



ROSS UNIVERSITY
SCHOOL OF MEDICINE

ROSS UNIVERSITY SCHOOL OF MEDICINE
ACADEMIC CATALOG

Academic Year: 2023-2024
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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, in conjunction with the Student Handbook, found at RossU.edu, are 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. These updates are in the Addendum.

Date of Issue: July 2, 2024

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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MESSAGE FROM THE DEAN

Welcome to Ross University School of Medicine (RUSM)! Becoming a Doctor of Medicine (MD) is one of the most important decisions you will make. No matter the path that brought you here, this is a momentous occasion that calls for both celebration and a new commitment toward your personal and professional aspirations. You have chosen RUSM, and in return, your time as a physician-in-training will likely be one of the most unforgettable experiences of your life.

Our home in Barbados opens opportunities to do things in and out of the classroom that are unlike anywhere else in the world. You will hone your skills in a contemporary and diverse learning environment that has built a network of over 15,000 alumni practicing around the world and continues to prepare today's medical students to meet the complex needs of their future patients. We are committed to providing you with a range of global medical opportunities that will enable you to develop the kinds of life and professional skills to stand out in residency, and beyond.

While you are a physician-in-training, this handbook will be your guide to getting the most out of your experience and understanding the commitment you make at RUSM. The code of conduct, academic policies and procedures, student life resources, and other information contained here are all important components of the program and life as a physician-in-training. Just as you commit to RUSM, everyone here will commit to you and help you achieve the dream that brought you here. There is a wealth of support services available for you, all found here and available to you throughout your time at RUSM. I encourage you to read through the handbook and start setting yourself up for success from the moment you start.

I am eager to watch your path to becoming a physician and be a witness to the growth you will experience as an individual and medical professional. Welcome, and good luck!

Heidi Chumley, MD, MBA
Dean
Ross University School of Medicine

RUSM AT A GLANCE

Year Founded: 1978

History:

RUSM is one of the oldest and most established Caribbean medical schools serving students primarily from the United States, Canada and Puerto Rico - providing them with the foundation they need to pursue successful careers in medicine for nearly 40 years.

- **1978:** Ross University School of Medicine was founded by Robert Ross as a provider of medical education offering Doctor of Medicine (MD) degree programs
- **1981:** Classes and laboratory exercises are held in a newly constructed academic building on RUSM's main campus
- **2013:** The 10,000th graduate of RUSM receives their medical degree from the school
- **2015:** RUSM opens the new Student Center, was the feature building on the Dominica campus
- **2015:** RUSM beats its previous residency record, with more than 830 graduates earning residency placements during the 2015 MATCH cycle
- **2018:** RUSM relocates Medical Sciences campus to temporary locations in Knoxville, TN and St. Kitts
- **2019:** RUSM relocates Medical Sciences campus to Barbados
- **2020:** The 15,000th graduate of RUSM receives their medical degree from the school

Location:

Barbados: Medical Sciences

United States of America: Clinical Sciences

Graduates: 15,000+

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

Enrollment: 3,100+ students; 95 percent are US or Canadian residents/permanent citizens.

Facilities:

Barbados:

The RUSM campus in Barbados is located within the Lloyd Erskine Sandiford Centre (LESC). The residential campus is based at the Villages at Coverley. The campus has selected classrooms that serve as dedicated study space for each term. These purpose-built classrooms are flat in design (versus tiered) with tables and chairs for student groups. High-definition display screens are deployed throughout to facilitate both lecture and group-based sessions.

Florida: The Office of the Dean and other administrative offices are located in Miramar, FL.

Faculty Members: More than 40 members of faculty are full-time, all of whom have an MD, PhD or equivalent.

Course of Study:

- Students matriculating into RUSM on or after September 1, 2023, will complete the Medical Sciences curriculum in Barbados. The length of the medical sciences program is 20 months.
- Students matriculating into RUSM between May 1, 2022, and August 31, 2023, will complete Medical Sciences in 20 months.
- Students matriculating into RUSM prior to May 1, 2022, will complete Medical Sciences in 16 or 20 months, depending on which curriculum schedule students select and RUSM policies and procedures.

After successfully completing Medical Sciences, clinical training begins. Clinical training encompasses 90 weeks of cores and electives.

Upon completion of the medical education program at RUSM and passing United States Medical Licensing Examination® (USMLE®) Step 1 and USMLE Step 2 Clinical Knowledge (CK) examinations, students earn their MD degree.

Residencies: The majority of RUSM graduates secure residency positions through the National Resident Matching Program® with 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.

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

ACADEMIC CALENDAR

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

Medical Sciences Curriculum

Medical Sciences - Fall 2023

August 29 - September 1, 2023	New Student Orientation & Check-In
August 31 – September 1, 2023	Continuing Student Orientation
On or before September 3, 2023	Continuing Student Academic Check-In
On or before September 3, 2023	Continuing Student Arrival
Monday, September 4, 2023	First Day of Classes (Continuing Students)
Monday, September 4, 2023	First Day of Classes/Start of Module A Session (New Semester 1 Students)
Friday, September 8, 2023	White Coat Ceremony
Wednesday, October 11, 2023	Dean's Honor Roll and List Ceremony
Tuesday, October 24, 2023	End of Module A Session (New Semester 1 Students only)
Wednesday, October 25, 2023	Mid-term Break - New Semester 1 Students Only - No classes
Thursday, October 26, 2023	Start of Module B Session (New Semester 1 Students)
Thursday, November 30, 2023	Independence Day (Barbados) - Campus Closed/No Classes
Friday, December 15, 2023	Last Day of Classes/End of Module B Session

Medical Sciences - Spring 2024

January 9-12, 2024	New Student Orientation & Check-In
January 11 – 12, 2024	Continuing Student Orientation
On or before January 14, 2024	Continuing Student Academic Check-In
On or before January 14, 2024	Continuing Student Arrival
Monday, January 15, 2024	First Day of Classes (Semester 3 - 5 Continuing Students)
Monday, January 15, 2024	First Day of Classes/Start of Module A Session (Semester 1 - 2 Students)
Friday, January 19, 2024	White Coat Ceremony
Sunday, January 21, 2024	Errol Barrow Day - Campus Closed
Monday, January 22, 2024	Errol Barrow Day (Observance) - Campus Closed
Wednesday, February 21, 2024	Dean's Honor Roll and List Ceremony
Tuesday, March 5, 2024	End of Module A Session (Semester 1 & 2 Students only)
Wednesday, March 6, 2024	Mid-term Break - Semester 1 & 2 Students Only - No classes
Thursday, March 7, 2024	Start of Module B Session (Semester 1 & 2 Students)
Friday, April 26, 2024	Last Day of Classes/End of Module B Session

Medical Sciences - Summer 2024

May 7-10, 2024	New Student Orientation & Check-In
May 9 – 10, 2024	Continuing Student Orientation
Friday, May 10, 2024	White Coat Ceremony
On or before May 12, 2024	Continuing Student Academic Check-In
On or before May 12, 2024	Continuing Student Arrival

Monday, May 13, 2024	First Day of Classes (Semester 4 - 5 Continuing Students)
Monday, May 13, 2024	First Day of Classes/Start of Module A Session (Semester 1 - 3 Students)
Monday, May 20, 2024	Whit Monday - Campus Closed/No Classes
Wednesday, June 19, 2024	Dean's Honor Roll and List Ceremony
Tuesday, July 2, 2024	End of Module A Session (Semester 1 & 2 Students only)
Wednesday, July 3, 2024	Mid-term Break - Semester 1 & 2 Students Only - No classes
Thursday, July 4, 2024	Start of Module B Session (Semester 1 & 2 Students)
Friday, August 23, 2024	Last Day of Classes/End of Module B Session

Dates are subject to change.

Clinical Sciences Curriculum

Clinical Sciences - Fall 2023

Friday, September 1, 2023	First day of Semester
Monday, September 4, 2023	Labor Day (US) Holiday/No Clinical
November 23-24, 2023	Thanksgiving Day Holiday (US)/No Clinical Rotations
December 24-25, 2023	Winter Holiday/No Clinical Rotations
Sunday, December 31, 2023	New Year's Eve Holiday/No Clinical Rotations
Sunday, December 31, 2023	Last Day of Semester

Clinical Sciences - Spring 2024

Monday, January 1, 2024	First day of Semester
Monday, January 1, 2024	New Year's Day Holiday/No Clinical Rotations
Monday, January 15, 2024	Martin Luther King, Jr. Holiday (US)/No Clinical Rotations
Friday, March 29, 2024	Spring Holiday (US)/No Clinical Rotations
Sunday, April 30, 2023	Last Day of Semester

Clinical Sciences - Summer 2024

Wednesday, May 1, 2024	First day of Semester
Monday, May 27, 2024	Memorial Day Holiday (US)/No Clinical Rotations
Wednesday, June 19, 2024	Juneteenth Holiday (US)/No Clinical Rotations
Thursday, July 4, 2024	Independence Day (US)/No Clinical Rotations
Saturday, August 31, 2024	Last Day of Semester

Please note that students are excused from clinical rotations on these holidays. For holidays that fall on a Saturday, the observance will be on the prior Friday. For holidays that fall on a Sunday, the observance will be on the following Monday.

Dates are subject to change.

MODIFIED OATH OF GENEVA

AS A MEMBER OF THE MEDICAL PROFESSION:

- I SOLEMNLY PLEDGE to dedicate my life to the service of humanity;
- THE HEALTH AND WELL-BEING OF MY PATIENT will be my first consideration;
- I WILL RESPECT the autonomy and dignity of my patient;
- I WILL MAINTAIN the utmost respect for human life;
- I WILL NOT PERMIT considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing, or any other factor to intervene between my duty and my patient;
- I WILL RESPECT the secrets that are confided in me, even after the patient has died;
- I WILL PRACTISE my profession with conscience and dignity and in accordance with good medical practice;
- I WILL FOSTER the honour and noble traditions of the medical profession;
- I WILL GIVE to my teachers, colleagues, and students the respect and gratitude that is their due;
- I WILL SHARE my medical knowledge for the benefit of the patient and the advancement of healthcare;
- I WILL ATTEND TO my own health, well-being, and abilities in order to provide care of the highest standard;
- I WILL NOT USE my medical knowledge to violate human rights and civil liberties, even under threat;
- I MAKE THESE PROMISES solemnly, freely, and upon my honour.

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 pertaining to its subjects 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 <https://medical.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 term 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.

Introduction and Overview

RUSM is devoted to the education of medical professionals. Founded in 1978, RUSM offers clinical clerkships in teaching hospitals across the United States and Canada and is supported by administrative offices located in Miramar, Florida and Downers Grove, Illinois.

RUSM offers a Doctor of Medicine (MD) degree program and has graduated more than 15,000 physicians during its 40+-year history. Graduates are eligible for licensure in all 50 States, Canada and Puerto Rico after the successful completion of the requisite licensing examinations.

- Students completing medical sciences in the Ross+/5-Semester Track: The Medical Sciences curriculum, conducted in Barbados, consists of a minimum of 64 credits of specifically prescribed coursework.
- Students completing medical sciences in the Single Module Curriculum: Will complete 80 credit hours in the medical sciences curriculum. All Medical Sciences coursework must be satisfactorily completed at the RUSM campus in Barbados.

At the end of the Medical Sciences curriculum, students are required to take the National Board of Medical Examiners® (NBME®) Comprehensive Basic Sciences examination (CBSE) to advance to the United States Medical Licensing Examinations® (USMLE®) Step 1 exam. Students are required to pass the USMLE Step 1 exam to begin the Clinical Sciences curriculum. The Clinical Sciences curriculum in the United States requires students to complete 90 weeks of clinical rotations. This clinical experience is designed to build on students' training in medical history and physical diagnostic skills. 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 curriculum, students must complete and pass the USMLE Step 2 Clinical Knowledge (CK) examination. RUSM requires students to pass the USMLE Step 2 CK to be eligible for graduation.

University Mission

Our mission is to prepare highly dedicated students to become effective, successful physicians.

Accreditation and Approval

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 Caribbean Accreditation Authority for Education in Medicine and Other Health Professions are comparable with those used to evaluate programs leading to the MD degree in the United States by the Liaison Committee on Medical Education (LCME). Since Ross University School of Medicine is an accredited medical school, students are eligible to participate in the US Federal Direct Student Loan Program.

Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)

RUSM is accredited by the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP, www.caam-hp.org).

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.

Accreditation by CAAM-HP is a rigorous, peer review process which examines all aspects of a medical program. The CAAM-HP board, an independent and autonomous body of professionals, only certifies medical schools which are operating at the highest levels of industry standards.

Through this accreditation, the CAAM-HP provides assurance to medical students, graduates, the medical profession, healthcare institutions and the public that programs leading to qualifications in medicine meet appropriate national and international standards for educational quality, and that the graduates have a sufficiently complete and valid educational experience.

Society for Simulation in Healthcare (SSH)

Ross University School of Medicine's Simulation Institute is accredited by the Society for Simulation in Healthcare (SSH, www.ssih.org) in the areas of Teaching/Education, since November 2013.

International Medical School Recognition

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

California

The state has reviewed the University's academic program and found it acceptable, allowing the licensure of graduates from Ross University School of Medicine.

Florida

Licensed by the Commission for Independent Education, Florida Department of Education. 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.

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, if applicable
- 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

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

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 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 for 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 One Semester of Physics (four 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.

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

Examination Requirements

Medical College Admission Test (MCAT)

RUSM requires the scores for the Medical College Admission Test (MCAT) to be submitted by all U.S. citizens, nationals, and eligible permanent resident applicants prior to the interview. International applicants are not required to submit MCAT scores. 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 the MyROSS Med Portal:
<https://medcommunity.rossu.edu/s/>

Official transcripts and Letters of Recommendation can be sent electronically to Admissions@rossu.edu or mailed to the address below.

Letters of recommendation should come directly from the author.

Ross University School of Medicine

Office of Admissions

10315 USA Today Way

Miramar, FL 33025

A complete application consists of the following documents:

- A completed RUSM application: <https://medcommunity.rossu.edu/s/>
- <https://rossu.secure.force.com/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 an appropriate letterhead with contact information included and sent directly from the recommending party to the RUSM Admissions Office.
- MCAT scores, if applicable;
- Official report of scores from the TOEFL or IELTS, if applicable

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 Faculty Admissions Committee

Application Process

To Apply: Use our online application at <https://medical.rossu.edu/admissions/how-to-apply.html>.

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 term. There is no need to reapply.

Learn More: Visit our website, <https://medical.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).

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 term. The full \$1,000 tuition deposit will be credited to the student's account. If the student fails to attend the term 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 term, and if the deferment is approved, the full \$1,000 tuition deposit and a \$1,000 non-refundable 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 for Barbados, medical requirements, financial aid, housing, and pets to assist with their preparations for arrival and matriculation to RUSM.

The following items are required to obtain a Student Visa:

All students and other accompanying adults entering Barbados must have a valid passport from their home country. The government of Barbados further requires all RUSM students to obtain a Student Visa. The following items are required to obtain a Student Visa:

1. Barbados Student Visa Form ([Form H-2](#))
2. Applicant's original birth certificate or a notarized copy of the birth certificate
3. Four (4) certified and notarized passport sized colored photographs; use [attached form](#) for notarizing photos
4. Applicant's marriage certificate for all married students, regardless of if accompanying student to Barbados; notarized copy is acceptable
5. Clear color copy of the biodata page of the applicant's valid passport
6. Background Check: you will receive the link from RUSM.
7. Round Trip Flight Itinerary
8. Evidence of financial support adequate for payment of school expenses, living and medical expenses.

If your citizenship is outside of the United States or Canada, you may need to apply for an [Entry Visa \(Form J\)](#).

Please note these requirements are subject to change and students should consult the Office of Student Services Affairs at Immigration@RossU.edu for inquiries.

The aforementioned items must be submitted through our online compliance system (COMPLIO), in addition to a copy of all health tests, lab results, and immunization records. Further guidance on RUSM's Health Documentation requirements is available in the Criminal Background Check & Health Documentation section of the RUSM Student Handbook.

RUSM FINANCIAL INFORMATION – Doctorate 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

VISA Fee (Barbados): First-semester students and students requiring a visa renewal will be charged a non-refundable visa processing fee of \$190. This fee goes directly to the government of Barbados to cover the cost of your student visa while you are in Barbados.

Students Enrolled in May 2022 and After

Effective September 2023 (subject to change without notice)	Medical Sciences*	Clinical Clerkships**
Tuition per semester (Flat Rate: 8-21 credits)	\$23,284	\$27,447
Administrative Fees***	\$5,883	\$3,420
Educational Technology Fee****	\$779	-
Health Insurance Price includes an administration charge	\$1,306	\$1,306

- Students registered for 8 credits/weeks will be considered full-time students and will be eligible for financial aid based on their individual registered credits.
- Students registered for 4 to 7 credits/weeks will be considered half-time students and will be eligible for financial aid based on their credits/weeks.
- Students who are registered for 3 clinical credits/weeks or less per term will also be charged based on credits/weeks and considered less than half time.

*All Medical Sciences students matriculating into RUSM on or after May 2022 take 5 semesters of Medical Sciences and 6 semesters of clinical clerkships for a total of 11 semesters.

**The rates represented above represents a full-time, 15 week/credit schedule each term. Tuition will be prorated per clinical at a rate of \$1,829.80 per credit/week and the Administrative Fee at \$228 per credit/week. Health Insurance is billed on a periodic basis in September, January, and May regardless of schedule and is not subject to proration.

***A \$60 Student Government Association (SGA) Fee is included for Medical Sciences and a \$25 SGA Fee is included for Clinical Clerkships.

****The Educational Technology Fee is a mandatory, one-time fee assessed for Semester 1 and is for RUSM iPad Technology Fee.

Students Enrolled Prior to May 2022

Effective September 2023 (subject to change without notice)	Medical Sciences*	Semester 5* (Regular Track Students Only)	Clinical Clerkships**
Tuition per semester (Flat Rate: 8-21 credits)	\$27,547	\$20,660	\$30,397
Education Resource Fee	\$558	\$558	\$445
Student Service Fee	\$1,002	\$1,002	\$0
Education Technology Fee***	\$779	-	-
Student Government Association Fee per semester	\$60	\$60	\$25
Health Insurance Fee per semester Price includes an administration charge.	\$1,306	\$1,306	\$1,306

- Students registered for 8 credits/weeks will be considered full-time students and will be eligible for financial aid based on their individual credits.
- Students registered for 4 to 7 credits/weeks will be considered half-time students and will be eligible for financial aid based on their credits/weeks.
- Students who are registered for 3 clinical credits/weeks or less per term will also be charged based on credits/weeks and considered less than half time.

**All students take 5 semesters of Medical Sciences and 6 semesters of clinical clerkships for a total of 11 semesters. Students in the accelerated track take 4 semesters of Medical Sciences and 6 semesters of Clinical Clerkships for a total of 10 semesters.*

***The rates represented above represents a full-time, 15 week/credit schedule each term. Tuition will be prorated per clinical at a rate of \$2,026.47 per credit/week and the Educational Resource Fee at \$29.67 per credit/week. The Clinical Student Government Fee and the Student Services Fee is not subject to proration. Health Insurance is billed on a periodic basis in September, January, and May regardless of schedule and is not subject to proration.*

****The Educational Technology Fee is a mandatory, one-time fee assessed for Semester 1 and is for RUSM iPad Technology Fee.*

Please see the [Student Handbook](#) for tuition and refund policies. Students must pay for all courses taken.

By the act of registration, class attendance, or participation in other activities associated with enrollment at RUSM, the student accepts financial responsibility for charges assessed to his/her student account. Charges include those for tuition, mandatory fees, clinical charges and penalties (such as late payment fees and fees associated with the cost of collection in the event of a delinquency, among others as outlined above This financial responsibility is not relieved until payment has been made for any and all charges incurred.

Enrollment Status

Status	Credit hours
Full-time*	Eight (8) or more credit hours each term
Half-time	Four (4) to seven (7) credit hours each term
Less than half-time	Less than four (4) credit hours

**Students in Medical Sciences curriculum are required to maintain full-time enrollment.*

Other Educational Expenses

Educational Materials: Students are responsible for purchasing required textbooks, supplies, equipment and clothing. The estimated 2023-2024 cost for books, course materials, supplies and equipment is approximately \$138 per semester in Medical Sciences and \$734 per semester in Clinical Sciences.

Living Expenses:

During the Medical Sciences 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 Barbados:

Travel to and from Barbados is by air; immigration requires students entering Barbados to have a valid passport, student visa, an entry visa (if required) and a return airline ticket.

Financial Obligations:

Tuition and fees are billed approximately three weeks in advance of each term and are due, in full, the first day of class. 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, 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 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.

Nonrefundable fees regarding admission and registration of Florida and Georgia students shall not exceed \$150. The requirements regarding refund policies as stated herein do not apply to dormitory or meal fees. Refund policies for those fees, if charged, shall be set by RUSM and also disclosed in conjunction with the refund policy.

The states of Missouri and Georgia provide 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.

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

Students completing medical sciences in the Ross+/5-Track Curriculum: 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.

For a withdrawal during the first 60 percent of a semester, the retention of student loan funds received for the semester is subject to calculation on the same pro-rated basis as tuition. RUSM and the student are each proportionally responsible for returning “unearned” to the relevant lender(s). Student loan borrowers may repay the unearned portion of loans to their lender according to the regular repayment terms & conditions under which their loans were made.

If a student withdraws after the first 60% (after completing the ninth week) of a semester, the full tuition charges remain due and student loan recipients are considered to have fully “earned” the aid received for the semester.

Students completing medical sciences in the Single Module Curriculum: Students who begin a Module at the start of the term will be eligible for a prorated refund if they withdraw before the end of Wednesday of week 7 of the term. No prorated refunds will be processed past that date. Students who begin a Module at the term’s mid-point because they are returning from an AA, will be eligible for a prorated refund if they withdraw prior to the end of the Friday of the first week of that module. No prorated refunds will be processed past that date.

Financial Aid

U.S. Students:

The Office of Student Finance is committed to assisting students in obtaining necessary funding in order to pursue their education. Additional information is available at <https://medical.rossu.edu/admissions/tuition-and-fees/financial-aid>.

Canadian Students:

Students residing in Canada are eligible for private funding sources and government resources. Please review the [Canadian Financial Planning Guide](#) for more information.

Other Foreign Nationals:

Students that are not U.S. citizens, permanent residents, eligible noncitizens 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>

MD Program Objectives

Ross University School of Medicine's medical education program is guided by a set of objectives or competency areas that our students must demonstrate upon graduation. These learning objectives map to our curriculum and institutional values and align with ACGME core competencies.

1. Patient Care

Students must demonstrate the ability to apply knowledge, skills and attitudes necessary for competent patient care, and are expected to:

1. Recognize the clinical presentation of the common or life-threatening diseases and injuries and understand the principles of treatment and management.
2. Acquire clinical knowledge (both in-patient and out-patient settings) in the six major disciplines: family medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery.
3. Perform routine technical procedures including at a minimum venipuncture, inserting an intravenous catheter, inserting a nasogastric tube, inserting a Foley catheter, suturing lacerations, record an ECG, and certify in ACLS & PALS.
4. Interpret the results of commonly used diagnostic tests and procedures.
5. Construct by clinical reasoning, a differential diagnosis and initial investigations for common clinical conditions.
6. Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, both acute and chronic, including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation and end-of-life care.
7. Recognize patients with immediately life threatening cardiac, pulmonary, neurological, or other conditions regardless of etiology, and institute appropriate initial therapy.

2. Medical Knowledge

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiology and socio-behavioral sciences, and are expected to:

1. Describe the normal structure and function of the body and each of its major organ systems.
2. Describe molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
3. Describe the various causes of disease states including genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic and the ways in which they operate on the body (pathogenesis).
4. Describe the most frequent clinical, laboratory, roentgenologic, and pathologic manifestations of common maladies.
5. Describe important non-biological determinations of poor health and of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies.
6. Understand the epidemiology of common maladies within a defined population, and the systemic approaches useful in reducing the incidence and prevalence of those.
7. Understand the mechanisms of the cause of pain, describe strategies for pain management and describe the unique issues in providing palliative care.
8. Apply knowledge of the infectious disease process and universal precautions to effectively reduce risk of the communicable disease to the patient as well as medical staff.

9. Perform practical exercises that entail accurate observations of biomedical phenomenon and critical analyses of data.

3. Interpersonal Skills and Communication

Students must demonstrate interpersonal and communication skills that result in the effective exchange of information, collaboration with patients, their families and health professionals, and equity in delivery of care. Students are expected to:

1. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socio-economic and cultural backgrounds, demonstrating empathy and respect.
 - a. Demonstrate effective communication skills and English language proficiency.
 - b. Demonstrate proficiency in verbal and nonverbal communication specific to culture, gender, and patient understanding.
2. Communicate effectively with physicians, other health professionals, and health-related agencies.
 - a. Communicate effectively, both orally and in writing, with patients, families, colleagues, nurses, and other staff with whom physicians must exchange information in carrying out their responsibilities.
3. Work effectively as a member or leader of a healthcare team or other professional group;
4. Maintain comprehensive, timely, and legible medical records, if applicable.

4. System-based Practice

Students must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Students are expected to:

1. Work effectively in various healthcare delivery settings and systems relevant to their clinical specialty.
 - a. Understand various approaches to the organization, financing, and delivery of health care.
2. Coordinate patient care within the healthcare system relevant to their clinical specialty.
3. Incorporate considerations of cost awareness and risk benefit analysis in patient- and/or population-based care as appropriate.
4. Advocate for quality and optimal patient care systems.
 - a. An awareness of the importance of issues relating to proper charting, abandonment, disclosure, standards of care, malpractice, privileges, public reporting requirements, and informal and informed consent.
5. Work in inter-professional teams to enhance patient safety and improve patient care quality.
 - a. Understand and respect the roles of other healthcare professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.
6. Basic understanding of risk management, resource utilization, patient safety, and medical errors.

5. Professionalism

Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles, and are expected to demonstrate:

1. Compassion, integrity, and respect for others.

- a. Students' interactions must reflect a spirit of cooperation and respect in working with members of the healthcare team including patients and community.
 - b. An awareness of the personal manners, dress, grooming, speech, and interpersonal skills expected by the community of a medical professional.
 - c. Describe ethical and moral aspects of clinical practice.
2. Responsiveness to patient needs that supersedes self-interests.
 - a. A commitment to advocate the interests of one's patients over one's own interests.
 - b. A commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of under- served populations.
3. Respect for patient privacy and autonomy.
 - a. Exhibit respect and tolerance towards the values and beliefs of others serving and served by the health care system; facilitate the clarification and negotiation of differences in values and beliefs in others; and avoid the use of physician authority to advance personal values and beliefs of a non-clinical nature.
 - b. Compassionate treatment of patients, and respect for their privacy and dignity.
4. Accountability to patients, society, and the profession.
 - a. Honesty and integrity in all interactions with patients, families, colleagues, and others with whom physicians must interact in their professional lives.
 - b. Personal qualities of reliability, dependability, open-mindedness, and curiosity.
 - c. The ability to consistently and dependably carry out one's duties with honesty, personal integrity, self-motivation, and self-regulation.
 - d. The ability to assume responsibility, think critically, exercise sound judgment, and act prudently with full awareness of the limits of one's intellectual and technical abilities.
 - e. The ability to seek help when needed, to deal with academic, personal, or interpersonal problems.
 - f. A willingness to monitor the behavior and competence of professional peers and to deal appropriately with inadequate or unethical behavior, evidence of impairment, unprofessional practices, or conflict of interest.
5. Sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
 - a. Ability to understand cultural differences and how they relate to providing quality care, dispelling misconceptions, and avoiding bias.
 - b. Awareness of how patient culture, ethnicity, gender, sexual orientation, and socio-economic status affect the clinical encounter.

6. Practice-based Learning and Improvement

Student must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Students are expected to develop skills and habits to be able to meet the following goals:

1. Identify strengths, deficiencies, and limits in one's knowledge and expertise.
 - a. The capacity to recognize and accept limitations in one's knowledge and clinical skills, and a commitment to continuously improve one's knowledge and ability.
2. Set learning and improvement goals.
3. Identify and perform appropriate learning activities.

4. Systematically analyze practice using quality improvement methods and implement changes with the goal of practice improvement.
5. Incorporate formative evaluation feedback into daily practice.
 - a. Demonstrate steadily improving performance as a result of self-reflection, critical self-appraisal, and openness to feedback.
6. Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.
 - a. Ability to engage in lifelong learning to maintain sufficient familiarity with scientific advances to ensure they are integrated appropriately with patient care.
7. Use information technology to optimize learning.
 - a. Research and retrieve (from electronic databases or other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals.
8. Participate in the education of patients, families, students, residents, and other health professionals.

7. Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care. Students are expected to develop skills and habits to be able to meet the following goals:

1. Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
2. Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.
3. Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of the health and welfare of the patient.
4. Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth. Students are expected to develop skills and habits to be able to meet the following goals:

1. Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
2. Demonstrate healthy coping mechanisms to respond to stress.
3. Manage conflict between personal and professional responsibilities.
4. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.
5. Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.
6. Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.
7. Demonstrate self-confidence that puts patients, families, and members of the health care team at ease.
8. Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.

CURRICULUM OVERVIEW – SINGLE MODULE CURRICULUM

The pre-clinical curriculum at RUSM consists of ten 7.5-week modules scheduled sequentially over 20 months. It is focused on three threads: (1) biomedical foundations (BF), (2) clinical foundations (CF), and (3) community medicine and global health (CH). The pre-clinical curriculum is 80 credits over the course of 5 semesters and divided into 10 modules, with each module consisting of 8 credit hours.

The biomedical foundations (BF) thread is focused on content from the basic science disciplines of behavioral science, biochemistry, embryology, genetics, gross anatomy, microbiology, microscopic anatomy, neuroscience, pathology, pharmacology, and physiology. The clinical foundations (CF) thread is designed to develop the application of biological science knowledge to the care of patients, and to develop the skills needed for patient communication, diagnosis, and being an effective member of a medical team. The community medicine and global health (CH) thread is focused on research methods, epidemiology and biostatistics, social determinants of health, and experiential learning, and may lead to the award of a Community Medicine and Global Health certification.

These three threads are intertwined and integrated throughout each of the 10 modules. Two introductory modules (Fundamentals and Foundations of Medicine 1 and 2) are followed by 7 that are organ system based. The last is a capstone module that integrates and consolidates prior content, with a focus on multisystem diseases and Step 1 preparation. Learning objectives housed within each module stem from the RUSM Program Objectives and target concepts relevant to the USMLE content outline and the ACGME core competencies.

Students meeting these objectives will be equipped with the required medical knowledge and competencies needed for their clinical rotations. Learning activities include a mix of synchronous large and small group sessions, held either in person or in the virtual space, and asynchronous individual assignments. Teaching modalities include lectures and videos, hands-on laboratories, team-based learning, case-based learning, required readings, and supervised community experiences. A series of group and individual activities designed to help students assess and improve academic skills, such as study methods and test-taking, is provided by the Academy for Teaching and Learning as part of the Road to Success (R2S) series. Participation and professionalism are included within the assessment criteria for each module. A student completing the 10-module curriculum will be well-prepared for both success on the USMLE Step 1 and for their clinical clerkships.

Success in all 10 modules across the pre-clinical curriculum will be determined in two ways. An overall module score will be derived from assessment of participation and professionalism and performance on periodic formative assessments, 2 mid-term examinations, and a final examination. The overall minimum passing score (MPS) will be determined by the Hofstee method (subject to change) and will range between 65%-70%. In addition to meeting or exceeding the overall course MPS, students must also demonstrate acceptable performance in each of the three threads individually (BF, CF and CH threads) by meeting or exceeding passing scores for each thread.

The Clinical Science Curriculum

The Clinical Science curriculum consists of 90 weeks of clinical training with 48 weeks of required core clerkships and 42 weeks of clinical elective rotations. 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 clerkships and clinical elective rotations in addition to passing the USMLE Step 2 CK and the examination 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.

Medical Sciences Course Descriptions:

The 10 modules comprising the pre-clinical curriculum are:

Semester 1 Course Descriptions

Fundamentals and Foundations of Medicine 1 (FFM1) MIOB 1001 – 8 credit hours

The Fundamentals and Foundations of Medicine 1 is designed to introduce core concepts and skills for further systems-based learning and clinical encounters. Key themes within the BF thread include general principles of biochemistry, cell biology, genetics, and molecular biology. The CF thread ensures that the foundation is laid with emphasis on developing competency in medical interviewing, physical examination, clinical reasoning, cultural competency, and medical professionalism. Students are introduced to communication and interviewing skills, as well as the theory and practice of five (5) physical examinations. Students will participate in Grand Rounds to develop clinical reasoning by forging the link between foundational and clinical concepts. In addition, students will be exposed to key social science concepts. The CH thread is focused on foundations of research principles and exposes students to real patients through a Community Clinical Experience. As a part of being around real patients, students are required to complete certification towards proficiency in patient data privacy (The Health Insurance Portability and Accountability Act (HIPAA)). The Road to Success (R2S) series provides all students with a series of activities designed to build academic skills required for medical studies. The module is assessed through a series of quizzes, tracked participation and professionalism measures, two multiple-choice midterm examinations, and two final examinations, one comprised of multiple-choice items and one being an objective structured clinical examination (OSCE).

Fundamentals and Foundations of Medicine 2 (FFM2) MIOB 1002 – 8 credit hours

The Fundamentals and Foundations of Medicine 2 follows on from Fundamentals and Foundations of Medicine 1, furthering the development of core concepts and skills. Key themes within the BF thread include general principles of embryology, histology, pathology, pharmacology, and physiology. The CF thread continues to further develop the clinical knowledge, clinical skills and clinical reasoning acquired with the introduction of key social science concepts, and further development of communication and interviewing skills. S. Students will be exposed to the theory and practice of a further three (3) physical examinations. The CH thread continues to build students' research knowledge and takes them closer to conceptualizing their own research project if they desire while at RUSM. Additionally, this thread develops students' ability to critically appraise the medical literature, which is an important part of providing evidence-based patient care. Students continue to see real patients during two Community Clinical Experiences. The R2S series continues with group and individual activities. The module is assessed through a series of quizzes, tracked participation and professionalism measures, two multiple-choice midterm examinations, and two final examinations, one comprised of multiple-choice items and one being an objective structured clinical examination (OSCE).

Semester 2 Course Descriptions

Hematology, Oncology, Infection and Immunity (HOII) MIOB 2001- 8 credit hours

The Hematology, Oncology, Infection, and Immunity module is organized to provide students with a solid grounding in the normal and abnormal processes and disorders of the immune, blood, and lymphoreticular systems. The module is organized around representative cases which are used to weave biomedical knowledge into the clinical framework. Within the BF thread, the structure and function of these systems will be discussed, along with the pathophysiology, clinical presentation, complications, diagnosis, prognosis, and treatment of patients with disorders or diseases affecting these systems. Key topics include anemia, hemoglobinopathies, coagulation disorders, general principles of infectious disease, HIV/AIDS, hypersensitivities, leukemia, and lymphoma. The CF thread is concentrated on the continued mastery of clinical knowledge, clinical (physical examination) skills and clinical reasoning through small-group problem-based learning activities, each focused on virtual patients with key disorders being discussed in the large classroom setting. Students will receive accredited training in Basic Life Support culminating in BLS provider certification from the American Heart Association. Essential public health topics are explored within the CH thread, via examples related to the central systems being discussed. The module is assessed through a series of quizzes, tracked participation and professionalism measures, two multiple-choice midterm examinations, and a final examination focused on the biomedical, community health, and clinical content.

Integumentary and Musculoskeletal (IGMS) MIOB 2002 – 8 credit hours

The Integumentary and Musculoskeletal Systems module begins with discussion of the normal microscopic anatomy and function of skin, and then develops knowledge pertaining to the pathophysiology, diagnosis, and treatment of common dermatological conditions including malignancies, infectious diseases of bacterial, fungal, and viral origin, and inflammatory skin disorders. Medical entomology will be introduced with emphasis on vectors and mode of transmission. The module then moves to focus on the musculoskeletal system. The BF thread explores the origin and function of muscle, cartilage, and bone. In addition to classroom-based activities, students will engage in virtual dissection of the back and limbs through a series of live team-based activities held in a state-of-the-art digital anatomy laboratory. The pathophysiology, clinical presentation, complications, diagnosis, prognosis, and treatment of patients with disorders or diseases of soft tissue and bone are discussed, including developmental and acquired bone diseases, infection, immune-mediated diseases, and tumors. The CF thread continues developing clinical reasoning skills through small group learning using cases relevant to the module. Here, the application of the physical examination skills learned in Fundamentals and Foundations of Medicine 1 and 2 is key to ensuring a holistic approach to the patient encounter, with clinical reasoning and diagnostic skills being integral to focused physical examination. Students will be introduced to high-fidelity simulation. The CH thread treats a variety of topics around systems-level health care and essential public health using examples related to the musculoskeletal and integumentary systems. Students will apply their knowledge of foundational research concepts to conceptualize a research proposal and will have further exposure to real patients through a fourth Community Clinical Experience. The module is assessed through a series of quizzes, tracked participation and professionalism measures, two multiple-choice midterm examinations, an OSCE examination, and a final multiple-choice examination.

Semester 3 Course Descriptions

Cardiology (CARDI) MIOB 3001 – 8 credit hours

The Cardiology module is structured to provide students with a solid grounding in the normal processes and disorders of the cardiovascular system. The BF thread is focused first on embryology, gross anatomy, and physiology of the heart, with activities in the virtual anatomy laboratory to

reinforce classroom learning. A series of theoretical and practical activities focused on electrocardiograms marry the clinical to the theoretical and allow students to develop their interpretation skills. The module develops concepts around the pathophysiological basis, clinical features, and management, including pharmacotherapy, of cardiac disease. Conditions discussed will include valvular problems, vascular and hemodynamic disorders, hypertension, atherosclerosis, inflammatory and ischemic disease. Connections between theoretical knowledge, diagnostic reasoning and practical skills continue with regular team-taught and aligned biomedical and clinical activities. As part of the CF thread, students work in small groups in simulated visits with standardized patients exhibiting realistic signs and symptoms of selected complaints. The increased complexity of the cases and case scenarios encourage deeper clinical reasoning. In addition, high-fidelity simulation, and Harvey heart simulators provide additional opportunities to master core competencies and professionalism. The CH thread explores essential public health topics using examples related to the cardiovascular system, including the impact of non-communicable disease on health status. Students will experience real patient interactions through a fifth Community Clinical Experience. Foundational research knowledge is extended to include data collection methods. The module is assessed through a series of quizzes, tracked participation and professionalism measures, two multiple-choice midterm examinations, and a final examination.

Pulmonology and Nephrology (PMNP) MIOB 3002 – 8 credit hours

This module concentrates on function and disorders of the pulmonary and renal systems. The BF thread begins with the structure and function of the respiratory system, including virtual dissection and a focus on the physiology of normal respiratory function. Common respiratory tract diseases, including those of developmental, infectious, and neoplastic origin, are emphasized. The focus then shifts to the structure, function, and regulation of the renal system and its contribution to the maintenance of homeostasis. The effects of common systemic diseases, such as diabetes mellitus, on the renal system, as well as assessment and treatment of various causes of renal dysfunction and failure are examined. Classroom activities include an exploration of the connections between respiratory, renal, and cardiovascular disease. In the CF thread, students continue to work with standardized patient encounters, where clinical reasoning and physical exam skills learned in Fundamentals and Foundations of Medicine 1 and 2 are refined and deepened. High-fidelity simulation continues. The CH thread will provide another Community Clinical Experience and explore essential public health topics using examples related to the respiratory and renal systems, including referral systems in healthcare. The module is assessed through a series of quizzes, tracked participation and professionalism, two multiple-choice midterm examinations, and multiple-choice and clinical final examinations.

Semester 4 Course Descriptions

Gastroenterology and Nutrition (GINU) MIOB 4001 – 8 credit hours

The Gastroenterology and Nutrition module introduces the structure, function, and disorders of the gastrointestinal system, as well as clinically relevant essentials of nutrition and diet-related disease. The BF thread focuses on structure and function of the gastrointestinal system, including virtual dissection of the abdomen and a series of activities designed to provide a foundation in gastric physiology. Biochemical principles of metabolism and nutrient acquisition are linked to clinical presentation of metabolic diseases and nutritional deficiency. Disorders of the esophagus, stomach, intestines, liver, gallbladder, and pancreas are explored through integrated learning opportunities. The CF thread continues to enhance classroom learning with small-group experiences with realistic

standardized patient encounters, and clinical reasoning and physical exam skills learned in Fundamentals and Foundations of Medicine 1 and 2 are refined and deepened. The CH thread explores essential public health topics using examples related to the gastrointestinal system, including the individual and social impact of food security. Students' research skills will expand to encompass basic data interpretation. Two Community Clinical Experiences are planned. The module is assessed through a series of quizzes, tracked participation and professionalism, two multiple-choice midterm examinations, and multiple-choice and clinical final examinations.

Endocrinology and Reproduction (ENRE) MIOB 4002 – 8 credit hours

This module focuses on the key clinically relevant concepts around the endocrine and reproductive systems, and the relationships between them. The BF thread is organized to present an integrated discussion of normal and abnormal endocrine function, pathologies, and clinical presentations, organized around individual glands of the endocrine system and their roles. The complexity of endocrine diseases and treatment, including pituitary, hypothalamic, adrenal, thyroid, parathyroid, and pancreatic disorders, forms the primary focus of classroom teaching. Reproductive function, dysfunction, and treatment constitute the core material in the second part of the module, including both male and female reproductive systems and breast, pregnancy and prenatal care, fetal development, parturition, lactation, and the puerperium. Sexuality and gender-specific differences are discussed, and disorders of the human sexual response cycle and fertility, along with reproductive ethics, are presented. The CF thread further develops clinical application of knowledge in small groups with standardized patients. The CH thread explores essential public health topics using examples related to the endocrine and reproductive systems, including the relationships between gender and health status. Research skills are extended to include considerations around manuscript writing, and a penultimate Community Clinical Experience completes the module. The module is assessed through a series of quizzes, tracked participation and professionalism, two multiple-choice midterm examinations, and multiple-choice and clinical final examinations.

Semester 5 Course Descriptions

Neurology and Psychiatry (NUPY) MIOB 5001 – 8 credit hours

This module centers on the organization, function, and disorders of the human nervous system. The BF thread includes detailed discussions of neuroanatomical systems including detailed virtual visualization and dissection of the head, neck, and brain. Neural signaling and conditions impinging on it are fully explored, as are the function and disorder of sensory systems, motor systems, and cognition. The correlation between neuropathology and clinical signs and symptoms of disease is highlighted. Clinical psychiatry is introduced, and application of principles of neuropharmacology serve to highlight both the underlying physiology and clinical features of disease. The CF thread focuses on further development of physical examination skills initially learned in Fundamentals and Foundations of Medicine 1 and 2, and a final high-fidelity simulation is experienced. The CH thread provides a culminating opportunity for students to submit a completed research paper. A final Community Clinical Experience completes the 10-visit series, leaving students well-prepared to see live patients during their core clinical rotations. The module is assessed through a series of quizzes, tracked participation and professionalism, two multiple-choice midterm examinations, and multiple-choice and clinical final examinations.

Multisystem Integration and Clinical Reasoning (MICR) MIOB 5002 – 8 credit hours

This module provides students the opportunity to integrate their acquired competencies, medical knowledge for practice, and clinical skills within each thread of BF, CF and CH principles and consolidate them in complex and multi-organ system case presentations. This will sharpen the clinical and analytical skills of the students through the use of clinical vignettes requiring integration of foundational and clinical medical sciences knowledge and require high-order reasoning through complex clinical presentations. It provides opportunities for students to hone their practical clinical skills, concomitantly prepares them for their Comprehensive Basic Science Examination (CBSE), and ultimately allows them to demonstrate mastery of USMLE Step 1 Content Outline concepts and RUSM curriculum learning objectives. The module is assessed through a series of daily and weekly progress testing quizzes, tracked participation and professionalism, two multiple-choice midterm examinations, and a multiple-choice Comprehensive Basic Science Examination (CBSE).

Assessment and Progression:

In order to complete a module and progress to the next module, a student must successfully pass all three threads (BF, CF and CH) individually and also meet or exceed the overall Minimum Passing Score (MPS). A student who is unable to successfully complete the requirements for promotion from a module will be required to complete a remediation module (Principles for Academic and Cognitive Excellence, PACE), subject to eligibility requirements guided by Student Promotion Policy. After successful completion of the assigned remediation module (PACE), students will be eligible to re-take the failed module.

Clinical Sciences: Course Descriptions

Clinical Rotations

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 begin clinical clerkships after passing the USMLE Step 1. Students are required to complete a total of 90 clinical weeks, which include 48 weeks of required core clinical clerkships and 42 weeks of clinical elective rotations.

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, Mediasite 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 RUSM 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 RUSM 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 the 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 pathogenesis, presentation, evaluation and management of conditions commonly treated by Internal Medicine physicians.
- Demonstrate the technical skills required to provide care for primary care patients.
- Develop 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 genetics 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 42 additional weeks are spent in clinical elective rotations; these must include eight additional weeks of medicine, which may be spent in general medicine or in medicine subspecialties.

List of Clerkships and Electives

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

Core Clerkships

CFPC 5001 **FAMILY MEDICINE**
CMDC 5002 **MEDICINE**

COGC 5003	OBSTETRICS/GYNECOLOGY
CPDC 5004	PEDIATRICS
CPSC 5005	PSYCHIATRY
CSRC 5006	SURGERY

Clinical Elective Rotations

CELE 5565	Adolescent Medicine
CMDS 5125	Allergy and Immunology
CMDS 5288	Ambulatory Internal Medicine
CSGS 5785	Anesthesiology
CSGS 5660	Breast surgery
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 5225	Community Medicine
CMDS 5115	Critical Care Medicine
CMDS 5120	Dermatology
CMDS 5331	Electrocardiography
CMDS 5080	Emergency Medicine
CSGS 5080	Emergency Room
CMDS 5020	Endocrinology
CSGS 5795	Ear Nose and Throat
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 5025	Hematology/Oncology
CMDS 5018	HIV Medicine
CMDS 5275	Hyperbaric Medicine/Wound Care
CMDS 5016	Infectious Disease
CMDS 5911	Infertility
CMDS 5060	Intensive Care Unit
CELE 5440	Maternal Fetal Medicine
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
CMDS 5276	Palliative Medicine
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 5475	Pediatric Cardiology
CELE 5525	Pediatric Pulmonology
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
CPSE 5999	Psychiatry Sub-Internship
CELE 5570	Psychiatry-Forensic
CPSE 6108	Psychiatry-Emergency
CELE 5515	Psychiatry-Child and Adolescent
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

CURRICULUM OVERVIEW – Ross +/-5-Track Curriculum

Competency Themes and Programs

The Doctor of Medicine (MD) degree is awarded upon successful completion of the Medical Sciences curriculum, the Clinical Science curriculum, and the USMLE Step 1 and, USMLE Step 2 CK examinations. The Medical Sciences curriculum consists of a minimum of 64 credits of specifically prescribed coursework. All Medical Sciences coursework must be satisfactorily completed in Barbados.

The Medical Sciences Curriculum

The Medical Sciences 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 Clinical Skills courses and clinical experiential learning opportunities that provide the practical experience needed by students to prepare adequately for their clinical science curriculum.

The curriculum is designed so that the classes and examinations are based upon programmatic and module learning objectives designed to meet the six core competencies established by the Accreditation Council for Graduate Medical Education (ACGME), namely:

1. Patient Care
2. Medical Knowledge
3. Interpersonal Skills and Communication
4. Systems-based Practice
5. Professionalism
6. Practice-based Learning and Improvement
7. Interprofessional Collaboration
8. Personal and Professional Development

During the Medical Sciences 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 the interactions 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 scientific disciplines. Students develop knowledge of the medical sciences and 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 Medical Sciences curriculum have a unified knowledge of human biology as it relates to the major organ systems, and how this knowledge relates to medical practice.

For students matriculating prior to the May 2022 term, RUSM provides 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.

For students matriculating between May 2022 and August 2023 terms will all complete the same 5-semester curriculum (based on the Ross+ 5-semester track.)

Minimum Passing Score (MPS)

Grades in the semester 1-5 Medical Sciences courses are set by using an MPS as calculated by using the Hofstee method. The end of semester MPS is assigned to the complete set of compiled scores for the exams and labs in each course, excluding the remediation final exam. The MPS score is determined by the academic administration using the Hofstee method. It is this final MPS assignment which is utilized for determination of a student’s final grade in the Medical Sciences and Clinical Sciences courses. Scores are rounded to two decimal places with 0.50 rounded up. All grades are posted on myRoss at the end of each semester.

The Clinical Science Curriculum

The Clinical Science curriculum consists of 90 weeks of clinical training with 48 weeks of required core clerkships and 42 weeks of clinical elective rotations. 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 clerkships and clinical elective rotations in addition to passing the USMLE Step 2 CK examinations 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.

Medical Sciences Curricular Tracks

Two curricular tracks, the Ross+ and Standard Accelerated, are offered to students entering RUSM between May 2013 and January 2022. Students matriculating between May 2022 and August 2023 will all follow a 5 track, based on the Ross+ curriculum. These tracks have a common first semester, which is graded high pass/pass/fail.

The Ross+ Curriculum/5-track Curriculum: This Medical Sciences curriculum allows students the opportunity to complete requirements of the curriculum in 20 months in Barbados, by completion of a minimum of 64 credit hours of coursework.

The Standard Accelerated Curriculum: For students who matriculate prior to May 1, 2022, this Medical Sciences curriculum allows students the opportunity to complete requirements of the Medical Sciences curriculum in 16 months in Barbados, by completion of a minimum of 64 credit hours of coursework. By the end of Semester 1, students matriculating in January 2022 or before, who have met the requirements for the Standard Accelerated Curriculum, will 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.

Students starting their first semester courses in May 2022 or later will follow a single 5-semester curricular track.

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 three tracks.

	Standard Accelerated Curriculum (Four-Semester Track)	Ross+ Curriculum (Five-Semester Track)	5 Track Curriculum (From May 2022) (Five-Semester Track)
Academics	Same program of study; same semester 1; semesters 2X, 3X, 4X	Same program of study; same semester 1; semester 2, 3, 4, 5 with fewer modules per semester and integrated study breaks	All students complete the same program of study and path through the Medical Sciences.
Tuition	4 full semesters’ tuition	4 full semesters’ tuition and 25% savings on tuition for semester 5 only	5 full semesters’ tuition
Timing	Medical Sciences: 60 weeks Clinical Science Curriculum: 90 weeks Total: 150 weeks	Medical Sciences: 75 weeks Clinical Science Curriculum: 90 weeks Total: 165 weeks	Medical Sciences: 75 weeks Clinical Science Curriculum: 90 weeks Total: 165 weeks

Medical Sciences: Semester 1 Course Descriptions

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

The Foundations of Medicine 1 (FM 01) course includes four sequential modules. The first module provides a sound foundation in biomedical sciences and is followed by three modules designed to enhance student understanding of the basic sciences relevant to organ systems of the human body. Modules in the FM 01 course are Fundamentals of Biomedical Sciences 1 (F1), Musculoskeletal 1 (M1), Integumentary 1 (I1), and Hematopoietic and Lymphoreticular 1 (H1).

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

This **Clinical Skills 1** course (CS 01) contains a single semester-long module of clinical learning.

The Clinical Skills 1 course creates the foundation on which to develop the practice of medicine where the knowledge gained in the medical sciences is applied to increasingly complex clinical problems. In this

semester, the foundations are laid for mastery of the competencies of medical interviewing, physical examination, clinical reasoning and professionalism. Students are also introduced to the American Council on Graduate Medical Education (ACGME) competency- based goals and objectives which underpin the practice of medicine - these 6 domains of clinical competency are addressed and evaluated:

1. Patient Care
2. Medical Knowledge
3. Practice-Based Learning and Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-Based Practice

This course is comprised of: Orientation to the Course, Clinical Lectures, Large group interactive Sessions on Medical Interviewing, Small Group Physical Exam Activities, Simulated Virtual Patient Medical Interviewing Case Write ups. The capstone activity of the Sem 1 CS course is the summative end – of – semester clinical Skills Exam where patient interviewing and physical exams skills knowledge are assessed. Multiple modalities of student instruction incorporating the latest evidence-based education technology tools are utilized to keep students excited, invested and engaged throughout the semester. In addition, there are multiple opportunities for students to assess knowledge gaps through self-assessment, self-reflection and self-directed learning during the course through 1:1 Clinical Skills review/practice sessions and feedback from Faculty.

A Community Medicine content in semester 1 focuses on the development of knowledge and skills in health delivery in communities and understanding social determinants of health. Delivery will take the form of didactics, interactive sessions including case-based discussions, TBL, multimedia learning resources, experiential learning in community settings, and engagement in community-based and other research projects. The two main elements of the Community medicine content are research foundations and community clinical experiences. The research foundations cover research ethics, study design, types, statistics, measures of association and study interpretation. In the experiential learning opportunities, students develop skills in patient engagement and advocacy and begin their professional identity formation.

Semester 2 Course Descriptions

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.

Modules in the FM 02 course are Digestive System 1 (D1), Cardiovascular System 1 (C1), Respiratory System 1 (P1), Endocrine System 1 (E1), and Nervous and Psychiatric System 1 (N1).

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 CS 02 course continues to build on the foundation laid by the CS 01 course and to further develop the mission of the Clinical Skills curriculum: to develop the practice of medicine where the knowledge

gained in the medical sciences is applied to increasingly complex clinical problems. In this course, we continue furthering the mastery of the competencies of medical interviewing, physical examination, clinical reasoning and professionalism. Further activities are introduced in this course as students' knowledge base in the medical sciences increases and students become more equipped to navigate increasingly complex clinical activities. Deeper integration of the basic science concepts takes place through more complex clinical problem solving and critical thinking skills development.

This course is comprised of: Orientation to the Course, Clinical Lectures, Small group Learning Interview Skills (SGL) Small Group Physical Exam Activities, Low Fidelity Simulation via the heart sounds training simulation activity, and Basic Life Support Certification. The capstone activity of the course is the summative end-of-semester clinical Skills Exam where patient interviewing and physical exams skills knowledge are assessed.

The Service-Learning Program is also introduced in this course. Service learning is an integral component of medical education that requires students to use academic knowledge and skills to address genuine community needs. Service learning is a structured learning experience that combines community service with reflection on the experience and what these experiences mean to students as future medical professionals. In this way, service-learning activities are meaningful to both students and community members involved. There is submission of a Service-Learning Project this semester.

As with the previous course, multiple modalities of student instruction incorporating the latest evidence-based education technology tools are utilized to keep students excited, invested and engaged throughout the semester. As with the previous course, there are multiple opportunities for students to assess knowledge gaps through self-assessment, self-reflection and self-directed learning during the course through 1:1 Clinical Skills review/practice sessions and feedback from Faculty.

Medical Sciences 2X: Standard Accelerated Curricular Track

Students enrolling into semester 2X of the Medical Sciences curriculum are given the option to proceed in an accelerated curriculum track, enabling students to complete the Medical Sciences curriculum in a total of four semesters. The Standard Accelerated Curriculum Track **Foundations of Medicine 2X course** (FM 2X) includes six 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 five sequential modules designed to enhance student understanding of the basic sciences relevant to organ systems of the human body.

In addition to the required modules for the FM02 course, students in the Standard Accelerated Curriculum Track FM 2X are required to complete the Renal System 1 (R1) and Reproductive System 1 (S1) modules.

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

The **Clinical Skills 2X** (CS 2X) course contains a single semester-long module of clinical learning. The CS 2X course continues to build on the foundation laid by the CS 01 course and to further develop the mission of the Clinical Skills curriculum: to develop the practice of medicine where the knowledge

gained in the medical sciences is applied to increasingly complex clinical problems. In this course, we continue furthering the mastery of the competencies of medical interviewing, physical examination, clinical reasoning and professionalism.

Further activities are introduced in this course as students' knowledge base in the medical sciences increases and students become more equipped to navigate increasingly complex clinical activities. Deeper integration of the basic science concepts takes place through more complex clinical problem solving and critical thinking skills development.

This course is comprised of: Orientation to the Course, Clinical Lectures, Small group Learning Interview Skills (SGL) Small Group Physical Exam Activities, Low Fidelity Simulation via the heart sounds training simulation activity, and Basic Life Support Certification. The capstone activity of the course is the summative end-of-semester clinical Skills Exam where patient interviewing and physical exams skills knowledge are assessed.

The Service-Learning Program is also introduced in this course. Service learning is an integral component of medical education that requires students to use academic knowledge and skills to address genuine community needs. Service learning is a structured learning experience that combines community service with reflection on the experience and what these experiences mean to students as future medical professionals. In this way, service-learning activities are meaningful to both students and community members involved. There is submission of a Service-Learning Project this semester.

As with the previous course, multiple modalities of student instruction incorporating the latest evidence-based education technology tools are utilized to keep students excited, invested and engaged throughout the semester. As with the previous course, there are multiple opportunities for students to assess knowledge gaps through self-assessment, self-reflection and self-directed learning during the course through 1:1 Clinical Skills review/practice sessions and feedback from Faculty.

Semester 3 Course Descriptions

Medical Sciences

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

The Foundations of Medicine 3 course (FM 03) includes four sequential modules. The first two modules in the FM 03 course are Renal System 1 (R1), Reproductive System 1 (S1), and continue to introduce students to the basic sciences relevant to organ systems of the human body. Fundamentals of Biomedical Sciences 2 (F2) is designed to introduce themes of inflammation and infection. Digestive System 2 (D2) shifts the focus to the nature, pathophysiology, clinical presentation, and management of the common diseases affecting the digestive system.

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 CS 03 course continues to build on the skills acquired in the CS 01 and CS 02 courses and further develops the mission of the Clinical Skills curriculum: to develop the practice of medicine where the knowledge gained in the medical sciences is applied to increasingly complex clinical problems. Students are called upon to further integrate their acquired interviewing and physical examination skills in

realistic encounters with Standardized Patients in the Enhanced Standardized Patient (ESP) 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).

Continuing on from the previous course, we continue with furthering the mastery of the competencies of medical interviewing, physical examination, clinical reasoning and professionalism. More activities are introduced in this course, commensurate with students' increased knowledge base in the medical sciences, and deeper integration occurs.

This course is comprised of: Orientation to the Course, Clinical Lectures, and ESP program. Special Interviewing Skills Training (SIST) is introduced to equip students with the skills needed to navigate complex patient encounters which contain a psychological component. Small group high fidelity simulation sessions continue to correlate with the basic science knowledge presented in organ systems-based modules of the lecture curriculum. In this course, students are now able to engage in small group experiential learning in primary care and disease prevention through the real-time delivery of health care and health-care related activities within the local community—this is achieved with Community Clinic and Environmental Health visits.

The Service-Learning Program continues with the submission of a Service-Learning Project this semester. The capstone activity of the Sem 3 CS course is the summative end – of –semester clinical Skills Exam where patient interviewing and physical exams skills knowledge and Simulation are assessed.

As with the previous course, multiple modalities of student instruction incorporating the latest evidence-based education technology tools are utilized to keep students excited, invested and engaged throughout the semester. As with the previous course, there are multiple opportunities for students to assess knowledge gaps through self-assessment, self-reflection and self-directed learning during the course through 1:1 Clinical Skills review/practice sessions and feedback from Faculty.

Medical Sciences 3X: Standard Accelerated Curricular Track

Students 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 Medical Sciences program in a total of 4 semesters. The Standard Accelerated Curriculum Track **Foundations of Medicine 3X course** (FM 3X) includes five 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)

The Foundations of Medicine 3 course (FM 03) includes four sequential modules. The first two modules in the FM 03 course are Renal System 1 (R1), Reproductive System 1 (S1), and continue to introduce students to the basic sciences relevant to organ systems of the human body. Fundamentals of Biomedical Sciences 2 (F2) is designed to introduce themes of inflammation and infection. Digestive System 2 (D2) shifts the focus to the nature, pathophysiology, clinical presentation, and management of the common diseases affecting the digestive system.

The Foundations of Medicine 3X course (FM 3X) includes five sequential modules:

Fundamentals of Biomedical Sciences 2 (F2) is designed to introduce themes of inflammation and infection. Digestive System 2 (D2) shifts the focus to the nature, pathophysiology, clinical presentation, and management of the common diseases affecting the digestive system. This module is followed by **Hematopoietic & Lymphoreticular System 2 (H2), Musculoskeletal System 2 (M2), and Reproductive System 2 (S2).**

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)

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

The CS 3X course continues to build on the skills acquired in the CS 01 and CS 2X courses and further develops the mission of the Clinical Skills curriculum: to develop the practice of medicine where the knowledge gained in the medical sciences is applied to increasingly complex clinical problems. Students are called upon to further integrate their acquired interviewing and physical examination skills in realistic encounters with Standardized Patients in the Enhanced Standardized Patient (ESP) 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).

Continuing on from the previous course, we continue with furthering the mastery of the competencies of medical interviewing, physical examination, clinical reasoning and professionalism. More activities are introduced in this course, commensurate with students' increased knowledge base in the medical sciences, and deeper integration occurs.

This course is comprised of: Orientation to the Course, Clinical Lectures, and ESP program. Special Interviewing Skills Training (SIST) is introduced to equip students with the skills needed to navigate complex patient encounters which contain a psychological component. Small group high fidelity simulation sessions continue to correlate with the basic science knowledge presented in organ systems-based modules of the lecture curriculum. In this course, students are now able to engage in small group experiential learning in primary care and disease prevention through the real-time delivery of health care and health-care related activities within the local community--this is achieved with Community Clinic and Environmental Health visits.

The Service-Learning Program continues with the submission of a Service-Learning Project this semester. The capstone activity of the Sem 3X CS course is the summative end – of –semester clinical Skills Exam where patient interviewing and physical exams skills knowledge and Simulation are assessed.

As with the previous course, multiple modalities of student instruction incorporating the latest evidence- based education technology tools are utilized to keep students excited, invested and engaged throughout the semester. As with the previous course, there are multiple opportunities for students to assess knowledge gaps through self-assessment, self-reflection and self-directed learning during the course through 1:1 Clinical Skills review/practice sessions and feedback from Faculty.

Semester 4 Course Descriptions: Medical Sciences 4: Ross+ Curriculum Track

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

The Foundations of Medicine 4 course (FM 04) includes five sequential modules focused on nature, pathophysiology, clinical presentation, and management of the common diseases affecting the targeted system. Modules in the FM 04 course are Cardiovascular System 2 (C2), Renal System 2 (R2), Hematopoietic and Lymphoreticular System 2 (H2), Musculoskeletal System 2 (M2), and Reproductive System 2 (S2).

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

The CS 04 course continues to build on the skills acquired in the CS 01, CS 02 and CS 03 courses to further develop the mission of the Clinical Skills curriculum: to develop the practice of medicine where the knowledge gained in the medical sciences is applied to increasingly complex clinical problems. With students now competent in integrating their acquired interviewing and physical examination skills in realistic encounters with Standardized patients as well as with patients in a community setting, time is spent on encounters of increasing complexity, thereby further developing students' differential diagnosis and clinical reasoning skills.

Emphasis is placed on even further the mastery of the competencies of medical interviewing, physical examination, clinical reasoning and professionalism. More activities are introduced in this course, as students are introduced to the ACGME Core Entrustable Activities (EPA's) as we look ahead to preparation for core and elective rotations in the Clinical Semesters 6 to 10.

This course is comprised of: Orientation to the Course, Clinical Lectures, High Fidelity Simulation, Harvey Heart Sounds Self-study, Advanced Interview Skills Training (AIST) program, Epibiostatistics, and community visits. The AIST program incorporates the special Interviewing Skills Training (SIST) skills acquired in the previous semester. Small group high fidelity simulation sessions continue, this time with increasing complexity and teamwork to correlate with the basic science knowledge presented in organ systems-based modules of the lecture curriculum and multidisciplinary teamwork respectively.

There is further engagement in the community with more opportunities in primary care and disease prevention through the real-time delivery of health care and health-care related activities within the local community—the Ambulatory Health Care experience (AHCE).and the Ambulatory Health Care Rotation (AHR) with a wide variety of clinical sites ranging from dialysis to mobile health(m-health) to walk-in clinics for the underserved. In addition, all students participate in a tele-health encounter through the tele-Ambulatory Health Care experience (tele-AHCE) - an innovative tele-medicine educational model developed in response to the global pandemic- which utilizes immersive technology. The tele-AHCE is a sustainable tele-medicine educational model used to train students in this indispensable modality of health care delivery for the 21st century and beyond.

The Service-Learning Program continues with the submission of a Service-Learning Project this semester. The capstone activity of the Sem 4 CS course is the summative end – of –semester clinical Skills Exam where patient interviewing and physical exams skills knowledge and the Capstone Harvey Heart Sounds Examination occur.

As with the previous semester course, multiple modalities of student instruction incorporating the latest evidence-based education technology tools are utilized to keep students excited, invested and engaged throughout the semester. As with the previous course, there are multiple opportunities for students to assess knowledge gaps through self-assessment, self-reflection and self-directed learning during the course through 1:1 Clinical Skills review/practice sessions and feedback from Faculty.

Medical Sciences 4X: Standard Accelerated Curricular Track

Students 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 Medical Sciences curriculum in a total of 4 semesters. The Standard Accelerated Curriculum Track **Foundations of Medicine 4X course** (FM 4X) completes requirements for the Medical Sciences 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)

The Foundations of Medicine 4X course (FM 4X) includes six sequential modules focused on the nature, pathophysiology, clinical presentation, and management of the common diseases affecting the targeted system. Modules in the FM 4X course are Cardiovascular System 2 (C2), Respiratory System 2 (P2), Renal System 2 (R2), Endocrine System 2 (E2), Integumentary System 2 (I2), and Nervous and Psychiatric System 2 (N2). Following the last organ system module is a period for integration of multisystems diseases, consolidation, and study. The course culminates with students sitting the National Board of Medical Examiner's Comprehensive Basic Science Examination.

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

The Clinical Skills (CS4X) course contains a single semester-long module of clinical learning that creates awareness of clinical themes and continues instruction and training of students within a variety of non-lecture-based learning activities. Themes emphasized are integrated medical interviewing, physical examination and clinical reasoning skills in problem focused patient encounters and continuing to develop core physician competencies established by the ACGME and the AAMC.

The **Standard Accelerated Curriculum Track Clinical Skills 4X course** (CS 4X) includes the following content: High fidelity simulations; Harvey cardiopulmonary simulation self-study; Advanced Interview Skill Training Program (AIST) which encompasses an orientation and training session, with a Standardized Patient practice and feedback session, and a techniques and demonstrations session; Radiology session; Epidemiology/Biostatistics Lab; and Service Learning Activity (if not already completed). Also included are an AIST examination and a Harvey Heart Sounds computer-based examination. High fidelity simulation continues in the CS 4X course with increasing complexity of cases and expectations for performance. The Ambulatory Health Care Experience (AHCE) provides experiential learning in the ambulatory health care setting with exposure to chronic disease management by a multi-professional team.

Semester 5 Course Descriptions: RUSM September 2014

Medical Sciences 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 focused on nature, pathophysiology, clinical presentation, and management of the common diseases affecting the targeted system. Modules in the FM 05 course are Respiratory System 2 (P2), Endocrine System 2 (E2), Integumentary System 2 (I2), and Nervous and Psychiatric System 2 (N2). Following the last organ system module is a period for integration of multisystems diseases, consolidation, and study. The course culminates with students sitting the National Board of Medical Examiner's Comprehensive Basic Science Examination.

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

With the Clinical Skills Curriculum goals and objectives having been met, the CS 05 course shifts its focus to students' transition to the clinical sciences Semesters 6 through to 10. To this end, the CS 05 course incorporates the skills acquired in the CS 01, CS 02, CS03 and CS04 courses to remediate any knowledge, attitude, practice and behaviors (KAPB's) which have been identified as requiring fine-tuning in preparation for students' entry into the core and elective rotations during Semesters 6 to 10.

Students would have mastered integration of their acquired interviewing and physical examination skills in various encounters and health care settings along with within the framework of the ACGME competencies, enabling them to apply their clinical reasoning skills to integrate and process data in the medical foundations. Having been introduced to the ACGME Core Entrustable Activities (EPA's) in the CS 04 course, emphasis is placed on ensuring that all EPA's are met. Students can therefore feel confident that they are excellently positioned to undertake their core and elective rotations, this course is comprised of: Orientation to the Course, Case-based learning, a 4-week Ambulatory Health Care Rotation incorporating a wide variety of clinical experiences, 1 High Fidelity Simulation incorporating the Systems Failures and a culture of Safety. Cultural Competency and cultural humility are also addressed.

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

Semester 1: MDBS-1105-Academic Enhancement 1

Semester 02/2X: Academic Enhancement 2

Semester 3-5: MDBS-2503-Academic Enhancement 3-5

These are mandatory courses for students repeating a semester in the Medical Sciences 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.

Clinical Sciences: Course Descriptions

Clinical Rotations

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 begin clinical clerkships after passing the USMLE Step 1. Students are required to complete a total of 90 clinical weeks, which include 48 weeks of required core clinical clerkships and 42 weeks of clinical elective rotations.

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, Mediasite 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 RUSM 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 RUSM 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 the 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 pathogenesis, presentation, evaluation and management of conditions commonly treated by Internal Medicine physicians.
- Demonstrate the technical skills required to provide care for primary care patients.
- Develop 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 genetics 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 from 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 42 additional weeks are spent in clinical elective rotations; these must include eight additional weeks of medicine, which may be spent in general medicine or in medicine subspecialties.

List of Clerkships and Electives

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

Core Clerkships

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

Clinical Elective Rotations

CELE 5565	Adolescent Medicine
CMDS 5125	Allergy and Immunology
CMDS 5288	Ambulatory Internal Medicine
CSGS 5785	Anesthesiology
CSGS 5660	Breast surgery
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 5225	Community Medicine
CMDS 5115	Critical Care Medicine
CMDS 5120	Dermatology
CMDS 5331	Electrocardiography
CMDS 5080	Emergency Medicine
CSGS 5080	Emergency Room
CMDS 5020	Endocrinology
CSGS 5795	Ear Nose and Throat

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 5025	Hematology/Oncology
CMDS 5018	HIV Medicine
CMDS 5275	Hyperbaric Medicine/Wound Care
CMDS 5016	Infectious Disease
CMDS 5911	Infertility
CMDS 5060	Intensive Care Unit
CELE 5440	Maternal Fetal Medicine
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
CMDS 5276	Palliative Medicine
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 5475	Pediatric Cardiology
CELE 5525	Pediatric Pulmonology
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
CPSE 5999	Psychiatry Sub-Internship
CELE 5570	Psychiatry-Forensic
CPSE 6108	Psychiatry-Emergency
CELE 5515	Psychiatry-Child and Adolescent
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

- Bakersfield - Kern Medical***
 - Kern Medical features a state-of-the-art Simulation Center, designed for those in the medical field to practice and enhance their experience, knowledge, and skills. Each year, more than 200 residents, fellows, and medical students enroll in Kern's UCLA-affiliated training programs.
- Los Angeles - California Hospital Medical Center***
 - Located in downtown Los Angeles, the not-for-profit California Hospital Medical Center is known for its acute care center, extensive community benefit programs, and designation as a major teaching hospital.

CONNECTICUT

- Danbury/Norwalk - Danbury Hospital***
 - Just an hour northeast of New York City, western Connecticut's Danbury Hospital provides contemporary and comprehensive medical education and training.
- Norwalk Hospital***
 - On the northern shore of Long Island Sound, Norwalk Hospital is a not-for-profit, acute care community teaching hospital in Norwalk's Hospital Hill area.

FLORIDA

- Bradenton - Manatee Memorial Hospital**
 - On Florida's gulf coast, Manatee Memorial Hospital's teaching faculty uses patient-based teaching, audience response systems in didactic conferences, and online teaching modules to assist in the learning process.
- Miami - Center for Haitian Studies***
 - In Miami's Little Haiti neighborhood, the Center for Haitian Studies offers clinical clerkships in various medical specialties and subspecialties.
- Miami - Miami Beach Community Health Center*
 - Miami Beach Community Health Center is a fully integrated ambulatory care medical facility and teaching hospital.
- Miami - University of Miami Gordon Center**
 - The Gordon Center is known for its emphasis on skills training, interactive learning, and patient simulation through both technology and standardized patients.
- South Miami and Hialeah - Larkin Community Hospital***
 - The Medical Student Clerkship Program at Larkin Community Hospital provides students with educational and clinical training in numerous areas of medicine.
- Weston - Cleveland Clinic Florida***
 - The Cleveland Clinic, South Florida's largest non-university, physician-graduate training center, offers the Medical Student Elective Rotation Program to teach students essential clinical and practical skills.
- Miami - Miami Rescue Mission***
 - A free clinic for the homeless, destitute, underinsured and uninsured community, offering access to physical exams, prescriptions, and a variety of related services.

ILLINOIS

- Chicago - Mount Sinai Hospital***

- Mount Sinai Hospital Medical Center is a large treatment, training, and research center located on the west side of Chicago.
- Chicago - St. Anthony Hospital***
 - Saint Anthony Hospital is a non-profit community teaching hospital dedicated to serving the health needs of Chicago's west and southwest sides.

MARYLAND

- Baltimore - Ascension Saint Agnes Hospital***
 - Saint Agnes Hospital is a primary and specialty care teaching hospital in Baltimore's Southwest District.
- Cheverly - UM Capital Region Medical Center***
 - Located in the heart of Prince George's County, the state-of-the-art regional medical center offers access to primary and ambulatory care services, and serves as a tertiary care center for critically ill patients.
- Silver Spring - Holy Cross Hospital***
 - Holy Cross Hospital is a not-for-profit teaching hospital caring for more than 36,000 inpatients each year.

MICHIGAN

- Pontiac - St. Joseph Mercy Oakland Hospital***
 - St. Joseph Mercy Oakland is a community teaching hospital where the focus of instruction is on student learning and the environment is inviting and pressure-free.
- Southfield - Ascension Providence Hospital**
 - Ascension Providence Hospital has been ranked among the top 15 major teaching hospitals and one of the top 100 hospitals in the United States.

NEW JERSEY

- Hoboken - Hoboken University Medical Center*
 - Located across the Hudson River from New York City, the Hoboken University Medical Center provides a complete educational experience for doctors in training.
- Paramus - Bergen New Bridge Regional Medical Center*
 - A completely renovated and refurbished satellite clinic, home to doctors providing cardiology, surgery, nephrology, endocrinology, rheumatology, and gastroenterology care in the greater Paterson, NJ area.

NEW YORK

- Bronx, New York City - BronxCare Health System**
 - BronxCare is the largest voluntary, not-for-profit health and teaching hospital system serving the South and Central Bronx.
- Queens, New York City - Flushing Hospital Medical Center**
 - Flushing Hospital Medical Center, a not-for-profit teaching hospital, trains medical students in the areas of general dentistry, internal medicine, obstetrics and gynecology, pediatrics, and surgery.
- Queens, New York City - Jamaica Hospital Medical Center***
 - Jamaica Hospital Medical Center, a not-for-profit teaching hospital, offers clinical rotations in the pulmonary and sleep clinics, the medical intensive care unit, psychiatry, research, and various electives.
- Queens, New York City - St. John's Episcopal Hospital***
 - St. John's Episcopal Hospital is a teaching hospital that trains the physicians and healthcare providers of tomorrow.

- Oceanside, New York City - Mount Sinai South Nassau (JFK)***
 - Mount Sinai South Nassau has dedicated non-COVID patient care areas, including within the Emergency Department. Includes services for Behavioral Health and Cancer Care/Oncology.
- Staten Island, New York City - Staten Island University Hospital
 - A 668-bed specialized teaching hospital that occupies two main campuses and numerous community-based health centers and laboratories. The 17-acre campus on Seaview Avenue in Ocean Breeze offers a wide range of services and features the island's most advanced emergency department (ED), a state-of-the-art education center and renowned Heart Institute.

WASHINGTON, DC

- Southeast, Washington, D.C. - Saint Elizabeth's Hospital***

**Cores only*

***Electives only*

****Both cores and electives*

Note: Not all hospitals contain all six cores. Some hospitals are combined to make a full track.

In select cases, RUSM students may do clinical clerkships in teaching hospitals beyond the United States. These unique clinical opportunities introduce students to different healthcare systems and broaden their understanding of international healthcare.

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 and USMLE Step 2 CK to 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.

National Resident Matching Program (NRMP)[®]

The primary avenue to securing a residency position in the United States 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 Resident Matching Service (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 Career Advisement (OCA) is dedicated to helping students through this process. Assistance is also available through the Office of Licensing, Credentialing and Records (LCR), 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. OCA 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, OCA also provides information and career-related guidance.

ACADEMIC POLICIES AND PROCEDURES

Registration of New Students

The Office of the Registrar will register new students upon confirmation by the Office of Admissions. In addition, students must complete Academic and Campus check-in each term. For a student to be fully checked in they must complete academic check-in and in-person on-campus check-in as follows:

- Start of term – Student is required to check in by 5pm on the first day of the term.
- Mid-term start – Student is required to check in by 5pm on the first day of the second module.

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 complete both Academic and Campus check-in prior to the end of the first day of the term will have enrollment removed for the term, and any financial aid disbursements received by RUSM will be returned to the lender.

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 term.

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 term.
- 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 term.

By the act of registration, class attendance, or participation in other activities associated with enrollment at RUSM, the student accepts financial responsibility for charges assessed to his/her student account. Charges include those for tuition, mandatory fees, clinical charges and penalties (such as late payment fees and fees associated with the cost of collection in the event of a delinquency, among others as outlined in the *RUSM Financial Information* section under Tuition and Fees. This financial responsibility is not relieved until payment has been made for all charges incurred.

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 grading system is as follows:

Grade	Grade Range	GPA
A	85-100	4.00
B+	80-84	3.50
B	75-79	3.00
C+	71-74	2.50
C	MPS - 70	2.00
C*	Remediation by Exam ①	2.00
F	Fail (below MPS)	0.00
HP	High Pass 85 - 100	0.00
P	Pass MPS - 84	0.00
P*	Remediation by Exam①	0.00
NP	No Pass	0.00
W	Withdrawn Before Interim Exams	0.00
WP	Withdrawn Passing①	0.00
WF	Withdrawn Failing①	0.00
I	Incomplete	0.00
IP	In Progress	0.00
R	Course repeated in subsequent semester/term	0.00
RR	Course requires remediation	0.00
M	Missing Grade/Grade Not Submitted	0.00
UP	Unsatisfactory Progress	0.00

①Effective September 1, 2022, RUSM has discontinued assigning grades of WP, WF, C* and P*.

A student electing to withdraw from RUSM will receive grades of "W" on his/her transcript.

- **Students completing medical sciences in the Ross+/5-Track Curriculum:** Withdrawal from a single course during a Medical Sciences semester is not permitted. However, if a student withdraws from the term, a grade may be given for any courses that have been fully completed.

A student who is granted an emergency absence resulting in an Approved Absence will receive grades of "W." 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 term 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:

Medical Sciences Dean's Honor Roll:

- **Students completing medical sciences in the Ross+/5-Track Curriculum:** Students who earn a High Pass in Foundations of Medicine course and a Pass in Clinical Skills course of Semester 1 qualify for the Dean's Honor Roll.
- **Students completing medical sciences in the Single Module Curriculum:** Students who complete both Fundamentals of Medicine 1 and 2 and earn a semester GPA of 3.5 qualify for the Dean's Honor Roll.

Medical Sciences Dean's List: During Medical Sciences semesters, students who have maintained a 3.50 GPA in two successive Medical Sciences semesters qualify for the Dean's list. They remain on the Dean's list as long as

they maintain a 3.50 GPA (and above) each semester. The Dean's list is posted at the beginning of each semester as soon as grades are available.

- **Student completing medical sciences in the Ross+/5-Track Curriculum:** 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.

Clinical Sciences Dean's List: The Students have an opportunity to be recognized on the Clinical Sciences Dean's list while completing their clinical rotations (years 3 & 4) by meeting the following criteria:

- **Clinical Sciences Dean's List – 3rd Year/Core Rotations Criteria:**
 - Successfully complete all Core Rotations (48 hours) and earn a letter grade of an "A" in all required NBME Subject Clerkship Exams.
 - Internal Medicine
 - Surgery
 - Family Medicine
 - Pediatrics
 - OB/GYN
 - Psychiatry
 - Achieve a minimum 3.8 clinical GPA for all Core Rotations.
 - Pass United States Medical Licensing Examination® (USMLE®) Step 1 on first attempt.
- **Clinical Sciences Dean's List – 4th Year/Electives**
 - Successfully complete 32 hours of clinical elective rotations.
 - Achieve a minimum 3.8 clinical GPA in elective rotations.
 - Comprehensive Clinical Subject Examination (CCSE): Achieve a first-time passing score of a 220 or higher on exam prior to 8/1/22 or first-time passing score of 225 or higher on exam on or after 8/1/22.
 - USMLE Step 2 Clinical Knowledge (CK): Achieve a first-time passing score of a 230 or higher for exams prior to 7/1/22 or receive a first-time passing score of 235 or higher for exams on or after 7/1/22.

Distinguished Scholar: Students maintaining a 4.0 GPA during the Medical Sciences 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 all of the following:

- Be a student in good standing.
- Have not received a, UP, NP, F, RR, or R in any course.
- Have a 3.00 cumulative GPA through the Medical Sciences semesters.
- Have passed USMLE Step 1 on their first attempt.
- Have passed USMLE Step 2 CK with a score of 220 or higher on their first attempt on exam prior to July 7, 2022. or a score of 225 or higher on their first attempt on exam on or after July 7, 2022
- Pass all Subject Clerkship Exams on 1st attempt (students that begin their first core rotation on or after September 1, 2023)
- Meet one of the following combined Medical Sciences and Clinical Sciences cumulative GPA requirements:
 - 3.50 – 3.59 Honors
 - 3.60 – 3.79 High Honors
 - 3.80 – 4.00 Highest Honors

- Transfer students who did not complete the Medical Sciences curriculum at RUSM will have an equivalency review completed on a case-by-case basis.

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 Medical Sciences curriculum. This predicts high passing rates and high scores on the USMLE Step 1. Students who pass all their required courses with grades of “A,” “B+,” “B,” “C+,” “C,” or “P” are eligible for promotion.

During the Clinical Sciences 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 Sciences 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.

Examinations

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

All examinations in the Medical Sciences semesters are taken on campus or at other RUSM approved settings. Students are required to complete all exams as scheduled. There are no make-up exams. Students who are unable to complete all exams, except for those occurring during a single excused absence, may be administratively withdrawn.

Clinical sciences 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 Medical Sciences and Clinical Sciences semesters must comply with all academic rules and regulations and remain current in financial obligations.

Students successfully completing and passing all the Medical Sciences courses will be eligible for certification to take the USMLE Step 1 upon passing the NBME CBSE.

Students must take and pass all Medical Sciences courses, and the USMLE Step 1, otherwise they cannot proceed into clinical clerkships. Students who are certified to take the USMLE Step 1 must sit for USMLE Step 1 as per policy in the [Student Handbook](#). Extensions to this eligibility will not be approved. Students who do not pass the USMLE Step 1 are allowed up to three subsequent attempts to pass the exam, within the deadline as defined by the policy in the [Student Handbook](#). RUSM’s policies provide that students must pass the USMLE Step 1 in no more than four attempts. Students are required to pass the

USMLE Step 1 and USMLE Step 2 CK 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 the NBME Comprehensive Clinical Science Exam (CCSE) by the deadline defined in the [Student Handbook](#).

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 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 “Academic Standing & Progress.”

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 a private secular institution 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. 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 Medical Sciences semesters or Clinical Sciences semesters. Students on academic probation are also placed on financial aid probation for one term. During this probationary term, students may obtain financial aid. If they are not removed from probationary status the following term, they will be ineligible to obtain any financial aid. Additional detailed information regarding probation and its impact on financial aid is provided in 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](#). 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](#).

- **Academic Appeals Process:** For students who are dismissed and are eligible to appeal should refer to the [Student Handbook](#) on the process for such appeals.

Short-term Absences

Students may have unavoidable, nonacademic reasons for interrupting their enrollment during a term. With the approval of the Associate Dean for Student Affairs or his/her designee, a Medical Sciences student may be temporarily excused from classes due to documented emergency circumstances. A short-term absence is authorized only when a student intends to return to complete all coursework for that term. A student who is unable to return must request an approved absence. Failure to request an approved absence will result in an administrative withdrawal and the student must apply for readmission. The interrupted term will not be counted when determining time limits for satisfactory academic progress. In the case of an approved absence following a short-term absence, students will not be charged tuition twice for the same term. Please refer to the RUSM Student Handbook regarding short-term and emergency absences.

Approved Absence: A student who needs a longer break between terms 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 term and the student must return in the following term. 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.

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). 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 complete academic check-in during the designated check-in period prior to the start of the term. Check-in period is determined by the Office of the Registrar.
- Fail to register for a medical sciences semester prior to the start of term.
- Fail to participate in a mandatory ATL advising session.
- Fail to report to a clinical clerkship on the first day of the clerkship.
- Do not return at the time specified at the end of an AA without prior approval or take an unauthorized leave.
- Have an unexcused absence, or multiple unexcused absences or fail to respond to requests regarding enrollment status and/or unexcused absences.

- Do not sit for the retake of USMLE Step 1 within four (4) months of prior attempt.
- Do not sit for their first attempt of the USMLE Step 2 CK within six (6) months after passing NBME CCSE.
- Do not sit for their retake of USMLE Step 2 CK within six (6) months of prior attempt.
- Failure to submit any required documents.
- Failure to respond to a request by the Office of Student Affairs, the Student Promotions Committee and/or the Clinical Student Promotions Committee, including Show-Cause requests.
- Failure to meet the conditions of their readmission.

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 any and all government agencies as are applicable to the student. Students are subject to Temporary Withdrawal for absences longer than four weeks in duration (scheduled breaks between terms do not apply). For more information, please refer to the [Student Handbook](#).

Deferrals

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

- *Timeframe*. This privilege is limited to no more than the upcoming two terms. 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 term must meet all the requirements in effect for that term.
- *Week One Deferrals*. Entering students who, following their initial check-in on campus, wish to defer their enrollment to the following term may do so through Student Affairs. This option is only available during week one of the term.
- *Deactivation*. On occasion, students who are admitted for a given term do not arrive on campus to check-in for that term, 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.

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

The Doctor of Medicine (MD) degree is awarded upon successful completion of the following:

- Medical Sciences curriculum
- Clinical Sciences curriculum
- USMLE Step 1
- USMLE Step 2 Clinical Knowledge (CK)
- Payment of all fees and charges owed to RUSM.
- 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.

Commencement

Commencement exercises are held in the spring. Due to RUSM's three terms 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 USMLE Step 1 and the USMLE Step 2 CK. The final step for licensing, USMLE Step 3, is taken after graduation, during or at the conclusion of residency training.

RUSM students must pass USMLE Step 1 and USMLE Step 2 CK examinations to be eligible for graduation. Students must have their applications for USMLE exams verified by the Office of the Registrar, located in Miramar, Florida, before the exams are taken.

FACILITIES AND SUPPORT SERVICES

Instructional Sites

The Medical Sciences curriculum is conducted at RUSM's campus in Barbados. Students practice diagnostic and basic treatment skills with standardized patients and in RUSM's simulation lab, featuring computerized patient simulators.

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

Medical Sciences Campus

Students begin their journey to become physicians on the school's medical sciences campus in Barbados. The campus features technologically advanced facilities, including:

- High-tech classrooms
- An internationally accredited Simulation Institute, where students leverage sophisticated computerized patient simulators to practice basic and diagnostic treatment skills.
- Technologically impressive laboratories for simulation learning and anatomy, including medical imaging capability.
- Extensive audiovisual and multimedia capabilities throughout the campus
- Wireless Internet access throughout the campus

Standard features for all new classrooms include large rear projection video display systems with additional plasma screen monitors offering a clear view of the teaching material for each seat in the classroom. New classrooms feature teleconferencing systems that provide learning opportunities to students both on and off campus in addition to wireless network access.

On campus, there are a number of rooms for small-group instruction. Each student is assigned an electronic mailbox for the purpose of sending and receiving email. The campus wireless network can be accessed in public areas, classrooms, and study spaces.

Campus Safety

Security is provided 24/7 by RUSM at both Villages at Coverley residences, and at the academic campus. Additional campus safety and security information is provided in the [Student Handbook](#).

The Office of Career Advising

The Office of Career Advising (OCA) 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 New Student Orientation prior to the beginning of classes. The orientation gives students an opportunity to meet faculty 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. Students can also participate in the many 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 once the term begins in partnership with Ross Spouses Organization.

Housing – On-Campus (Barbados)

General Information – Medical Sciences

The RUSM residential campus for Medical Sciences students will be at The Villages of Coverley neighborhood in Barbados. Coverley is a planned community with on-site local businesses and restaurants built around a town square concept. RUSM housing has fully furnished single family homes configured as 4-bedroom, 3-bath and 3-bedroom, 2-bath units. Rent includes property management, exterior and interior maintenance, personal property insurance, cleaning each term, Wi-Fi, trash pickup, monthly utility allotment (water, electric and sewer), access to parking and gym membership at Club Fitness. Additional information regarding Housing is available on the [RUSM website](#).

Using the RUSM [Housing Portal](#), students will be able to select their preferred floorplan and room type. Additionally, students will be able to choose specific roommates or search for potential roommates based on stated preferences. Housing pricing will be divided into four tiers:

- Tier 1: Room with Private Bath in 3-Bedroom Unit
- Tier 2: Room with Private Bath in 4-Bedroom Unit
- Tier 3: Room with Shared Bath in 3-Bedroom Unit
- Tier 4: Room with Shared Bath in 4-Bedroom Unit

Each residential unit includes:

- Appliances: electric stove and oven, refrigerator, kettle, microwave oven and high efficiency washer and dryer
- Kitchen: plates, glasses, coffee cups, silverware, basic cooking utensils, pots and pans, food preparation items, and waste basket
- Living Room: couch, chair, coffee table, end table, kitchen table with chairs or bar top with stools, ceiling fan, smoke detector and fire extinguisher
- Bedrooms: Full-sized bed, nightstand, desk, chair, wardrobe/, ceiling fan, air-conditioner, desk lamp, smoke detector, blinds, and dry erase board (3' x 4')
- Bathrooms: Shower curtain with rod, where applicable, and waste basket
- Other: plunger

On-Campus Living Requirement & Exemptions: RUSM requires all first-semester students to reside in RUSM Housing. After the successful completion of the first semester a student may choose to live off-campus by following the proper cancellation protocols communicated by the housing agreement (sub-lease) and RUSM Housing Office.

Assignments and Roommates: Students are charged a one-time housing application fee and deposit that apply as long as the student remains continually enrolled and on-campus. The housing agreement (sub-lease) is for one term and automatically renews for two (2) additional consecutive terms (3 total). Students will be provided with access to the [Housing Portal](#) each term to reserve or cancel their housing for the subsequent term. Specific dates will be communicated accordingly by the RUSM Housing Department. All students **MUST** complete the RUSM Housing Application upon admission to RUSM and update their application every term thereafter on the [Housing Portal](#) should they be residing with the RUSM Residential Village.

Please refer to the [Student Handbook](#) to review the RUSM Housing policy.

Food and Dining

Campus Dining

There is a coffee shop and cafeteria location in the instructional campus. Additionally, Sky Mall is a short walk from the instructional campus and has a food court with approximately 10 different dining options. A Starbucks and Subway are also within close walking distance from the academic campus.

Grocery Shopping

Massy Supermarket is a grocery store in the Town Square at Coverley, where students can purchase everything from packaged and canned goods to fresh produce, poultry, and more.

Restaurants

There are also a wide variety of dining options in Barbados, including Chinese, American cuisine, Italian, Indian, and local Caribbean fare.

Culture, Climate and Dress

From white sand beaches to colonial style buildings in Bridgetown, Barbados is full of natural and man-made attractions. The name Barbados is derived from the Bearded Fig Trees once abundant on the island. Settled by the English in 1620s and gaining independence in 1966.

Barbados offers a distinct culture deeply rooted in a mixture of English, Scottish, Irish, and African heritages. Virtually everyone on the island speaks English and the cultural mix is most evident in the traditional music of the tuk band, a combination of Scottish fife and African drum and their creole inspired cuisine.

Barbados is 24 miles long and 14 miles wide and completely surrounded by the Atlantic Ocean. It's the only coral island with gorgeous, all white sand beaches. Barbados also offers its own seven natural wonders to explore. The average daily temperature is about 80°F with cooling, coastal North-East trade-winds from the Atlantic Ocean.

Because of the warm climate, light cotton clothing is recommended. Casual clothes, such as shorts and sandals, are acceptable on campus. Appropriate, modest attire is expected at social events. Professional dress is required for participation in ceremonies such as the White Coat Ceremony and the clinical components of the curriculum.

Recreation

Barbados known for its pristine beaches, turquoise bays, coastal views and natural wonders such as Harrison's cave. Whether you enjoy long walks on the beach or exploring historical heritage sites Barbados has something for you.

Here are a few examples:

- Diving & Snorkeling
- Hiking
- Cave Tours
- Botanical Gardens
- Coastal Sightseeing

Intramural sports, sponsored by RUSM Student Government Association, are a great way to unwind from the challenging medical school curriculum. We offer leagues in:

- Basketball
- Flag Football
- Soccer
- Tennis
- Road Tennis

RUSM students looking to take a break from their studies can take advantage of the local gym, Club Fitness, which features elliptical machines, treadmills, bikes, spin bikes, a squat rack and full dumbbell set with adjustable benches, and more. Students can also join small group fitness classes at the gym at an extra cost. The student gym membership includes access and use of all equipment.

Students can also participate in student-led fitness classes like yoga, boot camp, and a running club.

Local Travel

Shuttle services are provided between RUSM Villages at Coverley and the teaching campus. However, students have the options to purchase/lease cars. Parking is available at both the residential and campus locations.

Currency

Barbados uses the Barbadian dollar (BBD). The exchange rate hovers around 2.00 BBD dollars to one US dollar (USD). Most business establishments readily accept US currency, but sometimes the exchange rate is lower than the official rate.

Health and Wellness

The Villages at Coverley include a Health Clinic available to students and their families. This clinic provides coverage for a wide range of emergencies including trauma. The facility includes laboratory and radiology services at the health clinic, as well as access to CT and MRI within its network. There is also an onsite pharmacy. Coverley Medical Centre accepts Aetna Student Health Insurance.

The RUSM Wellness and Counseling Center is also located in the Villages at Coverley on the Barbados campus. The center is dedicated to the health and well-being of the RUSM community. Services are free, strictly confidential and offered to Semester 1-5 students. Staff are available to address personal, academic and/or mental health concerns.

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.

The Office of Campus Life provides students with opportunities to participate in intramural sports and student clubs and organizations, while also offering activities and trips for students to explore Barbados culture and connect with the RUSM and Bajan community.

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).

Student Government Association (Medical Sciences)

The student body elects class representatives and officers for the SGA each semester. The SGA is active in coordinating athletic events, supporting student philanthropic efforts, managing various student interest clubs, sponsoring and arranging social activities on campus, and bringing student concerns to the attention of the administration.

SGA Officer Qualifications

To qualify to serve in an SGA leadership position, a student must be full-time and in good academic standing (as defined in this Student Handbook). Students who are officers in the SGA are considered leaders and role models for the student body. As such, they must meet the academic and professional standards set by the SGA constitution and approved by the Associate Dean of Student Affairs prior to being elected or appointed.

Advisors and Funding

Members of the Office of Student Affairs act as advisors to the SGA. Students are required to pay a fee (assessed with their tuition) to support the efforts of the SGA. In addition, all late registration fees and library fines go entirely to the SGA.

Clinical Student Government Association (CSGA)

CSGA will represent students in semesters 6-10 and will serve as a liaison between the Administration, Faculty and clinical student body of RUSM. CSGA will also maintain a sense of connectivity between the student body throughout clinical sciences semesters.

CSGA Senator and Representative Qualifications

To qualify to serve in a CSGA position, a student must be full-time and in good academic standing (as defined in this Student Handbook). Students who are officers in the CSGA are considered leaders and role models for the student body. As such, they must maintain a cGPA above 2.6 prior to election and have no disciplinary action on record. A 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 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 term, 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 Doctor of Medicine, to first semester students. The keynote speakers at the ceremony are respected members of the profession.

Student Groups:

Clubs and organizations within the SGA include, but are not limited to, the following:

- American Medical Student Association (AMSA)
- American Medical Women's Association (AMWA)
- Anesthesiology Student Association
- Asian Student Association
- Association of Women Surgeons
- Black Female Doctors
- Black Male Doctors
- Dermatology Interest Group
- Endocrinology Interest Group
- Haitian Student Association
- Family Medicine Student Interest Group
- Jewish Students Association
- Latino Medical Student Association
- Muslim Students Association
- Nephrology Interest Group
- OBGYN Student Interest Group
- Organization of African Students
- Pediatric Student Interest Group
- Phi Delta Epsilon (Epsilon Beta Chapter)
- Ross Academic Research Society
- Ross Catholic Student Association
- Ross Christian Fellowship
- Ross Emergency Medicine Interest Group
- Ross Emergency Medical Services Interest Group
- Ross Hiking Club
- Ross Internal Medicine Interest Group
- Ross Orthodox Christian Club
- Ross Pawsitivity

Ross Psychiatry Interest Group
Ross Spouse's Organization
Rossie Review
RUSM Cardiology Association
RUSM Gastroenterology Interest Group
RUSM LGBTQ+ Doctor's Association
RUSM MMA
RUSM Pathology Interest Group
RUSM Radiology Interest Group
RUSM Scuba Club
RUSM Sports Medicine Interest Group
RUSM Women's Health Interest Group
Salybia Mission Project
Student National Medical Association
Surgery Interest Group

A Club Fair is held during the first two weeks 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 regional programs, community/social impact initiatives 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 in assisting student enrollment, on-campus programs and serving as an invaluable resource throughout the clinical years.

SCHOOL OF MEDICINE ADMINISTRATION

Office of the Dean

Heidi Chumley, MD, MBA

Dean

Ken Feldman, PhD, EdD, FACHE

Senior Associate Dean, Academic and Student Affairs

Jean G. Ford, MD

Senior Associate Dean, Campus

Robert Gee, EdD

Assistant Dean, Student Affairs

Bryan Hayse, EdD

Associate Dean, Student Affairs

Sandra Herrin

University Registrar

Rhonda McIntyre, MBBS. FAAP, FRCP(C)

Senior Associate Dean, External Affairs

Pranaya Mishra, PhD

Associate Dean, Curriculum

Seeth Vivek, MD

Associate Dean, Clinical Sciences

Nathalie Watty Brouwer, MPM

Director, Accreditation

ACADEMY FOR TEACHING AND LEARNING

Sean Gnecco, MD

Associate Professor

Assistant Dean, Academy for Teaching and Learning (ATL)

MD, Drexel University College of Medicine

Anique Atherley, MBBS, MPH

Assistant Professor

MBBS, University of the West Indies

MPH, University of Liverpool UK

Maureen Hall, MD

Associate Professor

MD, St. George's University School of Medicine, Grenada

Rachel Scott, MA

Instructor

MA, University of Manchester, UK

Carlisa Tavernier-Durand, MD

Director

MD, American University of Antigua College of Medicine

CURRICULUM – MEDICAL EDUCATION

Pranaya Mishra, PhD

Associate Dean, Curriculum

Professor

PhD, Danish University of Pharmaceutical Sciences

Paul Abney, PhD, LPC, NCC

Senior Director, Academic Examinations and Scheduling

PhD, University of North Texas

MEd, University of North Texas

AAS, Eastfield College

Jolyne Drummelsmith, PhD

Professor

Director, Curriculum

PhD, University of Guelph

Claire Joseph, MBA, MHRM, CFD

Manager, Curricular and Administrative Affairs

MEDICAL SCIENCES FACULTY

Medical Foundations Faculty

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

University of Leeds Certificate in Learning and Teaching in Higher Education

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MBBS, University of the West Indies

Marc Bergeron, PhD, MSc

Professor

PhD, Laval University, Canada

Robstein Chidavaenzi, PhD

Assistant Professor

PhD, University Illinois at Chicago College of Medicine

MPhil, University of Zimbabwe College of Health Sciences

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BSc, Biomedical Science, NUI Galway

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MBBS, University of the West Indies

Jolyne Drummelsmith, PhD

Professor

PhD, University of Guelph

Thomas Ferrari, PhD
Associate Professor
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Jose Gomez, MBBS
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MBBS, Universidad de Ciencias Medicas, Santiago de Cuba

Todd Gundrum, PharmD
Assistant Professor
PharmD, University of Toledo

Oleksii Hilebov, PhD
Associate Professor
PhD, Lugansk State Medical University

Niels Larsen, PhD, MSc
Professor
PhD, Aarhus University
MSc, Odense University

Anthony Lyons
Associate Professor

Natalie Mayers-Aymes, PharmD
Assistant Professor
PharmD, Nova Southeastern University

Abdul Amir Mhawi
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Pranaya Mishra, PhD
Associate Dean, Curriculum
Professor
PhD, Danish University of Pharmaceutical Sciences

Herman Reid, MD, DVM, MSc
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DVM, Tuskegee University
MSc, University of London

Sean Reid, PhD
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Ranjan Solanki, MBBS

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MBBS, G.S.V.M. Medical College, C.S.J.M. University, Kanpur, India

Leah Taylor

Instructor

Michael M. Yakubovskyy, MD, PhD

Professor

PhD, Leningrad Medical Postgraduate Institute

MD, Vinnitsa National Medical University, Ukraine

Clinical Foundations Faculty

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Chair, Clinical Foundations

Professor

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PhD, University of the West Indies

MPH, University of the West Indies

Rakesh Calton, MBBS

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MSW, Howard University

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Assistant Professor

MBBS, University of West Indies

Tetiana Hliebova, MD

Assistant Professor

MD, Lugansk State Medical University

Shiva Maharaj, MB BCh

Assistant Professor

MB BCh, Trinity College Dublin School of Medicine

Sanghita Mallik, MBBS, BSc

Assistant Professor

MBBS, Maiduguri University

BSc, Calcutta University

Mallet Marie, MBBS

Assistant Professor

MBBS, University of Guyana Medical School

Snehal Mehta, MBBS

Assistant Professor

MBBS, Government Medical College and the M.S. University of Baroda, India

Hilary Moore, MBBS

Assistant Professor

MBBS, University of West Indies

Adora Otiji

Assistant Professor

Clinical Sciences Administration

Seeth Vivek, MD

Associate Dean, Clinical Sciences
Clinical Chair, Psychiatry

Robert Dean, MD

Clinical Chair, Obstetrics and Gynecology

Enrique S. Fernandez, MD, MEd, FAAFP

Clinical Chair, Family Medicine

Romeen Lavani, MD, MBBS, FAAP

Clinical Chair, Pediatrics

Erine Raybon-Rojas, MD

Clinical Chair, Internal Medicine

Marek Rudnicki, MD, PhD

Clinical Chair, Surgery

EXECUTIVE ADMINISTRATION

Board of Trustees

Susan Groenwald, PhD, RN, ANEF, FAAN (Chair)

President Emeritus
Chamberlain University

Oliver Brooks, MD

Chief Medical Officer
Watts Healthcare Corporation

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Regional Vice President
Banfield Pet Hospital

Glen F. Hoffsis, DVM, MS, DACVIM

Formerly Dean and Special Assistant to the President
Lincoln Memorial University College of Veterinary Medicine

John B. Payne, MBA

President and CEO
Compassion-First Pet Hospitals

Amy E. Pollack, MD, FACOG, FACPM

VP Corporate Medical Safety of the Strategic Scientific Operations
Medtronic

Selwyn O. Rogers, Jr., MD, MPH, FACS

Professor of Surgery; Executive Vice President, Community Health Engagement; Founding Director,
Trauma Center; Chief, Section of Trauma and Acute Care Surgery
University of Chicago Medicine

Sharon Thomas Parrott

Retired Senior Vice President
External Relations and Global Responsibility
Adtalem Global Education (formerly DeVry Education Group)
Founding President, The DeVry Foundation



ROSS UNIVERSITY
SCHOOL OF MEDICINE

Barbados





RUSM Academic Catalog Addendum – effective September 1, 2024

This is an addendum to the RUSM 2023-2024 edition of the Ross University School of Medicine Academic Catalog, and the policies outlined in this addendum supersedes previous editions.

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

VISA Fee (Barbados): First-semester students and students requiring a visa renewal will be charged a non-refundable visa processing fee of \$190. This fee goes directly to the government of Barbados to cover the cost of your student visa while you are in Barbados.

Medical Sciences & Clinical Sciences - 2024-2025 Schedule of Tuition & Fees

Effective September 2024 (subject to change without notice)	Foundations of Medicine (FOM)*	Clinical Clerkships**
Tuition per semester (Flat Rate: 8-21 credits)	\$24,215	\$28,614
Administrative Fee***	\$6,118	\$3,565
Educational Technology Fee****	\$810	-
Health Insurance Fee per semester Price includes an administration charge.	\$1,502	\$1,502

Subject to change without notice.

- Students registered for 8 credits/weeks will be considered full-time students and will be eligible for financial aid based on their individual credits.
- Students registered for 4 to 7 credits/weeks will be considered half time students and will be eligible for financial aid based on their credits/weeks.
- Students registered for 3 clinical credits/weeks or less per semester will be charged based on credits/weeks and considered less than half time.

*All Ignite cohort Students are in the regular track program and take 5 semesters of Foundations of Medicine and 6 semesters of clinical clerkships for a total of 11 semesters. **The rates represented above represent a full-time, 15 week/credit schedule each semester. Tuition will be prorated per clinical at a rate of \$1,907.60 per credit/week and the Administrative Fee at

\$237.67 per credit/week. Health Insurance is billed on a periodic basis in September, January, and May regardless of schedule and is not subject to proration.

***A \$60 Student Government Association (SGA) Fee is included for FOM and a \$25 SGA Fee is included for Clinical Clerkships.

****The Educational Technology Fee is a mandatory, one-time fee assessed for Semester 1 and is for RUSM iPad Technology Fee.

Please see the Student Handbook for tuition and refund policies. Students must pay for all courses taken.

By the act of registration, class attendance, or participation in other activities associated with enrollment at RUSM, the student accepts financial responsibility for charges assessed to his/her student account. Charges include those for tuition, mandatory fees, clinical charges and penalties (such as late payment fees and fees associated with the cost of collection in the event of a delinquency, among others as outlined above This financial responsibility is not relieved until payment has been made for any and all charges incurred.

Enrollment Status

Full-time*

Half-time

Less than half-time

Credit hours

Eight (8) or more credit hours each term

Four (4) to seven (7) credit hours each term

Less than four (4) credit hours



ROSS UNIVERSITY
SCHOOL OF MEDICINE

RUSM Academic Catalog Addendum – effective May 1, 2024

This is an addendum to the RUSM 2023-2024 edition of the Ross University School of Medicine Academic Catalog, and the policies outlined in this addendum supersedes previous editions.

Complaint Process Disclosure

Federal Program Integrity rules issued by the U.S. Department of Education require institutions to provide to students or prospective students contact information needed to file a complaint with its accrediting agency and with relevant state agencies. This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico. It should not be construed as informative of what agencies regulate Ross University School of Medicine or in what states the institution is licensed or required to be licensed.

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

Contact Information for Student Complaint Processes*

ALABAMA

Alabama Community College System Private School Licensing Division

P.O. Box 302130 Montgomery, AL 36130-2130

Phone: 334.293.4500

<https://www.accs.edu/about-accs/private-school-licensure/complaints/>

ALASKA

Alaska Commission on Postsecondary Education

P.O. Box 110505

Juneau, AK 99811

EED.ACPE-IA@alaska.gov

<https://acpsecure.alaska.gov/>

Alaska Office of Attorney General Consumer Protection Unit

1031 W. Fourth Avenue, Suite 200

Anchorage, AK 99501

Phone: Anchorage: 907-269-5100

Email: attorney.general@alaska.gov

<http://www.law.alaska.gov/department/civil/consumer/cpindex.html>

ARIZONA

Arizona State Board for Private Postsecondary Education

1740 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

www.azppse.gov

<https://ppse.az.gov/complaint>

ARKANSAS

Arkansas Division of Higher Education

Division of Academic Affairs

423 Main Street, Suite 400

Little Rock, AR 72201

Phone: 501-371-2000

ADHE_Info@adhe.edu

<https://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form>

Arkansas State Board of Private Career Education

423 Main Street

Little Rock, AR 72201

Phone: 501-371-2000

dhe.private.careered@adhe.edu

<https://www.adhe.edu/private-career-education/students/>

CALIFORNIA

California Bureau of Private Postsecondary Education

1747 North Market Blvd., Suite 225

Sacramento, CA 95834

Phone: (916) 574-8900 or (888) 370-7589

FAX: (916) 263-1897

bppe.enforcement@dca.ca.gov

<http://www.bppe.ca.gov>

COLORADO

Colorado Department of Higher Education & Private Occupational Schools

1600 Broadway, Suite 2200

Denver, CO 80202

Phone: 303-862-3001

Fax: 303-996-1329

<https://highered.colorado.gov/filing-student-complaint-concerning-private-non-public-institution>

CONNECTICUT

Office of Higher Education

450 Columbus Boulevard, Suite 707

Hartford, CT 06103-1841

Phone: 860-947-1800

<http://www.ctohe.org/StudentComplaints.shtml>

Department of Consumer Protection
450 Columbus Boulevard, Suite 901
Hartford, Connecticut 06103-1840
Phone: 860-713-6100

Consumer Complaint Hotline: 800-842-2649

Email: dcp.complaints@ct.gov

<http://ct.gov/dcp/cwp/view.asp?a=4302&q=506512>

DELAWARE

Delaware Higher Education Office
Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901
Phone: 302-735-4120
Toll Free: 800-292-7935
dheo@doe.k12.de.us
<https://www.doe.k12.de.us/Page/2911>

Delaware Department of Justice
Consumer Protection Unit
Carvel State Office Bldg.
820 N. French Street, 5th Floor
Wilmington, DE 19801
Phone: 302-577-8600 or (800) 220-5424
Email: consumer.protection@delaware.gov
<http://attorneygeneral.delaware.gov/fraud/cpu/complaint/>

DISTRICT OF COLUMBIA

Office of the State Superintendent of Education
Higher Education Licensure Commission
1050 First St. NE, Fifth Floor Washington, DC 20002
Phone: (202) 727-6436
Email: osse@dc.gov
<http://osse.dc.gov/service/higher-education-licensure-commission-helc-public-complaints>

Government of the District of Columbia
Office of the Attorney General
400 6th Street, NW
Washington, DC 20001
Phone: (202) 727-3400
Fax: (202) 347-8922

OAG Consumer Protection Hotline: (202) 442-9828
consumer.protection@dc.gov
<http://oag.dc.gov/service/submit-consumer-complaint>

FLORIDA

Florida Department of Education
Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Email: cieinfo@fldoe.org
Commissioner@fldoe.org
Fax: 850-245-3238
<http://www.fldoe.org/policy/cie/file-a-complaint.stml>

GEORGIA

State of Georgia
Nonpublic Postsecondary Education Commission
2082 East Exchange Place Suite 220
Tucker, GA 30084-5305
Phone: 770-414-3300
<https://gnpec.georgia.gov/student-resources/complaints-against-institution>

HAWAII

State of Hawaii Office of Consumer Protection
Department of Commerce and Consumer Affairs
Leiopapa A Kamehameha Building
235 South Beretania Street, Suite 801
Honolulu, Hawaii 96813
Phone: 586-2630
Fax: 586-2640
Email: ocp@dcca.hawaii.gov
www.hawaii.gov/dcca/ocp
<http://cca.hawaii.gov/ocp/consumer-complaint/>

Hawaii Post-Secondary Education Authorization Program
Phone: 808-586-7327
<http://cca.hawaii.gov/hpeap/student-complaint-process/>

IDAHO

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83720
Phone: 208-334-2270
Fax: 208-334-2632
Email: board@osbe.idaho.gov
<http://www.boardofed.idaho.gov>

<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

ILLINOIS

Illinois Board of Higher Education

1 N. Old State Capitol Plaza, Suite 333

Springfield, IL 62701-1377

Email: info@ibhe.org

Institutional Complaint Hotline: 217-557-7359

<http://complaints.ibhe.org/>

Link to the Online Complaint System: <http://complaints.ibhe.org/>

Illinois State Board of Education

100 N. 1st Street

Springfield, Illinois 62777

<https://www.isbe.net/>

Illinois Attorney General

Consumer Fraud Bureau

500 South Second Street

Springfield, IL 62701

Phone: 217-782-1090

Toll Free: 800-243-0618 (Toll free in IL)

<http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf>

<https://ccforms submission.ilattorneygeneral.net/>

Consumer Fraud Hotlines:

Chicago: 800-386-5438

Springfield: 800-243-0618

Carbondale: 800-243-0607

INDIANA

Indiana Commission for Higher Education

Attn: Complaints

101 West Ohio Street, Suite 330

Indianapolis, IN 46204-1984

Email: complaints@che.in.gov

<http://www.in.gov/che/2744.htm>

IOWA

Iowa College Student Aid Commission

475 SW 5th St., Suite D

Des Moines IA 50309

Phone: 877- 272-4456

<https://www.iowacollegeaid.gov/StudentComplaintForm>

KANSAS

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785-430-4240

http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

KENTUCKY

Kentucky Council on Postsecondary Education
100 Airport Road, Third Floor
Frankfort, KY 40601
Phone: 502-573-1555
Email: cpeconsumercomplaint@ky.gov
http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Commission on Proprietary Education
300 Sower Boulevard
Frankfort, KY 40601
Phone: 502-564-4185
<http://kcpe.ky.gov>
<http://kcpe.ky.gov/forms/FormtoFileaComplaint.pdf>

LOUISIANA

Louisiana Board of Regents
1201 North 3rd St, Suite 6-200
Baton Rouge, LA 70802
P: 225-342-4253
<https://regents.la.gov/students-parents/student-complaint-process/>

MAINE

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Phone: 207-624-6600
Fax: 207-624-6700
<http://www.maine.gov/doe/index.html>

Office of the Maine Attorney General
Attorney General's Consumer Information and Mediation Service
6 State House Station
Augusta, ME 04333
Phone: 207-626-8800
http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Office of the Attorney General

Consumer Protection Division

200 St. Paul Place

Baltimore, MD 21202

Phone: 410-528-8662

Toll Free: 888-743-0023

<http://www.oag.state.md.us/Consumer/complaint.htm>

MASSACHUSETTS

Massachusetts Department of Higher Education

One Ashburton Place Room 1401

Boston, MA 02108

Phone: 617-944-6950

<http://www.mass.edu/forstufam/complaints/complaints.asp>

MICHIGAN

State of Michigan

Department of Labor and Economic Opportunity Employment & Training, Post-Secondary Schools

P.O. Box 30726

Lansing, MI 48907

Phone: 517-335-4000

<http://www.michigan.gov/pss>

MINNESOTA

Minnesota Office of Higher Education

450 Energy Park Drive, Suite 350

St. Paul, MN 55108

Phone: 651-642-0567

Toll Free: 800-657-3866

Email: info.ohe@state.mn.us

<http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

MISSISSIPPI

Mississippi Commission on College Accreditation

3825 Ridgewood Road

Jackson, MS 39211

Phone: 601-432-6198

www.mississippi.edu/mcca/

http://www.mississippi.edu/mcca/student_complaint_process.asp

Office of the Attorney General

State of Mississippi

550 High Street

Jackson MS 39201

Phone: 601-359-3680

<https://www.ago.state.ms.us/contact/>
<https://www.ago.state.ms.us/divisions/consumer-protection/consumer-complaint-form/>

MISSOURI
Missouri Department of Higher Education
301 W. High Street
P.O. Box 1469
Jefferson City, MO 65102-1469
P: 573-751-2361 Fax: (573) 751-6635
Email: info@dhewd.mo.gov
<https://dhewd.mo.gov/contactus.php>

MONTANA
Montana University System
Office of the Commissioner of Higher Education
560 N. Park Ave.
P.O. Box 203201
Helena, MT 59620-3201
Phone: 406-449-9124
<https://www.mus.edu/MUS-Statement-of-Complaint-Process.html>

Montana Department of Justice
Office of Consumer Protection
P.O. Box 200151
Helena, MT 59620-0151
Phone: 406-444-4500
Toll Free: 800-481-6896
<https://dojmt.gov/consumer/consumer-complaints/>

NEBRASKA
Nebraska's Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005
Phone: 402-471-4825
<https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Office of the Attorney General
2115 State Capitol
Lincoln, NE 68509
Toll Free: 800-727-6432
Toll Free En Espanol: 888-850-7555
Email: ago.consumer@nebraska.gov
<https://protectthegoodlife.nebraska.gov/>

Nebraska Department of Education
Street Address (FedEx, UPS, and in-person contact):

500 S. 84th St., 2nd Floor
Lincoln, NE 68510-2611

Correspondence (USPS):
P.O. Box 94987
Lincoln, NE 68509-4987

Phone: 402-471-2295

Email: Nde.investigations@nebraska.gov <https://www.education.ne.gov/>

NEVADA

Nevada Commission on Postsecondary Education
2800 E. St. Louis
Las Vegas, Nevada 89104
Phone: 702-486-7330
https://cpe.nv.gov/Students/Students_Home/

NEW HAMPSHIRE

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3852
Phone: 603-271-3494
<https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx>

NEW JERSEY

New Jersey Commission on Higher Education
Office of the Secretary of Higher Education
1 John Fitch Plaza, 10th Floor
PO Box 542
Trenton, NJ 08625-0542
Phone: 609-292-4310
<http://www.state.nj.us/highereducation/>
<http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

New Jersey Division of Consumer Affairs
P.O. Box 45025
Newark, New Jersey 07101
973-504-6200
<https://njconsumeraffairs.state.nj.us/file-a-complaint/>

NEW MEXICO

New Mexico Higher Education Department
Private Postsecondary Schools Division
2044 Galisteo St., Suite 4
Santa Fe, NM 87505-2100
Phone: 505-476-8411

Email: HigherEd.Info@state.nm.us
<https://hed.state.nm.us/students-parents/student-complaints>

NEW YORK
New York State Education
Department Office of the Professions
89 Washington Avenue
Albany, NY 12234
Phone: 518-486-3633
E-mail: hedepcom@nysed.gov
<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

New York State Education Department Bureau of Proprietary School Supervision
116 West 32nd Street, 5th Floor
New York, New York 10001
Phone: 212-643-4760
<http://www.acces.nysed.gov/bpss/student-rights>

New York State
Department of State
Division of Consumer Protection
Consumer Assistance Unit
99 Washington Avenue
Albany, New York 12231-0001
Phone: 518-474-8583
Toll Free: 800-697-1220
<https://dos.ny.gov/file-consumer-complaint>

NORTH CAROLINA
North Carolina Post-Secondary Education Complaints
910 Raleigh Road
Chapel Hill, NC 27514
(919) 962-4558
studentcomplaint@northcarolina.edu

If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form>.

North Carolina Department of Justice
Consumer Protection Division
Phone: 919-716-6000
Toll Free: 877-566-7886
<https://ncdoj.gov/file-a-complaint/>

NORTH DAKOTA

North Dakota Department of Career and Technical Education

600 E. Boulevard Ave. Dept. 270

Bismarck, ND 58505-0610

Phone: 701.328.3180

E-mail: cte@nd.gov

https://www.cte.nd.gov/sites/www/files/documents/PrivatePS/NDSBCTE_Student_Complaint_Procedure.pdf

OHIO

Ohio State Board of Career Colleges and Schools

30 East Broad Street, Suite 2481

Columbus, OH 43215

Phone: 614-466-2752

Fax: 614-466-2219

Toll Free: 877-275-4219

E-mail: bpsr@scr.state.oh.us

Website: <http://scr.ohio.gov/>

<https://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Ohio Department of Higher Education

25 South Front Street

Columbus, OH 43215

Tel: (614) 466-6000

<https://www.ohiohighered.org/students/complaints>

Ohio Attorney General Consumer Protection Section

30 E. Broad St., 14th Floor

Columbus, OH 43215

800-282-0515

<http://www.ohioattorneygeneral.gov/>

OKLAHOMA

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Phone: 405.225.9100

<http://www.okhighered.org/current-college-students/complaints.shtml>

Oklahoma Board of Private Vocational Schools

3700 N. Classen Boulevard, Suite 250

Oklahoma City, OK 73118

Phone: 405-528-3370

<http://obpvs.ok.gov/students>

OREGON

Higher Education Coordinating Commission

3225 25th Street SE

Salem, OR 97302

Email: complaints@hecc.oregon.gov

<https://www.oregon.gov/highered/about/Pages/complaints.aspx>

Oregon Department of Justice

Consumer Protection Toll-Free: 1-877-877-9392

Email: help@oregonconsumer.gov

<https://justice.oregon.gov/consumercomplaints/OnlineComplaints/OnlineComplaintForm/en>

PENNSYLVANIA

Pennsylvania Department of Education – Postsecondary and Adult Education

333 Market Street, 12th floor

Harrisburg, PA 17126

Phone: 717-783-8228

Email: RA-HigherEducation@pa.gov

<https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Students-Complaints.aspx>

Pennsylvania Office of Attorney General

16th Floor, Strawberry Square

Harrisburg, PA 17120

Phone: 717-787-3391

Toll Free: 800-441-2555

https://www.attorneygeneral.gov/Quick_Links/Pennsylvania_Attorney_General_Complaint_Forms/

PUERTO RICO

Puerto Rico Council on Education

P.O. Box 199000

San Juan, PR 00910-1900

Phone: 787-722-2121

<http://www.agencias.pr.gov/agencias/cepr/inicio/Pages/default.aspx>

http://www.agencias.pr.gov/agencias/cepr/inicio/DocumentosCEPR/Documents/SARA/SARA_Complaint_Process.pdf

Puerto Rico Department of Justice

Apartado 9020192

San Juan, PR 00902-0192

Phone: 787-721-2900

<http://www.justicia.pr.gov/>

RHODE ISLAND

Rhode Island Office of the Postsecondary Commissioner

560 Jefferson Boulevard, Suite 200

Warwick, RI 02886

Phone: 401-736-1100

https://www.riopc.edu/page/student_complaint/

Rhode Island Department of Attorney General

Consumer Protection Unit

150 South Main Street

Providence, RI 02903

Phone: 401-274-4400

Email: consumers@riag.ri.gov

<http://www.riag.ri.gov/ConsumerProtection/About.php>

SOUTH CAROLINA

South Carolina Commission on Higher Education

1122 Lady Street, Suite 400

Columbia, SC 29201

Phone: 803-737-2260

<https://www.che.sc.gov/>

<https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/ConsumerInformation.aspx>

SOUTH DAKOTA

South Dakota Boards of Regents

306 E. Capitol Ave., Suite 200

Pierre, SD 57501

Phone: 605-773-3455

Email: info@sdbor.edu

<https://www.sdbor.edu/Pages/default.aspx>

<https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf>

South Dakota Office of Attorney General

Division of Consumer Protection

1302 E Hwy 14, Suite 3

Pierre, SD 57501

Phone: 605-773-4400

Toll Free: 800-300-1986 (In State)

<http://consumer.sd.gov/complaintform.aspx>

TENNESSEE

Tennessee Higher Education Commission

312 Rosa Parks Ave., 9th Floor

Nashville, TN 37243

Phone: 615-741-3605

<https://www.tn.gov/thec/>

<https://www.tn.gov/thec/for-students-and-families/transcript-requests-and-institution-complaints.html>

TEXAS

Texas Workforce Commission
Career Schools and Colleges
101 East 15th Street, Room 226-T
Austin, Texas 78778-0001
Toll Free: 800-628-5115
Email: career.schools@twc.state.tx.us
<http://www.twc.state.tx.us/svcs/propschools/ps401a.pdf>

Texas Higher Education Coordinating Board
Office of General Counsel
P.O. Box 12788,
Austin, TX 78711-2788
Email: StudentComplaints@highered.texas.gov
<https://www.highered.texas.gov/links/student-complaints/>

Office of Attorney General
Consumer Protection Division
P.O. Box 12548
Austin, TX 78711-2548
<https://www.texasattorneygeneral.gov/cpd/file-a-consumer-complaint>

UTAH

Utah Department of Commerce
Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
Phone: 801-530-6601
Toll Free: 800-721-7233
Email: consumerprotection@utah.gov
<https://dcp.utah.gov/complaints.html?f=c>

VERMONT

Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
Phone: 802-828-1130
Email: aoe.edinfo@vermont.gov
<https://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609
Phone: 802-828-3171
Toll Fee: 800-649-2424
Email: AGO.CAP@vermont.gov

<https://ago.vermont.gov/cap/consumer-complaint/>

VIRGINIA

State Council of Higher Education for Virginia

101 N. 14th St., 10th Floor

James Monroe Building

Richmond, VA 23219

Phone: 804-225-2600

Email: communications@schev.edu

<http://www.schev.edu/index/students-and-parents/resources/student-complaints>

WASHINGTON

Washington Student Achievement Council

917 Lakeridge Way SW

Olympia, WA 98502

Phone: 360-753-7800

Email: info@wsac.wa.gov

<https://wsac.wa.gov/protecting-education-consumers>

Washington Workforce Training and Education Coordinating Board

128 10th Avenue SW 6th Floor

Olympia, WA 98501

Phone: 360-709-4600

Email: workforce@wtb.wa.gov

<https://www.wtb.wa.gov/private-career-schools/school-complaints/>

Washington State

Office of the Attorney General

1125 Washington Street SE

P.O. Box 40100

Olympia, WA 98504

Phone: 360-753-6200

<https://fortress.wa.gov/atg/formhandler/ago/ContactForm.aspx?subject=Consumer%20Protection>

(contact form)

<https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx> (general consumer complaint form)

WEST VIRGINIA

West Virginia Higher Education Policy Commission

1018 Kanawha Blvd., East, Suite 700

Charleston, WV 25301

Phone: 304-558-2101

<https://www.wvhepc.edu/wp-content/uploads/2019/07/Student-Complaint-Process.pdf>

West Virginia Office of the Attorney General Consumer Protection Division

P.O. Box 1789

Charleston, WV 25326-1789

Phone: 304-558-8986
Consumer Protection Hotline: 800-368-8808
Email: consumer@wvago.gov
<https://appengine.egov.com/apps/wv/ago/consumercomplaint>

WISCONSIN
Wisconsin Department of Safety and Professional Services
Division of Legal Services and Compliance
P.O. Box 7190
Madison, WI 53707-7190
Fax: (608) 266-2264
Email: dsps@wisconsin.gov
<https://dsps.wi.gov/Pages/SelfService/FileAComplaint.aspx>

WYOMING
Wyoming Department of Education
122 W. 25th St. Suite E200
Cheyenne, WY 82002
Phone: 307-777-7675
<https://edu.wyoming.gov/beyond-the-classroom/school-programs/private-school-licensing/>

Office of the Attorney General
Consumer Protection Unit
Kendrick Building
2320 Capitol Avenue
Cheyenne, WY 82002
<https://ag.wyo.gov/law-office-division/consumer-protection-and-antitrust-unit/consumer-complaints>

*This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorney Generals Offices will accept complaints regardless of whether the institution is required to be licensed in that state.



ROSS UNIVERSITY
SCHOOL OF MEDICINE

RUSM Academic Catalog Addendum – effective October 2, 2023 – December 31, 2023

This is an addendum to the RUSM 2023-2024 edition of the Ross University School of Medicine Academic Catalog, and the policies outlined in this addendum supersedes previous editions.

Medical Sciences Elective

Clinical Reasoning Capstone (CRC) MCAP #5010 (11 credits)

The Clinical Reasoning Capstone is an immersive 11-week pre-clerkship elective designed to sharpen clinical reasoning skills based on the Association of American Medical Colleges (AAMC) Physician Competency Reference Set (PCRS). The course adopts an innovative approach by integrating a weekly organ system-based curriculum with simulated patient care assessments. Through this dynamic blend of theory and practice, students will develop advanced clinical reasoning abilities that are crucial for competent and patient-centered medical practice. The course is taught on the Medical Sciences Campus in Barbados that provides a structured environment to 1) identify knowledge gaps and synthesize key USMLE Step 1 medical sciences content, 2) enhance clinical skills to improve readiness for core rotations, and 3) begin a community medicine research project that can be included in residency application. The CRC course is an elective and does not count towards the required 154 program credit hours.



ROSS UNIVERSITY
SCHOOL OF MEDICINE

RUSM Academic Catalog Addendum – effective January 1, 2024

This is an addendum to the RUSM 2023-2024 edition of the Ross University School of Medicine Academic Catalog, and the policies outlined in this addendum supersedes previous editions.

Medical Sciences Elective

Clinical Reasoning Capstone (CRC) MCAP #5010 (11 credits)

The Clinical Reasoning Capstone is an immersive 15-week pre-clerkship elective designed to sharpen clinical reasoning skills based on the Association of American Medical Colleges (AAMC) Physician Competency Reference Set (PCRS). The course adopts an innovative approach by integrating a weekly organ system-based curriculum with simulated patient care assessments. Through this dynamic blend of theory and practice, students will develop advanced clinical reasoning abilities that are crucial for competent and patient-centered medical practice. The course is taught on the Medical Sciences Campus in Barbados that provides a structured environment to 1) identify knowledge gaps and synthesize key USMLE Step 1 medical sciences content, 2) enhance clinical skills to improve readiness for core rotations, and 3) begin a community medicine research project that can be included in residency application. The CRC course is an elective and does not count towards the required 154 program credit hours.