modest attire is expected in town and at some social events. Professional dress is required for participation in ceremonies such as the White Coat Ceremony and the clinical components of the curriculum.

Travel

All students and other accompanying adults entering Dominica must have a valid passport from their home country. The government of Dominica further requires all adults entering the country for more than three weeks to submit a visa application prior to arrival. Accepted students should contact the Admissions Office in New Jersey for further information on obtaining a visa.

Air Travel

In order to comply with requirements set forth by the government of Dominica, all students living in Dominica are required to have a return airline ticket to their place of origin. Daily flights on several major carriers are available via Puerto Rico, Antigua, St. Maarten, Barbados, and Guadeloupe. American Airlines/ Sea Borne has a direct route from Puerto Rico to Dominica, which operates six days a week. From other Caribbean islands, travel connections must be made via other carriers such as LIAT. Specific information on air travel and available special RUSM rates is provided to accepted applicants.

Local Travel

Public passenger vans are a popular mode of local travel, picking up and dropping off passengers on request for a small, variable fee. Official taxi fares are posted at the airport and are listed in Eastern Caribbean (XCD) dollars. Some students decide to purchase an automobile; however, most students live within walking distance of the campus. Proof of a valid license and automobile or motorcycle insurance is required. All driving is on the left, and helmets are required for motorcycle riders.

Currency

Dominica uses Eastern Caribbean (XCD) currency, commonly referred to as EC dollars. The exchange rate officially hovers around 2.70 XCD dollars to one US dollar. Most business establishments readily accept US currency, but sometimes the exchange rate is lower than the official rate.

Banking

Students are advised to open an account at one of the local banks, because local merchants will not accept personal checks drawn on American banks. Several major banks have branches located in Portsmouth and Roseau. Banks are closed on weekends, however two automatic teller machines (ATMs) are available on campus. EC currency is distributed from most ATMs. Personal check deposits take three to four weeks before funds are available.

Health Center

The Health Center on the Dominica campus is available to students from 7 am to 7 pm weekdays. On weekends, medical staff is available on an on-call basis.

Religious Services

Most religious denominations are represented in Dominica. Religious holidays are not observed by RUSM, and all classes proceed as scheduled.

Campus Life

Student Body: The student body of RUSM is multiethnic and multinational. Students are primarily US residents, but many have ethnic origins in, or are citizens of, other countries.

This diversity and the intrinsic experience of studying in a foreign country provide students with an opportunity for broadening their understanding of other cultures and outlooks.

Student Government Association: The student body elects class representatives and officers for the Student Government Association (SGA) each semester and for the Clinical Student Government Association (CSGA). The SGA is active in sponsoring and arranging educational and social activities on campus and bringing student issues to the attention of the Administration. The Associate Dean for

Student Affairs (or his/her designee) sits on the SGA committees and supervises operation of the SGA. During each semester of the Foundations of Medicine curriculum, students are required to pay an SGA fee, which is billed with tuition.

Clinical Student Government Association (CSGA)

CSGA represents students in semesters IMF-10 and will serve as a liaison between the Administration, Faculty and clinical student body of RUSM. CSGA caters to the educative needs of the clinical student body as a whole and improve upon existing platform for learning. CSGA also maintains a sense of connectivity between the student body throughout clinical sciences semesters.

CSGA Qualifications

To qualify to serve in a CSGA position, you must be a full-time student in good academic standing (as defined in this Student Handbook), with a minimum cumulative grade point average (cGPA) of 2.75, and have no disciplinary action on record. Additionally, some executive board positions may require previous experience on SGA on campus. Students who are officers in the CSGA are considered leaders and role models for the student body. CSGA officer who does not meet these criteria will be asked to resign, and another student will be appointed or elected to serve.

Advisors and Funding

Members of the Office of Academic and Student Affairs act as advisors to the CSGA. For student inquiries regarding CSGA, contact ClinicalSGA@RossU.edu. Students are required to pay a fee (assessed with their tuition) to support the efforts of the CSGA.

White Coat Ceremony: At the beginning of each semester, new students are welcomed as members of the medical profession during the White Coat Ceremony. This ceremony marks a student's entrance into RUSM and the medical profession. As an enduring symbol of a medical career, the white coat and the ceremony are intended to reinforce the concepts of professionalism and ethics in medical practice as well as the doctor-patient relationship.

The ceremony involves a formal presentation of white coats, traditionally worn by doctors of medicine, to first semester students. The keynote speakers at the ceremony are respected members of the profession. As part of the ceremony, students recite the Honor Pledge and the Morning Prayer of the Physician, a prayer first published in 1793 and attributed to Moses Maimonides, a twelfth century physician in Egypt. Professional dress is required.

American Medical Student Association: Students are strongly encouraged to join RUSM's chapter of the American Medical Student Association (AMSA). This organization provides its members with subscriptions to the AMSA magazine, which contains information on new developments in medicine, board reviews, clinical opportunities, and new programs. The organization also sponsors numerous community clinics.

Student Groups: Clubs and organizations within the SGA include, but are not limited to, the following:
Phi Delta Epsilon (Epsilon Beta Chapter)
Organization of African Students
Catholic Students Association
Indian Students Association

Jewish Students Association
Muslim Students Association
Organization for Latin American Students
Ross Christian Fellowship
The Church of Jesus Christ of Latter-day Saints
Ross Internal Medicine
Ross Emergency Medicine Association
Surgery Interest Group
Ross University Academic Research Society

A Student Group fair is held during the first week of classes for new students to see what student groups are available. There are also opportunities for students to create new groups.

Alumni Relations: RUSM is committed to building a strong and vibrant alumni program that includes continuing education, bi-annual reunions and outreach programs focused on connecting our alumni to their peers, their alma mater and most importantly, to current students. RUSM alumni play an important role in the future success of the institution through their active participation at information seminars for prospective students and at new student orientation.

SCHOOL OF MEDICINE ACADEMIC ADMINISTRATION

Office of the Dean and Chancellor

William Owen, MD
Dean and Chancellor

Peter Goetz
Vice Dean

Stanley White, PhD
Senior Associate Dean, Dominica Campus

Nicole Shillingford
Chief of Staff and Director of Human Resources

Tyrone Donnon, PhD
Associate Dean, Center for Teaching and Learning and Educational Research

Dean Shillinfjord
Senior Director, Finance

Administrative Offices/Officers

Londell Albury
Institutional Director, Information Technology

Gary Belotzerkovsky
Associate Dean, Academic and Student Operations

Jamie Drucker
Senior Director, Marketing

Sandra Herrin
University Registrar

Carey James
Associate Dean of Operations, Analysis, and Admissions

Vijay Rajput, MD, FACP, SFHM
Associate Dean of Academic and Student Affairs
Professor & Chair of Medicine

Kelly Tesselaar
Director, Student Services

Jennifer Yao
Director, Enrollment Management

FOUNDATIONS OF MEDICINE FACULTY

Dominica Campus

Foundations of Medicine Campus Administration

Paul Abney, PhD, LPC, NCC

Senior Director, Academic Examinations

Alan Bateson, PhD

Chair, Pharmacology

Ryan Didier

Executive Administrator, Dominica Campus

Jolyne Drummlesmith, PhD

Chair, Microbiology

Rosana Emmanuel, BBA, MPH

Director, Clinical and Community Affairs

C. Bryan Hayse, EdD

Associate Dean of Student Affairs, Dominica Campus

Claire Joseph, MBA, MHRM, CFD

Director, Curricular and Administrative Support

Matthew Kraybill, PhD

Chair, Behavioral Sciences

Rhonda McIntyre-Francis, MD, MBBS, FAAP, FRCP(C)

Interim Director Health Services

Director International Health Program

Director Ross-PMH

Sheila Nunn, PhD

Chair, Anatomy

Nancy Selfridge, MD

Chair, Clinical Medicine

Hashim Shams, MD

Chair, Physiology and Biochemistry

Nathalie Watty, MPM, BSc (Econ)

Director, Academic Administration and Strategic Planning

Laura Welke, PhD

Assistant Dean, Faculty Affairs and Development

Stanley White, PhD, BSc

Senior Associate Dean, Dominica Campus

Michael Yakubovskyy, MD, PhD

Chair, Pathology

Anatomy

Sheila Nunn, PhD

Chair, Anatomy and Professor

PhD, The Queen's University of Belfast (Anatomy)

BSc, University of Newcastle-Upon Tyne (Hons) Microbiology

University of Leeds Certificate in Learning and Teaching in Higher Education

Zoe Brett, PhD

Assistant Professor

PhD, University of Sydney Medicine

Bachelor of Medical Science Honours I University of Sydney

Bachelor of Medical Science University of Sydney

Jennifer Douglin, DC, MSc

Assistant Professor

DC, Parker College of Chiropractic, TX

MSc, New York Chiropractic College

Gail Elliott, PhD

Instructor

PhD, University of Otago, New Zealand

MSc, University of Central Lancashire, United Kingdom

BSc, University of Dundee, United Kingdom

Mary Shannon Moore, PhD

Professor

PhD, University of Texas, Southwestern Medical School

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PhD, University College Cork, Ireland
MSc, University College Dublin, Ireland
BSc, NUI Galway

Gyorgy Nagy

Professor
MD, University of Pecs
PhD, Semmelweis University of Medicine
DSc, Hungarian Academy of Sciences

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PhD, University of Dundee

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Professor
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Behavioral Sciences

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MS, PhD, University of Utah
BA, University of Washington Summer 2003 Seattle Pacific University
University of Glasgow, Scotland

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MEd, University of North Texas
AAS, Eastfield College

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Center for Teaching and Learning

Tyrone Donnon, PhD

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Assistant Professor

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Jane Emma Bateson, BSc, PhD

Assistant Professor

PhD, Council for National Academic Awards

Dawn Chesnut, MA

Instructor

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Priyadarshini Prabhu, MD, MBBS

Associate Professor

MD, Katsurba Medical College

MBBS, Rajiv Gandhi University of Health Sciences

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PhD, Educational Psychology -University of Northern Colorado, CO

MA, Clinical / Counseling Psychology - Midwestern State University, TX

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Leor Zellner, PhD

Instructor

PhD, West Virginia University School of Medicine

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PhD, University of the West Indies
MPH, University of the West Indies

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LLM, University of Capetown

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MD, Wayne State University
MPH, Harvard T.H. Chan School of Public Health

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BS Chemistry, Dillard University

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Assistant Professor
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BSc, Calcutta University

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DTM & H - University of Leeds, UK

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MSc, London School of Tropical Medicine and Hygiene, UK
DLSHTM, London School of Tropical Medicine and Hygiene, UK

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BSc, Midwestern State University

Microbiology

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BSc, University of Guelph

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Professor
PhD, University of Ibadan, Nigeria

Marc Bergeron, PhD, MSc

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PhD, Laval University, Canada
BSc, Laval University

Thomas Butler, MD

Professor
MD, Vanderbilt University School of Medicine
BA, Johns Hopkins University

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MD, Mumbai University, India
DPB, College of Physicians and Surgeons, India

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Janice M. Johnson, MD

Professor
MD, University of Pennsylvania

Timothy Loy, MD, AB

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AB, Greenville College, IL

Pharmacology

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MD, University of Bologna, Italy
PhD, University of Bologna, Italy

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PharmD, University of California, San Francisco
MS, Computer Engineering, Michigan State University

Physiology and Biochemistry

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Essen, Germany

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PhD, Reproductive Physiology, NUI Galway
BSc, Biomedical Science, NUI Galway

Simon Harrison, PhD

Professor and Assistant Dean of Curriculum
PhD, Glasgow University, UK
BSc - Leeds University

Eleanor Lambert

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Diploma, Dietetics and Applied Nutrition, Leeds Polytechnic Institute, UK
Diploma in Food and Nutrition Planning, University of the West Indies

Niels Larsen, PhD, MSc

Professor

PhD, Aarhus University

MSc, Odense University

Gerhard Meisenberg, PhD, MSc

Professor

PhD, University of Munich

MS, University of Bochum

Bruce Wright, PhD

Professor

PhD, Louisiana State University Health Sciences Center

BS, University of New Orleans

Clinical Sciences Administration

Robert Dean, MD

Clerkship Director, Obstetrics and Gynecology

Mercedes Dullum, MD

Clinical Chair, Surgery

Enrique S. Fernandez, MD, MEd, FAAFP

Clinical Chair, Family Medicine

Edward Hall, MD

Clerkship Director, Psychiatry

Romeen Lavani, MD, MBBS, FAAP

Clinical Chair, Pediatrics

Robert N. Mucciola, MD, MA, FACOG

Clinical Chair, Obstetrics and Gynecology

Vijay Rajput, MD, FACP, SFHM

Clinical Chair, Medicine

Vedvati Patel, MD

Clerkship Director, Internal Medicine

Internal Medicine Foundations (IMF) Administration

Sean Gnecco, MD

Associate Professor and Director, IMF Miramar
MD, Drexel University College of Medicine

Clerkship Directors – United States

Anan Abdelrahman MD

Clinical Professor, OB-GYN, St. Joseph Mercy Oakland Hospital

Sara Abdijadid MD

Clinical Assistant Professor, Psychiatry, Kern Medical Center

Henry Adegbulugbe MD

Clinical Assistant Professor, OB-GYN, Prince George's Hospital Center

David Adler MD

Clinical Professor, Psychiatry, St. John's Episcopal Hospital

Lita Aeder MD

Clinical Associate Professor, Pediatrics, Brookdale Hospital and Medical Center

Mas Ahmed MBBS, MRCP, FRCPCH

Clinical Associate Professor, Pediatrics, Queen's Hospital

Afshin Akhavan DO

Clinical Assistant Professor, Family Medicine, California Hospital Medical Center

Orestes Alvarez-Jacinto MD, FACOG

OB-GYN, Kern Medical Center

Nidal Arnous MD

Clinical Assistant Professor, Medicine, Prince George's Hospital Center

Ata Atogho MD, FACOG

Clinical Assistant Professor, OB-GYN, Center for Haitian Studies

William Ayetey MD

Clinical Assistant Professor, Psychiatry, Mercy Health System

Ihab Aziz MD

Clinical Associate Professor, Family Medicine, Mt. Sinai

Leilani Balagot-Chingcuanoco MD

Clinical Assistant Professor, Pediatrics, South Nassau Communities Hospital

Steve Bartz MD

Clinical Associate Professor, Family Medicine, Mercy Health System

Jackie Battista DO, MPH

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Dennis Beedle MD

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ROSS UNIVERSITY
 SCHOOL OF MEDICINE
CAMPUS MAP

- Male & Female Restroom
 - Children's Only Restroom
 - Campus Map
 - Multipurpose Rooms
 - Wooded Area
 - Private Apartments
 - Parking Areas
 - A - Seaside Lower Deck
 - B - Seaside Upper Deck
 - C - Sand Volleyball Court
 - D - Children's Playground
 - E - Covered Picnic Area
 - F - Beatenball and Tennis Courts
 - G - Pool
-
- Accounts Dept 3
 - Anatomy Dept Offices 22
 - Anatomy Lab / Offices 20
 - Arrive 25
 - Audio Visual Dept 16
 - Behavioral Sciences Offices 14
 - Biochemistry Dept 19
 - Cafeteria 2
 - Campbell's Pet Shop 21
 - Campus Activity Center 9
 - 1st Floor - Gym
 - 2nd Floor - Meeting Rooms
 - 3rd Floor - Student Lounge & Students Services Dept. 15
 - Classroom 1 11
 - Classroom 4 17
 - Classroom 5 12
 - ICM Lab 12b
 - ICM Rooms 13c
 - Motion / Peer Office / Customs 10b
 - Devotee / Prep School 23a
 - Devotee Building
 - 1st Floor - Classroom 6
 - 2nd Floor - ICM / Pathology / Physiology Dept
 - Devotee Building 23b
 - 1st Floor - Student Affairs Dept
 - 2nd Floor - Devotee / Executive Offices 29
 - Facilities & Operations Offices 30
 - Multipurpose Rooms / Offices 31
 - Human Resource Dept. 24
 - Food Court "The Shop" 4
 - Health Clinic 16
 - Information / Technology Dept 32
 - Jenner Hall 10a
 - Learning Lab & PACS Classroom 10b
 - Pre-NGO Clinic 13b
 - Learning Resource Center 13a
 - Library 13c
 - LIME 2
 - 2nd Floor Classroom 6
 - Maintenance Building & Courtyard 18
 - Microbiology Dept 7
 - Multipurpose Rooms 26
 - St. James Academic Center
 - 1st Floor - Simulation Institute
 - 2nd Floor Classroom 2
 - National Bank of Dominica 19
 - Pharmacology Dept 33
 - QMC Building 100 / Housing Offices 34
 - QMC Building 200 35
 - QMC Building 300 35
 - QMC Building 400 35
 - RUSH Campus Center (Under Construction) 38
 - Security Offices & Staff Lounge 5
 - Sewe Exam Center 27
 - Seaway Restaurant 1
 - Supply Chain 28
 - Caps House 37
 - 2nd Floor - CIL Dept
 - 3rd Floor - Inset Housing
 - Family Lounge 8