



2024–2025 Catalog updated March 2025

Trinity School of Medicine

Trinity Medical Sciences University Catalog and Student Handbook 2024–2025

This combination catalog and handbook is an official publication of Trinity Medical Sciences University (TMSU) and Trinity School of Medicine (TSOM). It is intended to provide general information. This document contains information about the institution, institutional governance, accreditation, administration, admissions, curriculum, graduation requirements, and course descriptions as well as other information and policies. Every effort has been made to ensure that the information in the catalog is accurate at the time of publication. The catalog is not intended to address all of the possible applications of, or exceptions to, the policies and procedures of TMSU, some of which are addressed in other official documents.

Students are responsible for observing any policies and regulations contained herein or in the policy course on Canvas, the university's learning management system (LMS); they must read this document carefully. This document does not contain all institutional rules, regulations, or policies for which students are responsible. Other university sources discuss expectations for and policies applicable to students.

TMSU reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this document and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the university. All students, full time or part time, who are enrolled in Trinity courses are subject to the same policies.

If the student has a question about a specific policy or procedure, they should address your question to the Vice President of Student Services if they are in the admissions process; or to the Associate Dean of Student Affairs if they are members of the student body.

Publication of this catalog/handbook does not create a contractual relationship between TMSU and any other individual or organization. The contents of the catalog are subject to change without notice. The catalog/handbook is the authoritative source of information and, in cases where this document conflicts with any other publication or policy of TMSU, the information in this catalog/handbook shall prevail and be considered the final official published policy of the institution. Only the President or Provost may grant or make exceptions to the information in the catalog/handbook based on their decision of what is best for the student and the university.

The publication of the *2024–2025 Student Handbook/Catalog* supersedes all previous publications. Please always refer to the most recent publication. Policies that refer to the traditional subject-based curriculum (and are not superseded) will be enforced until the completion of the traditional subject-based curriculum (approximately August 2025.)

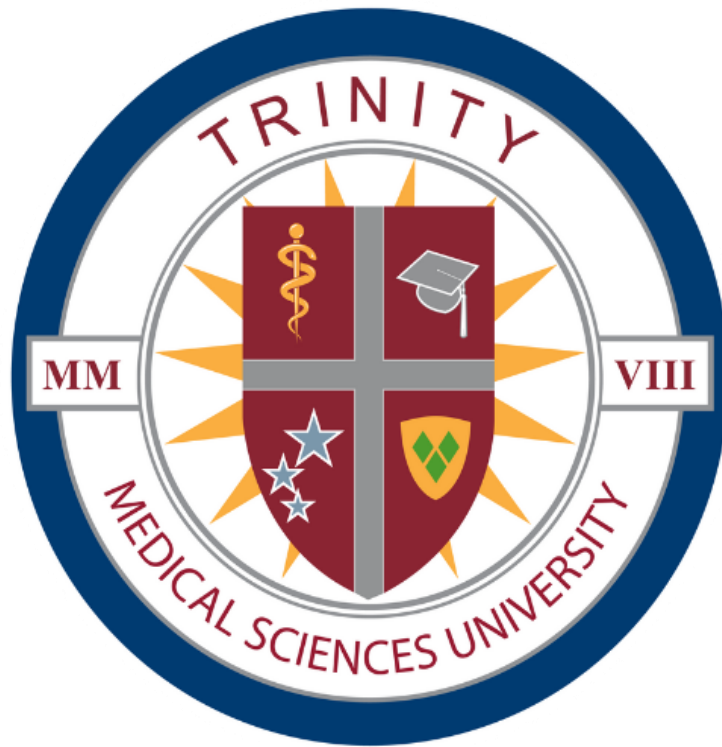
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Academic Calendars

Trinity School of Medicine

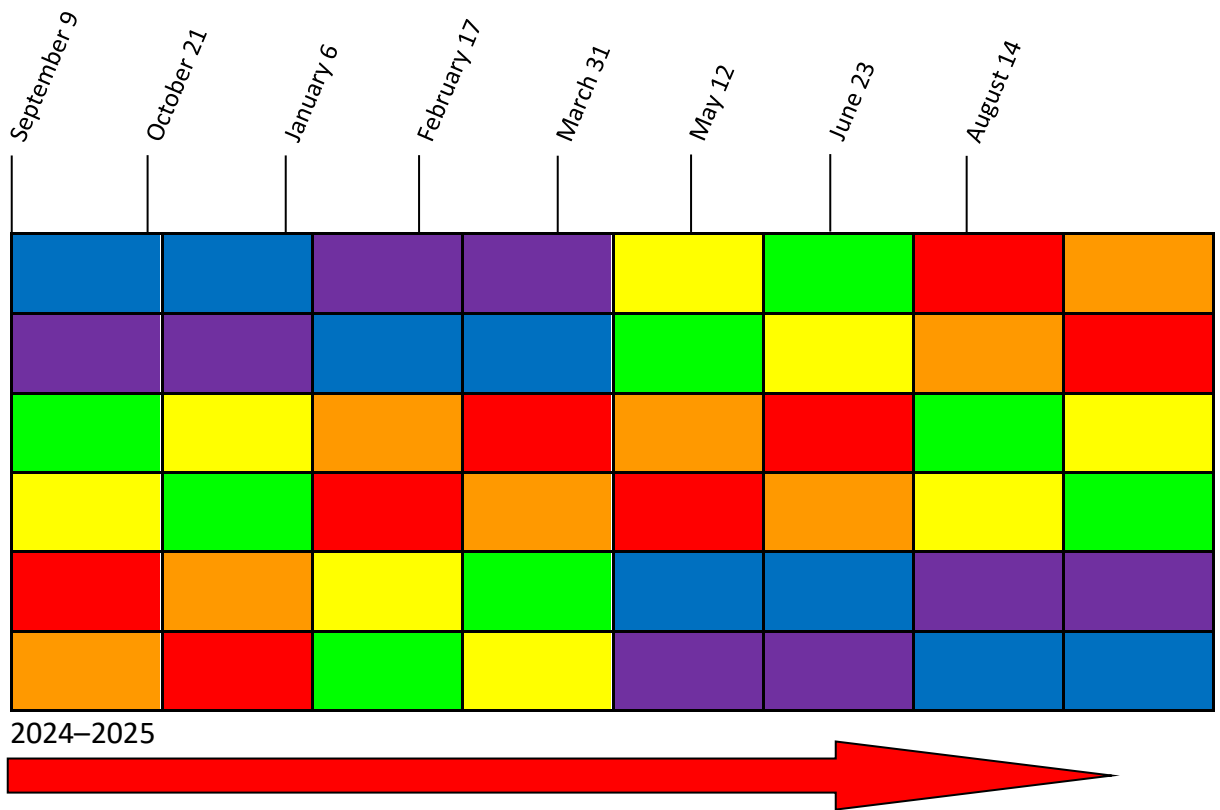
Preclinical Terms (Terms 1-4) and Clinical Transition Term (Term 5)

Term Dates	2024	2025
JANUARY TERM		
New Student Orientation	January 2, 2024	January 2, 2024
First day of classes	January 15, 2024	January 13, 2025
Last day to register	January 19, 2024	January 17, 2025
Last day of regular term	April 26, 2024	April 25, 2025
Break	April 29 – May 10, 2024	April 28 – May 9, 2025
Commencement		
MAY TERM		
New Student Orientation	April 26, 2024	April 25, 2025
First day of classes	May 13, 2024	May 12, 2025
Last day to register	May 17, 2024	May 16, 2025
Last day of regular term	August 23, 2024	August 22, 2025
Break	August 26 – September 12, 2024	August 25 – September 5, 2025
SEPTEMBER TERM		
New Student Orientation	August 23, 2024	August 22, 2025
White coat ceremony	September 5, 2024	September 4, 2025
First day of classes	September 9, 2024	September 8, 2025
Last day to register	September 13, 2024	September 12, 2025
Last day of regular term	December 20, 2024	December 19, 2025
Break	December 23, 2024 – January 8, 2025	December 22, 2025 – January 7, 2026

Preclinical Terms 1–4 follow Vincentian holidays.

Term 5 follows U.S. holidays.

Clinical Rotation Terms (Terms 6-10)



IM	SURG	Ob/Gyn	FM	Peds	Psych
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Clinical terms follow the U.S. holiday schedule.

About TMSU

History

Trinity School of Medicine was (TSOM) established in 2008 in St. Vincent and the Grenadines (SVG) with its main campus in the town of Ratho Mill (Parish of Saint George). Its founders, with support from the SVG government, were committed to providing a quality medical education program for future physicians, which met the highest standards internationally. In 2012, TSOM graduated its charter class. Over its years of operation, the school has steadily increased its academic resources and student enrollment. In addition to its core Doctor of Medicine (MD) degree program, TSOM has offered a premedical (nondegree) program and a Master of Health Science degree program.

In 2017, TSOM began the transition to a university structure. The legal name was changed to Trinity Medical Sciences University (TMSU), comprised of two schools: the School of Biomedical Sciences and the School of Medicine. The former premedical program and the Master of Health Sciences program became part of the School of Biomedical Sciences. The curriculum in the undergraduate program, formerly the premedical program, was structured for students to earn the credits necessary to matriculate to medical school. The university structure best supports a broader range of academic outcomes for our diverse student population. The Board of Trustees approved the organization and curriculum changes and, in July 2018, the formal transition to Trinity Medical Sciences University (TMSU) was publicly announced.

Because the School of Medicine continues to represent the substantial portion of enrollment at TMSU, TMSU and TSOM may be referred to interchangeably throughout this document. Aspects of the university that are common across its schools are discussed in the TMSU section of this document. Aspects specific to the School of Medicine and the School of Biomedical Sciences are discussed in separate sections hereunder.

Mission Statement

Trinity Medical Sciences University is a community of professionals committed to excellence in medical education, research, scholarly activity, and community service.

Vision Statement

To produce distinctive, caring, physician-leaders who will transform the health of their patients through lifelong learning, research, and service.

Strategic Goals

Three strategic goals form the foundations of commitment to the core values:

Goal 1: Enhance student success — TMSU is committed to excellence in the education of its students. The faculty and administration seek to identify initiatives and strategies that will continue to provide and improve opportunities for students to achieve success.

Goal 2: Enhance research and scholarly activity — TMSU recognizes that research and scholarly activity demonstrate a commitment to educational growth by faculty and model lifelong learning for students. The university is committed to strengthening support for initiatives, particularly in medical education, that create an environment open to personal growth.

Goal 3: Promote service to the community — TMSU believes that students will make a difference in the world beginning with participation in opportunities and connectivity to communities. TMSU is committed to developing these opportunities.

Accreditations, Recognitions, and Authorizations

Trinity is registered with National Accreditation Board (NAB) of the Government of St. Vincent and the Grenadines (SVG).

Trinity is also authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) to operate within the state of Georgia. TSOM meets the Georgia Composite Medical Board's standards as an approved medical school in the state of Georgia, United States of America.

TSOM is accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), the legally constituted body established to accredit programs in the Caribbean Region. CAAM-HP-accredited schools in St. Vincent have been recognized by the U.S. Department of Education as accredited at a standard comparable to U.S. medical schools, as so governed by the Liaison Committee on Medical Education (LCME).

TSOM is the only CAAM-HP-accredited school in the country of St. Vincent and the Grenadines at this time.

Trinity School of Medicine is listed in the World Directory of Medical Schools (WDMS), a directory developed through a partnership between the World Federation for Medical Education (WFME) and the Foundation for the Advancement of International Medical Education and Research (FAIMER); FAIMER was established in 2000 by the U.S. Educational Commission on Foreign Medical Graduates (ECFMG).

The listing in FAIMER/WFME and the assignment of a code provides the sanction for Trinity students to register for and take the United States Medical Licensing Examination (USMLE) Step 1, Step 2, and Step 3 examinations. Students who successfully complete Step 1 and Step 2 (CK), and otherwise meet the requirements for graduation from Trinity, are then authorized by the Educational Commission on Foreign Medical Graduates (ECFMG) to register for and participate in the National Residency Match Program (NRMP) as well as the Canadian Resident Matching Service (CaRMS).

Trinity School of Medicine is compliant with the ECFMG 2024 Rule dictating that all international medical graduates be required to have graduated from a school that has been appropriately accredited.

Questions or concerns regarding TMSU's accreditation should be directed to

CAAM-HP at CAAM-HP Secretariat	OR	Georgia Nonpublic Postsecondary Education Commission
Suite #7 Pinnacle Point		2082 East Exchange Place
53 Lady Musgrave Road		Tucker, GA 30084
Kingston 10, Jamaica		Phone: (770) 414-3300
875-927-4765		Website: https://gnpec.georgia.gov/student-resources/complaints-against-institution

Links to an external site.

The purpose of publishing the commissions' contact information is to enable interested parties

1. to learn about the accreditation status,
2. to file a third-party comment at the time of the institution's review, or
3. to file a complaint against the institution for alleged noncompliance with a standard or requirement.

Approach to Learning

TMSU strives to incorporate state-of-the-art, evidence-based, proven medical curricula and teaching approaches by using a multimodality approach. We deliver a systems-based spiral curriculum that progresses from normal human systems to abnormalities in human systems to full patient care.

Teaching Approach and Didactic Methods

A comprehensive description of formats, didactic concepts, and educational methodology used in TSMU/TSOM courses can be found in the Catalog and Student Handbook

found in the individual course syllabi. In clinical clerkships, these are found in the Clinical Clerkship Manual for each elective I (core clerkships). TSOM follows an integrated spiral curriculum. This advanced educational approach leads to educational success by integrating basic sciences with clinical sciences and repeating concepts.

Faculty Teaching Approach

1. Establish and maintain the highest academic standards in keeping with best international practices.
2. Create a productive, collegial, transparent, fair, and honest teaching environment of the highest caliber that strives for excellence in academic content and in methods of its delivery.
3. Embrace the values of the medical profession and incorporate those values into our curriculum.
4. Integrate basic and clinical sciences throughout the Doctor of Medicine program utilizing Milton Cato Memorial Hospital and its clinics on St. Vincent and the Grenadines.
5. Continuously improve Trinity Medical Sciences University curriculum so that it responds to and incorporates changes in education, educational methods, science, medical knowledge, and medical practice.

Defined Course Objectives

Each course has learning objectives and includes a plan that will guide students through mastery of those objectives. These are based upon the USMLE Content outline 2024®. Each course learning session has more targeted session-appropriate learning objectives:

- The use of appropriate assessment tools to ensure students meet the required objectives.
- Exams that assess student preparation, participation, critical-thinking skills, and knowledge application.
- Evaluation through various formats that assess each student's capabilities to demonstrate problem solving and conduct.

Early Clinical and Community Medicine Experience

Clinical exposure starts in the first term of the School of Medicine Doctor of Medicine degree program and continues throughout all terms. These experiences provide for the development of clinical skills required during the clinical portion of a student's education.

Hours of Operation

MAIN CAMPUS IN RATHO MILL, ST. VINCENT & THE GRENADINES

Staff are available from 8am - 4pm, Monday - Friday. Select spaces, including the library, are available for independent and group study 24/7.

MEDICAL EDUCATION CENTER IN WARNER ROBINS, GEORGIA

Staff are available 8am - 5pm, Monday - Friday. The facility is open for independent and group study 24/7.

ADMINISTRATIVE OFFICE IN ROSWELL, GEORGIA

Staff are available 9am - 5pm, Monday - Friday.

Board of Trustees

Name and Credentials	Position on Board
C. Ross Berry	Chair
Donna D. Brown, MD	Trustee
Michael F. Hemsey	Trustee
G Montgomery Maule	Trustee
Raj Vasudeva, MD	Trustee

Faculty and Academic Leadership

Name	Level	Area(s) of Expertise
John P Geisler, MD, MSPHarm	Professor	Dean / Provost Chief Academic Officer Ob/Gyn; Gyn Oncology; Surgery; Curriculum Development; Biostats; Research; Ethics; Pharmacoeconomics
Kelly J Manahan, MD, MBA	Professor	Associate Dean of Clinical Sciences and Curriculum Principal Academic Officer - USA Ob/Gyn; Gyn Oncology; Surgery; Physician Communication; Student and Faculty Development; Curriculum Development; Research; Ethics; Business of Medicine
Nagadharshan Devendra, MD	Professor	Associate Dean of Clinical Sciences and Curriculum Principal Academic Officer – St. Vincent and the Grenadines Biochemistry and Genetics
Frances Jack-Edwards, MD	Associate Professor	Associate Dean of Student Affairs / Admissions Clinical Medicine; Admissions; Student Affairs
Mignonette Sotto, MD	Associate Professor	Associate Dean of Testing - External Clinical Medicine; External Testing (NBME; USMLE)
Bernadette Scott, MD	Associate Professor	Associate Dean of Testing - Internal Clinical Medicine; Internal Testing
Shashikant Adlekha, MD	Professor	Pathology
Julia Akcayli, MD	Assistant Professor	Director – Global MD Pathway Clinical Medicine; Behavioral Sciences
Uma Sankar Akula, PhD	Associate Professor	Biochemistry and Genetics
Suresh Bisaya Bidarkotimath, MD	Professor	Anatomy
Marcus Caine, MS	Assistant Professor	Biostats and Epidemiology
Tandra Chadha, PhD	Associate	Microbiology and Immunology

	Professor	
LaFerne Fraser, MS	Assistant Professor	Psychology; Executive Function
Jamil Ibrahim, MD	Associate Professor	Clinical Medicine
Nabanit Jha, PhD	Assistant Professor	Pharmacology
Dragan Jovanic, MD, PhD	Professor	Pathology
Shilpa Karkera, PhD	Associate Professor	Director – Premedical Studies Anatomy / NeuroScience
Ramesh Lolla, MD	Associate Professor	Pharmacology
Yulia Modna, MD, PhD	Professor	Physiology
Dev Shah, MD	Professor	Physiology
Pushparaj Shetty, MBBS	Associate Professor	Anatomy and Histology
Santanu Das, MD	Clinical Associate Professor	Chair, Pediatrics
Dan Ioanitescu, MD	Clinical Associate Professor	Chair, Psychiatry
Joseph S Lomboy, MD	Clinical Associate Professor	Chair, Internal Medicine
Kerry C Rogers, MD	Clinical Associate Professor	Chair, Surgery
Jayish Patel, MD	Clinical Associate Professor	Chair, Family Medicine
Ashley Williams-Hernandez, MD	Clinical Assistant Professor	Chair, Ob/Gyn

Administrative Leaders

Name and Credentials	Position
Steve Wilson	CEO
Ward Ulmer, PhD	President
Stephanie Kirchman, EdD	Chief Administrative Officer / Student Services
Melissa Burns, CPA	Chief Financial Officer
Kiley Warren	Director, Human Resources

MD Pathways

TMSU offers three MD degree pathways stemming from three different goals. All three pathways have the same graduation requirements; however, some pathways may need additional requirements. All three pathways start with an integrated spiral curriculum and required National Board of Medical Examiners (NBME) examinations in the first four terms (all taught in SVG). After passing the Comprehensive Basic Science Examination (CBSE) or other qualifying examinations, the pathways differ.

Traditional MD Pathway

The traditional pathway is what most students coming from U.S., Canada, and other countries will follow. It starts with the same integrated spiral curriculum but, after achieving a mark high enough on qualifying examinations to anticipate passing Step 1 at >90% within 1 week, Traditional MD pathway students sit for Step 1. After passing Step 1, students are scheduled by the Office of Clerkships into core clerkships (Family Medicine, Internal Medicine, Ob/Gyn, Pediatrics, Psychiatry, and Surgery). After successful completion of all clerkships and their respective NBME Clinical Subject Examinations, students will take Comprehensive Clinical Science Examination (CCSE) to ensure students are best prepared to sit for USMLE Step 2. After passing Step 2, students start 27 weeks of electives and prepare for the NRMP Match Program for residency.

Executive MD Pathway

The Executive MD pathway is for students who want the rigors of an MD program but do not plan on practicing medicine or entering medical residency in the U.S., Canada, or CARICOM countries immediately upon completion of their degree. The same requirements as those of the Traditional MD program need to be met (see [Graduation Requirements](#)), but the students do not have to pass USMLE Step 1 or Step 2 to graduate. With this degree, students could pursue roles in healthcare administration, the pharmaceutical industry, the medical device industry, or the insurance system. If they have not used their attempts to pass USMLE Step 1 or 2, they could pursue these later, if desired, on their own to fulfill ECFMG requirements. Although it is not frequent, there may be times that Executive MD pathway students may have to wait for a rotation, due to prioritization of Traditional MD pathway students.

Global MD Pathway

The Global MD pathway is for students wishing to practice medicine in CARICOM countries or other countries in the world where USMLE Step 1 or 2 is not required. All medical school training is in one geographic area (CARICOM countries); therefore, this pathway allows students who are from countries that require all medical school training to be done in one geographic area to obtain their MD degree. The same rigorous training (see [Graduation Requirements](#)) of the Traditional MD pathway is required but, through an agreement with a partner, the core clerkships and electives can be completed within the CARICOM countries.

External (Standardized) Exams

Medical subject exams created by the U.S. NBME are administered in the spiral curriculum to Trinity students in Term 2 (Biochemistry, Physiology, Anatomy), Term 3 (Neuroscience and Behavioral Science), and Term 4 (Pathology, Pharmacology, Microbiology). Exam security is approved by the NBME. Results provide unbiased and direct evidence of the performance of TMSU medical students compared with their U.S. peers. Students are required to take the exam at the scheduled time.

A passing score on a standardized assessment (i.e., CBSE, other qualifying exams, etc.) is required to sit for the USMLE Step 1. As of September 2024, the score required to sit for Step 1 is 67 on CBSE or 75 on another qualifying exam. Anomalous score increases in an exam (i.e., increase of >15 points from previous CBSE (>2 SD increase)) may require re-examination with a different qualifying exam. This enhances student success by ensuring scores were real and not anomalous.

Students on the traditional path to a U.S. residency are required to take Step 1 within 4 weeks of passing qualifying exams

(CBSE and/or others). Studies have shown that those who take Step 1 immediately following the qualifying exam have a higher passing rate. Students on the Traditional MD pathway must pass USMLE Step 1 before beginning the elective I (core) clerkships.

Students who cannot pass USMLE Step 1 within the NBME-allowed 4 times will not be able to train in the U.S. or Canada in a residency or obtain a medical license in U.S. or Canada. In the Traditional MD pathway, students take Step 2 after core clerkships and before electives. Please see [Graduation Requirements](#).

Due to the elimination of USMLE Step 2 CS, in the 4th year, students are required to take and pass an Objective Structured Clinical Examination (OSCE), integrating (virtual or live) standardized patients into a clinical skills examination. The results of this, paired with clinical evaluation in rotations, provides the summative evaluation for clinical skills needed for the ECFMG certification of TSOM graduates.

Graduation Requirements

1. Pass all courses in preclinical years
2. Pass all NBME Basic Science Subject exams administered (does not apply to students transferring into Trinity in clinical years)
3. Pass all NBME Clinical Science Subject exams administered
4. Pass all six core clerkships (Family [Community] Medicine, Internal Medicine, Ob/Gyn, Pediatrics, Psychiatry, Surgery)
5. Pass all 27 weeks of electives
6. Pass CBSE at posted level (see Canvas LMS) — currently 57 to graduate; 67 or higher to sit for USMLE Step 1; if another qualifying exam is used, a score of 65 to graduate and a score of 75 is needed to sit for Step 1
7. Pass CCSE at posted level (see Canvas LMS) — currently 189 to graduate; 215 or higher to sit for USMLE Step 2
8. Pass Lifelong Learning OSCE (or equivalent) in year 4
9. Pass a minimum of 130 weeks of academic instruction over 4 (or more) calendar years
10. GPA of ≥ 2.0
11. Additional requirements if considering U.S. medical residency (Traditional MD pathway)
 - a. 67 or higher on CBSE or equivalent score (75) on another qualifying examination for Step 1
 - b. Pass USMLE Step 1
 - c. 215 or higher on CCSE to take Step 2 (starts January 1, 2025)
 - d. Pass USMLE Step 2
 - e. Fulfill ECFMG requirements

Trinity School of Medicine — Doctor of Medicine

Admissions

TMSU is a private institution and encourages applications from qualified students who are interested in pursuing a career in medicine.

Trinity School of Medicine

Trinity School of Medicine is building a tradition of excellence for its academic programs and dedicated, engaged faculty. TMSU/TSOM is known for an education environment emphasizing academic excellence and the education of caring, compassionate physicians who place patients' needs above all other concerns.

Doctor of Medicine

ADMISSION POLICY AND PROCESSES

Applicants must have a baccalaureate degree or have earned the equivalent of 90 semester hours. The following describes the types of credits that are eligible to contribute to the 90-undergraduate semester-hour minimum required for entry into the MD program:

- a. Earned from colleges or universities that are accredited by an agency recognized by the US Department of Education or the Council on Higher Education Accreditation, or the equivalent internationally. Credits earned from international institutions will only be considered following review of the transcripts by a recognized credential evaluation service.
- b. Courses taken at Trinity Medical Sciences University will also be considered.
- c. Credits may be earned at more than one institution, but only one instance of any given course will be counted.
- d. Students must have earned a grade of C or better.
- e. The following credit experiences may also contribute to the required 90 semester hours:
 - i. Advanced Placement credits, provided that a score of 3 or better has been earned.
 - ii. Credits earned through CLEP with a score of 50 or better.
 - iii. Credits earned through proprietary services such as StraighterLine™.

Applicants should provide transcripts demonstrating completion of the following prerequisite courses. The following describes the types of credits that are eligible to be considered as meeting the prerequisites requirements for entry into the MD program:

- a. All science and math credits must have been earned within ten years from the date of application.
- b. Earned from a college or university that is accredited by an agency recognized by the US Department of Education or the Council on Higher Education Accreditation, or the equivalent internationally. Credits earned from international institutions will only be considered following review of the transcripts by a recognized credential evaluation service.
- c. Prerequisite courses taken at Trinity Medical Sciences University (TMSU) and through institutions with which TMSU has formal affiliation agreements for this purpose will also be considered as meeting the prerequisite requirements.
- d. Credits may be earned at more than one institution, but only one instance of any given course will be counted.
- e. Students must have earned a grade of C or better.
- f. Advanced Placement credits may be used in lieu of college credits for each of the courses listed below, provided that a score of 3 or better has been earned.
- g. Students who have earned 90 hours of undergraduate credit or more but who have not completed all of the required prerequisite courses may be required to complete these courses prior to matriculation.

Required Subjects may not have been completed more than 10 years prior to the date of application. Exceptions may be considered for the English Composition requirement if the applicant can demonstrate that the language of instruction in their home country was English. Exceptions may be made to the above if an applicant has:

- a. Taken the MCAT and scored at the required level within one year of application.
- b. A more recent advanced degree in a medically related or medical science related field.

ACADEMIC PREREQUISITES

A minimum of 90 credit hours (or equivalent) is required from a regionally accredited undergraduate institution and the completion of the required courses below prior to matriculation to TSOM.

General Biology: 1 academic year or equivalent. Advanced placement (AP) credits can be used to satisfy this requirement.

General Chemistry: 1 academic year or equivalent. AP credits can be used to satisfy this requirement.

General Physics: 1 academic term. AP credits can be used to satisfy this requirement.

Behavioral Science: 1 academic term. AP credits can be used to satisfy this requirement. An Introduction to Sociology or Psychology would fulfill this requirement.

Mathematics: 1 semester of college-level mathematics (trigonometry or analytic geometry), **precalculus, or statistics highly recommended.**

English: two non-science/non-foreign language courses that involve expository writing will satisfy this requirement.

MCAT

Medical College Admissions Test (MCAT) scores are required for U.S. applicants (both citizen and green card holders) but are encouraged for all applicants. Scores must be from exams taken within the last 10 years. Affiliate Institution waivers are acceptable, where applicable, through program assessment.

An access code for release of certified test results is requested from the Association of American Medical Colleges (AAMC). The MCAT requirement is applicable for transfer applicants who matriculated into med school after Fall 2024.

APPLICATION AND SUPPORTING DOCUMENTATION

The following items must be provided for admissions consideration:

- **Completed Application for Admission** — Applicants may submit copies of common applications (AMCAS, AACOMAS, TMDSAS, OMSAS) or complete the [Online Application](#) on the [TSOM website](#).
- **Application fee** — \$50 (U.S.)
- **Letter(s) of Recommendation** — These must come directly from the letter writer. Recommended sources are the university pre-health advising office, professors, physicians, and supervisors who are not family members and who can confirm the applicant's academic ability and/or provide evidence of positive character traits. A committee that prepares such letters may satisfy this requirement with one packet; otherwise, two letters must be provided, one of which must be from an academic source.

Transcripts must be submitted from all undergraduate colleges as well as graduate and/or professional programs attended. If previous credits have been evaluated and awarded by an accredited university, official transcripts from prior programs may not be necessary as determined by the Registrar's office. Unofficial transcripts are acceptable to initiate the admissions process. Prior to matriculation, however, official transcripts must be submitted to the Office of Admissions and Registrar.

TRANSFER POLICY

1. Transfer students must be transferring from an accredited U.S. or Canadian medical school or an international school that is appropriately accredited. If transferring from an international school, the school must be listed with the World Directory of Medical Schools (WDMS) and the student must have earned their credits within the period that ECFMG has provided as eligible to apply for certification (see Sponsor Notes section of the medical school on the [WDMS website](#)).
2. If the medical school from which the student is transferring is in a country that has adopted CAAM-HP as the accrediting body, the school of record must have CAAM-HP or equivalent accreditation.
3. If transferring from a school that has obtained Accreditation Commission on Colleges of Medicine (ACCM) accreditation, it must have at least ACCM provisional accreditation on ACCM website.
4. Transfer credits are accepted from a maximum of one medical school outside of Trinity.
5. Applications for Transfer will be considered for students who will enter in Terms 1, 3, or 5. If applying for transfer into

clerkships, student must have passed USMLE Step 1 on the first attempt and send the official document to admissions or not plan on practicing medicine in the U.S. No previous core clerkship credits will be honored.

6. Any student transferring into Term 5 must submit all previous CBSE scores and documentation.
7. All accepted transfer students may defer for no more than 1 term for financial or other reasons.
8. Transfer students must submit a complete application along with their transcripts from their current or previous medical school, along with their undergraduate /graduate transcripts.
9. Applications will not be reviewed prior to the receipt of all documents.
10. Interviews should be scheduled with an Admissions Counselor. Following the interview, a recommendation will be made to the Admissions Committee.
11. To transfer into the integrated curriculum, a student must have come from a school with a similar curriculum.
12. Transfer credits may not be awarded for course work for classes not required at Trinity.
13. The Associate Dean for Admissions, in consultation with the Admissions Committee and Office of the Registrar, will develop a study plan to be sent to the student with any offer of acceptance. Transcripts will not be subject to review prior to a complete application being submitted to the Admissions Committee.
14. All incoming transfer students must be aware of and be willing to comply with and sign off on all TSOM health requirements, deadlines, and policies as outlined in the catalog/student handbook.

General Guidelines for Term 5 Transfer Students

(Transfer into Term 5):

1. If an applicant has successfully completed their course of study in the basic sciences but has not been cleared to take Step 1 of the USMLE, that student must start in Term 5 and take both CLMD 405 (Introduction to Clinical and Community Medicine) and CLMD 406 (Integrated Systems Review).
2. If an applicant has successfully completed a course of study in the basic sciences and has been cleared to take the USMLE Step 1 by their previous school, but was dismissed for missing the deadline, that student must start in Term 5 and take both CLMD 405 (Introduction to Clinical and Community Medicine) and CLMD 406 (Integrated Systems Review).
3. Continuing into clerkships is contingent upon the following:
 - a. Successful completion of both CLMD 405 (Introduction to Clinical and Community Medicine V) and CLMD 406 (Integrated Systems Review).
 - b. Successfully meeting the minimum score on the standardized qualifying examinations requirement for CLMD 406/407/408.
 - c. Passing USMLE Step 1 if seeking to go into U.S. medical residency.

General Guidelines for Clinical Term Transfer Students

(Transfers into Term 6):

1. No credit will be awarded for any core rotation completed while enrolled at another school.
2. Students must submit an official transcript from their previous undergraduate and medical schools at the time of starting clerkships.
3. No clerkship will be scheduled until all official transcripts are received.
4. Medical College Admission Test (MCAT) scores are required of a transfer applicant; if the applicant has taken the MCAT in the past, the score should be included in the information submitted to the Admissions Committee.
5. If a transfer applicant has been dismissed from the previous institution for any reason, they must furnish a letter from the Dean or member of the school leadership explaining the circumstances.
6. All accepted Term 6 transfer students may defer for 1 term with a letter explaining the reason wishing a deferral or leave of absence. Each circumstance will be reviewed on a case-by-case basis.
7. All Term 6 transfers must be prepared to submit background checks, certifications, visas, and all other documents as required by TSOM and the hospitals where they will be working a **minimum of 1 month prior to beginning clerkships**.
8. No clerkships will be scheduled until all credentialing documents are received and processed by the appropriate clinical offices.
9. Students transferring into Term 6 must be aware of, be willing to comply with, and sign off on all applicable TSOM

and hospital health requirements, completely and in a timely manner, prior to beginning Term 6.

Transfers will be accepted based on their individual applications and the availability of adequate educational resources to accommodate their needs without compromising the needs of other students. In the latter instance, an applicant may be waitlisted or offered a delayed entry.

READMISSION POLICY

Any student who has withdrawn in good standing (separate from a requested leave of absence) from TMSU and wishes to reapply for the undergraduate or MD programs must follow all of the processes and procedures of the regular admissions process. In addition, applications for readmission must be accompanied by transcripts for any academic work since leaving TMSU.

Consideration is given to the complete record of each applicant, the length of absence, the activities undertaken during the absence and the number of student places available in the class. Readmission is not guaranteed and, if approved, may be conditional. Readmission may require performance of specific tasks at a specific standard, prior to or following readmission.

Any student who was dismissed from TMSU for professionalism reasons will not be considered for readmission.

PREVIOUS ATTENDANCE AT FOREIGN INSTITUTIONS

Applicants with college credit at foreign institutions, or institutions teaching in a language other than English, must submit official foreign transcripts to one of the following evaluation services as part of the admissions processes.

Those applicants may apply in either of the following situations:

1. As a new, first-time student who has attended a non-U.S. college or university for any portion of their undergraduate degree, or
2. As a transfer student from a non-U.S. medical school whose curriculum differs from U.S. medical education curricular standards must have their college/university level courses evaluated by one of the listed consultants:

- **Educational Credential Evaluators, Inc.**

PO Box 514070
Milwaukee, WI 53203-3470
Phone: 414-289-3400

- **Josef Silny and Associates**

International Education Consultants
7101 SW 102 Avenue
Miami, FL 33171 Phone: 305-273-1616

- **World Education Services, Inc.**

PO Box 745
Old Chelsea Station
New York, NY 10113-0745
Phone: 212-966-6411

TMSU will consider credit only if a review or the evaluation service has indicated the coursework taken was similar to coursework taken at an institution that is comparable to a regionally accredited U.S. institution of higher learning.

TSOM will maintain the right to conduct background and educational credential verification at any time during student enrollment with the institution. These reviews may include, but are not limited to, identity verification, visa viability review, employment verification, credit history, driver's history, criminal records, and educational credential confirmation.

TRANSFERABILITY OF CREDIT EARNED AT TRINITY MEDICAL SCIENCES UNIVERSITY

Students who wish to transfer credit from TMSU to another institution should contact that institution regarding their policies for the acceptance of transfer credit. It is at the discretion of the receiving institution to determine whether they will accept credits earned at other institutions. Be advised that most institutions limit the number of credits allowed for transfer.

TRANSCRIPT REQUEST

Final grades for each term will be released to students no later than four weeks following the last official day of a term.

Upon written request by the student, official transcripts will be presented in secured digital format and/or mailed to the requested recipient. Requests for official transcripts can be submitted using the [Request for Official Documentation](#) form. Please allow up to 5 business days for processing and mailing of official transcripts.

Students may obtain unofficial transcripts via MyTrinity.

Add/Drop Policy

COURSE ADD/DROP PERIOD

A student may drop or add a class or classes without academic penalty until day 7 of the term. The procedure for requesting to drop or add a course is to log into MyTrinity at login.TMSU.edu and complete the specific request through the HelpDesk.

Tuition and Fees

Tuition and Fees for September 2024, January 2025, and May 2025

Tuition	Per Term	No. of Terms	Total for Degree Program
Basic Sciences (Terms 1, 2, 3, 4)	\$16,000	5	\$80,000
Basic Sciences – Tuition per Credit Hour for Repeated Courses**	\$1,067		As incurred
Basic Science – Spiral Curriculum Remediation	\$8,000		As incurred
Term 5, 1st Remediation	\$16,000		As incurred
Term 5, 2nd Remediation	\$8,000		As incurred
Term 6, 1st Remediation	\$8,000		As incurred
Term 6, 2nd Remediation	\$100		As incurred
Term 6, 3rd Remediation	\$100		As incurred
Clinical Terms in Warner Robins (Terms 6, 7, 8, 9, 10)	\$17,700	5	\$88,500
Clinical Terms for sites outside Warner Robins (Terms 7, 8)*	*	2	As incurred
Fees			
Records Administration Fee	\$475	10	\$4,750
Student Activity Fee	\$50	10	\$500
Student Health Insurance	\$1,300	10	\$13,000
Term 5 garment fee (Transfers)	\$120	1	\$120
Malpractice Insurance	\$240	5	\$1,200
NBME Test Fees	\$175	10	\$1,750
USMLE Exam Prep Fees	\$150	10	\$1,500
New Student Fee (Initial Term)	\$600	1	\$600

Equip and Supplies Fee (Term 1–4)	\$150	5	\$600
Total Tuition and Fees			\$193,020

**Refers to students in our legacy curriculum

*Additional tuition may be charged for clerkships and electives outside of Warner Robins

ORIENTATION PROGRAMMING

Pre-Orientation Activities

Students accepted for admission to Terms 1–4 will be invited to participate in a virtual pre-orientation session to prepare them to relocate to St. Vincent and begin medical education. This session will cover topics including billing and financial aid, health insurance, travel, immigration to St. Vincent & the Grenadines, student housing, Welcome Week activities and transportation, planning for the White Coat Ceremony.

New Student Orientation

New Student Orientation is offered in St. Vincent at the beginning of each term in January, May, and September. This session will include an introduction to the Deans and Faculty, introduction to medical school curriculum, an overview of success strategies and stress management techniques, technology support and orientation. Other topics will be addressed.

Term 5 Orientation

All students, both those who completed their Basic Sciences in St. Vincent with TSOM and those who transfer to the institution, will be invited to attend orientation in Warner Robins where they will be introduced to the Deans and the Clinical Sciences Curriculum and process. Other topics will be addressed.

Terms 1–4 and Term 5

All active students will pay the full-time tuition rate in effect for each Calendar Term in which they are classified as full-time students. All students on the St. Vincent campus must complete financial obligations before arriving on campus. In accordance with the St. Vincent government, students not registered for classes may not remain in the country.

Total tuition for Academic Terms 1–5 will be capped at an aggregate amount equal to 5 academic terms at the full-time tuition rate then in effect for each completed term, plus repeated credit hours at the hourly tuition rate in effect in the calendar term in which they are billed. The first repetition of Term 5 (course 407) is billed at full tuition; the second repetition of Term 5 (CLMD 408) is billed at half tuition.

To advance into Clinical Core Clerkships (Year 3), each student must pass a qualifying assessment, such as the Comprehensive Basic Sciences Exam (CBSE) or other qualifying exam. CBSE and other qualifying exams are offered twice in Term 5. If a student passes CBSE or other qualifying exam in the 3rd week of either remediation term for CLMD 407 or CLMD 408, the tuition is applied to Term 6. If not passed, it is offered for a total of three more times (five total). Students who do not pass appropriate qualifying exams during Academic Term 5 must remediate Academic Term 5. The tuition amount shown in the previous table is incremental to the cap applied to tuition for Academic Terms 1–5. Students who pass qualifying exams will advance to Academic Term 6 to prepare and sit for the USMLE Step 1 Exam and, if successful, to proceed to Clerkships. Students who do not pass USMLE Step 1 during Academic Term 6 must remediate Academic Term 6.

If a failure of qualifying exams, USMLE Step 1, or USMLE Step 2 occurs, students meet with the Associate Dean of Clinical Sciences and Curriculum to assess learning style, evaluate where deficits exist, and devise a plan. They will be enrolled in CLMD 407 or IDIS 501, respectively, and follow a learning plan based on the determination of their individual learning style.

Students who fail Step 1 must repeat Term 6 by attending IDIS 501 (noncredit). This is the first remediation of Term 6. Students must pass an objective exam equivalent to the NBME CBSE exam if the student has no further CBSE exams available (five available and five were used). TSOM will provide an objective exam that it considers the equivalent of the CBSE exam for students who have no CBSE exam attempts available. If the student passes a qualifying exam, the student will be allowed to sit for the Step 1 exam again, until all four attempts allowed by the USMLE have expired following the same or similar procedure as approved by the Associate Dean of Clinical Sciences and the Dean. Term 6 remediation course(s) (IDIS 502) will

be allowed at the tuition price of \$100 and the Records Administration Fee (currently \$475) for remediation terms.

Terms 6–10

Full-time tuition will be billed for each consecutive Calendar Term in which a student is classified as an active student. Total tuition for Academic Terms 6–10 will be capped at an aggregate amount equal to 5 terms plus repeated courses or clerkships and their associated credit hours at the hourly tuition rate in effect in the Calendar Term in which they are billed (see [Tuition and Fees](#)).

All academic terms in which a student is enrolled at Trinity are tuition-paying terms pursuant to the foregoing tuition table, unless the student has requested and been granted a leave of absence or has reached applicable tuition caps. Students reaching tuition caps will be assessed the records administration fee per Academic Term (\$425 currently) plus \$100 in tuition to qualify as an active student for student loan purposes.

Clerkship students on the Traditional path will have the opportunity to take and pass the Step 2 CK exam in each of the three courses (IDIS 600, IDIS 601, and IDIS 602). Students who have not passed their Step 2 CK exam by the end of the third course will be registered for IDIS 603 until such time as they have either passed the exam or exhausted their allowable attempts by USMLE rules.

Students who are dismissed, withdrawn, or otherwise cannot advance will not be eligible for a refund of tuition or fees.

Fees

Standard fees include the following: Records Administration Fee, New Student Fees, Student Activity Fee, NBME Exam Fees, Equipment and Supply Fee, and USMLE Step Exam Prep Fees.

HEALTH INSURANCE

Students are required to carry university-provided health insurance during all terms in which they are actively enrolled in course activities conducted in St. Vincent and the Grenadines or in the clinical transition term and clerkships in the U.S. Students taking online courses in the School of Biomedical Sciences are not eligible to enroll in the student health insurance plan.

Vincinian students are exempt from plan enrollment during terms of study in SVG. Eligible students will be automatically enrolled for individual coverage and may elect dependent coverage at additional premium cost if offered by the program. Dependent coverage is not guaranteed and may or may not be available in the future.

MALPRACTICE INSURANCE

At all times that a student is engaged in clinical rotations (Years 3 and 4), students are required to carry malpractice insurance. The university provides the coverage through its insurance carrier and bills students for each academic term in which the student is continuing in clerkship rotations.

Note: The above-mentioned fees are charged at the beginning of each term. Tuition and fees are subject to change at the start of each academic year. The tuition refund shall follow the Institutional Refund Policy; please review the [policy](#) for details.

BOOKS

Most textbooks are available digitally at no additional cost to students. Purchase of print copies of those texts is optional for

students. Purchase of some books some textbooks such as **Bates Guide to Physical Examination and History Taking** is HIGHLY recommended.

Credit/Refund Policy

CREDIT EVENTS

Students may be eligible to receive credits of previously billed tuition and fees in the following circumstances (Credit Events):

1. Course registration changes resulting in adjustment of applicable tuition (see [Tuition policy](#))
2. Approved leave of absence
3. Withdrawal/dismissal from the university
4. A credit balance resulting from overpayment of billed tuition and fees

WITHDRAWAL/DISMISSAL AND APPROVED LEAVE OF ABSENCE—REFUND EVENT

Upon the effective date of withdrawal, dismissal, or leave of absence, tuition and fee credits will be determined as follows:

1. Prior to the start of a Calendar Term. A full credit will be applied to the student's account statement for all tuition, housing, and fees billed for the upcoming Calendar Term.
2. During the 1st week of a Calendar Term:
 - a. Tuition—Full credit
 - b. Housing—Full credit, less U.S. \$500 housing deposit
 - c. Other student fees—No credit
 - d. Student health insurance—Prorated credit
 - e. Malpractice insurance—Prorated credit.
3. After the 1st week but before the end of the 6th week of a Calendar Term:
 - a. Tuition—Prorated credit
 - b. Housing—Prorated credit, less U.S. \$500 housing deposit
 - c. Other student fees—No credit
 - d. Student health insurance—Prorated credit
 - e. Malpractice insurance—Prorated credit
4. After the end of the 6th week of an Academic Term:
 - a. Tuition—No credit
 - b. Housing—No credit
 - c. Other student fees—No credit
 - d. Student health insurance—No credit
 - e. Malpractice insurance—No credit
5. Prior to the start of a Calendar Term. A full credit will be applied to the student's account statement for all tuition, housing, and fees billed for the upcoming Calendar Term.
6. During the 1st week of a Calendar Term:
 - a. Tuition—Full credit
 - b. Housing—Full credit, less U.S. \$500 housing deposit
 - c. Other student fees—No credit
 - d. Student health insurance—Prorated credit
 - e. Malpractice insurance—Prorated credit
7. After the 1st week but before the end of the 6th week of a Calendar Term:
 - a. Tuition—Prorated credit
 - b. Housing—Prorated credit, less U.S. \$500 housing deposit
 - c. Other student fees—No credit
 - d. Student health insurance—Prorated credit
 - e. Malpractice insurance—Prorated credit
8. After the end of the 6th week of an Academic Term:

- a. Tuition—No credit
- b. Housing—No credit
- c. Other student fees—No credit
- d. Student health insurance—No credit
- e. Malpractice insurance—No credit

TUITION CREDITS AND OTHER STUDENT ACCOUNT ADJUSTMENTS

Tuition adjustments for reduction of course credits below the full-time tuition threshold and any other student account credits shall be credited to the student's account. Such credits are not refundable except in the event of withdrawal, dismissal, or approved leave of absence (see [Withdrawal/Dismissal and Approved Leave of Absence—Refund Event](#)). Credits will be applied against future Calendar Term invoices.

STUDENT REFUND PROCEDURES

If tuition and fee credits and adjustments as described previously result in a credit balance in the student's account, the credit balance will be retained and applied to tuition and fee billings in the next academic term, except in the event of withdrawal or dismissal from the university ([Refund Event](#)).

The maximum amount refundable upon the occurrence of a Refund Event is the net credit balance in the student's account after application of all allowed tuition and fee credits (see [Withdrawal/Dismissal and Approved Leave of Absence—Refund Event](#)). The student must submit a refund request form to initiate refund processing, which shall be completed by the university within 10 days.

1. If the credit balance results from payment from a student loan provider, TMSU will apply the applicable refund as follows:
 - First, up to the amount of allowed tuition and fee credits, to the applicable loan provider.
 - Then, any remainder to the student in accordance with electronic payment instructions from the student.
2. If the credit balance results from payment by the U.S. Department of Veterans Affairs (VA), any refund will be administered in accordance with VA policies.
3. If the credit balance results from payment by any other third party (grant, sponsorship, etc.), TMSU will require written instructions from the third party before release of the refund to the student or the third party.
4. If the credit balance results from payment by the student, the refund will be issued to the student by electronic payment to the account from which the applicable payment was made.

Student Funding Sources

U.S. STUDENTS — STUDENT LOANS

TMSU does not participate in U.S. Title IV Federal Loan Programs. Students are not required to complete a FAFSA form. TMSU has made arrangements with certain private student loan organizations to offer student loan programs for TMSU students. Program descriptions and corresponding application and disbursement instructions are available through the online resources of the Office of Student Services.

TMSU has no affiliation with any student loan organizations and earns no fees or other compensation for the placement of student loans through these organizations.

The Office of Student Services provides advisory assistance to students in budgeting, planning, and applying for student loans to improve their likelihood of success in securing loan funds. However, the availability of credit through these

student loan organizations is based solely on the credit quality of the loan applicant. TMSU has no involvement or responsibility in credit approval decisions and makes no representations or warranties regarding the availability of credit to any student.

U.S. STUDENTS — VETERANS BENEFITS

TMSU is recognized by the United States Veterans Administration for the administration of [Post-911 GI Bill](#) and other related benefits programs.

Students eligible for veterans' benefits should review the U.S. Veterans GI Bill Program in the online resources of the Office of Student Services for information on securing benefits while attending TMSU. Benefits can include funds for tuition, fees, housing, and textbooks.

CANADIAN STUDENTS - LOANS

Students can submit applications for provincial and federal financial assistance for all Canadian provinces and territories with the exception of Quebec, which does not fund international schools outside of Canada.

Students should contact their respective Provinces and Territories for a complete explanation of the various financial aid and loan programs that may be available to them. Please note that TSOM's Canadian Loan Institution Code is ZUCF.

Many Canadian banks have Medical Student Lines of Credit or similar programs and may offer funding for MD degree programs. The Office of Student Services can provide assistance in identifying participating banks and can also provide verification of enrollment letters and other documents as necessary to support loan applications.

Scholarships and Grants

Trinity School of Medicine offers a variety of scholarships and grants to students, in addition to student awards available from third party sources (VA, Mustique, SVG Bursary, etc.). The Office of Student Services will assist incoming students in identifying available awards and submitting applications for those awards. This section covers TMSU-provided awards.

SCHOLARSHIPS

Scholarships are criteria-based awards for the duration of the degree program, subject to minimum performance criteria to retain the scholarship each term.

- President's Scholarship
- Chairman's Scholarship
- Dean's Scholarship
- Physician's Scholarship
- Trinity Award for Excellence
- Vincentian Scholarship

GRANTS

Grants are awards to address hardship, to recognize prior meritorious service in health fields, and to address specific economic conditions such as currency fluctuation, etc.

Applicants and students desiring to apply for scholarships and grants should contact the Office of Student Services.

Student Support Services

Career Counseling

Career counseling takes place primarily during the clinical years of a medical student. Informal career counseling is obtained from preceptors and physician mentors. Formal career counseling is handled by the clinical deans in Warner Robins. Virtual appointments are available. Students are encouraged to discuss career options with the [Associate Dean of Clinical Sciences and Curriculum](#) or the [Dean](#). Their guidance will be instrumental in gaining a residency placement postgraduation. This guidance is noted in the Trinity Clinical Handbook with appropriate links to set up meeting times to address questions and receive guidance.

Learning and Program Management Services

CANVAS

Canvas is our learning management system (LMS) – an orientation is provided before entering school. It is used throughout a student's time at trinity. Course information and syllabi as well as the student resources and this catalog/handbook are housed in canvas.

ONE45

One45 is our program management system – an orientation an orientation is provided before entering school. One45 is used throughout your time at trinity and houses schedules and evaluation of courses, faculty, professors and preceptors.

Medical Student Competency, Safety, and Minimal Technical Standards

TMSU/TSOM has developed technical standards to assist in determining whether applicants for admission or candidates seeking the MD degree are qualified to pursue a career in medicine. This section contains the technical standards of the School of Medicine. The technical standards are based on guidelines produced by the Association of American Medical Colleges (AAMC). All applicants who reach the interview stage will be required to read the Technical Standards and to sign a copy to indicate that they understand its contents. The signed form is kept as part of the record of all matriculating students.

Candidates for the MD degree at the Trinity School of Medicine must be capable of completing core educational requirements and achieving the TSOM competencies and entrustable professional activities essential for the delivery of high-quality medical care. TSOM has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and well-being, therefore, are major factors in establishing requirements involving the physical, intellectual, and emotional abilities of candidates for admission, promotion, and graduation. The essential skills and abilities described herein are also referred to as technical (or nonacademic) standards. The goal of the medical education program is to graduate physicians who possess high ethical and professional attributes, deep and thorough medical knowledge, and outstanding clinical skills, with the ability to appropriately apply these skills, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations in varied settings. Therefore, all students are expected to meet the standards for admission, retention, promotion, and graduation as described.

Process and Procedures

TECHNICAL STANDARDS

Observation

A candidate must be able to acquire information from demonstrations and participate in laboratory exercises. A candidate must be able to assess and comprehend the condition of all patients assigned to them for examination, diagnosis, and treatment. These skills require the use of vision, hearing, and touch or the functional equivalent.

Communication

A candidate must demonstrate proficiency in the English language such that they can communicate in both oral and written form effectively and sensitively with patients and members of the healthcare team. This includes the ability to speak, hear, and observe patients by sight to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. In a case where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and members of the healthcare teams.

Motor

A candidate must be able to attend and participate in classes and activities that are a part of the curriculum. A candidate's motor and sensory functions must be sufficient to diagnose and deliver patient care consistently, quickly, and accurately. A candidate must be able to perform physical exams and diagnostic procedures using techniques, such as palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate must be able to respond in a timely manner and safely execute motor movements reasonably required to provide general care and emergency treatments to patients. A candidate must be able to participate in physically taxing duties over long hours.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

A candidate must have sufficient cognitive abilities and effective learning strategies to assimilate the detailed and complex information presented in the medical school curriculum. A candidate must be able to learn through a variety of modalities: class instruction; small group, team, and collaborative activities; and independent study. A candidate must have the ability to learn, memorize, measure, calculate, reason, organize, analyze, and synthesize complex information in a coherent manner. A candidate must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. A candidate must be able to formulate a hypothesis, investigate the potential answers and outcomes, and formulate appropriate and accurate conclusions in a timely manner.

BEHAVIORAL AND SOCIAL ATTRIBUTES

A candidate must demonstrate the maturity and emotional stability required for full utilization of their intellectual abilities, the exercise of good judgment, and the timely completion of all responsibilities attendant to their academic work, teamwork, and patient care. A candidate must demonstrate the ability to develop mature, sensitive, and effective professional relationships with faculty members and peers, patients, and all members of the healthcare team. A candidate must be able to function effectively under stress and proactively make use of available resources to help maintain both physical and mental health. A candidate must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the educational and patient care setting. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are expected throughout the education process. The candidate must be willing to interview, physically examine, and provide care to all patients regardless of their race/ethnicity, gender, sexual orientation, religion, or disability.

EQUAL ACCESS TO TSOM MEDICAL EDUCATION PROGRAM

TSOM is committed to providing all students with opportunities to take full advantage of the medical education program. It recognizes that students with documented disabilities may require reasonable accommodations to meet the technical standards previously described. During the Admissions process, candidates with a disability are encouraged to discuss their disability with the Associate Dean of Admissions so that, jointly, they may consider technological and other facilitating mechanisms necessary to train and function effectively as a physician. Upon admission, the Office of Student Affairs is committed to removing potential barriers that may prevent a student from accurately reflecting their abilities in the medical education program. The goal of the multi-perspective approach described is to support medical students with disabilities to provide reasonable and accessible opportunities to complete the medical education program.

Requesting Disability Accommodations

1. A candidate must comply with the following process for requesting and receiving appropriate reasonable accommodations, in a timely manner, to enable the candidate to have the opportunity to meet TSOM requirements for completion of the medical education program.
2. It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations to meet TSOM technical standards, to self-disclose to the Office of Student Affairs and request accommodations. The candidate must provide requested documentation of the disability to the Office of Student Affairs during the registration process. A candidate who fails to register with the Office of Student Affairs or who fails to provide the necessary documentation shall not be considered to be claiming or receiving accommodations under federal or state disability laws. A candidate is encouraged to register with the Office of Student Affairs prior to the beginning of their first or subsequent semester or as soon as a disability is established to ensure access to accommodations to the fullest extent possible. Candidates are accountable for their performance, with or without accommodation. No candidate will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate poor performance.
3. Any request, design, and implementation of accommodations for an individual candidate to participate and complete the medical education program must include full collaboration with the Office of Student Affairs, as well as review by the TSOM Accommodations Committee
4. In review of a student's accommodation request, the Office of Student Affairs will make every effort to recommend the appropriate accommodation for academic success. Upon receipt of a student's request for accommodations, TSOM will convene the TSOM Accommodations Committee. The Accommodations Committee is an ad hoc committee reporting directly to the TSOM Curriculum Committee. The Accommodations Committee is responsible for reviewing requests for accommodations in light of the TSOM appropriate course standards and learning objectives. Membership consists of the Assistant/Associate Dean of Student Affairs and two volunteer faculty members approved by the Assistant/Associate Dean of Student Affairs.
5. Following review by the Accommodations Committee, the implementation of accommodations for 1st- and 2nd-year students will be facilitated by the TSOM Office of Student Affairs. The Associate Dean of Student Affairs will notify the student and the Office of Testing and Evaluation of the approved accommodation. The Assistant Dean of Assessment and Testing will inform the faculty about a student's accommodation for internal exams.
6. Rising 3rd-year students with current academic accommodations should review their accommodations with the Office of Student Affairs in advance of their clinical years. This review is important for all students requesting accommodations, especially for students who may request the support of nonacademic accommodations. Following review by the Accommodations Committee, the implementation of accommodations for 3rd- and 4th-year students will be facilitated by the TSOM Office of Student Affairs. If accommodations are requested for NBME exams, the school's NBME administrator/executive chief proctor is responsible for ensuring that the approved accommodation is included when the student's information is uploaded in the NBME roster management system.
7. Each student is responsible for following USMLE guidelines for requesting accommodations for USMLE Step examinations. This takes a new evaluation and may take 60–90 days or longer. This is completely separate from internal Trinity accommodations. Trinity is not involved in USMLE accommodations at all. The accommodations granted by Trinity are completely separate from any accommodations granted or not granted by USMLE.
8. The Office of Student Affairs will notify clerkship directors of requested accommodations via a student's accommodation letter.
9. An accommodation may be deemed unreasonable if it poses a direct threat to the health or safety of the student, patients, or others; causes a fundamental alteration of the medical education program; does not meet TSOM academic or technical standards; or poses an undue hardship on the College of Medicine. In review of a student's request, the Committee will work to request additional assessment or evaluation, as needed, and provide a determination of the review to the Office of Student Affairs.
10. Accommodation through the use of a trained intermediary or other aid may be appropriate or reasonable if the intermediary or aid functions as an information conduit. The intermediary or aid may not provide a selective function, cognitive support, or medical knowledge or act as a substitute in performing essential skills or supplement clinical and ethical judgment.

11. Despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), should a candidate's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete the TSOM medical education program and advance to graduation, residency, training, or licensure, the candidate may be denied admission or may be separated, discontinued, or dismissed from the program.
12. While the Office of Student Affairs works to determine and coordinate approved accommodations, disability documentation remains confidential and housed at the Office of Student Affairs.
13. Dr. Frances Jack-Edwards, MD is the Associate Dean of Admissions and Student Affairs.

All applicants to TMSU will be required to attest to their ability to meet all technical requirements prior to review by the Admissions Committee. Advancing students from the Premedical Program must attest to the same.

Academic Program – MD

Competency-Based Objectives

TMSU/TSOM faculty members are charged with teaching the following competency-based objectives through all courses and clerkships.

MEDICAL KNOWLEDGE

Goal Statement: Medical students are expected to master a foundation of clinical knowledge with integration of basic sciences and the translation of that knowledge to the clinical setting. Graduates from TSOM will be able to

- Demonstrate knowledge of normal and abnormal structure and function of the human body on the macroscopic, microscopic, and molecular levels.
- Identify the pathology and pathophysiology of various diseases and correlate them with clinical signs and symptoms.
- Demonstrate knowledge of common or significant, acute, and chronic clinical problems.
- Differentiate between normal and abnormal development and age-related changes across the life span.
- Demonstrate comprehension of clinical interventions and agents, including pharmaceutical, surgical, genetic, complementary and alternative medicines, and other therapies. Demonstrate knowledge and ability to interpret epidemiological and public health contributions to understanding health and disease.
- Demonstrate knowledge of preventive medicine and current guidelines for health promotion and disease screening.

PATIENT CARE

Goal Statement: Medical students, as members of the healthcare team, are expected to provide patient- and family-centered care that is compassionate and effective for the promotion of health and the management of illness. Graduates from TSOM will be able to

- Treat patients using a patient- and family-centered care approach.
- Obtain a complete and accurate medical history that covers essential aspects, also addressing issues related to age, gender, and culture; use of complementary medicine; family dynamics; and socioeconomic status.
- Perform both complete and symptom-focused physical examinations, including mental status examination.
- Perform or participate in routine technical procedures (procedures determined by core clerkships).
- Construct a differential diagnosis for common clinical presentations.
- Identify and interpret the most useful clinical, laboratory, imaging, and pathologic testing for common clinical presentations.
- Construct appropriate and efficient therapeutic management and prevention strategies for patients with common

conditions, both acute and chronic, including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation.

PRACTICE-BASED LEARNING

Goal Statement: Medical students are expected to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine. Graduates from TSOM will be able to

- Develop strategies for continuous individual improvement through monitoring performances, reflection, engaging in new learning, applying new learning, and monitoring impact of learning.
- Accept constructive criticism and modify behavior based on feedback.
- Develop clinical questions related to patients' problems and demonstrate skills to find evidence that is relevant and valid information to answer clinical questions using medical information technology.

COMMUNICATION SKILLS

Goal Statement: Medical students are expected to demonstrate skills that result in effective communication and collaboration with patients, families, and professional associates. Graduates from TSOM will be able to

- Demonstrate the ability to establish a therapeutic patient-doctor relationship based on mutual trust and respect for patients' privacy, dignity, individual integrity, and culture.
- Communicate with others in a respectful, professional, and nonjudgmental manner and demonstrate effective listening skills (e.g., maintaining eye contact, body posture, verbal and nonverbal facilitation skills).
- Demonstrate the ability to give a clear, concise, and organized oral presentation and written documentation of a history and physical exam with basic elements of assessment and a plan that addresses the psychosocial and biomedical needs of the patient for a focused or complete patient encounter.
- Conduct an interview with a patient who has limited English-speaking ability with the appropriate use of an interpreter.
- Recognize barriers to effective communication and implement strategies to overcome these barriers (e.g., health literacy, vision/hearing impairment, disability, pediatric or geriatric patient).
- Educate patients on preventive strategies and medical risks and benefits in medical decision making.

Professionalism

Goal Statement: Medical students are expected to demonstrate professional behavior, commitment to ethical principles, commitment to lifelong learning and sensitivity to diverse patient populations. Graduates from TSOM will be able to

- Demonstrate honesty, integrity, and ethical behavior in all interactions with patients and other healthcare professionals.
- Describe the importance of protecting patient privacy and identifying personal health information, including when and when not to share information.
- Demonstrate commitment to lifelong learning by attendance at all classes, labs, clerkships, electives, and required school activities.
- Identify ethical hazards and respond appropriately in situations such as
 - Acceptance of gifts or collaboration with industry when courted to prescribe/use their products,
 - Being asked to practice beyond legal limits or personal comfort (e.g., when asked to provide medical care to friends or relatives; use of "doctor" title).
- Fulfill professional commitments in a timely and responsible manner.
- Maintain appropriate professional appearance and composure.

- Recognize and address personal limitations, attributes, or behaviors that might limit one's effectiveness as a physician and seek help when needed. This would include being able to describe personal responses to stress and employ appropriate stress reduction interventions as needed.
- Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to, diversity in gender, age, race, religion, disabilities, and sexual orientation and investigate the impact of those on clinical care and medical decisions.

Systems-Based Practice

Goal Statement: Medical students are expected to develop an awareness of available healthcare system resources and demonstrate an ability to use them appropriately to provide optimal quality patient care. Graduates from TSOM will be able to

- Demonstrate the ability to work within a multidisciplinary patient care team, with an understanding of the physicians' role as team leader and the importance of ancillary staff.
- Examine medical errors and quality problems using a health systems approach and describe available methods to minimize them.

Academic Program Delivery

All required courses, with the exception of some 4th-year electives, will have a corresponding online course component in the Canvas™ LMS and One45™ Program Management system. The Canvas course houses the syllabus, details of the course, and timeline for material delivery including assessments. The course also houses the grade within the term so that the student can see their current standing. Each student will receive an orientation to Canvas and One45, as well as detailed instructions on how to access course materials during orientation.

Academic Standing

Medical students are expected to maintain a 2.0 or higher GPA to remain in good academic standing in the medical school based on the published grading scale. A student must be in good academic standing to graduate.

Students on academic probation or academic warning are not considered in good academic standing. Students with a professionalism warning only are still in good standing. Any further adverse professionalism action may result in a status of poor standing until the student graduates.

Campus Safety and Emergency Protocols for Adult Learners

Ensuring a safe and secure learning environment is a top priority at TMSU. As adult learners, it is essential to stay informed and prepared for any potential emergencies or difficult situations that may arise on campus. The student's vigilance and cooperation are critical in maintaining the safety and well-being of the entire academic community.

In the event of an emergency or any challenging situation, it is imperative to follow the guidance and instructions provided by university administration and campus security personnel. These trained professionals are equipped with the knowledge and resources necessary to handle various types of incidents effectively. Their directives are designed to protect each student and their fellow students, staff, and faculty members. Follow their instructions!

Key points to remember:

1. **Stay Informed:** Students should familiarize themselves with the university's emergency procedures and protocols, which are available on the Student Resources page in Canvas LMS, and in printed materials distributed during orientation. Pay attention to campus-wide alerts and notifications.

2. **Follow Instructions:** During an emergency, follow the instructions of campus security and administration without hesitation. This may include evacuating a building, sheltering in place, or other safety measures. Compliance with these directives is crucial for each student's safety and the safety of others.
3. **Report Suspicious Activity:** If students observe any suspicious behavior or potential threats, they should report them immediately to campus security. Proactive involvement can help prevent incidents and ensure a swift response.
4. **Stay Calm:** In any emergency situation, remaining calm and composed is essential. Clear thinking and adherence to established protocols will help the student and those around them navigate the situation more effectively.
5. **Participate in Drills:** Engage in scheduled safety drills and training sessions. These exercises are designed to prepare students for real-life scenarios and enhance their readiness to respond appropriately.
6. **Check the Student Resources page in Canvas:** Before an emergency occurs, review the information on Emergencies, Emergency Procedures, and Emergency Protocols

Remember, safety is a shared responsibility. By staying informed, vigilant, and cooperative, each student contributes to a secure and supportive learning environment for all. If students have any questions or concerns about campus safety, they should not hesitate to reach out to the campus security office or university administration. Together, we can ensure a safe and conducive atmosphere for academic and personal growth.

Spiral Integrated Curriculum (Term 1–4)

Term 1				
Module 1 General Principles 3 weeks	Module 2 Musculoskeletal 4 weeks	Module 3 Blood & Cardiovascular 4 weeks	Module 4 Respiratory 2 weeks	Module 5 Biostats & Epidemiology 1 week
Anatomy & Embryology 20%	Anatomy & Embryology 20%	Anatomy & Embryology 20%	Anatomy & Embryology 20%	Biostatistics 100%
Histology 15%	Histology 15%	Histology 15%	Histology 15%	
Physiology 18%	Physiology 18%	Physiology 18%	Physiology 18%	
Molecular Biology & Genetics 30%	Molecular Biology & Genetics 30%	Molecular Biology & Genetics 30%	Molecular Biology & Genetics 30%	
ICCM 17%	ICCM 17%	ICCM 17%	ICCM 17%	

Term 2

Module 5 Gastrointestinal & Hepatobiliary 3 weeks	Module 6 Renal & Urinary 2 weeks	Module 7 Endocrine 2 weeks	Module 8 Reproductive & Genetics 2.5 weeks	Module 9 Neurobehavioral 2 weeks
Anatomy & Embryology 28%	Anatomy & Embryology 19%	Anatomy & Embryology 15%	Anatomy & Embryology 14%	Anatomy & Embryology 30%
Histology 11%	Histology 6%	Histology 8%	Histology 10%	Histology 5%
Physiology 15%	Physiology 42%	Physiology 44%	Physiology 15%	Physiology 10%
Molecular Biology & Genetics 25%	Molecular Biology & Genetics 23%	Molecular Biology & Genetics 26%	Molecular Biology & Genetics 54%	Molecular Biology & Genetics 17%
ICCM 21%	ICCM 10%	ICCM 7%	ICCM 7%	Behavioral 30%
				ICCM 8%

Term 3

Module 1 General Principles 3 weeks	Module 2 Neoplasms, Chemo, Antimicrobials 3 weeks	Module 3 Blood & Immune 3 weeks	Module 4 Musculoskeletal, Skin 3 weeks	Module 5 Neurobehavioral 2 weeks
Microbiology 22%	Pathology 27%	Microbiology 43%	Microbiology 24%	Microbiology 20%
Pathology 36%	Pharmacology 66%	Pathology 35%	Pathology 38%	Pathology 10%
Pharmacology 19%	ICCM 7%	Pharmacology 13%	Pharmacology 33%	Pharmacology 20%
ICCM 23%		ICCM 9%	ICCM 5%	Behavioral 10%
				Neurosciences 30%
				ICCM 10%

Term 4

Module 6 Cardiovascular & Respiratory 5 weeks	Module 7 Endocrine & Reproductive 3 weeks	Module 8 Gastrointestinal & Hepatobiliary 4 weeks	Module 9 Renal & Urinary 2 weeks
Microbiology 15%	Microbiology 14%	Microbiology 19%	Microbiology 50%
Pathology 44%	Pathology 51%	Pathology 60%	Pathology 33%
Pharmacology 25%	Pharmacology 26%	Pharmacology 11%	Pharmacology 9%
ICCM 16%	ICCM 9%	ICCM 10%	ICCM 8%

Term	Weeks / Credits
1	16/16
2	16/16
3	16/16
4	16/16
TOTAL	64/64

Term 5 (Clinical Transition Term)

At the completion of all preclinical (Basic Science) coursework, including the successful completion of all NBME Basic Science Subject Examinations, students will be promoted to the Clinical Transition Term (Term 5). During this term, students will complete their CLMD 405 (Introduction to Clinical and Community Medicine V) and CLMD 406 (Integrated System Review) courses. The Integrated System Review Course combines an introduction to clinical diagnosis and management and the understanding of basic sciences. The passing requirement for this course includes making the minimum passing score on standardized qualifying examinations. Students who fail CLMD 406 will be required to repeat the course as CLMD 407 (Integrated Systems Review remediation). Success in passing CLMD 407 requires the student to make the minimum passing score on standardized qualifying examinations. Failure to pass CLMD 407 will require entrance into CLMD 408. Failure to pass CLMD 408 (as documented by failure of passing 5th attempt at achieving the minimum passing score on standardized qualifying examinations) may result in a recommendation for dismissal. Attendance at classes is mandatory. To go into the Global MD or Executive MD pathway, a minimum score of 57 on CBSE or 65 on qualifying examination is required. To sit for Step 1, a 67 on CBSE and/or 75 on other qualifying examination is required.

Independent Study/Remediation

Passing all NBME subject examinations is a requirement for being promoted into following terms:

- Students who require remediation of NBME examinations taken in Term 2 will be enrolled in a remediation term

and placed in course IDIS 200 with additional study support. This requires students to be present on campus in St. Vincent and the Grenadines for that term. Students will be required to attend all didactics. Following successful remediation of the exams, students will be promoted to Term 3 the following term. A total maximum of three attempts on each term NBME is allowed and must be taken within one remediation term. Failure to pass the required NBME examinations will result in dismissal.

- Students who require remediation of NBME examinations taken in Terms 3 or 4 will be enrolled in a remediation term and placed in course IDIS 300 with additional study support. This requires students to be present on campus in St. Vincent and the Grenadines for that term. Students will be required to attend all didactics. Following successful remediation of the exams, students will be promoted to Term 5 the following term. A total maximum of three attempts on each Term 3 or 4 NBME is allowed and must be taken within one remediation term.
- Students preparing for the USMLE Step 1 will be enrolled in IDIS 500. Students failing Step 1 will be enrolled in remedial terms IDIS 501, or IDIS 502 (see USMLE testing policy). For Step 2 CK preparation, students will be enrolled in IDIS 600. Students failing Step 2 will be enrolled in remedial courses IDIS 601 or IDIS 602. Students desiring additional exam preparation time may request a Leave of Absence only after the completion of three consecutive failures of Step 1 or Step 2. IDIS Prep leaves are only granted after the completion of three Step attempts in the specific exam (see Canvas LMS of this document.)

IDIS courses will not count toward the credit required for graduation but will appear on the transcript.

Term 6 (USMLE Step 1 Review)

Term 6 is preparation for USMLE Step 1. Step 1 should be taken as quickly as possible as soon as a passing score is received for a qualifying examination.

Clinical Clerkships (Core and Electives) – Terms 7–10

A student must meet the following criteria to be cleared for advancement to clinical clerkships:

- Qualifying score on standardized qualifying examinations, also pass Step 1 for the Traditional U.S. MD path
- Completion of life support training as required by hospitals in which the student attends clerkships, HIPAA certifications
- Nine-panel drug screen (some hospitals may require another)
- Criminal background screen
- Other documentation requirements as specified by hospital

In addition to the listed requirements, students must at all times maintain financial clearance with the Finance Office to be scheduled for clerkship rotations. Tuition and fees during clinical clerkships will be billed on an academic term basis in Terms 6–10. Once a student has gained financial clearance for an academic term, the student is eligible to be scheduled for any rotations starting within that academic term. After Term 10, students will be billed the student administration fee (currently \$475) plus \$100 tuition for each successive academic term until graduation. Additionally, students must carry malpractice insurance through the academic term in which they complete their final elective rotation. Students may petition the finance office for a prorated credit of the malpractice insurance premium in the event their final elective rotation is completed within the first 6 weeks of an academic term.

Clinical clerkships cannot be executed under the VISA Waiver Program. Additional information may be found at VISA Waiver Program on the travel.state.gov website. Under current United States law, non-U.S. citizen students entering the U.S. for educational purposes (noncitizens) must secure a B-1/B-2 visa. (9 FAM 402.2-5(E)(3) (U) Clerkship) Non-U.S. citizens must consult the Visitor Visa web page of the United States Department of State (<https://travel.state.gov/content/visas/en/visit/visitor.html>). Questions regarding visa applications should be directed to the Office of Student Services.

Clerkships and Electives

All clerkship rotations are scheduled in affiliated hospitals with which TSOM/TMSU have signed agreements, primarily in the state of Georgia. Students will be assigned to rotations over a 48-week rotation cycle, normally completed within 52 calendar weeks. The rotation curriculum is as follows:

FMED 500	Family Medicine	6 weeks
IMED 500	Internal Medicine	12 weeks
OBGY 500	Obstetrics & Gynecology	6 weeks
PEDS 500	Pediatrics	6 weeks
PSYC 500	Psychiatry	6 weeks
SURG 500	Surgery	12 weeks

Students are required to pass the NBME Clinical Subject (Shelf) Exam given at the end of each elective I clerkship. Shelf exam grading is based on the most recent normative data published by NBME. Please see each core rotation's Canvas page for specifics.

Additionally, Trinity sets higher scores to indicate High Pass and Honors. Those are reviewed annually and adjusted if indicated.

NBME Shelf Failure Policy

All medical students must take and pass NBME Shelf exams required for each clerkship.

Any student who fails any clerkship exam on the first attempt will receive a grade of "Incomplete" until they have passed the exam. No grade higher than Pass ("C") will be achievable after failing a clinical subject exam. Any student who fails a rotation but passes the NBME Shelf exam will receive an "F" and has to repeat the entire clerkship.

The following items relate to a failure on the first attempt of the NBME Shelf Exam:

- A repeat exam must be taken before elective clerkships can begin. It may be taken as early as 3 weeks after failure but must be taken before electives begin.
- The student, Associate Dean of Clinical Sciences and Curriculum (ADCSC), and Associate Dean of Assessment and Testing (ADAT) will determine an appropriate date for the retake. The final decision for the retake exam rests with the Associate Deans. The Clerkship Coordinator will coordinate scheduling of the exam in consultation with the Associate Deans.
- Once the date of the retake exam has been finalized, any request by the student to reschedule the exam must be made, in writing, to the ADCSC no fewer than 14 calendar days before the scheduled retake. Approval of the request is at the discretion of the ADCSC.

The following items relate to a failure on the second attempt of the same NBME Shelf Exam:

- Any student who fails the retake exam will receive a grade of "Fail" for the clerkship and must repeat the clerkship.
- The students must follow a prescribed plan of study during the repeat clerkship, designed in collaboration with the ADCSC.
- The need for a student to repeat a clerkship may affect their graduation date.

The following items relate to a second separate NBME Shelf failure before the first has been remediated:

- If a second separate NBME Shelf is failed before an earlier shelf has been remediated, the student is removed from clinical rotations and is given 6 weeks to pass both exams.
- The student, ADCSC and ADAT, and Testing will determine an appropriate date for the retakes. The final decision for the retake exams rests with the Associate Deans. The Clerkship Coordinator will coordinate scheduling of the exams in consultation with the Associate Deans.
- Once the date of the retake exam has been finalized, any request by the student to reschedule the exam must be made, in writing, to the ADCSC no fewer than 14 calendar days before the scheduled retake. Approval of the request is at the discretion of the ADCSC.

Any student who fails a specific NBME Shelf Exam on their third try (after repeating a clerkship due to two NBME Shelf Exam failures) will be discussed with the APC and be recommended for dismissal since they are failing to progress. Any student who fails Shelf exams in three (3) different core clerkships will be discussed by the APC and be recommended for dismissal since they are failing to progress. Students may not exceed the 6-year maximum time allotment for the completion of the MD degree. Tuition will be affected if repeat clerkships are required to pass clerkships or electives and may exceed 10-term limit.

Elective Clerkships

Upon successful completion of all elective I (core) clerkships, students will be enrolled in IDIS 600 – Step 2 Prep Independent Study to allow the student the opportunity to prepare for USMLE Step 2. During this time, students will also take the M4 OSCE exam, which will allow for the assessment of Clinical Skills. Student elective II plans must be approved by the ADSC or Senior Associate Dean. Students are reimbursed for fees paid to elective II clerkship providers (application and instruction fees), subject to a cap of \$400 per rotation week.

DRESS CODE

Classroom attire is expected to be appropriate and not offensive to others. On special occasions, such as for guest speakers, ceremonies, presentations, and clinical exams, professional attire is expected (for instance, when dressing business professional, one should appear neat and well groomed, wearing dresses of modest length, slacks, skirts of modest length, and/or dark-colored suits and ties. Business professional tops include neat button-down shirts or blouses with a blazer. Business professional shoes include 3-inch or shorter heels, loafers, or flats). Tattoos (or body art) should not be on the face or upper neck. Other tattoos should be covered to the extent possible. Piercings that involve the nasal septum, tongue, face, neck, or head (other than ear) should not be worn while on clinical rotations.

In all clinical settings, attire and grooming should conform to the standards for physicians at those sites. Attire, grooming, and demeanor with patients will have a major influence on patient and physician perception of students. Certain clerkship preceptors and hospitals may have specific requirements, and students must comply with those requirements.

Examination Policy

General Examination Policies

The following policies shall apply for all internal and standardized examinations for TMSU/TSOM students:

- Review the testing policy in the TMSU section of this document.
- Place all personal belongings not required for the exam (hats, backpacks, bags, phones, or other electrical devices) in the designated storage area.
- Hats and sunglasses are not permitted in the exam room.

- Water in a transparent bottle is allowed in the exam room. Food may not be brought into the exam room unless the Accommodations Committee has approved a specific accommodation in advance.
- Electronic devices not required for the exam, including cell phones, recording/filming devices, calculators and watches, will not be allowed in the exam room.
- Books, reference materials, and any kind of paper will not be allowed in the exam room.
- Commencement of the exam will not be delayed due to a hardware or software problem with a laptop, nor will additional time be provided to complete an exam. A student experiencing a computer difficulty during the exam should notify a proctor for instructions.
- Students arriving after the exam start time will not be allowed into the venue without approval by the Associate Dean of Student Affairs or an authorized designee. Late-arriving students will not be allowed extra time to complete the exam. Students arriving more than 30 minutes late will not be allowed to test. Students are closely monitored during exams and can be cited for irregular behavior, which may result in disciplinary measures up to and including dismissal.

Internal Examinations

The following specific policies shall apply for internal examinations:

- Seats will be preassigned and posted outside the exam area at least 30 minutes prior to the exam.
- Only registered laptops and laptop chargers will be permitted in the exam venue.
- Prior to arriving at the exam site, each student should ensure (1) the student's laptop is operating properly, (2) the exam software application has been downloaded and is operating properly, (3) the exam has been downloaded, and (4) the student is familiar with use of the exam software. Temporary loaner laptops are available in advance of the exam if a student is experiencing technical issues with a personal laptop. Any attempt to disable or tamper with the exam software security features will be considered a violation of the student code of conduct.
- Arrive at the exam site at least 30 minutes prior to the exam start time and open the exam application to the password entry screen. The password will be supplied at the exam start time.
- One blank sheet of paper will be assigned to each student. The sheet will be signed and turned in at the completion of the exam. Failure to turn in the sheet may result in loss of points up to and including a zero for the examination.

Examination Review

After quizzes and internal examinations, the course director **may** conduct a review of the material on the exam. These reviews are at the discretion of the course director and may include a review of exam questions, concepts, or both. Course directors will schedule reviews during regularly scheduled classes. Students unable to attend a review may request an excused absence from the Associate Dean for Admissions and Student Affairs to be allowed a make-up review with the course director. Review opportunities are only available for up to 1 week after an exam. All Module exams in the spiral curriculum will be composed of questions from the NBME Custom Assessment Services (CAS). This helps prepare students for NBME and USMLE exams.

External Examinations – NBME Subject Exams

The following specific policies shall apply for standardized examinations:

- A university ID and government-issued ID are required for admission to the exam venue (Prometric Centers).
- For qualifying examination students only, snacks and/or beverages will be allowed in the designated storage area for personal belongings.
- Students should arrive at least 30 minutes prior to the exam start time to allow adequate time to prepare for the exam.
- Students with an excused absence from a scheduled exam will be allowed to register for an alternate exam time.

- Students should be respectful of other students and should remain silent during the exam, and they should enter and exit the exam venue as quietly as possible.
- Students may not use the washroom after entering the examination room until completion of the exam.

TMSU-SOM Course Grading

All courses in Terms 1–4 are graded according to the TMSU [Uniform Term 1–4 Grading Policy](#). Additional considerations are provided below.

Common Rules of Grading

Courses may have tests, quizzes, and other assignments of varying weights count toward a final grade. In such cases, final grades are calculated with weight means. To pass a course, a 70% grade must be achieved.

Please see individual syllabi and the [Uniform Term 1–4 Grading Policy](#) for a more extensive explanation of the grading policy.

Preclinical (Terms 1–4) NBME Requirements

Students must complete all NBME subject exams from Terms 1 and 2 prior to enrolling in courses for Term 3. Students must complete all NBME subject exams from Terms 3 and 4 prior to beginning Term 5. No Term 5 courses may be taken prior to completion of all basic science (preclinical) courses and relevant NBME Basic Science Subject Exams.

NBME discipline exams in Terms 1–4 are evaluated based upon data provided by NBME as an equated percentage correct for each student. Passing scores vary for disciplines based upon percentile performances.

DEAN'S LIST

During undergraduate, graduate, and in Terms 1–5 of the medical program, there are two categories of Dean's List awarded each term based on a minimum and the grade point average (GPA), excluding all Pass/Fail (P/F) grades. All Incomplete (I) grades must be completed before the honor is bestowed.

- Dean's List with Distinction – 4.0 GPA.
- Dean's List – a minimum of 3.5 GPA or greater.

In clinical clerkships, there are two categories of Dean's List awarded at the completion of all elective I clerkships.

- Dean's List with Distinction – earning Honors in all clerkships
- Dean's List – earning Honors and or High Pass in all clerkships.

APPROVAL OF GRADES

All course grades are compiled by the Associate Dean of Assessment and Testing – Internal and the module director. The Associate Dean presents the grades to the Academic Progress Committee (APC) for approval. Following approval, they are published to the students and entered onto the student's transcript.

A student has the right to appeal a course grade to the APC on an individual basis within 2 weeks after the finalization of grades. After this 2-week period, grades may not be appealed. All courses must be successfully passed or remediated to progress in the curriculum. Final grades, but not interim grades, can be appealed as prescribed in the TSOM Academic Appeals Policy.

FAILED COURSE REMEDIATION

A failure of a course in Terms 1–4 of the spiral curriculum leads to repeating the entire course in the next semester at a rate of \$16,000. A course is failed (depending on the course) if two of four modules are failed, three of five modules are failed, or an overall percentage of $\geq 70\%$ in the course is not maintained, regardless of module performance.

INCOMPLETE GRADE

An Incomplete grade (I) signifies that not all required coursework was completed during the term of enrollment. The I grade is not calculated into the term GPA or the cumulative GPA at the time it is awarded. All required coursework must be completed prior to the established deadline for completing the missing work. If course requirements are not satisfied by the deadline, an I grade will be changed to an F.

ACADEMIC APPEAL

TMSU students have the right of academic appeal against the following decisions pertaining to their individual academic career:

1. Individual course grades (issued by the course directors or clinical faculty)
2. Decisions of the Academic Progress Committee (issued by the Chair, APC) regarding graduation, academic promotion, academic status, deceleration
3. Academic Progress Committee findings and determinations on noncognitive issues
4. Dismissal from TMSU, with exceptions to appeal availability noted
5. Academic decisions as described previously, issued by the Associate Dean of Student Affairs, and the Senior Associate Dean of Clinical Clerkships
6. TMSU-SBS and TMSU-SOM administrative decisions may have exceptions as noted

EXCLUSIONS FROM ACADEMIC APPEAL

1. If the Dean rules not in favor of an appeal, the appellate must appeal to the Appeal's Board within 10 days. Appeal's Board decisions are final.
2. Established TMSU policies cannot be appealed in general.

Financial issues and decisions cannot be appealed.

Any appeal must be filed in writing with the Dean within 2 weeks (exclusion period) following notification of a decision affecting the student and/or issuance of a grade and/or other event. This appeal must follow the required appeal format provided within the notification. After expiration of the exclusion period, no appeals may be filed. The appeal must provide compelling and extenuating circumstances of why the academic standard was not met. It should be accompanied by any evidence substantiating the appeal and a plan that, if the appeal is granted, the appellant will be successful in future academic endeavors. The Dean will keep any sensitive personal or medical information contained in appeals letters confidential.

The right to appeal a final institutional decision is the purview of CAAM-HP.

CAAM-HP at CAAM-HP Secretariat
Suite #7 Pinnacle Point
53 Lady Musgrave Road
Kingston 10, Jamaica
875-927-4765

The purpose of publishing the commission's contact information is to enable interested parties (1) to learn about the accreditation status, (2) to file a third-party comment at the time of the institution's review, or (3) to file a complaint against the institution for alleged noncompliance with a standard or requirement.

WITHDRAWAL

A course withdrawal occurs when students are given permission to discontinue participation in one or more courses. Approval for withdrawal from a course must be granted by the Course Director and the Associate Dean of Student Affairs. Withdrawal will not affect students' GPAs but will affect students' academic progress.

Any student who withdraws from any course after the first exam will receive a W grade in any course where *either* the final exam has not yet been completed or the term is beyond the 1st business day of the 9th week, whichever occurs first. If the student has completed the final exam, the course may not be dropped, and the student's grade will stand on the academic record. The student will be responsible for all tuition and fees for the semester.

A student may withdraw from a course only one time without extenuating circumstances. Extenuating circumstances are those of a documented health issue or documented significant family issue. These must be approved by the Associate Dean of Student Affairs. Any student discontinuing a class previously withdrawn from will receive a grade of F in the course.

Any student taking a leave of absence (LOA) that starts after the 1st business day of the 9th week will receive a grade of W for all courses registered for that term.

GRADING SYSTEM FOR CLERKSHIPS

Third-year clerkships are graded Pass, High Pass, and Honors.

Students earn 1 credit hour per rotation week completed. During each 6- and 12-week clerkship, students will earn 6 and 12 credits, respectively.

Clerkship grades are composed of the following: NBME Shelf Exam (scaled score), case-based learning participation, clinical rotation, professionalism, case logs, and completion of faculty and rotation evaluations.

GRADING SCALE FOR NBME SUBJECT EXAMS

Students scoring High Pass and Honors on an NBME subject exam will earn clerkship grades of High Pass and Honors if all other required components of the clerkship are completed on time and no deficiencies are noted on the preceptor evaluation. High Pass and Honors are only available for students who take the exam on the day scheduled.

	Fail	Pass	High Pass	Honors
Family Medicine	≤58	59	71	80
Internal Medicine	≤55	56	70	81
Obstetrics & Gynecology	≤60	61	74	83
Pediatrics	≤60	61	75	84
Psychiatry	≤68	69	81	88
Surgery	≤55	56	69	80

Please see the NBME Shelf failure policy section in this handbook.

No student may take Step 2 CK until all clerkships are complete, including the submission of any and all assignments, evaluations, and passing shelf exam scores. Student

Transcript Grade		GPA
H	Honors	4.0
HP	High Pass	3.0
P	Pass	2.0
F	Failure	0.0
I	Incomplete	0.0

Students are not allowed to schedule breaks between clerkships to study for the shelf exam.

GRADING OF ELECTIVE CLERKSHIPS

Grading in electives is based upon faculty evaluations and follows the previous table: Honors (4.0), High Pass (3.0), Pass (2.0), Fail (0.0), and Incomplete (0.0).

United States Medical Licensing Examination (USMLE) Preparation and Testing

All TSOM students on the Traditional MD pathway are required to pass the USMLE Step 1 and Step 2 CK exams to obtain residencies or licensure in U.S. and Canada. For those students,

- **USMLE Step 1** must be passed before the student may advance to clinical rotations.
- **USMLE Step 2 CK** must be passed before advancing to post-elective I rotations.

Students must be certified by TMSU/TSOM to register for the USMLE exams after passing CBSE and/or other qualifying exams.

A student may be restricted in the number of exam attempts based upon demonstrated progress. Trinity follows the NBME, USMLE and ECFMG policies with regard to timing and attempt limits.

Students are required to submit electronic copies of the score report to the Office of the Registrar and the Clerkship Office immediately upon receipt. All score reports, whether passing or failing, must be submitted.

Trinity Clinical Skills Assessment – M4 Objective Structured Clinical Examination (OSCE)

All TSOM students are required to pass the Trinity Clinical Skills Assessment, also known as the M4 OSCE. Upon completion of elective I rotations, students are eligible to register for the M4 OSCE. This assessment serves in place of USMLE Step 2 CS and satisfies the graduation requirements for Trinity and the certification requirements for ECFMG.

Qualities of Graduates

Core Competencies

Students are expected to meet the expectations of each core competency: medical knowledge, patient care, communication skills, practiced-based learning, and systems-based learning. In addition to those areas, students are expected to attain an acceptable “level of entrustment” for the attributes. Elective I (core clerkships) and elective II clinical evaluations will measure these attributes.

Entrustable Professional Attributes

In 2012, the AAMC published a list of Entrustable Professional Activities (EPAs) that a graduate should demonstrate when entering a residency program. Concurrent to these pilots, schools recognized the need for students to demonstrate certain levels of entrustment between preclinical and clinical training to validate the clinical skills training in early experiences. TMSU/TSOM defined a subset of behaviors for students entering clerkships. Both the preclinical and clinical EPAs are assessed throughout the curriculum.

Preclinical EPAs – The minimum expectation is that students will be able to do the following at the beginning of clerkship training:

- Gather information from a medically stable patient with a common chief complaint.
- Integrate information gathered about a patient to construct a differential diagnosis and a preliminary plan.
- Communicate information relevant to patient care to other members of the healthcare team.
- Communicate information about patient care (diagnosis and care) with the patient in no physical or emotional distress.
- Provide the healthcare team with resources to improve individual patient care or collective patient care.

During clerkship training, students will develop additional EPAs to be ready for residency training:

- Gather a history and perform a physical exam.
- Prioritize a differential diagnosis following a clinical encounter.
- Recommend and interpret common diagnostic and screening tests.
- Enter and discuss orders and prescriptions.
- Document a clinical encounter in the patient record.
- Provide an oral presentation of a clinical encounter.
- Form clinical questions and retrieve evidence to advance patient care.
- Give or receive a patient handover to transition care responsibility.
- Collaborate as a member of an interprofessional team.
- Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
- Obtain informed consent for tests and/or procedures.
- Perform general procedures of a physician.
- Identify systems failures and contribute to a culture of safety and improvement.

Graduation

The degree requirements for the MD degree from TMSU are set by the faculty with the concurrence of the Provost. The Registrar certifies that all degree requirements have been met for each graduating student. The faculty meet to review and approve each candidate for graduation. See [Graduation Requirements](#) listed on [page 8](#).

Students should periodically review progress toward degree completion with the Office of the Registrar. Graduation timing is critical for the annual residency match cycle and failure to meet graduation requirement deadlines could impact readiness for residency start dates.

HONORS DESIGNATION

A degree will be granted with highest honors (distinction) if a student's GPA is 3.5 or greater and the student has earned all Honors and High Pass grades in the required clerkships. All students earning a GPA of at least 3.5 will be granted Honors at graduation. These designations will be recognized with Honors cords. Students meeting requirements for distinction will receive both Honors cords.

OFFICIAL DATE OF GRADUATION

The official date of graduation for each student will be based on the completion of all program requirements:

- Satisfactory completion of all courses and clerkships, including electives
- Satisfactory completion of required licensure exams if on the Traditional path
- Receipt of official licensure transcripts from ECFMG (request must be made by student if on the Traditional path)
- Fulfillment of all financial obligations to the school
- Review and approval by the faculty and Dean

The date of graduation will be assigned following approval by the faculty and will typically be the last business day of the month in which all graduation requirements are met. Diplomas will be submitted to ECFMG for authentication once all of the requirements are completed. Every effort will be made to accommodate students so they can begin their residencies in July.

A student is not considered a graduate until all required departments have successfully cleared the student.

Course Descriptions

Course Requirements for MD Degree Program (≥ 137 weeks / 137 total credits over ≥ 4 calendar years)

Terms 1–4 (Integrated Spiral Curriculum)

64 weeks / 64 credit hours

All courses in terms 1-8 are required for the Doctor of Medicine degree. The spiral integrated curriculum encompasses all of the traditional disciplines taught in the preclinical years. It is then applied during clinical clerkships. The traditional disciplines of anatomy, behavior science, biochemistry, genetics, histology, neuroscience, physiology, biostatistics, and epidemiology are integrated into a systems-based format for the first two terms. These first two terms cover functionally normal human systems. The traditional disciplines of behavior science, immunology, microbiology, neuroscience, pathology, and pharmacology are integrated into Terms 3 and 4. These two terms cover functionally abnormal human systems. The same systems are taught in Terms 1 and 2 as well as Terms 3 and 4. This repetition helps strengthen student understanding. Clinical skills are taught in an integrated manner throughout all 4 terms. Clinical application occurs during the core clerkships. Please

see [courses in Terms 1–4](#).

TERM 1 SPIRAL CURRICULUM

Term 1 is made up of five modules. The term begins with General Principles, and then proceeds into Musculoskeletal and Skin followed by Blood and Cardiovascular, Respiratory, and ending with Biostatistics and Epidemiology. There are weekly quizzes or lab practical exams with a test at the end of each module. There are no midterms or finals. There are no NBME examinations at the end of Term 1. *16 weeks – 16 credit hours*

TERM 2 SPIRAL CURRICULUM

Term 2 is also made up of five modules. The term starts with GI & Hepatobiliary, followed by Renal & Urinary, Endocrine, Reproductive & Genetics, and ending with Neurobehavioral. There are weekly quizzes or lab practical exams with a test at the end of each module. There are no midterms or quizzes. There are NBME Basic Science Subject Examinations covering Biochemistry, Anatomy, and Physiology at the end of Term 2. *16 weeks – 16 credit hours*

TERM 3 SPIRAL CURRICULUM

Term 3 is also made up of five modules. The term again begins with General Principles, and then proceeds into Neurobehavioral; Neoplasms, Chemotherapy & Antimicrobials; followed by Blood & Immune, and ending the term with Musculoskeletal & Skin. There are weekly quizzes or lab practical exams with a test at the end of each module. There are no midterms or finals. There are NBME Basic Science Subject Examinations covering Neuroscience and Behavioral Science at the end of Term 3. *16 weeks – 16 credit hours*

TERM 4 SPIRAL CURRICULUM

Term 4 is made up of four modules. The term begins with Cardiovascular & Respiratory, followed by Endocrine & Reproductive, GI & Hepatobiliary, and ending the term Renal & Urinary. There are weekly quizzes or lab practical exams with a test at the end of each module. There are no midterms or finals. There are NBME Basic Science Subject Examinations covering Pathology, Microbiology/Immunology, and Pharmacology at the end of Term 4. NBME Basic Science Subject Examinations are not included in course grades, but they must be passed before advancing. *16 weeks – 16 credit hours*

Clinical Clerkships

48 weeks / 48 credit hours

Students are eligible to enter clinical clerkships after passing the required exams. Students are required to take 48 weeks of elective I Core Clinical Clerkships. The elective I clerkships in medicine, surgery, pediatrics, family medicine, obstetrics and 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 most important specialties in medicine.

FMED 500 Family Medicine

In this clerkship, students are introduced to the principles and practice of family medicine. It is an opportunity to begin development of the knowledge, skills, and attitudes required to approach a problem in the primary care setting. Students will observe how family physicians provide for ongoing medical needs of their patients within the context of the family and community setting and participate in the care of patients. *6 weeks / 6 credit hours*

IMED 500 Internal Medicine

In this clerkship, students are introduced to the principles of caring for the medical patient. Students will begin to understand the general process of the application of medical therapy to patients in a wide variety of settings. The student participates as a member of the medical team and observes the role of the internist as a member of the multidisciplinary team providing patient care. *12 weeks / 12 credit hours*

OBGY 500 Obstetrics and Gynecology

During this clerkship, students are introduced to the principles of caring for the OB/GYN patient and participate in the various stages of evaluation and treatment of patients. Students will begin to understand the general process of the application of OB/GYN-specific therapies to patients in a wide variety of settings and participate as a member of a multidisciplinary team for patient care. *6 weeks / 6 credit hours*

PEDS 500 Pediatrics

In this clerkship, students acquire knowledge about the process of growth and development and about common diseases and conditions of childhood. Students work with children and families together to develop an understanding of the importance of preventive medicine and how social and environmental factors affect young people. *6 weeks / 6 credit hours*

PSYC 500 Psychiatry

In this clerkship, students learn through clinical involvement by working directly with patients and being part of the treatment team. Students develop professional rapport with patients, understand the presentation of psychiatric illness, assess patient histories and mental status, and develop biopsychosocial assessments and treatment plans. *6 weeks / 6 credit hours*

SURG 500 Surgery

In this clerkship, students are introduced to the principles of caring for the surgical patient. Students participate in the care of patients in the various stages of evaluation and treatment by surgeons. The student will begin to understand the general process of the application of surgical therapy to patients in a wide variety of settings as a member of the multidisciplinary team. *12 weeks / 12 credit hours*

Elective Clerkships

27 weeks / 27 hours

After the completion of elective I core clerkships and passing Step 2 CK, an additional 27 weeks are spent in elective II clerkships. The Associate Dean of Clinical Sciences and Curriculum will assist students in developing an Elective Plan that improves the student's chances for a residency in a specialty of their choice.

Each week of electives is 1 credit hour.

A few of the options are below:

ANES 600 Anesthesiology

The goal of this elective clerkship is to provide the students with an understanding of the basic management of the perioperative patient and the concurrent medical conditions in the intraoperative period. Students will become familiar with commonly used anesthetic agents and techniques and the risks and complications associated with each. The students will become familiar with principles and skills involved in airway management, intravenous line insertion, and the uses of invasive and noninvasive monitoring. *4 weeks / 4 credit hours*

ANES 601 Pain Management

The purpose of this elective is to prepare students to develop rational drug therapy plans for those with pain and other symptoms in patients with and without advanced illness, including those near end-of-life, as well as develop plans for monitoring pharmacologic and interventional therapies in these patients. *4 weeks / 4 credit hours*

EMED 600 Emergency Medicine

This elective clerkship provides the students with clinical exposure, occasions for observation, and training opportunities to further their understanding of emergency medicine. Students focus on the care, treatment, and diagnosis of a variety of acute and subacute problems in the adult emergency medicine patient. Students will learn the basics of how to stabilize and correctly triage critically ill patients to prepare for more advanced study of the discipline. *2–4 weeks / 2-4 credit hours*

FMED 600 General Family Medicine

This elective clerkship provides students with clinical exposure, occasions for observation, and training opportunities to further their understanding of family medicine. Students experience a wide variety of clinical experiences to better

understand how context influences the diagnostic process and management decisions needed to address complexities, including patients with multiple concerns, various psychosocial issues, and different, sometimes conflicting behaviors that influence their health and health care. *2–4 weeks / 2-4 credit hours*

FMED 601 Rural Family Medicine

The elective is designed for students to train with physicians in rural and underserved areas geographically separate from a clinical campus. The focus is on general practice and provides a better understanding of what medical practice means to small communities. *2–4 weeks / 2-4 credit hours*

IDIS 600 Step 2 CK Preparation Independent Study 1

This course is designed to provide students with an opportunity for independent study in preparation for USMLE Step 2 CK. Review materials and study support are provided. The student is expected to sign up for and take their first attempt of Step 2 CK during this term. The course may be taken for up to *15 weeks*.

IDIS 601 Step 2 CK Preparation Independent Study 2

This course is designed to provide students with an additional opportunity for independent study in preparation for Step 2 CK after an initial failure. Review materials and study support are provided. The student is expected to sign up for and take their second attempt of Step 2 CK during this term. The course may be taken for up to *15 weeks*.

IDIS 602 and IDIS 603

Step 2 CK Preparation Independent Study 3 and 4 IDIS 602 is designed to provide students that require another opportunity for independent study in preparation for Step 2 CK after a second failure. Review materials and study support are provided. The student is expected to sign up for and take their third attempt of Step 2 CK during this term. The course may be taken for up to *15 weeks*.

IDIS 603 is for students who need an additional term(s) to either pass Step 2 CK or exhaust available attempts allowed by the USMLE. *15 weeks*

IMED 600 General Internal Medicine

This elective provides students with a continuation of training from the third year and allows more active participation in care and management of patients and engagement in greater responsibility of patient care. *4 weeks / 4 weeks*

IMED 601 Cardiology

This elective clerkship provides the students with clinical exposure, occasions for observation, and training opportunities to further their understanding of cardiology. Students focus on the basic care, treatment, and diagnosis of common cardiovascular illnesses in the adult patient to prepare for more advanced study of the discipline. Training emphasizes physician awareness, assessment, treatment, and acknowledgement of common cardiovascular conditions. *2–4 weeks / 2-4 credit hours*

IMED 602 Dermatology

This elective clerkship will introduce the students to clinical dermatology and the relationship of skin disease/changes to other medical conditions. *2–4 weeks / 2-4 credit hours*

IMED 603 Gastroenterology

In this elective clerkship, the student will learn the clinical approach to gastrointestinal and hepatobiliary diseases. The focus will be on solving clinical problems, differential diagnoses, pathophysiology, and management of patients. *2–4 weeks / 2-4 credit hours*

IMED 604 Hematology/Oncology

This elective is designed to provide students with a thorough exposure to hematology, emphasizing basic science and clinical aspects pertinent to understanding normal function, pathophysiological derangements resulting in disease, and appropriate diagnostic treatment protocols used in addressing diseased states. *2–4 weeks / 2-4 credit hours*

IMED 605 Critical Care Medicine

The purpose of this elective is to expose the student to the management of critically ill patients. The student will review relevant pathophysiology of presenting problems and therapies with an emphasis on diagnosis and management of the critically ill patient. *2–4 weeks / 2-4 credit hours*

IMED 606 Hospitalist Medicine

The purpose of this elective is to expose the students to being responsible for all aspects of inpatient care. Students will work one-on-one with a resident or attending hospitalist physician. *2–4 weeks / 2-4 credit hours*

IMED 607 Nephrology

Students in this elective are provided with a broad overview of nephrology, emphasizing the clinical approach to patients. Particular attention is given to differential diagnoses, appropriate use of diagnostic tests, interpretation of laboratory data, the proper use of medications in the patient with renal impairment, and renal replacement therapies. *2–4 weeks / 2-4 credit hours*

IMED 608 Neurology

In this elective, the student will familiarize themselves with the clinical presentations of common neurological disorders, develop appropriate differential diagnoses of common disorders, interpret laboratory results, and propose treatment and management plans for patients. Among the disorders students may experience are acute mental status changes, stroke, seizure disorders, headache, multiple sclerosis, movement disorders, diseases of muscles and nerves, and dementia. *2–4 weeks / 2-4 credit hours*

IMED 609 Oncology

The purpose of this elective clerkship is to provide students with an overview of medical oncology. The student will gain a fundamental understanding of the diagnostic and therapeutic approach to patients with cancer. *2–4 weeks / 2-4 credit hours*

IMED 610 Pulmonary Medicine

Students on this elective are provided with a broad experience in pulmonary medicine, underscoring the basic pathophysiology of diseases. The elective experience encompasses inpatient consultations, outpatients, and critical care assessment and management. *2–4 weeks / 2-4 credit hours*

IMED 611 Sleep Medicine

In this elective clerkship, students are introduced to a multidisciplinary understanding of the causes and treatment of sleep disorders by pulmonary, neurology, ENT, and dental specialists. *2–4 weeks / 2-4 credit hours*

IMED 612 Geriatric Medicine

This elective clerkship is designed to provide additional training in the principles of aging, approach to the older patient, and systems of care, along with syndromes, psychiatric considerations and diseases, and disorders of the geriatric patient. *2–4 weeks / 2-4 credit hours*

IMED 613 Endocrinology

Students in this elective in endocrinology and metabolism may be provided with inpatient consultation experience and/or outpatient endocrinology exposure. The focus will be on the pathogenesis and management of all endocrine hypothalamic, Catalog and Student Handbook

pituitary, adrenal, thyroid, parathyroid, pancreas, and gonadal diseases as well as syndromes of diabetes mellitus and hyperlipidemia. *2–4 weeks / 2-4 credit hours*

IMED 614 Infectious Disease

The purpose of this elective is to familiarize students with the evaluation, diagnosis, and treatment of patients with both common and unusual infectious diseases. *2–4 weeks / 2-4 credit hours*

IMED 615 Rheumatology

Students in this elective are provided with an opportunity to better understand clinical presentations of immunologically related diseases of joints, soft tissues, autoimmune disorders, and vasculitis. *2–4 weeks / 2-4 credit hours*

OBGY 600 General Obstetrics and Gynecology

Students in this elective clerkship are provided with advanced experience in obstetrics and gynecology. Their experiences will vary among sites but may include normal labor and delivery, high risk pregnancies, and routine prenatal care. Gynecology may include benign gynecology and/or gynecologic oncology. *2–4 weeks / 2-4 credit hours*

OBGY 601 General Gynecology

Students in this course are provided with clinical exposure, occasions for observation, and training opportunities to further their understanding of general gynecology. Students focus on the diagnosis, treatment, and management of common and uncommon gynecological conditions with a greater depth than the elective I rotation. During the clerkship, students will continue to improve their abilities to obtain, record, analyze, and communicate clinical information. *2–4 weeks / 2-4 credit hours*

OBGY 602 General Obstetrics

Students in this course are provided with clinical exposure, occasions for observation, and training opportunities to further their understanding of general obstetrics. Students focus on the diagnosis, treatment, and management of common and uncommon obstetrical conditions with a greater depth than the elective I rotation. During the clerkship, students will continue to improve their ability to obtain, record, analyze, and communicate clinical information. *2–4 weeks / 2-4 credit hours*

OBGY 603 Medical Genetics

Students in this elective are provided with an introduction to the field of clinical genetics. Students have the opportunity to learn about a range of genetic disorders, genetic diagnostics, and genetic counseling by participating in the evaluation of fetal development during pregnancy. *2–4 weeks / 2-4 credit hours*

OBGY 604 Reproductive Endocrinology

Students in this elective are provided with opportunities to observe and assist in the management of patients with complex problems related to reproductive endocrinology and infertility. These may include hormonal imbalances, menstrual disturbances, sexual development and function problems, infertility, pregnancy loss, and menopause. *2–4 weeks / 2-4 credit hours*

OBGY 605 Maternal Fetal Medicine

Students in this elective are provided with opportunities to observe and assist in the management of patients with complex problems related to maternal fetal medicine. These may include preterm labor with or without premature preterm rupture of membranes, multiple gestations, diabetes in pregnancy (pre-existing and gestational), hypertension in pregnancy (including chronic hypertension, gestational hypertension, mild or severe pre-eclampsia), advanced maternal age, and genetic conditions. *2–4 weeks / 2-4 credit hours*

OPHT 600 Ophthalmology

Students in this elective clerkship are provided with a comprehensive introduction to ophthalmology and how to recognize and manage common ocular diseases and emergencies. The students will gain information to manage routine ophthalmologic

conditions in family medicine, internal medicine, and pediatric practice. *2–4 weeks / 2-4 credit hours*

PATH 600 General Pathology

Students in this elective clerkship are provided with exposure to commonly encountered cases. Students will develop a broad overview of the field and an understanding of the role of the pathologist in patient care. Students will gain a better understanding of common diagnostic tests used to assist in the identification of malignant, inflammatory, autoimmune, infectious, and other disease states. *2–4 weeks / 2-4 credit hours*

PATH 601 Forensic Pathology

Students in this elective are introduced to forensic pathology. The students will learn the differences between hospital and forensic autopsies, natural and non-natural causes of death, and types of wound presentations associated with non-natural causes of death. *2–4 weeks / 2-4 credit hours*

PEDS 600 General Pediatrics

Students in this elective clerkship are provided with additional clinical exposure, occasions for observation, and training opportunities to further their understanding of pediatric patients. The focus will be on inpatient and outpatient medical diagnoses, treatment plans, and management of infants and children. *2–4 weeks / 2-4 credit hours*

PEDS 601 Pediatric Emergency Medicine

Students in this elective will be exposed to a broad spectrum of pediatric disease and trauma in the Emergency Medicine service. The focus will be on the chief complaint while simultaneously assessing the entire child to differentiate between a “well child” and an “ill child.” *2–4 weeks / 2-4 credit hours*

PEDS 602 Neonatology

The goals of this elective are to familiarize the student with normal and abnormal adaptation of the newborn, to recognize various clinical entities peculiar to newborns (hyaline membrane disease, congenital heart disease, meconium aspiration, syndromes, genetic diseases, etc.) and their management. *2–4 weeks / 2-4 credit hours*

PEDS 603 Developmental Pediatrics

The purpose of this elective is to reinforce previously learned skills and principles of treating children with developmental and behavioral problems. Students will receive additional training in a variety of medically directed diagnostic services for infants, children, and adolescents suspected of developmental and/or learning problems, including those at risk because of problems associated with birth. *2–4 weeks / 2-4 credit hours*

PEDS 604 Pediatric Endocrinology

Students in this elective will be provided with an overview in the diagnosis and management of pediatric endocrine disorders. Students will participate in clinical activities and attend clinical conferences. *2–4 weeks / 2-4 credit hours*

PEDS 605 Pediatric Cardiology

Students in this elective will be exposed to a variety of children with suspected or confirmed congenital or acquired heart disease. Emphasis will be on history-taking, physical examination, and interpretation of electrocardiograms and X-rays and may include students being exposed to echocardiography, cardiac catheterization, and electrophysiological studies. *4 weeks / 4 credit hours*

PEDS 606 Pediatric Neurology

Students in this elective are provided with opportunities to improve evaluation and management skills for neurological problems in infancy, childhood, and adolescents. *4 weeks / 4 credit hours*

PMNR 600 Physical Medicine and Rehabilitation

In this elective clerkship, the students are introduced to the needs of individuals with disabilities, which may include sports injuries, acute trauma injuries, and disease. The students will focus on diagnosing and treating disorders and diseases unique

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to the patients. Special emphasis is placed on attaining maximum functional independence for individuals. *2–4 weeks / 2-4 credit hours*

PSYC 600 General Psychiatry

In this elective students are provided with additional clinical exposure, observation, and training to further understand psychiatric patients. Focus will be on inpatient and outpatient diagnoses, treatment, and management. *2–4 weeks / 2-4 credit hours*

PSYC 601 Adult Psychiatry

In this elective clerkship, the student will be exposed to adult psychiatric conditions that demonstrate a wide range of disorders, including manifestations of “organic” brain disorders, psychoses, depressive illness, and personality disorders. The student may have experiences in both inpatient and outpatient settings and interact with other agencies within mental health. *2–4 weeks / 2-4 credit hours*

PSYC 602 Child and Adolescent Psychiatry

In this elective, students are introduced to commonly encountered psychiatric disorders of childhood. Students will gain additional experience interviewing children, adolescents, and families as well as the opportunity to enhance diagnostic skills for psychiatric illness in children and adolescents. *2–4 weeks / 2-4 credit hours*

PSYC 603 Addiction Medicine

The purpose of this elective is to provide an understanding of patients with substance abuse disorder across a diverse spectrum of drugs, stages of use, and presentations. *2–4 weeks / 2-4 credit hours*

PSYC 606 Tele-psychiatry

The purpose of this elective is to provide an understanding of the use of tele-psychiatry to meet patients’ needs for accessible mental health services in a global setting. Students will travel to a global setting to do in-person mental health assessments and provide support for patients new to tele-psychiatry. The attending psychiatrist will be located outside the venue. *2–4 weeks / 2-4 credit hours*

RADI 600 Radiology

The purpose of this elective is to familiarize the student with the basic observation and language skills necessary for interpretation of imaging studies. The student will become familiar with appropriate methods for common medical conditions and with basic procedures and anatomy and indications for imaging studies. *2–4 weeks / 2-4 credit hours*

SURG 600 General Surgery

In this elective clerkship, students are provided with the opportunity to build upon skills developed in SURG 500 in Year 3. The students will be part of a multidisciplinary medical team caring for the surgical patients. The Focus will be on the importance of evaluation of potential surgical patients, appropriate referral to surgical specialists, and effective communication with both the patient and the specialist. *4–8 weeks*

SURG 601 Orthopedic Surgery

In this elective clerkship, students are provided with an understanding of common orthopedic disorders and injuries with regard to examination, diagnosis, and management. The students will integrate medical and surgical knowledge in the care of trauma victims and patients with musculoskeletal injuries. *2–4 weeks / 2-4 credit hours*

SURG 602 Urology

In this elective, students are provided with an introduction to the multidisciplinary management of benign and malignant disease of the urogenital system. *2–4 weeks / 2-4 credit hours*

SURG 603 Plastic and Reconstructive Surgery

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In this elective, students are introduced to various aspects of plastic surgery, which may include trauma, congenital and traumatic defects of face and hand, breast reconstruction, burn reconstruction, and general aspects of wound healing and infection as they relate to the skin and open wounds. *2–4 weeks / 2-4 credit hours*

SURG 604 Trauma Surgery

Students in this elective are provided with an opportunity to be part of a trauma team. The students will be exposed to daily activities including rounds, on-calls, and educational conferences. *4 weeks / 4 credit hours*

SURG 605 Transplant Surgery

In this elective, the student will be provided with an overview of transplantation, transplant immunology, and organ donation. The students will function as part of an integrated team. *4 weeks / 4 credit hours*

SURG 606 Pediatric Surgery

In this elective, students will be provided with a better understanding of the current concepts of pediatric surgery as related to normal pediatric growth and development, pathophysiology, pediatric evaluation and assessment, diagnosis, and clinical management. *4 weeks / 4 weeks*

SUBINTERNSHIP OPPORTUNITIES

Some electives offer an opportunity to complete a sub-internship. These are designated on the transcript with an “s” following the course number. This is an acting internship, designed to allow students the opportunity to actively participate in the management of patients with common clinical presentations encountered in the practice of medicine. Students typically will have the opportunity to experience a broad range of illness severity. Students will have the opportunity to improve their basic clinical skills, learn new procedures and examination techniques, and assess the effectiveness of their clinical interventions.

The student will have increasing responsibility for the care of patients during the course of this elective opportunity. Student progress will be assessed in the areas of entrustable professional activities.

Minimal expectations for a sub-internship elective are the following:

- Participate in an inpatient rotation that gives the sub-intern primary responsibility for providing care
- Develop, consolidate, and refine the knowledge and skills acquired during elective clerkships
- Ensure increased responsibility in the evaluation and management of acutely ill, hospitalized patients in directly supervised patient-care settings
- Promote development of effective interprofessional teamwork and communication skills

The sub-internship must contain rigorous expectations that define the following:

- Level of supervision
- Duty-hour regulations and clinical workload (typical of an intern)
- Care transitions and cross-coverage responsibilities
- Access to EHRs
- Opportunities for evidence-based, high-value care practice

Other Electives

Electives in Medical Education and Medical Research are available for interested students. *2–4 weeks*

Explanation of Weeks of Instruction versus Credit Hours

Policy Statement

The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP) accredits the Doctor of Medicine (M.D.) program and defines the program length in terms of weeks of instruction. CAAM-HP, in parallel to the Liaison Committee on Medical Education (LCME), requires

that a program of medical education leading to the M.D. degree must include at least 130 weeks of instruction over 4 calendar years. The Trinity School of Medicine program length is 137 weeks, exceeding the CAAM-HP minimum requirement. TSOM defines program length based on CAAM-HP requirements and calculates equivalency to semester credit hours across didactics, clinical rotations, and electives. TSOM also utilizes information from the Office of the Provost to meet the Higher Learning Commission (HLC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements and federal rules regarding credit hour definition.

- The number of semester credit hours assigned to a course quantitatively reflects the modes of instruction and the amount of time spent in each class. The TSOM curriculum is a full-time, four-year program consisting of approximately 137 weeks of contiguous instruction across two curricular phases (pre-clinical and clinical (core clerkships and electives))
- The number of credit hours assigned reflects the amount of work represented in intended learning outcomes, including time in class and outside work
- Year 1,2 courses (Term 1,2,3,4) courses contact hours include but are not limited to lectures, laboratory, Introduction to Community and Clinical medicine times, small group discussions, case-based learning activities. Average contact time per week is approximately 18-22 hours. Additionally, students complete up to 3 hours out-of-class time per hour of contact instruction
- In the clinical experiences of Terms 5, 6, 7, 8, 9, 10, actual contact time is often greater. Because the educational approach is fundamentally different, with less emphasis on formal didactic instruction and study and greater emphasis on experiential learning and patient care, the number of contact hours needed to meet the equation is increased to between 30 to no more than 80 hours per week. This range is translated to equal one (1) credit hour per week. (i.e., Internal Medicine is 12 weeks = 12 credits)
- TSOM offers some synchronous and non-synchronous online electives that vary in length from two weeks to 4 weeks. One (1) credit hour is equivalent to approximately 30-40 hours of work /week (i.e., 1 week credit hour per week).

EXAMPLE

In sum, the credit-hour equivalency for the MD degree program is as follows:

Terms 1, 2, 3, 4 = 64 credit hours

Terms 5, 6 = 12 credit hours

Year 3 = 48 full-time weeks (48 credit hours)

Year 4 = 27 full-time weeks (27 credit hours)

130 weeks of education is needed to graduate (no specific number of credits)

Reason for Policy

To define credit hours for medical school in light of CAAM-HP requirements and LCME precedence

Forms and related Documents / Appendices

CAAM-HP Standards for Accreditation of Medical Education Programmes - August 2024

ED-8: Educational Programme Duration

A medical education programme includes at least 130 weeks of instruction delivered over at least four (4) calendar years.

Grading Policies

Terms 1–4 (Preclinical Integrated Spiral Curriculum)

PURPOSE

To establish transparent and fair grading practices for the preclinical terms at Trinity School of Medicine/Trinity Medical Sciences University, aligned with the new system-based curriculum starting Fall 2024. This takes precedence over the previous NBME Policy for Terms 1–4 and relevant grading policy.

SCOPE

This policy applies to all faculty, staff, students, and administration involved in learning, teaching, or grading.

DEFINITIONS

NBME – National Board of Medical Examiners

IBSCM or BSCM – Integrated Basic Science and Clinical Medical (I–IV)

ICCM – Introduction to Community and Clinical Medicine

Module director – Faculty member appointed to oversee module (content, testing, blueprinting)

POLICY

Structure

IBSCM will be made up of 4 terms.

Terms 1 and 2 are built upon learning normal human systems:

Anatomy, histology, physiology, biochemistry, molecular biology, embryology, genetics, neuroscience, behavioral science, ICCM I and II, epidemiology and biostatistics.

Each quiz and module test will be blueprinted by the module director.

- Term 1 modules include general principles; musculoskeletal, skin, blood, and cardiovascular systems; respiratory system; biostats and epidemiology.
- Term 2 modules include gastrointestinal and hepatobiliary systems; renal and urinary systems; endocrine system; reproductive system and genetics; neurobehavioral system.

Terms 3 and 4 will focus upon abnormal human systems:

- Microbiology, immunology, pharmacology, pathology, neuroscience, behavioral science, ICCM III and IV.
- Each quiz and module test will be blueprinted by the module director.
- Term 3 includes general principles; neoplasms, chemotherapy, and antimicrobials; blood and immune system; skin, musculoskeletal, and nervous systems; neurobehavioral system.
- Term 4 includes cardiovascular and respiratory systems, endocrine and reproductive systems; gastrointestinal and hepatobiliary systems; renal and urinary systems.
- Each term will consist of 4–5 modules.
- Each module will consist of 1–3 quizzes and 1 module exam.
- A 1-week module may not have a quiz and an exam.
- Anatomy, histology, and or pathology practical(s) may replace or be in addition to other quizzes.
- All quizzes (including lab practical exams) will constitute 20% of module grade.
- Each module will be graded as follows:
 - 70% of grade is from module test

- Each module test will be composed of 70 NBME-type multiple choice questions from the NBME question bank and will last 105 minutes
 - When choosing questions for the module test, each professor will also form a remediation exam of the same length
- 20% of grade from quizzes (unless there are no quizzes)
 - Each quiz will be composed of 20 NBME-type multiple choice questions (MSQ) from the NBME question bank or questions professors have written and submitted to the IARC for review. Quizzes will last 30 minutes. A quiz must be entirely NBME questions or entirely professor-written questions.
 - No questions will be used that have not been vetted (for scientific accuracy, clarity, fairness, and grammar) by either the IARC or NBME. Only MCQs will be used for quizzes and exams.
 - All quizzes (including practicals) will constitute 20% of module grade.
- 10% of grade from ICCM
 - The director of ICCM will be in charge of what assessments are used to encompass the ICCM portion. These assessments may include but are not limited to patient management problems, modified essay questions, checklists, OSCEs, student projects, constructed response questions, multiple choice questions, and critical reading papers with responses.
 - No multiple-choice questions will be used that have not been vetted (for scientific accuracy, clarity, fairness, and grammar) by either the IARC or NBME.
- Professionalism
 - Professionalism is a core competency in medicine. Please see the professional policies and the syllabus for each module.
 - Lack of professionalism may (see syllabus and policies) result in grade decreases and/or warnings as well as citations in permanent records.
- Grading
 - <69.5% (rounded to one decimal point) is a Fail (i.e., 69.47% at one decimal is 69.5%, which is a pass; 69.44% at one decimal place is 69.4%, which is a Fail)
 - 70–79% is a C or Pass
 - 80–89% is a B or High Pass
 - >90% is an A or Honors
- To pass any term of the spiral curriculum (IBSCM), a student must pass 3 of 4 modules with minimum of 70% average in the modules to pass (or 3 of 5, if there are 5 modules in the term).
 - Even if a student passes 3 of 5 or 3 of 4 modules, they must have a minimum overall grade percentage of $\geq 70\%$ to pass the course for the term.
 - If a student fails ≥ 2 of 4 or ≥ 3 of 5 modules in a term, they fail the term.
 - If a student passes the required number of modules, but has an overall percentage of <69.45%, they fail the term.
- Remediation for module examinations
 - A remediation exam of similar length and blueprinted content will be given at the end of the term or in the 1st week of the following term.

- Any student who fails a module (<69.5%) will have one opportunity to remediate the module test. The overall score for the module must be >69.5% to pass the module. There is no remediation for the quizzes. Any remediation for the ICCM portion of the module is at the discretion of the director of ICCM.
- A student must pass 3 of 4 (or 3 of 5) modules each term to progress to the next term in IBSCM or after Term 4 to progress to Term 5. If a student cannot pass the required number of modules, the student must repeat the term.
- Each remediation module test will be composed of NBME-type multiple-choice questions from NBME question bank (different questions than used on initial module exam). Remediation exams will follow the same design as initial module exams.
- If a remediation examination is taken, the score on the remediation exam will be used to replace the exam score on the module (remediation exam just replaces the module exam, not the entire score). Passing the remediation exam alone does not guarantee passing the module. The total score on the module (quizzes, ICCM portion, and module test or remediation test) must be $\geq 70\%$.
- NBME Examinations are part of IBSCM (but not part of grading).
- NBME Exams are required for the following preclinical subjects in IBSCM:
 - Term 2: Anatomy, Physiology, Biochemistry, Histology
 - Term 3: Behavioral Science, Neuroscience
 - Term 4: Pharmacology, Pathology, Microbiology
 - Passing an NBME subject exam in IBSCM is based on scoring at the 3rd percentile or higher (2 standard deviations below the mean or better) with the baseline for comparison not being the current exam but the most recent grouped multiyear data from NBME on Equated Percent Correct (EPC) Summary Statistics.
- Term 2
 - Must pass all end of Term 2 NBME exams to progress on to Term 3.
 - Remediation of NBME exams will be arranged by Associate Dean of Testing and Assessment - External Exams.
 - Will have one chance at remediation for each failed NBME. If all NBME are now passed, the student progresses to the next term.
 - If a student cannot pass requisite NBME exams after remediation, the student must be enrolled in independent study for one term. If the student passes sufficient NBME after one more attempt (third try of any specific NBME), the student progresses to the next term. If a student fails and does not pass all subjects after having three tries in any subject, the student must begin Term 1 (if fails from Term 2) or Term 3 (if fails in Term 3 or 4) again because of a lack of sufficient knowledge to pass external standardized examination(s).
- Term 3
 - Must pass all end of Term 3 NBME exams to progress on to Term 4.
 - Remediation of NBME exams will be arranged by Associate Dean of Testing and Assessment - External Exams.
 - Students will have one chance at remediation for each failed NBME. If all NBME are now passed, the student progresses to the next term.
 - If a student cannot pass requisite NBME exams after remediation, the student must be enrolled in independent study for one term. If the student passes sufficient NBME after one more attempt (third try of any specific NBME), the student progresses to the next term. If a student fails and does not pass all subjects after having three tries in any subject, the student must begin Term 3 again because of a lack of sufficient

knowledge to pass external standardized examination(s). They do not have to pass NBMEs they have already passed.

- Term 4
 - Must pass all Term 4 NBME exams to progress to Term 5.
 - Remediation of NBME exams will be arranged by Associate Dean of Testing and Assessment - External Exams.
 - Students will have one chance at remediation for each failed NBME.
 - Students will have one chance at remediation for each failed NBME. If all Term 4 NBME are passed, the student progresses to the next term.
 - If a student cannot pass requisite NBME exams after remediation, the student must be enrolled in independent study for one term. If the student passes sufficient NBME after one more attempt (third try of any specific NBME), the student progresses to the next term. If a student fails and does not pass all subjects after having three tries in any subject, the student must begin Term 3 again because of a lack of sufficient knowledge to pass external standardized examination(s).

	Neuroscience	Behavioral Science
	Student Score from NBME	Student Score from NBME
Fail	≤43	≤57
Pass	≥44	≥58

	Anatomy	Biochemistry	Physiology	Histology
	Student Score from NBME	Student Score from NBME	Student Score from NBME	Student Score from NBME
Fail	<43	<45	<38	<42
Pass	>44	>46	>39	>43

	Microbiology	Pathology	Pharmacology
	Student Score from NBME	Student Score from NBME	Student Score from NBME
Fail	≤41	≤40	≤46
Pass	≥42	≥41	≥47

Compliance and Monitoring

- Transparency of grading and fairness of grading will be maintained by having the specific module director and the Assistant/Associate Dean of Assessment and Testing - Internal overseeing final grades. This allows individual faculty

members to be able to focus on teaching and enhancing student success.

- Faculty adherence to this policy will be monitored through regular administrative checks and student feedback.
- Noncompliance with the policy may result in a review and potential action as per faculty conduct and performance standards.

Grading in Clinical Clerkships

Rotation Component	% of Grade	Requirement
NBME Clinical Subject Shelf Exam	60%	Must pass or remediation is required
CBL participation	15% Preparation; Knowledge; Participation; Professional interaction	Must pass or remediation is required
Clinical Rotation Evaluations	15% (If multiple preceptors average of score) Preparation; Knowledge; Participation; Professional interaction	Must pass or remediation is required
Case logs	5%	Must complete or lose 5% of final grade
Completion of faculty and clerkship evaluation	5%	Must complete or lose 5% of final grade
Total	100%	

NBME Clinical Science Subject Exams (Shelf Exams) Information

	Family Medicine		Internal Medicine		Ob/Gyn	
	Student Score from NBME	Scaled % Score for Final Grade Calculation	Student Score from NBME	Scaled % Score for Final Grade Calculation	Student Score from NBME	Scaled % Score for Final Grade Calculation
Failure	≤58	69	≤55	69	<60	69
Pass	59-70	79	56-69	79	61-73	79
High Pass	71-79	89	70-80	89	74-82	89
Honors	≥80	100	≥81	100	≥83	100
	Pediatrics		Psychiatry		Surgery	
	Student Score from NBME	Scaled % Score for Final Grade Calculation	Student Score from NBME	Scaled % Score for Final Grade Calculation	Student Score from NBME	Scaled % Score for Final Grade Calculation
Failure	≤60	69	≤68	69	≤55	69
Pass	61-74	79	69-80	79	56-68	79
High Pass	75-83	89	81-87	89	69-79	89
Honors	>84	100	≥88	100	>80	100

Attendance Policy for Preclinical Years

Purpose:

To ensure medical students have timely access to healthcare resources while maintaining the integrity of their education, this policy defines the attendance requirements and procedures for notifying the administration of excused absences.

Rationale:

Attending medical school classes has been shown in numerous studies to correlate with higher passing scores, better grades, and improved performance on standardized exams,,,,,. One study did show a higher pass rate with eliminating required attendance; however, it also noted that the increased pass rate stemmed from a smaller, higher-achieving group taking the exam after increased number of students failed out due to non-attendance.

Definitions

ICCM: Introduction to Community and Clinical Medicine

CBL: Case-Based Learning

PBL: Problem-Based Learning

TBL: Team-Based Learning

APC: Academic Progress Committee (standing)

DRC: Disciplinary Review Committee (ad hoc)

Policy:

General Attendance Requirements:

- Attendance is mandatory in all required courses at Trinity and in clinical core rotations and electives.
- All assessments, labs, Introduction to Clinical Medicine (ICCM), Case-Based Learning (CBLs), Problem-Based Learning (PBLs), Team-Based Learning (TBLs), and other active learning sessions have mandatory attendance.
- In lectures, attendance is mandatory but grades will not be penalized unless attendance falls below 70% for the module or course.
- During core and elective clerkships, attendance is mandatory for all activities, which are considered active learning sessions. Per the clerkship policy, missing more than 3 days for any reason will require make up of this missed time.
- If students are found to be cheating on attendance, this will be a professionalism violation.

Procedure for Reporting Excused Absences:

- If a student must miss a required session (including assessments, labs, ICCM, CBLs, PBLs, TBLs, clerkships, electives), a note from a licensed medical provider explaining the reason for the absence must be submitted.
- The note should be turned into the Office of Student Affairs or the Clerkship Office prior to or within 24 hours of the missed session.
- Exceptions to this procedure will be at the discretion of the Associate Dean of Student Affairs or the Associate Dean of Clinical Sciences and Curriculum.

Learning sessions:

- Attendance in learning sessions (lectures, labs, CBL, PBLs, TBLs, etc.) is mandatory.
- Students will not be penalized for missing learning sessions unless attendance is below 70% for the module.
- To avoid the absence counting against the 70% requirement, students must submit a medical note prior to or within 24 hours to the Office of Student Affairs.
- Exceptions will be at the discretion of the Associate Dean of Student Affairs and the Extenuating Circumstances Policy.

Academic evaluations:

- Attendance at academic evaluations (tests, quizzes, exams, lab practical exams, etc.) is mandatory

- Failure to attend will result in the use of a different evaluation than the one missed (ie, different quiz or exam).
- Exceptions will be at the discretion of the Associate Dean of Student Affairs.

Excused Absences:

- The Associate Dean of Admissions and Student Affairs may excuse students in terms 1-4 for appropriate reasons.
- The Associate Dean of Clinical Sciences and Curriculum may excuse students in terms 5-10 for appropriate reasons.
- Excused absences require a note from a licensed medical provider and must be submitted prior to or within 24 hours of the missed session.

Attendance is an aspect of professionalism (see professionalism section at the end of each syllabus)

- If attendance in lectures is 70% or higher, there is no change in grade
- If attendance in lectures falls in the range 60-69%, the student loses 5% of the final module grade (i.e., a module grade of 73% falls to 68% (failing))
- If attendance in lectures falls in the range 50-59%, the student loses 10% of the final module grade (i.e., a module grade of 83% falls to 73% (High Pass becomes Pass))
- If attendance in lectures falls to <50%, the student will be referred to APC for decision on dismissal versus referral to an ad hoc Disciplinary Review Committee

Compliance:

Compliance with this policy is essential for maintaining academic standards and ensuring students receive the full benefit of their medical education. Non-compliance may result in academic penalties and affect the student's ability to progress in their program.

Attendance Policy for Clinical Years

Policy Statement

Attendance on clinical rotations is critical for the instruction of medical students in years 3 and 4 of medical school. Patient care teams are responsible to each other in order to provide quality care and a healthy learning environment. Being absent or late, even for good reasons, may adversely affect the team. To that end, Trinity allows no more than three (3) missed days other than official holidays during any rotation, core or elective, including both on-campus and off-campus rotations. Trinity allows zero (0) missed case-based learning sessions.

Reason for Policy

This policy provides clarity for students seeking instruction on allowable absences during their clinical years.

Affected stakeholder and organization(s)

Faculty, Staff, and Students

Process & Procedures

Holidays – Students are to adhere to the holidays taken by the office in which they are assigned to rotate at that time.

Excused and Unexcused Absences – A student may miss no more than three (3) days of any rotation in total, regardless of reason. Students in their M4 electives may find some time off is needed to attend residency interviews. Students should make every effort to leave as late as possible and return as early as possible when interviewing to minimize time lost from elective clerkships.

Personal Reasons (including religious holidays) – Students must notify the Office of Clerkships via email at sshamaly@tmsu.edu.vc as early as possible before the start of the required clinical course regarding any scheduled absence. Students should expect that they will need to make up missed time. This includes (but is not limited to) any absences for religious holidays, academic events, and civic responsibilities. Students are responsible for communicating an excused or unexcused absence to their preceptor. Although each preceptor has the discretion to allow or disallow such absences, based

on the impact to the educational experience, the general rule is that any days over three (3) taken off should be made up. Since most family events (weddings, reunions, etc.) are planned for weekends, most of these events could be attended with minimum time lost from the required clinical courses with advanced planning.

Weather-related absences – Students who miss clinical days due to adverse weather conditions should plan to make up those missed days prior to the end of the rotation.

Case-based learning (CBL) sessions - Since case-based learning sessions may be attended via google meet or other platform, *no absences* are allowed. Educational sessions take priority over clinics, rounds procedures, etc. This is all required to remain in compliance with CAAM-HP Standards for Accreditation (specifically educational program standards) ED-9, but also ED-3 and ED-7.

If one session is missed, the student must turn in the CBLs from the session that was missed via Canvas Learning Management Software (LMS). The student will be docked an initial 3% of final grade off for missing the session. The turned-in CBLs will be checked for accuracy, plagiarism and use of AI. If they are found to be plagiarized or completed with help of Artificial Intelligence (AI), the student will be referred to the appropriate policies in the student handbook. Via those policies, The Associate Dean of Clinical Sciences and Curriculum (ADCSC) has the discretion to determine appropriate punishment (ie, from removal of professionalism points (15% of total grade) up to and including failing the rotation for lack of professionalism because of plagiarism or use of AI). They will receive a recommendation for a warning for Lack of Professionalism.

If a second CBL session is missed the student is automatically removed from the rotation and receives an incomplete for the rotation even if the second session missed is the last CBL session. The student is required to meet with the ADCSC as soon as possible. They must explain their lack of professionalism in not attending required CBL. They will be recommended for a Formal Reprimand for Lack of Professionalism. They are not allowed to take the end of rotation NBME Clinical Subject (Shelf) exam. If a student takes it, it will not count. They will be required to repeat the entire rotation and attend all CBLs.

If a student misses two (2) CBLs on two (2) different rotations, they will be recommended to the APC for dismissal from the school for lack of professionalism. They may appeal the APC and Dean's dismissal decision if they have not previously used the Final Appeal policy.

Illness or Injury – Illnesses and/or injuries are handled on a case-by-case basis by the Office of Clerkships. In almost all cases, such events cannot be predicted in advance. When either occurs, the student's first responsibility is to their safety and the safety and well-being of those around them. Remediation plans will be made by the Office of Clerkships once the situation has stabilized. Students may need to file an application for a medical leave of absence and if so, will be guided as to the process for doing so.

Health Care Appointments – All health care appointments should be scheduled not to conflict with required clerkship activities whenever possible.

Remediation of Coursework – All students are required to make up any absences, even if they are excused. When it is not feasible to reproduce a clinical or simulated experience, the Office of Clerkships will approve an appropriate remediation. Note that if a significant component of the educational experience is missed for any reason, it is at the discretion of the Office of Clerkships to require remediation or reduce the student's grade.

Unexcused absences – Failure to notify the Office of Clerkships of absences in a timely manner or failure to remediate when remediation is offered, will result in possible grade reductions or failure of the clerkship. Students may also be presented to the Associate Dean of Student Affairs on charges of unprofessional behavior.

Recourse for Students – Any student who feels unfairly treated with regard to the attendance policy should discuss these issues with the Office of Clerkships. If a mutually agreeable decision is not reached, the student should contact the Office of Student Affairs if they wish to pursue the matter further.

Policies

The policies listed here are important for students to know and understand. Other policies, including these listed here, are in Canvas > Student Resources.

Code of Professionalism Policy

Policy statement

The Code of Professionalism consists of three articles, the first of which expresses the commitment of the medical student body to certain values, virtues, and principles that are fundamental to professionalism in medicine: respect for the dignity of every individual, altruism, compassion, integrity, collegiality, responsibility and accountability, humility, trustworthiness, honesty, and excellence. The second article addresses the questions of what can and should be done when members of the school community fail to exemplify these values, virtues, and principles. The third article describes the process for investigating and resolving allegations of serious failures in Professionalism.

Reason for policy

To ensure that all students, administrators, and faculty understand the ideals central to the practice of medicine and the process and procedures for adjudicating violations.

Affected stakeholder and organization(s)

Student, Faculty, Administration

Definitions

None

Process & procedures

Code of Professionalism

The Code of Professionalism consists of three articles, the first of which expresses the commitment of the medical student body to certain values, virtues, and principles that are fundamental to professionalism in medicine: respect for the dignity of every individual, altruism, compassion, integrity, collegiality, responsibility and accountability, humility, trustworthiness, honesty, and excellence. The second article addresses the questions of what can and should be done when members of the school community fail to exemplify these values, virtues, and principles. The third article describes the process for investigating and resolving allegations of serious failures in Professionalism.

Article I

With an understanding that the following ideals are central to the practice of medicine, we, as members of the community of TMSU, will strive to:

1. **Practice humility.** We acknowledge the limits of our science and our practice, as well as our personal limits in knowledge and skill.
2. **Seek excellence.** We will endeavor to improve our knowledge and skill, both within and beyond the learning environment.
3. **Be responsible and accountable.** We will be willing to accept and acknowledge our shortcomings, as well as our successes. We will also commit ourselves to responsibility and accountability for our own learning.
4. **Be worthy.** Fostering the trust of our patients, teachers, and fellow students.
5. **Be altruistic.** We will strive to place the interests and needs of others, especially the sick and the disadvantaged, above our own self-interest.
6. **Be compassionate.** We realize that the ability to share in the experiences of others—especially, the suffering of the sick—is critical to the work of healing.
7. **Act and speak with integrity.** We will seek to speak and to act in ways that testify to and support our values and principles.
8. **Be collaborative and collegial.** We realize that care for patients and ourselves demands the integration and coordination of the talents, knowledge, and skills of all members of the health care team.
9. **Respect the dignity and intrinsic value of every individual.** Regardless of race, ethnicity, national origin, age, gender, socioeconomic background, sexual orientation, religious belief or political affiliation we will strive to respect our teachers, fellow students, patients, and other members of the university community.

10. **Be honest.** We will speak and act truthfully.

Article II

Promoting and Defending Professionalism in Education

The obligation to exemplify these values, virtues and principles ultimately rests with each of us. When we reflect these values, virtues, and principles, we enrich and strengthen our medical community. Since professionalism in the practice of medicine depends upon self- and mutual regulation, we promise to support each other in meeting this obligation with the aim of creating and maintaining a community founded on this shared commitment.

Actions that promote our values, virtues and principles, should be recognized, encouraged and supported. Actions –both words and deeds–that undermine our virtues, values, and principles should also be addressed. The following options are available for discussing and addressing actions, especially of the latter type:

1. In many situations, a direct, honest, confidential, and informal approach is most appropriate. This informal approach is inspired by the conviction that being open and forthright bolsters our shared community. Both in recognizing acts that promote our shared virtues, values, and principles, and in honest discussions about acts that may undermine them, a direct and informal approach allows us to support and to encourage each other while strengthening our medical community.
2. Concerns may also be voiced to and explored with the Dean's Office.
Serious violations of the stated virtues, values, and principles may require an alternate process. Because serious failures in respect and honesty including sexual harassment, bias, discrimination, abuse, and academic dishonesty pose substantial threats to professionalism and to the integrity of our community the following formal written process is available.

Article III

Process for Investigating and Resolving Allegations of Serious Failures in Respect and Honesty

The following written formal process, which will always be conducted with the utmost regard for confidentiality and for the rights of students, is to be followed during the investigation and resolution of allegations of a serious breach of this Code of Professionalism. Allegations of academic dishonesty, harassment, bias, discrimination, or abuse are considered serious threats to our stated virtues, values, and principles.

1. A formal allegation of a serious breach of this Code of Professionalism must be described in writing by the individual(s) making the allegation. This document should contain the relevant details of the alleged violation, including the specifics of where, when, and by whom such an alleged failure occurred. The name(s) of the individual(s) bringing the allegation must be included in the written account.
2. This written allegation must be submitted to the Associate Dean of Admissions and Student Affairs on St. Vincent within ten days of the "discovery" of the alleged violation if the alleged event occurred on St. Vincent. If the alleged event occurred in the US or in terms 5-10, the submission should be to the Associate Dean of Clinical Sciences and Curriculum. The Associate Dean will determine if the allegation is sufficiently egregious or is part of a history or pattern of behavior the formal allegation will be forwarded to the *ad hoc* Disciplinary Review Committee which will be duly constituted and will include faculty and peers. If the Dean finds that the written allegation does not warrant immediate action, a copy of the formal, written allegation and a copy of the response will be placed in confidential files created for all parties involved. The contents of the confidential files will be destroyed upon graduation of each of the students involved in an allegation.
3. To be given reasonable notice of the hearing before the Disciplinary Review Committee
4. To address the committee investigating the alleged incident
5. To have knowledge of the nature of the evidence to be used against him/her
6. To be accompanied by the faculty advisor of his/her choosing.
7. To receive a fair hearing
8. To have all proceedings undertaken with utmost confidentiality
9. If the committee unanimously finds that there is cause for further investigation, it will convene again at the earliest convenience. Otherwise, all relevant documents and materials will be placed in a confidential file. In the event of a split decision of the committee, a written minority and majority opinion will be placed in the confidential file. This file is to be destroyed upon graduation of the accused.
10. If an allegation is forwarded to the committee, it will review the written allegation and findings. If need for further investigation is warranted, the accused will be notified and is entitled to present a rebuttal or defense before the committee. The accused is entitled to receive a copy of the allegation(s) if it is found to warrant further investigation

11. If the committee finds that there is sufficient evidence to support the allegation, it may resolve the matter in one of several ways.
12. Issue an oral reprimand to the accused at the conclusion of the review;
13. Issue a written reprimand to the accused to be placed in his/her academic file. This reprimand may remain in the academic file or may be removed after the completion of some form of restitution or remediation;
14. Suspend the accused from TMSU for a specified period of time;
15. Expel the accused from TMSU.
16. Under certain circumstances the accused may invoke an appeals process. If the action leads to dismissal by the Disciplinary Review Committee, or denies permission to return from a leave of absence, the student may appeal this decision to the Dean. The Dean will:
 1. Affirm the decision of the Disciplinary Review Committee; or
 2. Reverse or modify the action of the Disciplinary Review Committee in a manner dealing more benignly with the student; or
 3. Remand the case to the Disciplinary Review Committee for additional consideration.
 4. In cases under a) and b) the decision is final and without further appeal.
17. It must be expressly understood and agreed that should any legal proceeding between TMSU and a student arise, then the local law of St. Vincent will be applied.

CAAM-HP Standard III. Educational Program

The CAAM-HP expects that doctors trained for functioning in CARICOM countries are able to function in the community as an isolated practitioner, as well as in the modern hospital or clinic setting internationally. The doctor for CARICOM countries should be a promoter of health for the individual as well as the community, and must have the clinical competencies to be able to diagnose and treat illness in resource constrained circumstances. They must be aware of modern techniques of diagnosis and care and how they may be accessed when not available in the setting in which they practice. The doctor must be au fait with international codes of conduct for health professionals and practice within the law and ethical code of conduct of the country or jurisdiction in which they practice. They should be an advocate for the patient, particularly those disadvantaged by age or economic circumstance, and do so irrespective of ethnic, racial, religious, political or other considerations.

A medical school must engage in ongoing planning and continuous quality improvement processes that establish short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve programmatic quality and ensure effective monitoring of the medical education programme's compliance with accreditation standards.

ED-11 A medical school must ensure that the learning environment of its medical education programme is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences and identify and promptly correct violations of professional standards.

Professionalism Policy II

Policy statement

The Code of Professionalism consists of Core Values and Expectations and Behaviors. This policy expands upon the "Code of Professionalism Policy"

Reason for policy

To ensure that all students, administrators, and faculty understand the ideals central to the practice of medicine and the process and procedures for adjudicating violations.

Affected stakeholder and organization(s)

Student, Faculty, Administration

Professionalism

At Trinity Medical Sciences University and Trinity School of Medicine, we are committed to fostering a culture of professionalism that is integral to the practice of medicine. Our professionalism policy outlines the standards, values, and behaviors that we expect from all members of our academic community, including students, faculty, staff, and administrators.

Core Values

Integrity: Uphold the highest standards of honesty and ethical behavior in all interactions, both within the medical school and in the broader community. Adhere to the principles of medical ethics, including respect for patient autonomy, beneficence, non-maleficence, and justice.

Respect: Treat every individual with dignity, regardless of their background, beliefs, or roles. Embrace diversity and inclusivity, fostering an environment that is free from discrimination, harassment, and bias.

Compassion: Demonstrate empathy and sensitivity towards patients, colleagues, and the community. Understand the emotional and psychological aspects of patient care and exhibit genuine concern for their well-being.

Expectations and Behaviors

Professional Appearance: Maintain a neat and appropriate appearance that reflects the high standards of the medical profession. Dress code guidelines should be followed within the campus and clinical settings.

Communication: Communicate effectively and respectfully with patients, families, colleagues, and staff. Uphold patient confidentiality and privacy at all times, both in and out of the medical setting.

Responsibility and Accountability: Take ownership of your education, actions, and decisions. Be punctual, prepared, and actively engage in learning experiences. Recognize and address errors or mistakes with transparency and a commitment to improvement.

Teamwork and Collaboration: Collaborate with others to provide optimal patient care and contribute positively to the learning environment. Respect the roles and contributions of various healthcare professionals.

Ethical Conduct: Abide by the highest ethical standards in all interactions. Avoid conflicts of interest, including relationships that may compromise objectivity or professionalism.

Social Media and Online Presence: Use social media responsibly, maintaining the privacy and dignity of patients, colleagues, faculty, staff and the institution. Do not share sensitive information or engage in unprofessional online behavior.

Professional Development: Commit to lifelong learning and professional growth. Stay current with medical knowledge, advancements, and best practices, and engage in continuous self-improvement.

Reporting and Enforcement: Any violations of the professionalism policy will be taken seriously. An established reporting mechanism ensures that concerns can be raised confidentially. The institution will follow a fair and transparent process to investigate reported incidents and address them appropriately, which may include counseling, education, or disciplinary actions.

The following written formal process, which will always be conducted with the utmost regard for confidentiality and for the rights of students, is to be followed during the investigation and resolution of allegations of a serious breach of this Code of Professionalism. Allegations of academic dishonesty, harassment, bias, discrimination, or abuse are considered serious threats to our stated virtues, values, and principles.

1. Incidences which rise to the level of requiring a warning, are separate from incidents described below in (2.)

- a. Incidences in which professionalism is breached but are not considered serious threats to Trinity's stated virtues, values, and principles may be addressed by the above mentioned Associate Deans or the Dean without calling a formal Disciplinary Review Committee. Incidents like this include but are not limited to class disruptions, consistently being late to class or clerkship activities, disrespecting peers or professors in public, etc.
 - b. These incidents may lead to just a discussion or may lead to a professionalism warning being placed in the student's academic file. Warnings like this are a "placeholder" and are not part of the permanent record. Warnings are not placed in a student's MSPE and should not prohibit a student from other activities. Warnings are in contrast to a professionalism action or serious breach.
2. A formal allegation of a serious breach of this policy should be described in writing by the individual(s) making the allegation. This document should contain the relevant details of the alleged violation, including the specifics of where, when, and by whom such an alleged failure occurred. The name(s) of the individual(s) bringing the allegation must be included in the written account.
3. This written allegation must be submitted to the Associate Dean of Admissions and Student Affairs on St. Vincent (for terms 1-4) or the Associate Dean of Clinical Sciences and Curriculum (terms 5-10) within ten days of the "discovery" of the alleged violation. The individual(s) against whom the allegation is made will receive a copy of the written allegation and will also have the opportunity to respond in writing. The Associate Dean will meet with all of the parties involved. Upon deliberation if the Associate Dean finds that the allegation is sufficiently egregious or is part of a history or pattern of behavior the formal allegation will be forwarded to the Disciplinary Review Committee which will be duly constituted and will include faculty, peers, and an advocate for the accused, usually a faculty member or administrator. If the Dean finds that the written allegation does not warrant immediate action, a copy of the formal, written allegation and a copy of the response will be placed in confidential files created for all parties involved. Each party to an allegation will be informed of the Dean's decision within thirty days of the initial meeting. The contents of the confidential files will be destroyed upon graduation of each of the students involved in an allegation.
4. The accused is entitled to the following rights:
 1. To know who his/her accuser(s) are if this is outside peer review process
 2. As stated previously, the accused is to receive a copy of the written allegation
5. To be given reasonable notice of the hearing before the Disciplinary Review Committee
6. To address the committee investigating the alleged incident
7. To have prior knowledge of the nature of the evidence to be used against him/her
8. To be accompanied by the faculty advisor of his/her choosing.
9. To receive a fair hearing
10. To have all proceedings undertaken with utmost confidentiality
11. If the committee unanimously finds that there is cause for further investigation, it will convene again at the earliest convenience. Otherwise, all relevant documents and materials will be placed in a confidential file. In the event of a split decision of the committee, a written minority and majority opinion will be placed in the confidential file. This file is to be destroyed upon graduation of the accused.
12. If an allegation is forwarded to the committee, it will review the written allegation and findings. The accused is entitled to present a rebuttal or defense before the committee. The accused is granted the same rights afforded during the hearing. If the committee finds that there is sufficient evidence to support the allegation, it may resolve the matter in one of several ways.
13. Issue an oral reprimand to the accused at the conclusion of the review;
14. Issue a written reprimand to the accused to be placed in his/her academic file. This reprimand may remain in the academic file or may be removed after the completion of some form of restitution or remediation;
 1. Suspend the accused from TMSU for a specified period of time;
 2. Expel the accused from TMSU.
 3. Under certain circumstances the accused may invoke an appeals process. If the action leads to dismissal by the Disciplinary Review Committee, or denies permission to return from a leave of absence, the student may appeal this decision to the Dean. The Dean will: Affirm the decision of the Disciplinary Review Committee; or Reverse or modify the action of the Disciplinary Review Committee in a manner dealing more benignly with the student; or Remand the case to the Disciplinary Review Committee for additional consideration.
4. In cases under 14.1) and 14.2) the decision is final and without further appeal.

5. It must be expressly understood and agreed that should any legal proceeding between TMSU and a student arise, then the local law of the appropriate jurisdiction will be applied.

CAAM-HP Standard III. Educational Program

The CAAM-HP expects that doctors trained for functioning in CARICOM countries are able to function in the community as an isolated practitioner, as well as in the modern hospital or clinic setting internationally. The doctor for CARICOM countries should be a promoter of health for the individual as well as the community, and must have the clinical competencies to be able to diagnose and treat illness in resource constrained circumstances. They must be aware of modern techniques of diagnosis and care and how they may be accessed when not available in the setting in which they practice. The doctor must be au fait with international codes of conduct for health professionals and practice within the law and ethical code of conduct of the country or jurisdiction in which they practice. They should be an advocate for the patient, particularly those disadvantaged by age or economic circumstance, and do so irrespective of ethnic, racial, religious, political or other considerations.

A medical school must engage in ongoing planning and continuous quality improvement processes that establish short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve programmatic quality and ensure effective monitoring of the medical education programme's compliance with accreditation standards.

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Artificial Intelligence Academic Integrity Policy

Policy Statement

The University recognizes that honesty and integrity are necessary to its academic function. Academic conduct exists in order to support high standards of behaviors. The regulations protect the equity and validity of the university's grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life.

Reason for Policy

The University holds Integrity, Honesty and Competence among its core values. Please refer to the complete academic integrity policy. This policy addresses the recently emergent technology of artificial intelligence and its use in the classroom by students.

Definitions

Academic Conduct – The University recognizes that honesty and integrity are necessary to its academic function. It is the duty of the student to practice and preserve academic honesty. Violations of academic honesty and integrity include cheating of any kind, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences.

The use of artificial intelligence (AI) to produce writing or answers for any course is not allowed unless it is otherwise stated by the instructor. If a student is found to have used AI-generated content for an assignment or assessment, that student may fail the assignment or the course.

Responsibilities

Faculty Responsibility: It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor must clarify in writing (for example in the course syllabus) any situation peculiar to the course that may differ from the generally stated policy. He or she should, whenever possible, make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate oversight of assignments,

examinations, internship components, and other course requirements. Finally, it is the responsibility of the faculty member to provide written notice to the student of any suspected violations of the academic honesty policy as described in process and procedures below.

Student Responsibility: It is the duty of the student to practice and preserve academic honesty. Each student should be aware of the specific policies governing academic conduct for the program(s) and course(s) in which he or she is enrolled, as well as the grievance and appeals processes put in place for adjudicating such policies. If the student has any doubt about a course policy, s/he should consult with her/his instructor or the course director. It is also the student's responsibility to check daily her/his Trinity University email so that official notification to the student regarding academic dishonesty can be carried out in a timely fashion.

Process and Procedures

The procedures set forth here are intended to provide a means for resolving accusations of academic misconduct made by another student, an instructor, an administrator, or a university employee.

General Procedures

Violations of the Artificial Intelligence Academic Integrity Policy will be handled initially in the school in which the instructor of record has his/her primary appointment. In all cases, the expectation is that faculty members and deans will take action within a reasonable time of the faculty member becoming aware of the alleged violation, usually within ten (10) business days. The following procedures will be followed upon encountering an alleged violation of academic honesty by a student:

- The faculty member will bring information and evidence to the Associate Dean of Student Affairs (terms 1-4) or to the Associate Dean of Clinical Sciences and Curriculum (terms 5-10) to review and confirm.
- Upon receipt of a violation allegation, every effort will be made to gather all of the relevant facts.

The faculty member decides upon the action, if any, that is appropriate to the incident in informal consultation with the appropriate Associate Dean or Dean when making this decision. While there is no acceptable excuse for academic misconduct, and no acceptable reason to tolerate academic misconduct the severity of the action to be taken depends on the nature of the violation and should align with University standards.

Investigation of any alleged incident should consider the following factors:

- The extent to which the alleged behavior and activity was planned, deliberate and/or recurrent.
- The number of alleged participants involved, directly or indirectly, in the incident.
- The overall record of professionalism, personal conduct, and academic performance of the alleged participant(s).
- The advantage gained, or potentially gained, by the alleged behavior and activity.
- The awareness or suspicion of misconduct by other students.
- The disadvantage(s) suffered by other students, faculty, staff or administrators.
- The potential negative impact on the official records and statistics of the school.
- The need for fair, objective and thorough investigations and recommendations, on a case-by-case basis.

If action is deemed to be warranted, the student will be advised of the allegation via email.

The accused will receive written notice of the alleged violation, along with any sanctions, and will have an opportunity to respond.

- If the accused student admits responsibility, the process may proceed to the sanctioning phase or may be informally resolved, if appropriate.
- If, at any point, there is insufficient evidence to support a charge or to warrant further consideration of discipline, the complaint should be dismissed.

Actions Taken in Cases of Alleged Academic Dishonesty

- Violation 1 – the first infraction will result in a warning letter to be placed in the student’s record provided the infraction is of mild consequence. Blatant cheating; however, will not be tolerated and a grade of zero may be given for the assignment or exam even if this is the first violation.
- Violation 2 – the second infraction will result in a second letter and a zero (0) for the exam or assignment
- Violation 3 – the third infraction within a course or among multiple courses will result in sufficient cause to remove the student from the course with a grade of “F”
- Violation 4 – If a student incurs a fourth confirmed violation of the Academic Integrity Policy, the Academic Progress Committee shall be notified and the student will be considered for dismissal from the University.
- If the faculty agree to dismiss the student on professionalism violation for academic dishonesty the APC shall direct the University Registrar to place a registration hold on the student’s academic transcript.

The Office of Student Affairs will provide the notice to the student of the charge(s) of academic dishonesty, what action will be taken as a result of the incident, and the right a student has to aggrieve the decision per the Student Academic Grievances policy, if not satisfied, to the Associate Dean for Student Affairs. The written notice should be sent to the student’s Trinity email address. Any correspondence between the instructor, individuals consulted, and student must be maintained by the faculty member. The written notice must remind the student of his/her right to appeal the decision per the Student Academic Appeals policy and that the appeal must be filed within ten (10) business days of the email being sent. If the appeal comes at the end of a term or near the deadline for final grades, the instructor will notify the University Registrar who will assign an “IP” until the appeal has been completed.

If the student appeals, the final grade shall not be processed until the appeal process has run its course. The student is expected to continue to abide by the syllabus for the course in which the academic misconduct is alleged to have occurred during the appeals process.

If no appeal is made, the Associate Dean of Student Affairs will maintain a record of the violation and will notify the University Registrar that the final grade is to be recorded on the student’s academic transcript.

Student Grievance and Complaint Policies

Policy statement

Trinity Medical Sciences University (TMSU) and Trinity School of Medicine (TSOM) are committed to fostering an academic environment that upholds fairness, integrity, and respect for all members of the university community. Students who believe they have a grievance are encouraged to seek informal resolution through appropriate channels before initiating the formal grievance procedure. If informal resolution is not feasible, students may pursue the formal grievance process outlined below.

Reason for policy

This policy ensures that student concerns are addressed promptly and resolved in a fair and just manner. The procedure provides a structured mechanism for students to present grievances to the administration while safeguarding them from any retaliatory actions when concerns are raised in good faith.

Definitions

- Trinity School of Medicine (TSOM) – An academic institution dedicated to medical education.
- Trinity Medical Sciences University (TMSU) – The broader institutional entity encompassing TSOM.
- Georgia Nonpublic Postsecondary Education Commission (GNPEC) – The regulatory body overseeing nonpublic postsecondary institutions in Georgia.
- Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) – The accreditation body for medical education programs in the Caribbean.
- Grievance – A formal complaint arising from an alleged unauthorized or unjustified act or decision by an individual (student, faculty, staff, or administrator) that adversely affects the status, rights, or privileges of a student. Grievances may include, but are not limited to:
 - Academic programs or courses
 - Discrimination
 - Student mistreatment

- Harassment, including sexual misconduct
- Mentorship concerns
- Privacy of student educational or health records
- Security and safety issues
- Research-related grievances
- Student health concerns
- Violations of professionalism

Complaints regarding financial matters, housing, or other administrative concerns are governed by separate policies. Grievances must be submitted in writing to the Associate Dean for Student Affairs and Admissions (AsDSAA). The written statement should include:

- Date of the incident
- Location of the incident
- Individuals involved, including witnesses
- A summary of the incident
- Efforts made to resolve the matter informally
- The remedy sought
- Professional and academic misconduct includes, but is not limited to, misrepresentation of oneself in academic or professional settings, actions that hinder fair evaluation of another student, or knowingly allowing another student to use one's work as their own. Further professionalism concerns are addressed in related policies. Additionally, misconduct encompasses inappropriate behavior towards individuals or disruption of classroom or clinical activities, and students are subject to disciplinary action under professionalism policies at TMSU or affiliated institutions.

Grievance Process & procedures

1. Grievances against a Student

- The grievance report will be reviewed by the AsDSAA, the Chief Justice of the relevant jurisdiction (St. Vincent and the Grenadines or the United States), and one additional faculty member or student selected by these individuals.
- All potential conflicts of interest must be revealed.
- No conflicts of interest can be present.
- A student may not chair the committee

2. Grievances against Faculty, Staff, or Administrators

- The AsDSAA will conduct an investigation, including meetings with the concerned parties, after forming a committee comprising the Chief Justice of the relevant jurisdiction and an additional faculty member or student. The Associate Dean for Student Affairs will refer the matter to the Dean, who will review findings and issue a final resolution, which may include disciplinary or remedial actions.
- All potential conflicts of interest must be revealed.
- No conflicts of interest can be present.
- A student may not chair the committee

Process outline

- Grievance is filed within 10 days of the alleged event. Incident is submitted to either relevant Chief Justice (CJ) or Associate Dean of Student Affairs / Admissions (AsDSAA). The grievance cannot be anonymous, but the privacy and anonymity of the accuser with regard to the accused is respected as much as possible.
- Dean is notified
- Dean asks for formation of *ad hoc* DRC
- *ad hoc* DRC is formed and given the relevant policies, as well as the allegation and witness statements. Members choose the chair of the *ad hoc* committee. Members determine an amicable date for *ad hoc* DRC meeting #1
- During *ad hoc* DRC meeting #1 documents are reviewed for breach of professionalism, conduct or other policies. Recommendation is made to the Dean on whether or not further investigation is warranted.
- The accused is informed of the allegation and given five business days to respond to the allegation in writing to the chair of the DRC. The response is sent to the other members of the committee.

- Members determine an amicable date for *ad hoc* DRC meeting #2.
- During *ad hoc* DRC meeting #2, the committee meets with the accused who is given the option of making a presentation before the committee. The committee deliberates and then sends a recommendation to the Dean.
- Dean reviews the file and the DRC's recommendation. The Dean shares the final decision with DRC members.
- The complainant and the accused receive the determination of the Dean based on the DRC investigation and recommendation.

Student Appeal

Students with unresolved grievances may file a grievance report with the [Georgia Nonpublic Postsecondary Education Commission \(GNPEC\)](#) or CAAM-HP (see below). GNPEC requires that students utilize and complete their institution's grievance procedure in an attempt to resolve any complaint or concern before submitting a complaint to the Commission. If the institution's resolution is not satisfactory, a student may then appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution.

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place

Tucker, GA 30084

Phone: (770) 414-3300

GNPEC Website URL: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>[Links to an external site.](#)

Or

The CAAM-HP Secretariat

Suites 5 & 6, Pinnacle Pointe

53 Lady Musgrave Road

Kingston 10, Jamaica

Tel: (876) 927-4765

E-mail: info@caam-hp.org

Disciplinary Review Committee (DRC)

The purpose of the TMSU *ad hoc* Disciplinary Review Committee is to hold a hearing for students who are found to be in violation of TMSU policies, and who are accused of professional or academic misconduct. The Associate Dean of Student Affairs oversees the DRC.

Note: This does not include issues regarding maintaining academic standards, such as GPA requirements or matriculation which remain the responsibility of faculty committees (APC and Admissions).

All students are expected to abide by the policies and procedures established by the University. Ignorance of established policies is not considered a valid reason for violation.

Communication Repository

All communication between the complainant and administration concerning student written complaints, whether a formal written complaint or a satisfaction complaint, will be archived by the AsDSAA. If any complaint contains information that requires additional confidentiality, the President may choose to keep it on file in the President's office with a note maintained in the AsDSAA's records. All complaint documentation will be maintained for 7 years after the final date of resolution. The student complaint log will include:

Date the complaint was sent to the AsDSAA

Date the AsDSAA acknowledges complaint receipt to the student

Name of the AsDSAA overseeing the complaint resolution Individuals assigned to investigate the complaint, if investigation was not overseen by the Associate Dean of Students/Admissions

Date of resolution communication

General resolution details and results of the investigation

Dates on which any follow-up communication was sent to the complainant. Documentation and links to where the complaint communication is maintained

Relevant Policies

CAAM-HP Standards for Accreditation of Medical Education Programmes - August 2024

MS-30: Student Mistreatment A medical school develops effective written policies that define mistreatment, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing mistreatment. Mechanisms for reporting mistreatment and other complaints are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation.

MS-31: Student Complaints A medical school has written policy and procedures for addressing complaints from students related to areas covered by CAAM-HP standards and processes. The information provided by the medical school to students includes the school's policy and procedures for addressing student complaints, as well as contact information for the CAAM-HP secretariat to which students may submit complaints not resolved at the institutional level.

GNPEC

Standard 14: Complaint Policy

Statutory Authority: O.C.G.A. §§ 20-3-250.5(b)(2); 20-3-250.6(a)(14)

1. Complaint procedure must include the following:
 - a. Steps for filing a complaint:
 - i. Submission requirements;
 - ii. Institutional review process, including response times; and
 - iii. Notification of right to appeal final institutional decision to GNPEC.
2. Complaint procedure must be provided as part of the catalog and enrollment agreement.
3. If the institution has a website, the current catalog with the complaint procedure must be posted.
4. For institutions with physical facilities for students, the complaint procedure must be posted prominently in a public place where students congregate (i.e., student breakroom).

Student Complaints regarding non-academic or non-professionalism issues

Objective of Policy

The student complaints policy provides guidance as to how the University defines written complaints, the structure for communication and resolution of complaints, and the systematic means for documenting complaints and resolutions. A good faith effort will be made by the institution to reach a resolution that is beneficial to those involved in a formal complaint.

Policy Definitions

Written Student Complaint: Any written complaint from a student to the Associate Dean of Students/of Admissions. Written student complaints may be received via email from the student's TMSU email address or via letter.

Formal student complaint: Any written student complaint that involves a payment or refund of a charge, student financial aid, scholarships/grants, student housing, facilities, or any other issues not involving academics or professionalism issue deemed by the AsDSAA to require additional investigation. Formal student complaints should contain the following elements: (a) Date and location where the incident occurred; (b) individuals involved, including witnesses; (c) summary of the incident; (d) efforts made to settle the matter informally¹; and (e) remedy sought.

Satisfaction complaint: Any written student complaint that involves an individual's opinion, but does not provide enough information or is deemed by the AsDSAA to be at a severity level below meriting an in-depth investigation. Satisfaction complaints may evolve into a formal student complaint if the student wishes to continue the complaint after the initial attempt at resolution.

Resolution: the answer to or solution for the complaint. Resolution does not guarantee that the complainant

¹ It is understood that, under some circumstances such as sexual harassment or intimidation, a student may wish to involve the University administration without first seeking informal resolution.

receives the complainant's desired outcome. Some resolutions may involve referring students to other existing appeals processes, such as the process for appealing a grade or disciplinary sanctions.

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Trinity Medical Sciences University (TMSU) – The broader institutional entity encompassing TSOM.

Georgia Nonpublic Postsecondary Education Commission (GNPEC) – The regulatory body overseeing nonpublic postsecondary institutions in Georgia.

Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) – The accreditation body for medical education programs in the Caribbean.

Associate Dean of Student Affairs / Admissions (AsDSAA) – the dean level individual to whom complaints are first directed

Procedures for Responding to Written Student Complaints

The student must submit an email or letter to the Associate Dean of Students/Admissions.

The ASDSAA will respond to the student within 5 business days for the purpose of acknowledging receipt.

The AsDSAA will coordinate an investigation of the complaint and develop a resolution. The complaint will be investigated, including the source, consideration of previous efforts to resolve the issue, and evaluation of any circumstances surrounding the event or person. Depending on the nature of the complaint, the AsDSAA may, at this time, forward the complaint to another University administrator for investigation. The AsDSAA will send an email to the student within 10 days after initially acknowledging receipt of the complaint for the purpose of providing a written statement of resolution or to inform the student of the progress related to reaching a resolution, as well as a date by which resolution will be reached.

For satisfaction complaints that require additional information from the complainant, the AsDSAA will send an email to the student within 10 days after initially acknowledging receipt of the complaint for the purpose of requesting additional information necessary for facilitating resolution. Within this 10-day time frame, the administrator will provide a written statement of resolution or will inform the student of the progress related to reaching a resolution, as well as a date by which resolution will be reached.

Student Appeal Process

Upon receiving the resolution response to the written student complaint, the student has the right to appeal to successive levels of administration. Each successive level will have 10 days to respond after the appeal is received. Depending on the nature of the complaint, the AsDSAA will advise the student of whether to appeal to the Provost/Dean or the Chief Administrative Officer. If the student is not satisfied by the Provost/Dean of Medicine or Chief Administrative Officer's resolution response or if the complaint was previously forwarded to the Provost/Dean of Medicine or Chief Administrative Officer for resolution, the student may appeal to the President. The President's decision is final.

If the student exhausts all internal complaint processes and appeals, a student may elect to appeal to the Georgia Nonpublic Postsecondary Education Commission (GNPEC). A complaint form is available on the GNPEC website: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>. They may also be reached by phone at (770) 414-3300.

If a medical student exhausts all internal complaint processes and appeals, a student may elect to appeal to

The CAAM-HP Secretariat
Suites 5 & 6, Pinnacle Pointe
53 Lady Musgrave Road
Kingston 10, Jamaica
Tel: (876) 927-4765
E-mail: info@caam-hp.org

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Date the complaint was sent to the Associate Dean of Students/Admissions

- Date the AsDSAA acknowledges complaint receipt to the student
- Name of the AsDSAA overseeing the complaint resolution Individuals assigned to investigate the complaint, if investigation was not overseen by the Associate Dean of Students/Admissions
- Date of resolution communication
- General resolution details and results of the investigation
- Dates on which any follow-up communication was sent to the complainant Documentation and links to where the complaint communication is maintained

Extenuating Circumstances Policy

Policy Statement

Trinity School of Medicine is committed to maintaining academic integrity while ensuring that students are not unfairly disadvantaged by circumstances beyond their control. This policy provides a structured framework for students facing serious, unforeseen, and unavoidable events that may impact their academic performance. The institution encourages resilience and professionalism, expecting students to navigate routine life challenges without compromising their studies. However, in exceptional cases, appropriate accommodations will be considered to uphold academic standards while supporting student success.

Purpose

This policy establishes a fair, transparent, and consistent process for students experiencing extenuating circumstances that may affect their academic progress, clinical responsibilities, or ability to meet deadlines.

Definitions

Extenuating circumstances are exceptional, unforeseen, and unavoidable events that significantly impair a student's ability to meet academic or clinical requirements. These circumstances must be:

- Beyond the student's control
- Unpredictable or unavoidable
- Directly impacting academic performance or attendance

Possible (but not guaranteed) extenuating circumstances include, but are not limited to:

- Severe illness or injury requiring medical attention
- Death or critical illness of an immediate family member
- Natural disaster
- Mental health crises requiring professional intervention
- Victim of a crime, accident, or natural disaster
- Legal obligations (e.g., court proceedings, immigration matters)

Exclusions

The following situations do not qualify as extenuating circumstances:

- Poor time management or workload stress
- Minor illnesses (e.g., colds, seasonal allergies, headaches) without medical documentation explaining increased severity. For example, seasonal allergies (J30.9) do not classify as extenuating circumstances but an anaphylactic reaction (Z87.892) would be classified as a severe illness or injury requiring medical attention
- Non-emergency travel plans or personal commitments
- Technical failures (unless institutionally verified)

Reporting and Documentation Requirements

Students must notify the Office of Student Affairs as soon as possible when an extenuating circumstance arises. Requests must be submitted within five (5) business days of the event unless the student is incapacitated. Required documentation may include:

- Medical certificates or hospital records
 - Death certificates or obituary notices
 - Police reports (if applicable)
 - Court or legal documents
 - Letters from licensed mental health professionals
- All submissions will be handled with confidentiality and discretion.

Possible Adjustments

Adjustments will be determined on a case-by-case basis, considering the nature and severity of the circumstances.

Possible adjustments may include:

- Exam deferral or rescheduling
- Assignment extensions
- Temporary academic leave
- Clinical rotation modifications
- Alternative assessment arrangements

Accommodations will be reviewed and approved by the Associate Dean of Student Affairs and, if necessary, an ad hoc Extenuating Circumstances Review Committee (ECRC).

Appeals Process

If a student's request is denied, they may submit a written appeal to the Dean within five (5) business days of receiving the decision. The appeal must include additional supporting evidence or justification for reconsideration.

Final Decision and Accountability

Decisions regarding extenuating circumstances are final and will be communicated in writing to the student. Any misrepresentation or abuse of this policy may result in disciplinary action under the institution's Academic Integrity and Professionalism Policies.

CAAM-HP Standard III. Educational Program

The CAAM-HP expects that doctors trained for functioning in CARICOM countries are able to function in the community as an isolated practitioner, as well as in the modern hospital or clinic setting internationally. The doctor for CARICOM countries should be a promoter of health for the individual as well as the community, and must have the clinical competencies to be able to diagnose and treat illness in resource constrained circumstances. They must be aware of modern techniques of diagnosis and care and how they may be accessed when not available in the setting in which they practice. The doctor must be au fait with international codes of conduct for health professionals and practice within the law and ethical code of conduct of the country or jurisdiction in which they practice. They should be an advocate for the patient, particularly those disadvantaged by age or economic circumstance, and do so irrespective of ethnic, racial, religious, political or other considerations.

A medical school must engage in ongoing planning and continuous quality improvement processes that establish short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve programmatic quality and ensure effective monitoring of the medical education programme's compliance with accreditation standards.

- ED-11 A medical school must ensure that the learning environment of its medical education programme is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences and identify and promptly correct violations of professional standards.

Quality Assurance Policy

Policy Statement

Trinity Medical Sciences University (TMSU) is committed to maintaining the highest academic standards for all awards conferred in its name and ensuring that the quality of learning experiences enables students to meet those standards. The University upholds these responsibilities through a comprehensive framework of policies and procedures designed to safeguard academic standards and enhance the quality of its educational offerings. These policies align with key external accreditation and quality assurance bodies, including the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP), the National Accreditation Board (NAB) of St. Vincent and the Grenadines, the Liaison Committee on Medical Education (LCME) of the Association of American Medical Colleges (AAMC), the Educational Commission for Foreign Medical Graduates (ECFMG), the National Committee on Foreign Medical Education and Accreditation (NCFMEA), the World Federation for Medical Education (WFME), and the Georgia Nonpublic Postsecondary Education Commission (GNPEC). By adhering to these rigorous standards, the University ensures compliance with global best practices in medical education.

Reason for Policy

The Assurance of Academic Quality and Standards Policy is designed to facilitate continuous improvement across all academic programs and units through structured internal evaluations and external peer reviews. The primary objectives of the academic quality assurance process are to:

- Evaluate and uphold academic quality, resource utilization, and adaptability;
- Standardize the process of assessing academic units and programs;
- Document and communicate the outcomes of academic quality assurance efforts;
- Serve as a mechanism for reflective analysis and institutional enhancement.

The assurance of academic quality at TMSU is guided by the following principles:

- The University community collectively assumes responsibility for maintaining and improving the quality of academic programs and student learning experiences.
- Evaluations of academic programs are conducted by qualified academic and professional peers.
- Academic quality is determined through a comprehensive collection of evidence rather than reliance on a single metric.

A program review is also a tool for critical reflection and change.

Definitions

Academic quality assurance is a collection of systematic evaluation processes to monitor and review performance, identify quality outcomes, and recommend improvement of the academic units and programs of the Trinity Medical Sciences University.

Processes & Procedures

The assurance of academic quality at TMSU is guided by the following principles:

- The University community collectively assumes responsibility for maintaining and improving the quality of academic programs and student learning experiences.
- Evaluations of academic programs are conducted by qualified academic and professional peers.
- Academic quality is determined through a comprehensive collection of evidence rather than reliance on a single metric.

The process of Academic Quality Assurance can entail both internal review and preparation for external review when appropriate.

Full Academic Program Review

Academic programs undergo systematic review at least once every seven years, or as necessary. The *ad hoc* Academic Quality Assurance Committee, in consultation with deans and senior administrators, establishes the schedule for program reviews. In exceptional cases, reviews may be conducted outside the established cycle if deemed necessary.

A program review includes both quantitative and qualitative analyses:

- **Quantitative analysis:** Compilation and evaluation of numerical data relevant to the program, reported in the self-study report.
- **Qualitative analysis:** Conducted through a self-study by program representatives and an external review by academic peers to validate findings.

The review process ensures accountability, transparency, and continuous improvement. Program reviews are expected to be completed within one calendar year, except in cases where external review bodies such as CAAM-HP require additional time.

Internal quality assurance entails the periodic monitoring of specific academic areas on a rotational basis, typically over a two-year cycle. These evaluations, integral to the strategic planning process of the Office of the Provost, may encompass curricular, administrative, or resource-related aspects. The objectives of internal quality assurance include:

- Assessing and documenting the quality of academic programs and support services
- Evaluating effectiveness and identifying best practices
- Implementing improvements to optimize performance
- Strengthening institutional accountability and governance

Student Engagement within the Academic Quality Assurance Process

TMSU actively engages students in quality assurance processes through structured mechanisms, including collaboration with the Student Government Association (SGA). Student involvement occurs at multiple levels:

- Proactive engagement in the development of academic programs, policies, and procedures through consultations;
- Concurrent participation in decision-making bodies such as the Curriculum, Library and Learning Resources, Research, and Information Technology Committees, as well as ad hoc panels related to student conduct and academic review;
- Reactive feedback collection through surveys and formal program committees, including course evaluations, clinical preceptor and rotation evaluations, and the external Graduation Questionnaire (GQ).

Strategic University Review and Evaluation (SURE)

The Strategic University Review and Evaluation (SURE) process is an annual institutional review aimed at fostering continuous improvement and strategic planning. The objectives of SURE include:

- Ensuring sustained enhancement of academic quality and student experiences
- Developing actionable plans for implementation and monitoring throughout the academic year
- Reviewing institutional diversity and inclusion efforts
- Facilitating faculty reflection on operational and academic achievements.

The SURE process, overseen by the Office of the Provost, evaluates key reports, including but not limited to:

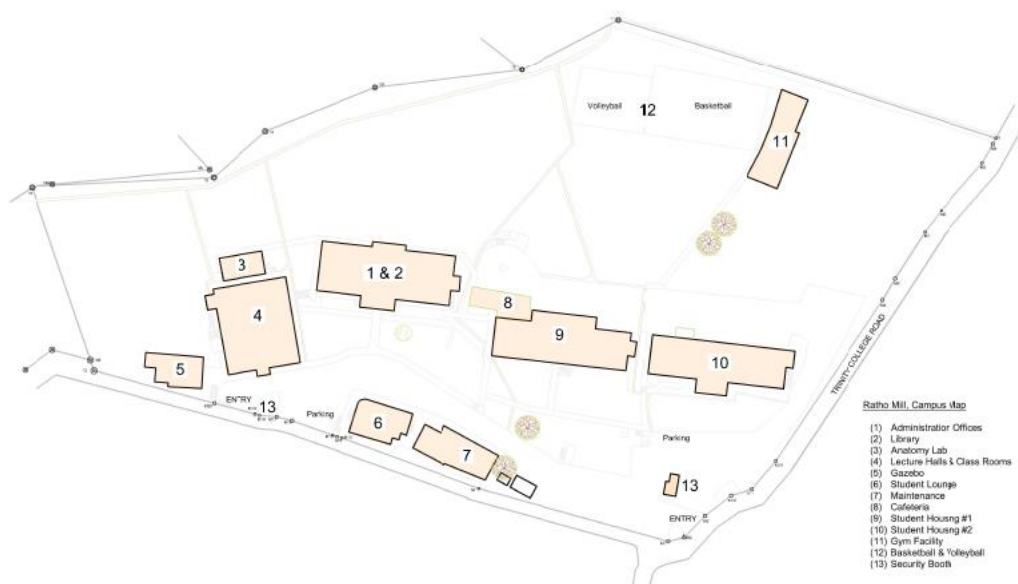
- Annual Faculty Evaluation Reports
- Research Annual Review and Summary
- Faculty Promotions Report
- Annual Admissions Report
- Annual Curriculum Committee Summary
- Annual Student and Faculty Handbooks and Catalogs
- Annual Policy Change Summary

Reports undergo review during the September term, and finalized action plans are submitted for Executive Committee review in November, with implementation scheduled for the following academic year. A comprehensive review of findings and action plans occurs in December, ensuring timely dissemination and execution of academic policies and procedures.

The Assurance of Academic Quality and Standards Policy reflects TMSU's unwavering commitment to academic excellence, continuous improvement, and institutional accountability. Through systematic evaluations, evidence-based decision-making, and stakeholder engagement, the University ensures the highest standards in medical education, aligning with both national and international accreditation benchmarks.

Facilities and Equipment

Trinity School of Medicine's preclinical years are conducted in St. Vincent and the Grenadines at the Ratho Mill Campus (see diagram below).



Other student housing is located nearby at the Canash Beach Apartments. Transportation is provided by the school. All campus sites have broad-band Wi-Fi access in St. Vincent and in Warner Robins, Georgia. The Anatomy Lab (3) is currently in the process of being updated and expanded into a state-of-the-art facility with 2 Anatomage tables (<https://anatomage.com/>) and freezers for new male and female cadavers every term. This will be finished in Summer 2025 and be officially open for Fall Term 2025.

The Trinity Medical Education Center (MEC)(see below) was opened in 2019. It is used for lectures, group studying, individual studying and case-based learning. It is also houses the Dean/Provost Office (John P Geisler, MD, MSPHarm); Associate Dean of Clinical Sciences and Curriculum Office (Kelly J Manahan, MD, MBA) and the Office of the Registrar. Trinity's President (Ward Ulmer, PhD) also has an Office in the MEC. However, Dr. Ulmer is more commonly present at the Administrative Offices outside of Atlanta, Georgia.

Medical Education Center – Warner Robins, Georgia, USA



Computer Requirements

Trinity Medical Sciences University (TMSU) uses a Computer-Based Testing (CBT) model for all testing and assessments. In general, TMSU will provide devices and technology environment for you take these tests and assessments. However, when this service is not provided, you would need to have a compatible device to take these assessment activities. Also, we want to ensure that you have a reliable and stable primary computer (Laptop) for the entire length of your program here at TMSU. Hence, following is a set of guidelines set as requirements to ensure you have an adequate personal computer device.

Many of our students use multiple devices of different types, platforms, and form factors to meet their needs. The Trinity Student Network (TSN) supports almost all of these types of devices. However, to take your CBT exams, you must have at least one device that meets the following minimum requirements:

For PC Devices:

- Operating System: 64-bit Versions of Windows 10 22H2, Windows 11 24H2 or higher.
- Only genuine U.S. English, French, Portuguese, Swedish, and British versions of Windows
- Operating Systems are supported.
- CPU Processor: Intel i5 Processor or greater.
- RAM: 8GB or greater.
- Hard Drive: 10 GB or higher available (Free) space.
- For onsite support and to back up the answer files to a USB drive, a working USB port is required. (Newer devices may require an adaptor).
- Wi-Fi connectivity for download, registration, exam download, upload, and some exam features.
- Screen Resolution must be 1024x768 or higher.
- Adobe Reader (Version 9, 11, or DC) is required for exams containing PDF attachments.
- Administrator-level account permissions.

For Mac Computers

- Supported Operating Systems: macOS 13 (Ventura) or higher.
- Only genuine versions of Mac Operating Systems are supported.
- CPU: Intel i5 or M-series chips.
- RAM: 8GB or greater
- Hard Drive: 10 GB or higher available (Free) space
- For onsite support and to back up the answer files to a USB drive, a working USB port is required. (Newer devices may require an adapter).
- Server version of Mac OS X is not supported
- Wi-Fi connectivity for download, registration, exam download, upload, and some exam features.
- Administrator-level account permissions

Note:

- Microsoft Surface Pro that meets the requirements above is the only support Tablet for CBT
- Virtualization Operating Systems (such as VMWare, Parallels, Virtual Box, etc.) are not supported

Disclosures

Trinity Medical Sciences University and Trinity School of Medicine is fully compliant with the relevant accrediting and certifying agencies including: [GNPEC](#), [NAB](#) and [CAAM-HP](#). We are also fully in compliance World Directory of Medical Schools ([WDMS](#)), World Federation for Medical Education ([WFME](#)), the Foundation for the Advancement of International Medical Education and Research ([FAIMER](#)); and the U.S. Educational Commission on Foreign Medical Graduates ([ECFMG](#)).