



Student Manual

First Publication: January 2018
Revision 1: September 2019
Revision 2: July 2020
Current Revision: May 2022

Table of Contents

INTRODUCTION	5
MISSION AND VISION	5
STUDENT COMMUNICATIONS AND PERSONAL DETAILS	6
ADMISSION POLICIES AND PROCEDURES.....	6
ADMISSION CRITERIA FOR 4-YEAR MD PROGRAM.....	6
ADMISSION CRITERIA FOR ENROLLMENT INTO THE PRE-MEDICAL PROGRAM.....	9
ADDITIONAL CRITERIA FOR ADMISSION	9
ACCEPTANCE OF TRANSFER STUDENTS – ADMISSION CRITERIA.....	11
TECHNICAL STANDARDS FOR MEDICAL SCHOOL ADMISSION, CONTINUATION AND GRADUATION:.....	11
OUTLINE OF THE ADMISSION PROCESS.....	13
ACADEMIC PROGRAM (DOCTOR OF MEDICINE PROGRAM)	15
CURRICULUM OUTLINE	15
<i>Basic Science Curriculum Outline</i>	<i>15</i>
<i>Clinical Science Curriculum Outline.....</i>	<i>17</i>
ACADEMIC RESOURCES	17
<i>AccessMedicine</i>	<i>17</i>
<i>Lecturio</i>	<i>19</i>
<i>Research Journals</i>	<i>21</i>
<i>Faculty and Peer Mentorship Program</i>	<i>21</i>
LEARNING OBJECTIVES OF MEDICAL EDUCATION.....	22
EDUCATIONAL OBJECTIVES AND AIMS:	22
<i>An ethical and compassionate physician</i>	<i>22</i>
<i>A Knowledgeable Physician.....</i>	<i>22</i>
<i>A Skillful Physician.....</i>	<i>23</i>
<i>A Holistic Physician.....</i>	<i>24</i>
<i>Commitment to ACGME Core Competencies</i>	<i>24</i>
MEDICAL SCHOOL: REPORTING STRUCTURE	27
DEAN FOR ACADEMIC AFFAIRS (THE “DEAN”)	28
<i>Other Titles.....</i>	<i>28</i>
<i>General Organizational Relationship and Description.....</i>	<i>28</i>
ACADEMIC DEANS	28
<i>Positions.....</i>	<i>28</i>
<i>General Organizational Relationship and Description:</i>	<i>28</i>
DEAN OF STUDENTS.....	29
<i>Other Titles.....</i>	<i>29</i>
<i>General Organizational Relationship and Description:</i>	<i>29</i>
MUCM STUDENT SERVICES.....	30
OVERVIEW.....	30
SERVICES PROVIDED BY STUDENT SERVICES:.....	30
<i>Academic counselling.....</i>	<i>30</i>

<i>Career counselling</i>	31
<i>Financial aid counseling</i>	31
<i>Health services and student wellbeing</i>	32
<i>Personal counselling</i>	33
<i>Services for students with accessibility and accommodation needs</i>	34
<i>Letters of recommendation for scholarships and awards</i>	34
<i>Counselling and support for residency application and residency matching program</i>	34
<i>Housing</i>	35
<i>Transportation</i>	35
<i>Other facilities</i>	35
<i>Coordination with office of admissions and office of registrar</i>	35
<i>Liaison Services</i>	35
STUDENT EVALUATION	37
METHODOLOGY	37
ASSESSMENT OF PERFORMANCE	37
<i>Rating Scales</i>	37
<i>Objective Structured Clinical Examination (OSCE)</i>	38
<i>Short Cases</i>	38
<i>Long Cases</i>	38
<i>Logbooks</i>	39
FEEDBACK – AN ESSENTIAL COMPONENT OF MUCM'S EXAMS.	39
<i>Interpretation of Item Analysis Results</i>	39
MUCM GRADING SYSTEM	39
<i>4-Grade Grading system</i>	40
PROBLEM-BASED LEARNING AND USAGE OF MUCM'S EVALUATION METHODS IN PBL	40
SEMESTER-WISE EVALUATION TECHNIQUES.....	41
<i>Premedical Science Semesters</i>	41
<i>Basic Science Semesters</i>	41
<i>Clinical Sciences Semesters</i>	42
STUDENT GRADUATION AND PROMOTION	44
AWARDING FULL MEDICAL DEGREE	44
SATISFACTORY ACADEMIC PROGRESS AND GOOD ACADEMIC STANDING	44
<i>Academic Standards</i>	44
PROMOTION RULES.....	45
<i>Guidelines for consistency In Academic promotion</i>	45
<i>Full & Part –Time Student Status</i>	46
<i>Academic Probation</i>	46
STUDENT CONDUCT AND DISCIPLINE	47
INTRODUCTION	47
ATTENDANCE (TBF)	48
DRESS CODE.....	48
RESPONSIBILITIES OF TEACHERS AND STUDENTS.....	49
DISCIPLINARY ACTION.....	51

STUDENT HONOR CODE.....	51
MUCM EXAMINATION POLICY.....	52
PROTECTION FROM DISCRIMINATION OR HARASSMENT	52
DEFINITIONS	53
<i>Sexual Harassment</i>	53
<i>Gender-Based Harassment</i>	55
JURISDICTION OF THE POLICY	55
STUDENT APPEALS AND GRIEVANCE POLICY	55
STUDENT PROMOTIONS, CONDUCT, AND GRIEVANCES COMMITTEE	56
GUIDELINES AND PROCEDURE.....	56
<i>Definitions</i>	56
<i>Criteria for Reporting Appeals and Grievances:</i>	57
<i>Reporting Mechanism</i>	58
<i>Procedure</i>	59
<i>Confidentiality and Disciplinary Actions, Investigations, and the Formal Hearing Process</i>	61

INTRODUCTION

Student Manual (Student Handbook) informs the students to the mission, vision, and goals of the College of Medicine; governance and organization structure; student admission policies and procedures; student support services and how to avail them; student evaluations policies and procedures; student rights and responsibilities; and process followed for addressing student grievances.

This is not an all-inclusive document and students are encouraged to contact the Office of Dean of Students for more detailed and current information.

This handbook is current as of February 2020.

By necessity, this document is a work in progress, and as such will be periodically updated to reflect the continuous efforts of MUCM to become more efficient, fair and transparent in meeting the needs of the community. This handbook as well as any revisions that may be made will be communicated electronically to the students.

MISSION AND VISION

The mission of the Metropolitan University College of Medicine (“MUCM”) is to recruit, mold and develop intelligent, vibrant minds to become outstanding and progressive Medical Doctors who will make a positive impact on the global stage of Medicine.

The vision of MUCM is

- to become a premiere international Medical School utilizing the American medical education model for preparing outstanding global physicians;
- to produce physicians who are moral, ethical, compassionate, professional, knowledgeable, skillful, and committed to life-long self-evaluation and learning; and
- to bring hope and comfort to patients and improve health by creating, nurturing, a diverse group of health professionals through excellence in teaching, learning, research, service, and integrating holistic strategies in medicine.

It is the aim of MUCM to train and prepare an ideal physician exemplified by the following characteristics:

- Moral and Ethical
- Compassionate and Professional
- Knowledgeable and Skillful
- Committed to life-long learning
- Ability to recognize that he/she is not just treating a disease but is dealing with human beings who possess unique goals, aspirations, and fears.

- Ability to understand the role of economic, psychological, social, and cultural factors in disease and health

STUDENT COMMUNICATIONS AND PERSONAL DETAILS

The University keeps a record of student personal details such as full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and emergency contact details. It is important to keep these details up to date, so students receive timely information about studies and exams and also ensure that official documents are provided with the correct identification.

Students can check and update details by contacting the student services department.

It is important that students monitor University email accounts frequently to ensure timely access to important communications from the University. Email sent from University accounts which are not returned as “undeliverable” are regarded as delivered and binding.

ADMISSION POLICIES AND PROCEDURES

Admission Criteria for 4-year MD Program

Metropolitan University College of Medicine (MUCM) aims to accept a diverse population of students who have demonstrated the aptitude, attributes, and accomplishments that will ensure success in the study and practice of Medicine.

The study of Medicine requires a strong foundation in science and mathematics. Students should demonstrate competency in biological sciences and physical sciences. These prerequisites are essential for understanding the structure and function of a human body. The human body is a wonder with myriads of biochemical reactions driving the proper functioning of human cells and a foundation in chemistry (both general and organic chemistry) is essential. It is recommended that prospective students complete one semester of biochemistry.

This is the age of molecular biology and genetics. Study of the human genome and identification of genes with specific functions has revolutionized our understanding of the human body and thus, modified our approach to treating diseases. So, the academic committee at MUCM recommends that students complete a semester in cell biology and molecular genetics.

Communication is key in the field of medicine. Communication requires a command of the language and the ability to use the latest technologies for a rapid response. As such, MUCM recommends that prospective students exhibit competency in English (verbal and written) and are computer/technology-savvy.

Medicine is a noble profession that strives to heal and alleviate the suffering of others. It is vital that the future practitioners of medicine are compassionate, humane, tolerant, and responsive to the plight of their patients. Study of humanities and social sciences is essential for all future physicians. A minimum of one semester course work in humanities and social sciences is recommended. The choice of such courses is left to the applicants. Prospective students are recommended to spend at least a semester in a behavioral science or psychology course.

Applicants are encouraged to review the prerequisites for entering the Doctor of Medicine program as recommended by AAMC (Association of American Medical Colleges) . Two reports published by AAMC that detail the importance and methodology to be followed for effective delivery of prerequisites are given below

- [Scientific foundations for future physicians](#)
- [Behavioral and social science foundations for future physicians](#)

ENROLLMENT INTO 4-YEAR MD PROGRAM:

Completion of Bachelor's degree or Associates degree or Pre-Medical program from any accredited medical school with 90 credit hours with fulfillment of pre-requisites.

The pre-requisites to enter the 4-year MD program will be:

English

MUCM requires students to have completed one year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) of English.

It is required that the applicant reads, writes, and speaks English fluently.

Critical writing/thinking skills by completing a course that features expository or interpretative writing is recommended.

Students who have done their previous education at an institution (institutions) where English is not the primary medium of teaching may be required to take a semester of English at MUCM.

Mathematics

MUCM requires students to have completed one year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) of Mathematics.

Basic competence in Algebra or calculus and Statistics or biostatistics is required.

Physics

MUCM requires students to have completed one year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) of Physics

Applicants should demonstrate competency in understanding of the constants and units of physical measurement, Newtonian mechanics, the physical properties of various states of

matter (liquids, solids and gasses), and the basic aspects of electricity, magnetism and optics, and their applications to living systems.

Biology

MUCM requires students to have completed one year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) Biology.

Applicants should demonstrate competency in human and animal biology, genetics, cellular and molecular biology, and principles of organ system physiology.

An understanding of signal transduction, basic pharmacologic principles, homeostasis and feedback, hormones and their receptors, neuronal signaling, and immunology is recommended.

Nucleic acid structure and function, genetic recombination, gene expression in eukaryotic and prokaryotic cells, process of transcription, etc., are recommended.

General/Inorganic Chemistry

MUCM requires students to have completed one year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) general or inorganic chemistry.

Applicants should demonstrate an understanding of the basic principles of inorganic chemistry such as bonding, molecular structure, chemical reactivity, equilibrium, energetics, and thermodynamics.

Organic Chemistry

MUCM requires students to have completed one year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) organic chemistry.

It is recommended that at least 3 – 4 semester credit hours of organic chemistry be in Biochemistry.

Applicants should show competency in the principles of chemistry in relation to the biological systems.

An understanding of protein structure and function is recommended.

Humanities, Social Sciences, and Behavioral Sciences

MUCM requires students to have completed at least one-year (two semesters or 6 – 8 semester credit hours) of undergraduate (or equivalent) course work in humanities or/and social sciences or/and behavioral sciences.

Courses such as literature, philosophy, history, arts, musicology, sociology, economics, political sciences, anthropology, psychology, etc., are acceptable.

Admission Criteria for Enrollment into the Pre-Medical Program

Metropolitan University College of Medicine offers a 90-credit Premedical program as part of its 5-year MD program. The 5-year MD program is divided into Premedical program, Basic Science Program, and Clinical Science Program.

The Premedical program at MUCM covers all the prerequisites needed for the study of medicine as well as advanced courses that will make the study of medicine easier.

The requirement for enrollment into the 5-year MD program (i.e., enrollment into the premedical program at MUCM) for some countries are given below. Students seeking admission from any other country will require to complete a similar level in their country.

- Caribbean Students: Passes in minimum 5 subjects at GCE “O” Levels (Grades A to C) or CXC(CSEC) General Proficiency Level (Grades I & II – pre-1998; Grades I to III from 1998), preferably in English Language, Mathematics, Biology, Chemistry and Physics.
- Indian Students: Passes Grade XII or (X + 2) with English, Biology, Chemistry, Physics, and Mathematics.
- Nigerian Students: Completes Senior Secondary Education and passes their Nation-wide examination (Senior Secondary Certificate Examination) with English, Biology, Chemistry, Physics, and Mathematics.
- American and Canadian Students: Graduation from High school. AP credits can be used for advanced

Advanced Placement in the Premedical program is possible on a case-by-case basis, determined by the Admission Committee.

In general, the following students can request advanced placement:

- Indian students who passed Grade XII with 80% or more scores, Caribbean students who have taken and passed at least 3 A levels or passed CAPE exams, American and Canadian students with AP credits, Students possessing Associates degree or Bachelor’s degree (Any Major) with partial fulfillment of the requirements.

Additional Criteria for Admission

- Letters of Recommendation
 - Two letters of recommendation are required. One of the letters of recommendation needs to be from the faculty members in departments of science.
- Transcripts
 - Official transcripts are required from all colleges attended and matriculated.

- Computational Skills
 - Although students need not take a special course, all applicants should demonstrate an understanding of computers and should be able to use electronic media tools (hardware and software).
- Criminal/Background Check Policy
 - All students will be asked to provide background checks. This is especially mandatory for students who are entering the Clinical Science program.
 - The purposes of conducting criminal background checks are multiple:
 - To engender the public's continuing trust in the medical profession regarding the safety and well-being of patients.
 - To identify accepted applicants who have a criminal history that may preclude them from participating in the clinical training programs, including but not limited to, care of patients in vulnerable populations.
 - To comply with various regulatory or accrediting agencies that require or recommend such checks, as well as any applicable laws.
 - To put applicants with a criminal history on notice that there may be an issue with licensing boards regarding the impact of the criminal history on their ability to obtain professional licensure.
- Teamwork skills
 - The practice of medicine requires the ability to work as part of a team. An applicant must demonstrate the ability to work successfully with others toward a common goal. Activities done during the applicant's academic career and/or extracurricular activities that require teamwork will be considered important for successful acceptance of the application.
- Curriculum Vitae
 - Applicants need to submit a CV detailing their educational experience and professional experience
- Personal Statement
 - Applicants need to submit a short (500 words or less) essay. This must include: the reason why medicine was chosen as career choice, community services or extracurricular activities and how you see your future role in medicine).
- Personal Interview
 - The admissions committee will schedule a personal interview for all candidates who have been short-listed for admission.
 - Applicants have the option of taking the interview via phone, video conference, or in person at the Antigua campus.
 - The interview is used to evaluate the candidate in the following areas:
 - Communication skills & content of responses
 - Preparation for medical school
 - Leadership and volunteer experiences
 - Overall ability to become a successful physician

Acceptance of Transfer Students – Admission Criteria

MUCM accepts transfer students from approved medical schools. An approved medical school is a school with accreditation from National or Regional accrediting body.

Transfer students must submit all documentation required of new students and additional documentation (see below).

- An official transcript from your current institution and all past educational institutions.
- A Dean's letter from your medical school indicating your standing at that school.
- A statement that the applicant has met all outstanding financial and academic obligations at the previous medical school.

Students with unsatisfactory records or dismissal for any reason from other medical schools are not considered for transfer.

MUCM reserves the right to ask a student to repeat a course already taken at their previous medical institution. This is often done to meet state licensure requirements or if the student is found to have poor knowledge in the course.

Technical Standards for Medical School Admission, Continuation and Graduation:

The Admissions Committee selects applicants based on their academic, personal, and extracurricular achievements. MUCM does not discriminate applicants based on their disability. The Admissions Committee requires that all students must possess the intellectual, physical and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner, without having to rely on intermediaries, and that all students must be able to achieve the levels of competence required by the faculty. Applicants must meet, with or without reasonable accommodation, all requirements for admission to the MD program.

The ability of a student to carry out task, both intellectual and physical, in the basic sciences and clinical sciences, either with or without accommodations, is of paramount importance in the admission process.

Metropolitan University College of Medicine makes no pre-admission inquiry regarding disability. Students with disabilities applying to medical school will be expected to meet all admission standards, with accommodations if necessary. MUCM seeks to graduate students who will have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Admitted students who have physical or learning disabilities should contact student services immediately after receiving the admission letter to seek special accommodations. It is responsibility of the student services department to collaborate with other administrative and academic staff to provide adaptations required for courses and examinations. For students with such disabilities as impaired mobility, chronic illness, dyslexia or other learning disorders, MUCM can provide reasonable accommodations. In addition, all facilities of the medical school are accessible to persons with handicaps.

All students must have the capacity to communicate effectively to patients, families and members of the health care team, sometimes in an urgent, potentially unpredictable, and chaotic situations. Students must have the ability to respond without assistance to alarms and other warning signals in patient care areas.

The technical standard guidelines suggested by the Special Advisory Panel on Technical Standards for Medical School Admissions of AAMC have been formally adopted by Metropolitan University College of Medicine in 2018.

The Technical Standards considers the abilities and skills of applicants in the areas of observation, communication, sensory and motor functions, intellectual abilities, and behavioural and social attributes.

1. Observation

Students should be able to observe and fully participated in all aspects, requirements, and evaluations of the basic science curriculum. They should possess the ability to observe a patient, a teammate, and the surrounding environment, both from a distance and from close quarters. They should be able to observe and recognize nonverbal cues as well as verbal signals.

2. Communication

Students must be able to communicate effectively and sensitively with patients and their families as well as members of the health care team. Students must be able to utilize various methods of communication like speaking, reading, writing, and nonverbal communication cues. Students must be able to interpret patient monitoring devices. Students must communicate effectively and efficiently in both oral and written forms and must be able to pass on the information required for efficient patient care to other health care team members. As members of the health care team, students must be able to provide audible and intelligible verbal information in urgent and semi-urgent situations, and respond immediately and appropriately to verbal communication, even in unpredictable and chaotic clinical settings.

3. Sensory and Motor

Students must have sufficient sensory and motor function to elicit information from patients by performing palpation, auscultation, percussion and other diagnostic makeovers. A student should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.) and read ECGs and x-rays. A student should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

4. Intellectual

Conceptual, Integrative and Quantitative abilities are essential to a physician. These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. Student have the ability to absorb and process new information from patients, peers, teachers, supervisors, and from scientific literature, in the support of critical thinking, clinical reasoning, and problem solving.

5. Behavioural and Social Attributes

Students must possess the emotional health required for full utilization of their intellectual abilities, which is essential for the exercise of good judgment, the prompt completion of all duties that are intrinsic to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Students must have the capacity to develop empathic, respectful, and effective relationships with peers, patients and all members of the health care team. Students must be able to identify their own needs for support and care, and proactively access available resources. Students should be able to tolerate the workload and work in stressful environment. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, high ethical standards, cultural sensitivity, as well as strong interpersonal skills and motivation are vital to the successful completion of the M.D. program

Outline of the Admission Process

1. Applicant contacts Admissions office seeking information
2. One of the Admissions Personnel reaches out and provides the necessary information
3. Admissions office opens an Admission Review File after the applicant submits the application form and gathers necessary information/documentation from the Applicant
4. The Admission Review File is forwarded to the Admission Review Committee
5. The Admission Review Committee, after performing necessary evaluations, will submit their recommendation to the Dean's office.
6. The Dean, after holding discussions with the Academic Deans and Student Dean, will either approve or deny the application.

7. Admissions office will communicate the final decision the Applicant

ACADEMIC PROGRAM (DOCTOR OF MEDICINE PROGRAM)

Curriculum Outline

The four (4) – year MD program at Metropolitan University College of Medicine comprises of

- Five (5) 15-week semesters of Basic sciences
- Six (6) 12-week semesters of Clinical sciences

Basic Science Curriculum Outline

MD1 Course Outline

Course Name	Lecture hours/week	Lecture hours per semester	Course Credits
Gross Anatomy with Embryology	18	270	18
Histology	4	60	4
Cell Biology	6	90	6
Foundations of Clinical Medicine 1	2	30	2
Total	30	450	30

MD2 Course Outline

Course Name	Lecture hours/week	Lecture hours per semester	Course Credits
Physiology	10	150	10
Biochemistry with Genetics	10	150	10
Neuroscience	8	120	8
Foundations of Clinical Medicine 2	2	30	2
Total	30	450	30

MD3 Course Outline

Course Name	Lecture hours/week	Lecture hours per semester	Course Credits
-------------	--------------------	----------------------------	----------------

Microbiology	10	150	10
Immunology	4	60	4
Pathology 1	4	60	4
Behavioral Science, Medical Ethics, and Epidemiology	10	150	10
Foundations of Clinical Medicine 3	2	30	2
Total	30	450	30

MD4 Course Outline

Course Name	Lecture hours/week	Lecture hours per semester	Course Credits
Pathology 2	14	210	14
Pharmacology	14	210	14
Foundations of Clinical Medicine 4	2	30	2
Total	30	450	30

MD5 Course Outline

Course Name	Lecture hours/week	Lecture hours per semester	Course Credits
Review of Systems	16	240	16
Clinical Correlations with AICM	14	210	14
Total	30	450	30

Clinical Science Curriculum Outline

Core Rotations or Clerkships

Core Rotations are mandatory rotations done by all MUCM students at the University's affiliated hospitals.

Department	Duration in Weeks
Internal Medicine	12
Obstetrics and Gynecology	6
Pediatrics	6
Psychiatry	6
Surgery	12
Family Medicine	6

Elective Rotations or Clerkships

Students are required to do 24 weeks of Electives. Each elective should be of at least 4 weeks in duration.

Electives should include at least one item from:

- Medical specialty, like nephrology, cardiology, pulmonology, etc.
- Surgical specialty, like vascular surgery, neurosurgery, etc.
- Primary care, which can be family medicine, emergency medicine, outpatient clinics etc.
- Other specialty like pathology, radiology, orthopedics, anesthesiology, etc.

Academic Resources

AccessMedicine

All enrolled students have access to AccessMedicine. AccessMedicine from McGraw-Hill Medical is a comprehensive online medical resource that provides a complete spectrum of

knowledge from the best minds in medicine, with essential information accessible anywhere. AccessMedicine provides medical students with a variety of resources needed to excel in basic science studies and clinical clerkships by providing with access to videos, self-assessment, and leading medical textbooks that facilitate decision-making at the point-of-care and gain medical knowledge to ensure the best patient outcome.

AccessMedicine provides access to

- **Leading Medical Textbooks** – More than 100 references help students and residents succeed throughout their medical education, including the latest editions of the world's most respected medical texts such as, *Harrison's Principles of Internal Medicine* and *CURRENT Medical Diagnosis & Treatment*.
- **Extensive multimedia library** – A unique collection of examination and procedural videos, patient safety modules, audio files, and animations that feature complicated concepts presented in terms students can understand are available, including videos illustrating fundamental medical concepts.
- **Differential Diagnosis Tool** – Connects students to more than 1,000 diagnoses through "Diagnosaurus", a tool that allows students to browse by symptom, disease, or organ system.
- **Multiple Quick Reference Tools** –
 - **Practice Guidelines** are annually updated guidelines from Current Practice Guidelines in Primary Care that assist in disease screening, prevention, and management by providing succinct digest versions of longer original guidelines.
 - **Diagnostic Tests**, from Pocket Guide to Diagnostic Tests, is a quick reference guide to the selection and interpretation of commonly used diagnostic tests, including laboratory procedures in the clinical setting.
 - **Quick Medical Dx & Rx** is a collection of concise evidence-based outlines of conditions and disorders most often encountered in medical practice – perfect for high-yield review or for quick reference in the clinical setting.
- **Self-Assessment** - Extensive Q&A from leading references
- **2 Minute Medicine** – Concise and curated reviews and summaries of new medical studies. Studies are rated for the appraisal of evidence-based medicine
- **Customizable Patient Education** – Comprehensive, reliable healthcare information for adults, pediatrics, and medicines, available in multiple languages and for thousands of topics to help students and doctors help their patients understand their care and improve their health status.
- **Integrated Drug Database** – Look up dosing, indications, and adverse reactions quickly for generic and brand-name drugs, with printable patient handouts presented in English and Spanish.
- **Downloadable Images** - Tens of thousands of photos and illustrations to aid in visual diagnosis are available to save and download to presentations for educational purposes.

- **Cases** – A selection of cases from across the popular “Case Files” series and Pathophysiology of Disease helps medical students better understand and evaluate real world experiences by offering questions to frame the case and the approach to the patient.
- **CME** – Receive CME credit for searches and prepare for in-services, certification, and recertification with content that covers a broad area of medicine.

Integration of AccessMedicine into MUCM Curriculum

AccessMedicine is integrated into MUCM Curriculum in form of reading assignments. The curriculum distributed to the students identifies the chapter numbers for the content as well as identifies weekly reading assignments to be completed by the student as part of their self-learning.

Clinical cases available on AccessMedicine are used as part of clinical case study discussions.

Self-assessment quizzes available as part of some textbooks will be used by the student as part of their self-learning.

Multimedia library is currently being used by the student as part of self-learning. The future goal is for the faculty to map this multimedia library with the specific topics in their curriculum, thus, ensuring more usage of the resource by the student.

The Quick reference tools are mainly used by the clinical clerkship students.

Lecturio

MUCM has taken an annual subscription with Lecturio. Enrolled students will be given access to the portal.

Lecturio is an e-learning platform that offers MUCM students an access to

- A vast library of video lectures covering all major areas of the MD program
- A huge Question Bank that prepares students in USMLE Step 1-style and Step 2-style questions. The tutor mode provides detailed explanations, linked video lectures and First Aid references.
- An exam-simulating interface helping students become familiar with actual test situations.
- Spaced Repetition Quizzes that rest the ability of the student to recall information.
- Performance analytics allowing a student to identify what they know and what they must focus more on.

Lecturio offers a Bookmatcher functionality offers the fastest way for you to find relevant video lectures for topics in your medical textbooks. The student enters the page number of the

textbook or scans the relevant page with a smartphone and is instantly guided to all applicable videos for those current topics.

Lecturio Pre-Clinical Curriculum covers all the basic science courses, while Lecturio Clinical Curriculum covers all the clinical science courses.

Integration of Lecturio into MUCM Curriculum

The faculty of MUCM are continuously working on integrating Lecturio content into their curriculum.

Two methods of integration that are currently being followed are

1. **Lecturio as a tutoring system:** MUCM faculty continuously monitor the performance of a student and by the first set of internal exams or quizzes, they will have identified at-risk students. These students will then be set-up on a tutoring program that uses the Lecturio content for improving performance. Students will be given weekly and monthly targets to complete with the faculty member meeting the student regularly to monitor and to provide any help they need. By extension, the tutoring program schedule and goals will also be given to other students who are not at-risk but who can use it to further improve their performance.
2. **Lecturio as a remedial program:** The distinction in the term “remedial” and “tutoring” within MUCM is that remedial program is offered to students who failed a course in a semester but were given an opportunity to take a make-up exam in the subsequent semester.

All such students who failed a course will be put on a remedial program that uses Lecturio and AccessMedicine as means to improve their understanding of the material and performance in the exam. This remedial program takes two forms:

- **Short-term remedial program:** MUCM gives a 2-week break between two semesters and this short-term remedial program is undertaken in this break. It is a targeted remedial system, where the student, under the guidance of their faculty member, identifies the areas of poor performance in the failed courses and focuses on improving them in the 2 weeks using Lecturio and AccessMedicine. The student is given the opportunity to take a make-up exam at the end of the 2-week period.
- **Long-term remedial program:** This is undertaken when the student fails the above-mentioned make-up exam. The student will be placed in a 15-week remedial system by the concerned faculty member covering the entire course content. The faculty member, after holding a discussion with the student, will come-up with weekly and monthly targets to achieve. There will be periodic dialogue and interaction between the faculty member and the student to constantly monitor the progress of the student. The student will be allowed to take final make-up attempt after the student has completed the target percentage of Lecturio content.

Research Journals

The Academic Dean of Basic Sciences chairs a Journal Club that presents and discusses latest published research papers. All faculty members and entire student body participates in these activities. The Academic Dean and his team identify the topics or papers to be discussed in a semester and posts them on the notice board inviting students to choose a topic and approach the Academic Dean for registering their name for presenting it. The Academic Dean and his team will then obtain the access to the full article by contacting the appropriate individual or organizations and provide the same to the student.

PubMed articles needed by the students for submitting a research paper shall be purchased under the budget allocated for such activities. Such requests for purchases will be undertaken by the resources committee upon approval issued by the Academic dean or Dean of Medical School. Students should contact the Academic dean of Basic Sciences to file a request to access the research paper.

Faculty and Peer Mentorship Program

Students will be assigned a faculty mentor who will meet with a student on weekly basis. Students are assisted with issues relating to studying efficiently and test-taking skills.

Every semester, medical students who successfully passed a course are invited to volunteer for peer-mentorship program. Student Services approves these volunteer tutors. A faculty supervisor will be assigned for each semester and all volunteer tutors seek guidance from their faculty supervisor. Junior Students undertaking the course are referred to these peer mentors for tutoring.

Faculty will identify at-risk students in their class or their mentoring group, which will be communicated to student services. Student services will conduct an initial screening interview to help determine factors (situational, emotional, learning, etc.) that may be contributing to difficulties. When emotional/situational issues are involved, appropriate referrals are made to University-affiliated counsellors. If a comprehensive learning evaluation is indicated, a referral for neuropsychological testing will be made. If a student has a documented learning disability, the student may be eligible for accommodations within their learning setting.

LEARNING OBJECTIVES OF MEDICAL EDUCATION

Educational Objectives and Aims:

MUCM has adapted the learning objectives recommended by AAMC (Association of American Medical Colleges) and the Core Competencies suggested by ACGME as its learning objectives with the aim of creating a world-class educational institution.

An ethical and compassionate physician

For students to graduate, they should demonstrate

- A knowledge and understanding of the theories and principles that govern ethical decision making, and of the major ethical dilemmas in medicine, particularly those that arise at the beginning and end of life and those that arise from the rapid expansion of knowledge of genetics.
- An ability to treat patients with compassion, respecting their privacy and dignity and that they can interact with patients, patient's families, colleagues, and others with honesty and integrity.
- An ability to work as part of a team collaborating with others in the care of individual patients and promoting health in a community.
- An understanding of, and respect for, the roles of other health care professionals.
- An understanding of the conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine.
- The capacity to recognize and accept limitations in one's knowledge and clinical skills, and a commitment to continuously improve one's knowledge and ability.

A Knowledgeable Physician

Physicians must understand the scientific basis of medicine and be able to apply that understanding to the practice of medicine.

Students should demonstrate

- Knowledge of the normal structure and function of the body and of each of its major organ systems.
- Knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
- Knowledge of pathological basis of diseases and the role of various causes of disease, like genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, traumatic, etc.
- Knowledge of the altered structure and function of the body and its major organ systems seen in various diseases and conditions

- An understanding of the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies.
- An understanding of the need to engage in lifelong learning to stay abreast of relevant scientific advances, especially in the disciplines of genetics and molecular biology

A Skillful Physician

All students must learn the skills (and continuously hone those skills) that would enable them to extract accurate medical history, perform general and organ system specific examinations, arrive at a differential diagnosis, order the appropriated diagnostic procedures, interpret the laboratory and radiological information accurately, and arrive at proper diagnosis and management plan for the patient. Seeking consultation from other physicians and other health professionals when indicated should be considered as a valuable skill.

Students should demonstrate

- The ability to obtain an accurate medical history that covers all essential aspects of the history.
- The ability to perform both a complete and an organ system specific examination, including a mental status examination
- The ability to perform routine technical procedures including at a minimum venipuncture, inserting an intravenous catheter, arterial puncture, thoracentesis, lumbar puncture, inserting a nasogastric tube, inserting a Foley catheter, and suturing lacerations.
- Knowledge of the most frequent clinical, laboratory, and radiological manifestations of common maladies and the ability to interpret the results of commonly used diagnostic procedures.
- Deductive reasoning in solving clinical problems
- The ability to construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, both acute and chronic, including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation.
- The ability to recognize patients with immediately life threatening cardiac, pulmonary, or neurological conditions regardless of etiology, and to institute appropriate initial therapy.
- The ability to recognize and outline an initial course of management for patients with serious conditions requiring critical care
- Knowledge about relieving pain and ameliorating the suffering of patients
- The ability to communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities.

A Holistic Physician

Physicians should have a holistic approach to treating patients. They should recognize that they are dealing with patients who have dreams, goals, and aspirations and diseases or illness have social, psychological, occupational impact that will affect the patient, their family, and the community.

They must be knowledgeable about the risk factors for disease and injury, must utilize disease and injury prevention practices in the care of individual patients, must promote healthy behaviors through counseling individual patients and their families and public education and action, must actively support traditional public health practices in their communities, and must be advocates for improving access to care for everyone, must feel obliged to collaborate with other health professionals and to use systematic approaches for promoting, maintaining, and improving the health of individuals and populations.

Students should demonstrate

- Knowledge of the important non-biological determinants of poor health
- Knowledge of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies
- Knowledge of the epidemiology of common maladies within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those maladies
- Knowledge of the health care systems and of various approaches to the organization, financing, and delivery of health care
- The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations
- An ability to identify high-risk factors for disease or injury, detect the high-risk factors, and determine for responding appropriately
- A commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of traditionally underserved populations

Commitment to ACGME Core Competencies

Students, during various stages of education, should demonstrate a knowledge, understanding, and ability to meet ACGME Core Competencies.

Patient Care

Physicians must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Students should be able to

- Develop a thorough SOAP notes by taking an appropriate history and performing skillful physical examination while taking into consideration the patient's concerns, needs, and expectations.
- Integrate knowledge of mechanisms of health and disease in the creation of a thorough SOAP notes.
- Arrive at differential diagnosis by integrating basic science knowledge with clinical information; prioritize the differential diagnosis allowing them to order the appropriate diagnostic tests enabling them to evaluate and narrow down the differential.
- Effectively communicate the clinical facts with other team members
- Develop appropriate and comprehensive patient care plans to promote health, prevent illness and/or injury, and manage disease; counsel and educate a patient effectively.

Medical Knowledge

Students should demonstrate an understanding of the mechanisms of health and disease. They should be able to demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.

- Demonstrate knowledge of the structure and function of healthy human body through integration of the concepts learned in gross anatomy, molecular/cell biology, histology, genetics, physiology, biochemistry, organ system study, and behavioral/psychological study.
- Understand the pathological basis of disease. Demonstrate knowledge of abnormal structure and function of the human body.
- Correlate the knowledge gained in study of pathology with clinical, laboratory, radiologic and epidemiologic data.
- Demonstrate deductive reasoning and integration of medical knowledge and clinical findings to arrive at a differential diagnosis and exhibit the ability to diagnose common diseases and disorders.
- Integrate the scientific foundations of medicine with clinical reasoning skills to prevent and treat diseases and conditions as they apply to individuals, including pharmacologic and other interventions that can prevent, cure, or alter the course of diseases and conditions.

Practice-Based Learning and Improvement

Physicians must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices. This goal reflects routine self-evaluation and life-long learning.

Students should demonstrate the ability to perform self-directed learning including the ability to identify gaps in their knowledge and performance; generate appropriate questions; use effective strategies to obtain answers to those questions; assess the validity, completeness and relevance of the information; and apply validated knowledge to address gaps. They should exhibit an evidence-based approach in diagnosing a condition or managing a condition.

Interpersonal and Communication Skills

Physicians must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates.

Students should be able to

- Present information and ideas in an organized and clear manner to educate or inform others
- Demonstrate ability to write appropriate clinical notes and communicate effectively with the health care team

Professionalism

Physicians must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Students should

- Demonstrate respect, tolerance, empathy, and compassion towards their colleagues, teachers, staff, patients, families, healthcare team members and others, regardless of differences in religion, beliefs, lifestyles, and cultural heritage.
- Demonstrate understanding of the ethical and legal principles operating in the healthcare environment and the medical profession and adhere to these principles.
- Accept personal responsibility.

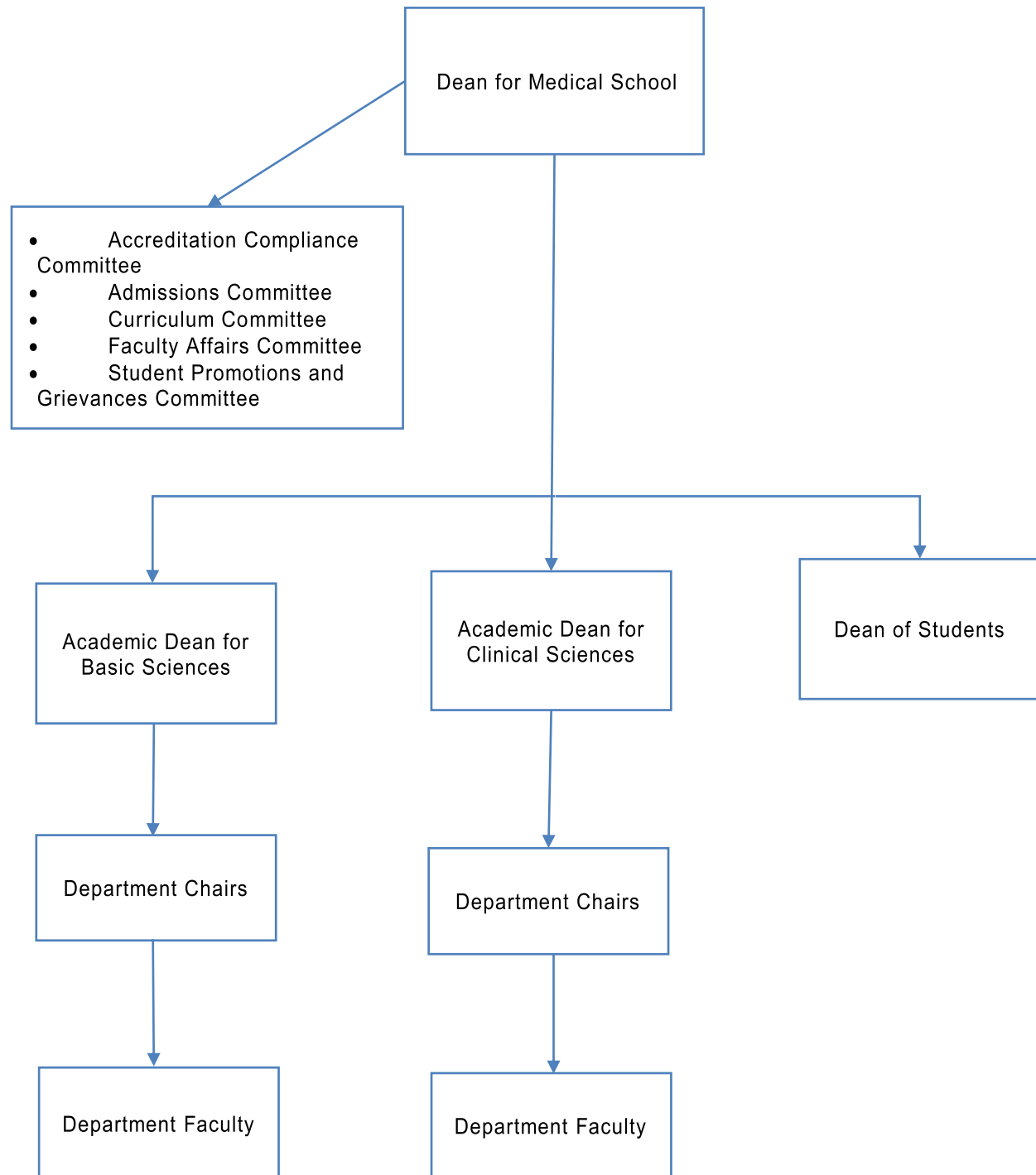
Systems-Based Practice

Physicians must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

Students should

- Understand how cultural, environmental, socioeconomic, financial, and healthcare systems factors affect patient-doctor relationship and limit patient access to and delivery of healthcare.
- Understand the role of all members of the healthcare team and collaborate with them to provide the highest quality of care.

MEDICAL SCHOOL: REPORTING STRUCTURE



Dean for Academic Affairs (the “Dean”)

Other Titles

- Dean for/of College of Medicine
- Dean for/of Medical School

General Organizational Relationship and Description

- The Dean is responsible for all academic programs run by the MUCM. As such, all decisions made by the dean should be in the best interest of strengthening the various academic programs at the Medical School. The Dean reports to the Provost.
- The Dean has the primary leadership responsibilities for planning, implementing, and coordinating the educational programs of MUCM.
- The Dean supervises the day-to-day operations of all academic programs. As such, the dean's responsibility ranges from admissions, curriculum development, implementation, and review, budgetary allocations, appointment of faculty, faculty development, support, and grievances, student services and grievances, and obtaining the necessary administrative/financial support for efficient running of the various academic programs.
- The Dean shall ensure that all actions taken are in compliance with the overall mission, vision, and goals of the College of Medicine.

Academic Deans

Positions

- There are two Academic Deans in the College of Medicine
 - Academic Dean for Basic Sciences
 - Academic Dean for Clinical Sciences

General Organizational Relationship and Description:

- Academic Deans are responsible for all aspects of the academic programs within their areas of supervision. They both supervise and assist faculty in the conduct of their duties.
- Academic Deans report to the Dean of Medical School.
- They consult with the Dean of Medical School on regular basis – providing reports on daily operations, challenges, suggestions for improvement of program, infrastructure, and personnel.
- As Academic Deans, their primary role is to ensure the smooth running of academic program within their area of supervision. As such, they will have an important role, pertaining to their area of supervision, in appointment of faculty, curriculum

development, implementation, and review, and faculty development, support, and grievances.

- They have to liaise with Dean of Medical School for obtaining the necessary administrative support or financial support, including budgetary allocations for various departments in their area of supervision.

Dean of Students

Other Titles

- Student Dean
- Dean of Student Affairs

General Organizational Relationship and Description:

- Dean of Students is responsible for all aspects of student services. Student Dean supervises and assists student support staff in the conduct of their duties.
- Dean of Students reports to the Dean of Medical School.
- Student Dean will consult with the Dean of Medical School on regular basis – providing reports on various student service programs being run, challenges being faces, suggestions for improvement of these programs.
- Dean of Students is responsible for providing overall leadership and oversight of the programs that support students and enhance their educational experience in the School of Medicine.
- Dean of Students will liaise with Dean of Medical School for obtaining the necessary administrative support and financial support, like budgetary, space, faculty, and staff allocations for various programs.

MUCM STUDENT SERVICES

Overview

Student services involves the development of a living and learning environment in which student services personnel work with faculty, administrators, students, staff, employers, and the community to integrate academic and student activities outside the classroom in order to prepare students to live in a complex world. Student events, activities, organizations, and departments under the umbrella of student services are designed to not only complement the learning environment, but also to allow students to develop intellectually, spiritually, physically, emotionally, and vocationally—and in their capacity to serve as leaders and bring about change.

The student services department of the Metropolitan University College of Medicine (MUCM) leads a coordinated effort to decrease the burden on the student and to allow them to focus exclusively on their studies. It is dedicated to providing a warm, conducive, and supportive environment for the students to achieve their academic and career goals. International diversity is the norm for the students of the MUCM. We at the student services aim to provide for the needs of the diverse student body to make their life easier when they are away from home. Student services integrates the efforts of the faculty, administrators, staff, and the student services officers. It includes a number of services that are adapted according the specific mission and student demographics of the Metropolitan University College of Medicine and is therefore complementary to the achievement of the goals and objectives of the University. Student Services Office at MUCM has an open-door policy.

Services provided by Student Services:

Student Services at MUCM will provide the following services in coordination with other departments such as academic affairs and administration:

Academic counselling

This is offered to all students of the MUCM and consists of both general and individual sessions to ensure the optimization of the student success. The counselling covers information on the following aspects:

- Utilization of available academic resources
- Adapting to the methods of learning in medical education
- Organizational skills
- Learning Strategies
- Test taking skills
- Dealing with test anxiety
- Self-learning skills using problem-based learning
- Faculty mentorship program and Peer mentoring program

Career counselling

Career counselling is done by the faculty and clinical coordinators attached to the student services office. Choosing elective rotations and specific clinical programs for all clinical rotations has a lot of importance in determining the students' residency matching program opportunities. The student will decide on a field of specialty by taking into consideration personal preferences, abilities and affinities, training requirements, and work-life balance. Help in the form of information and counselling will be provided to help with these decisions which affect the students' career. The student will meet with student services personnel involved with career counselling at multiple key points in the course of their medical education to get the required advice. The student services officers will advise the student based not only on the students' personal preference but also on the students' academic performance in the desired fields. Current trends in the field of medicine will also be considered while counselling the students.

Financial aid counseling:

Student Services offers financial aid counselling to MUCM students to ensure continuation and completion of their medical education.

Payment Schemes:

MUCM offers different types of payment systems for students to choose from. Some of these payment systems have built-in fee discounts. The discounts in these payment systems range from **15% to 25% reduction** in Basic Science and Premedical Tuition and **5% to 10% reduction** in Clinical science tuition.

Merit-based Scholarships:

Merit scholarships will be granted on a case-by-case basis. The amount granted will be applied on the total tuition to eligible candidates.

Need-based Scholarships (limited in number)

Need-based scholarships are provided by MUCM to students who are undergoing financial difficulties and need some time to sort their issues. These scholarships give a breathing room for the student and reduce the fees due.

Other Avenues Available to Students, for which MUCM offers support in form of any documentation needed are:

Concurrent Degree Program:

It is the practice of some of the students attending a medical school in Caribbean to simultaneously enroll into another degree program at an Online University, like Walden. These students apply for Loans under the second program and use the funds for living expenses.

MUCM's academic team evaluates requests from a student to enroll into these programs and may or may not grant the request of the student. The major criteria for evaluating such requests are: (1) current or past academic performance (2) ability of the student to cope with the additional stress (3) probable effect on future academic performance.

Private Loans:

MUCM helps students secure private loans. The process is initiated by the student or his/her family with a local person or institution or bank. Relevant documents needed by the lender will be provided by MUCM.

Health services and student wellbeing:

Physical and emotional wellbeing is an important component for the students' successful completion of medical education. Student health services are provided through the mandatory health insurance for the students for which they pay USD 100.00 every semester. The list of providers who are affiliated to the insurance company is displayed on the notice board and is also available in the student services office.

Stress management and counselling are provided to the students both on a generalized and on an individualized basis. We at MUCM understand the stress undergone by the medical students and try our best to keep it to a minimum. Suitable measures are taken to provide adequate support to an internationally diverse student population.

The students are required to have the following Immunization requirements:

- Hepatitis B
- Measles, Mumps and Rubella
- Meningococcal
- Tetanus/Diphtheria/Pertussis
- Varicella
- Influenza
- Tuberculosis Screening
- Health history and physical examination signed by a registered physician.

All medical information is strictly confidential and cannot be released to anyone (including the student's parents, professors) without student's authorization.

Student's infectious exposure/ environmental hazards protocols:

During orientation at the beginning of Year 3, all students receive verbal and written protocols and procedures for care and treatment in the event of an infectious exposure (as per CDC guidelines- <https://www.cdc.gov/niosh/topics/bbp/>) or environmental hazard during their time in the medical school or the clinical sites.

In the event of such an exposure, students should immediately report exposure to any potentially infectious material (blood, open wounds, etc.) or environmental hazards to their

clinical instructor or appropriate agency. If exposure results in contraction of disease or disability, the student will be allowed to continue in the program.

Bloodborne Pathogen Expert Panel:

A panel of experts will be convened for each instance and may include, but is not limited to the following:

MUCM:

- Assistant Dean for Students
- Associate Clinical Dean

Outside members:

- Student's Healthcare Provider
- Infectious Disease Physician

This panel will evaluate:

- The infected provider's clinical and viral burden status
- Assess his or her practices, procedures and techniques, experience, and adherence to recommended surgical techniques

Provide recommendations, counseling, and oversight of the provider's continued practice or study within the institution

- Investigate and notify appropriate persons and authorities (e.g., risk management or, if need be, licensure boards) for suspected and documented breaches

Personal counselling

Medical school can be overwhelming at times, especially when balancing it with extracurricular activities, family, and other commitments. Personal counselling is provided by the Student Services for all the students of the Metropolitan University College of Medicine (MUCM).

Confidentiality regarding the personal counselling sessions would be maintained unless given expressed permission from the student or required by law to disclose. Teaching faculty or university management will not be allowed to access to information revealed during these sessions unless given expressed permission from the student or required by law to disclose.

Conflict resolution services are also offered to the students by the Student Services. This can also include acting as mediators in disputes between students themselves, or between students and other people. Personal counselling is inclusive of grief counselling, crisis counselling, relationship counselling, and depression and anxiety counselling.

Services for students with accessibility and accommodation needs:

Student Services office will receive the requests regarding accommodations for students with specific needs. Students need to provide appropriate documentation from a qualified licensed practitioner which details the difficulties being faced by the student. The required assistance or an appropriate alternative will be presented to the student after evaluation of the situation by qualified personnel in the Student Services. The accommodation and accessibility needs should conform to the standards accepted by the boards administering the USMLE and should not compromise the standard of education of the student.

Individuals with a learning disability, Attention-Deficit/Hyperactivity Disorder (ADHD), other psychological problem (e.g., anxiety, depression) or medical condition (e.g., hearing, vision, mobility/motor, endocrine, neurological) applying for accommodations at Metropolitan University College of Medicine (MUCM) must follow the documentation guidelines which are consistent with standards of practice outlined by the Educational Testing Service, the Americans with Disabilities Act and boards administering the USMLE.

Letters of recommendation for scholarships and awards:

MUCM offers merit-based and need-based scholarships. Educational and extracurricular activities will be considered, and letters of recommendation given accordingly which will be of help for the students to secure these scholarships.

Counselling and support for residency application and residency matching program:

Students begin planning for residency once they decide which field best fits their life's goals. This is a big decision and may involve a lot of reflection, as well as discussions with colleagues, advisors, and the Director of Student Affairs. A component of the residency application which is completed through the Electronic Residency Application Service (ERAS) is the Medical Student Performance Evaluation (MSPE), also known as the Dean's Letter. This is not a recommendation letter, but a review of each student's performance during his or her undergraduate (medical school) education. This will complement letters of recommendation written by faculty members. MSPE includes identifying information, noteworthy characteristics, academic history and progress, summary, and medical school information. This process will be done with input from the student regarding identifying information and noteworthy characteristics, and in coordination with the Office of the Academic Affairs. Support and counselling regarding residency application and residency matching program will be provided by a panel consisting of persons with specialized knowledge and personal experience regarding these matters.

Housing

Housing options through reliable real estate agents will be provided for all students of MUCM. Student Services representatives will advise the student in matters of signing a lease agreement with the house owners. Student Services will also act as mediator between student and house owner if there are any issues that could not be resolved by the students themselves.

Transportation

Free airport shuttles are provided for the students which include pick-up at the start of the semester and drop-off at the end of the semester. Transportation is provided for community clinics and other related activities.

Other facilities

Students are given information and support regarding island life. Information regarding recreational activities is available with the student services. They are directed towards appropriate banking facilities, car rental agencies, grocery stores, and restaurants when required. Orientation contains information regarding the above activities.

Coordination with office of admissions and office of registrar

Any support needed by the prospective students during the process of admission will be provided by the Student Services.

The Registrar is responsible for the registration of all students, management of all student records, verification and processing of attendance, and transcript requests. Past and present students can access their academic records through the registrar's office through approved procedures. The office of the registrar operates under both student services and academic affairs departments.

Liaison Services

Student Services liaises with the Student Government body to ensure an optimal and cooperative learning environment for the students to achieve maximal academic success. The needs and concerns of the students are conveyed by the student government to the Director of Student Services so that action can be taken as needed. Events coordination is also one of the important areas where student government and Student Services come together.

Student organizations geared towards additional learning experiences, community activities, and recreational activities like Caribbean student association, journal club, pediatrics club etc., also liaise with Student Services to provide a great experience to MUCM students.

STUDENT EVALUATION

Methodology

The field of medicine is an ever-changing discipline and MUCM realizes that in order to produce well-qualified and properly trained physicians, the methods of evaluation employed should be dynamic enough to adapt to the changing landscape. Moreover, MUCM aims to accept a diverse population of students who come from different countries, races, ethnicities, etc., and hence, its methods of evaluation should be able to accurately test this diverse student body.

Teaching and learning have become more scientific and rigorous. Physicians should not only possess the knowledge and technical skills but should also possess the ability to analyze, communicate effectively, provide interdisciplinary care, and evidence- and system- based care. As such, the curriculum approved should be based on sound pedagogical principles and methods of evaluation should employ both problem-based and knowledge/technical skill-based evaluation methods.

MUCM will employ multiple methods of evaluation to assess the student competencies in a particular area. The prominent methods that will be employed are MCQs (Multiple Choice Questions), Extended matching questions, SAQs (Short Answer Questions), Audio-visual questions, Key features questions, Critical Reading Paper, Short case assessments, Long case assessments, Log books, Trainer's report, and usage of standardized rubrics for class presentations, group discussions, and student projects.

The Course Director will decide which of these approved methods best suits their course.

Assessment of Performance

Assessment of performance can be divided into two categories; assessment of performance in vitro, i.e. in simulated or standardized conditions, and assessment of performance in vivo, i.e. in real conditions.

Rating Scales

MUCM will employ rating scales for the assessment of personal or professional attributes, competencies, and attitudes.

The method involves an observer (faculty) to judge the performance of the student on a numeric scale.

Faculty will undergo periodic training on the avoidance of bias and use the rating scales consistently.

MUCM will use standard rating scales like Global rating scales. Under discussion for usage are Mini-Clinical Evaluation Exercise (Mini-CEX), and Direct Observation of Procedural Skills (DOPS).

Global rating scales will be used for evaluation of student performance in different areas of education like class presentations, group discussion, practical examinations, clinical examinations, professionalism, and attitude.

Mini-Clinical Evaluation Exercise (Mini-CEX) assesses six core competencies of residents: medical interviewing skills, physical examination skills, humanistic qualities, professionalism, clinical judgment, counseling skills, organization and efficiency. The Clinical tutor will record their observations of the student's performance on a 4-point scale where 1 is unacceptable, 2 is below expectation, 3 is met expectations, and 4 is exceeded expectations. Short observations will be made (15-20-minute observations).

Direct Observation of Procedural Skills (DOPS) is a structured rating scale for assessing and providing feedback on practical procedures. The competencies that are commonly assessed include general knowledge about the procedure, informed consent, pre-procedure preparation, analgesia, technical ability, aseptic technique, post-procedure management, and counseling and communication.

Objective Structured Clinical Examination (OSCE)

MUCM will employ OSCE for its clinical students, passing of which will be linked to their graduation.

Students are assessed at a number of "stations" on discrete focused activities that simulate different aspects of clinical competence. At each station standardized patients (SPs), real patients, or simulators will be used. Students will be asked to demonstrate specific skills that will be observed and measured. Each student is exposed to the same stations and assessment.

Scoring is done with a task specific checklist or a combination of a checklist and a rating scale.

Short Cases

MUCM will use the short case analysis method to test clinical competence of students. Students will be asked to perform a supervised focused physical examination of a real patient, and are then assessed on the examination technique, the ability to elicit physical signs and interpret these findings correctly.

MUCM faculty in-charge of FCM (Foundations of Clinical Medicine) will administer this.

Long Cases

MUCM will use the long case analysis method to test clinical competence of students.

Students will interview and examine a real patient and then summarize their findings to one or two examiners who question the students by an unstructured oral examination on the patient problem and other relevant topics. The idea is to observe the ability of the student to function in real-world. The student's interactions with the patient will be observed and examiner will follow structured evaluation process.

Students will be asked to write a SOAP notes based on their history taking and examination.

Logbooks

MUCM students are required to maintain logbooks that detail the types of cases seen or procedures performed. These logbooks will be submitted to the MUCM on weekly basis.

Feedback – An essential Component of MUCM's exams.

Interpretation of Item Analysis Results

MUCM recognizes the need for constant feedback being provided to students. The feedback provided needs to be clear so that the student can focus on improving that particular variable.

MUCM will provide faculty with item analysis output following each multiple-choice examination.

The output analysis will have student-centric feedback and faculty-centric feedback.

The faculty-centric feedback will provide

- the data regarding which options in selected the most in the class,
- the p-value of the item, which in turn gives an idea of the difficulty level for the question,
- the data regarding which options are not selected by most of the class, which will necessitate the replacement of those options
- information needed to identify ambiguous options.

The student-centric feedback will provide

- The relative difficulty the student experienced in answering a question in relation to his/her classmates,
- Identification of the weak areas and redirection of student's efforts to strengthening those areas

MUCM will provide these types of analysis by performing computer-based examinations and using exam-delivery software tools with in-build analytics (like, ClassMarker, etc.).

MUCM Grading System

MUCM will use a 4-grade grading system and will also calculate Semester GPA and Cumulative GPA for every student.

4-Grade Grading system:

Letter Grade	Percentage secured in the course	Grade Point Value
A or H (Honors)	90% and Above	4
B or HP (High Pass)	80% – 89%	3
C or P (Pass)	70% – 79%	2
F (Fail)	Below 70%	0

Problem-Based Learning and Usage of MUCM's evaluation methods in PBL

MUCM recognizes the importance of PBL in medical education. MUCM will approach PBL learning from two approaches:

- Open Discovery Approach
- Guided Discovery Approach

MUCM will start with the Guided Discovery Approach during the first two years of medical educations, i.e., during the basic science program and gradually wean towards Open Discovery Approach in the last two years of the program, i.e., during the clinical science program.

Since the goal of Guided Discovery Approach is to ensure application of factual knowledge to real-life problems in a structured manner, examinations can be designed to meet the individual goals of a PBL. MCQs, Extended-item questions, and SAQs will be utilized to guide the student to analyze the problem presented in a pre-determined structured manner. The curriculum developers will determine the structure, which will be communicated to the instructors. The goals of testing will be to assess the student's knowledge (and application) of normal processes (anatomy, physiology, and biochemistry), health maintenance, mechanism of disease (pathogenesis/pathophysiology), diagnosis, and management.

Assessment in Open Discovery approach will focus on process variables such as self-directedness, motivation, effort, problem-solving, and attitudes. Rating scales will be used by clinician to evaluate the performance of the students.

Semester-wise Evaluation Techniques

Premedical Science Semesters

PM1 – PM3

Students will have two mid semester MCQ exams and a final comprehensive MCQ exam in each course.

Throughout the semester, faculty will administer quizzes (MCQs, SAQs), Class projects, and class presentations.

The final grade is awarded taking into consideration all the above assessments

- MCQ exams = 70% of the grade
- Other evaluations = 30% of the grade

Basic Science Semesters

MD1 – MD4

MD1 to MD4 semesters will have two mid semester MCQ exams and a final comprehensive MCQ exam.

Throughout the semester, faculty will administer SAQs, MCQ quizzes, Clinical case discussions, Class presentations, and PBL elements.

The final grade is awarded taking into consideration all the above assessments. The individual weightage of each component shall be decided by the course director in consultation with the Dean.

MD5

The AICM (Advanced Introduction to Clinical Medicine) will employ tutor-based observation techniques like global rating scales for student assessment. AICM is graded on the evaluations submitted by the AICM faculty.

For Review of Systems, two MCQ assessments – one in the middle of the course and another at the end of the course will be conducted to assess the student competencies.

Comprehensive Basic Science Exams

All students undergo a CBSE at the end of their Basic Science Curriculum. It is the intention of MUCM to qualify for the ability to administer NBME Shelf Exam in Antigua. Until that goal is

achieved, an NBME-style examination created by an external examiner shall be delivered to the students.

Clinical Sciences Semesters:

The parameters used to assess student performance in CORE clinical clerkships are as follows:

- 25%- clinical evaluations submitted by the attending
- 25%- weekly patient log files
- 25%- MUCM Lecturio weekly targets on time completion along with the scores received in the quizzes (for core rotations ONLY)
- 25%- shelf exams (for core rotations ONLY)

Clinical Core Rotations:

Student will maintain a logbook in which they will make daily entries regarding the cases seen or the procedures done, or the discussion held. They will submit these logbooks at the end of every week to the designated school officials.

Clinical case write-up (SOAP notes) will be prepared by students and submitted to school. The number of SOAP notes that need to be submitted depends on the number of weeks of clerkship.

Clinical instructors will submit their evaluations by following standardized global rating scales provide to them.

Clinical Elective Rotations:

Student will maintain a logbook in which they will make daily entries regarding the cases seen or the procedures done, or the discussion held. They will submit these logbooks at the end of every month to the school.

Clinical instructors will submit their evaluations by following standardized global rating scales provide to them.

Clinical Examinations:

All Clinical Students need to pass an NBME-style exit exam that covers all core clerkship material. As stated above, it is the intention of MUCM to qualify for the ability to administer NBME Shelf Exam from School account. Until that goal is achieved, an NBME-style examination created by an external examiner shall be delivered to the students.

OSCE: All clinical students, in addition to the written exam, shall also undergo OSCE for successful completion of their clinical program.

MUCM Lecturio portal

Starting November 1st, 2019- this section counts for 25% of the grade for core rotations.

Weekly targets are given in each core rotation. Student spends a minimum of an hour a day answering 10-20 questions. Students can refer the appropriate sections of the video library to gain a better understanding of the material. The performance of the students in the assigned Q bank will be used to award points in this section.

STUDENT GRADUATION AND PROMOTION

Awarding Full Medical Degree

The Doctor of Medicine degree is conferred upon students who satisfactorily complete all of the above mentioned basic medical sciences and clinical sciences coursework and exams. It is mandatory that each student attend classes at least 80% of the time per semester.

A passing grade must be obtained in each course taken and the program should be completed within 7 years of commencement. At the end of each semester, an academic committee will review the progress of each student to monitor their progress towards their medical degree.

The students of the MUCM must obtain a cumulative grade of at least (70% - Pass) in order to graduate.

Satisfactory Academic Progress and Good Academic Standing

When a student's cumulative (overall) and current (most recent term) grade point averages are 2.0 or better, that student is in good academic standing. If either the cumulative or current G.P.A. falls below 2.0, the student is on academic probation.

Satisfactory academic progress is reflected when students display an acceptable level of performance as they progress towards obtaining a degree in medicine. It is also used to determine whether an individual is in a position to receive financial aid.

Academic Standards

1. While pursuing the Doctor of Medicine Degree, students must pass each segment of the curriculum before advancing to the next segment and must complete all requirements of the curriculum to the satisfaction of the Student Promotions Committee in order to graduate.
2. Year 1 Standards (MD1 and MD2): Students are said to have satisfactory academic progress if they earn a minimum of 70% of their enrolled course credits. Students who have not achieved satisfactory progress will remediate deficiencies prior to being considered for promotion.
3. Year 2 Standards (MD3, MD4, and MD5): Students are said to have satisfactory academic progress if they earn a minimum of 70% of their enrolled course credits. Students who have not achieved satisfactory progress will remediate deficiencies prior to being considered for promotion.
4. Promotion from Year 2 to Year 3 will require the student to successfully complete all the course requirements for the Basic Sciences. Students who have not completed all Basic Science course requirement will remediate deficiencies prior to being considered for promotion.

5. Year 3 and Year 4 Standards: Students are said to have satisfactory academic progress if they earn a minimum of 70% of their enrolled course credits.
6. Any student who fails any course or clerkship may, with the permission of the Student Promotions Committee, make arrangements to remove those deficiencies or repeat the courses or clerkships. A student removing deficiencies or repeating the work of basic science courses or one or more clerkships with the approval of the Student Promotions Committee is considered to have a good academic standing consistent with the College's standards for graduation and, therefore, to be making Satisfactory Academic Progress, provided s/he continues to meet the required standard.
7. Students who fail to meet the qualitative standards will be dismissed from the Metropolitan University College of Medicine
8. The maximum time frame to earn the M.D. is seven years, including leaves of absence granted by the College.
9. Students shall not remain enrolled as candidates for the M.D. degree beyond seven academic years.

The following structure should be followed:

Med 1 → Med 2 → Med 3 → Med 4 → Med 5 → Clinical sciences

Promotion Rules

Guidelines for consistency In Academic promotion:

1. Failing all exams in a semester- will need to retake the semester in full.
2. An overall fail in 1 or 2 courses- but with evidence of pass capability-will be put in the remedial program that allows students to take a make-up exam to pass the course. The remedial program is divided into two parts. Part 1 is a short remedial session of 2-weeks' duration that is undertaken by the student immediately after the failed course. Students will attempt a make-up exam at the end of this session. Failure requires that the student enrolls in a 15-week long remedial session at the end of which a final attempt at a comprehensive make-up exam. Both Short term and long-term remedial sessions utilize Lecturio and AccessMedicine e-resources for remediation. Remedial sessions are monitored by faculty who fix weekly and monthly targets for the student to achieve. Students need to demonstrate their commitment to improvement by adhering to the remedial program. Failure to meet the measurable outcomes can lead to the College denying the final make-up attempt to the student.
3. Students failing to achieve a pass grade after two make-up exams will retake the course.
4. All Basic Science courses need to be cleared before a student is allowed to start the clinical science program.

5. Policy exceptions will be based on a recommendation of the Student Promotions Committee, and ultimately reviewed by the Committee of Deans, who will have the final decision-making authority.

Full & Part –Time Student Status

Metropolitan University College of Medicine recognizes the need for medical education to be undertaken in a coherent and effective way. The college therefore encourages students to devote a full-time effort in their medical studies.

For this reason, the college will only permit students to register on a part-time basis in rare circumstances. Part-time students will participate in for no more than two subjects in a given semester. Any such permissions given will be documented clearly mentioning the reasons for doing so.

Academic Probation

Students whose cumulative or current G.P.A. falls below 2.0 will be placed on academic probation

The purpose of the Academic Probation is to ensure that all students successfully progress through the academic program. Students on Academic Probation will enter a remedial program that allows them to sit for make-up examinations. If the student fails the make-up exams at the end of the remedial program, then they are required to repeat the course. Failure of the student to pass this repeated course can result in dismissal. Failing a course due to poor attendance or due to missing exams in a semester without valid reason will also lead to placement of the student on Academic Probation.

Academic probation can be given a set time period but may be extended by the discretion of the Dean in consultation with the concerned committee. Academic probation will be lifted as soon as the student's cumulative or current G.P.A. goes to 2.0 or above.

Students on Academic Probation may be required to undertake to any or all of the following:

- Work on Lecturio and AccessMedicine to complete the weekly and monthly targets given.
- Submit any extra academic work given
- Complete any assigned quizzes, presentations, or exams
- Attend Academic Counselling sessions

Students placed on Academic Probation will receive written notice to this effect, detailing the length of probation, the reasons for the probation, and extra work that they will be required to undertake.

Students can appeal being placed on Academic Probation. Such appeals will result in re-evaluation of their fail grades. If the grades do not change or if the change in the grades did not

bring up the G.P.A to the minimum required level of 2.0, the student's appeal will be denied. If the change in the grades bring up the G.P.A to 2.0 or above, the student will not be placed on academic probation.

Students have the right to appeal on the conditions laid down in their Academic Probation. Students wishing to appeal must follow the appeals procedure detailed in the Student Handbook or may contact the Associate Dean of Students for information and guidance.

STUDENT CONDUCT AND DISCIPLINE

Introduction

Metropolitan University College of Medicine expects all students to adhere to the highest standards of conduct and ethics in every aspect of their medical education. Failure to do so will result in disciplinary action and may result in probation, suspension or dismissal from the Academic Program.

Disciplinary action may be taken against any student who does not adhere to the policies and procedures laid down in the Student Handbook.

Students should be aware at all times for the need for professionalism. As such, students should act and dress in a way appropriate for a health care professional.

The following activities will be subject to disciplinary action (this list is not exhaustive):

- Harassment or discrimination against fellow students on the grounds of gender, sexual orientation, race, nationality, religion or ethnic origin. Students are encouraged to read up and learn on what constitutes harassment and speak with Associate Dean of Students or faculty to obtain clarity.
- Victimization of students.
- Bullying of students.
- Cheating in examination, either by communication with other students during the examination or using outside materials during the examination.
- Plagiarism.
- Theft or damage of college property or the property of another student.
- Use of any tobacco products in non-designated areas.
- Persistent late arrival or early departure from classes.
- Rudeness or inconsideration towards administration, faculty, or fellow students.
- Possession or taking illegal drugs on college premises.
- Drinking alcohol on college premises.
- Persistent use of foul or inappropriate language.
- Any deliberate action that hinders the progress and education of another student or a group of students.

- Unprofessional or inappropriate behavior, which may jeopardize the standing of the College and any relationships that the College may have with other educational establishments.
- Any violation of the Honor Code employed by the College.

Attendance (TBF)

Ddd

Dress Code

During the basic science study period, casual clothing is normally worn by students. Students should dress in a manner that does not detract from the learning process.

Medical students entering patient care areas are required to wear short white coats and to dress in a professional manner. The white coat must be clean, pressed and worn at all times. Open toed shoes and sandals are not permitted in these areas. Students who are judged to be inappropriately dressed will be sent home to change. Similarly, students are expected to be well-groomed. Repeated offenses are subject to disciplinary action.

In patient-care setting,

- White coats should be worn at all times.
- Wearing undershirts, T-shirts, jeans, sport pants, stretch pants, sandals, and open– toe shoes are not allowed.
- Clothing should not have rips, tears or frayed edges.
- Men: tailored slacks, dress shirt and necktie is appropriate attire.
- Women: Dresses, skirts of medium length, tailored slacks, shirt or blouse is the appropriate attire.
- Clothing should allow for an appropriate range of movement and should not be flashy or draw attention.
- Avoid Sandals or open toed shoes, high-heeled or canvas shoes (blood or needles may penetrate the fabric).
- Avoid Midriff tops, tee shirts, halter, translucent or transparent tops, shorts or tope with plunging necklines, tank tops or sweatshirts. Tank tops, T-shirts, and thin or “spaghetti-style” straps on tops are not appropriate.
- Avoid Buttons or large pin (could interfere with function, transmit disease or be grabbed by the patient).
- Avoid extremes in neckline or hemlines are inappropriate. Dress sweaters may be worn.

- Leggings, jeans style or colored denim pants, shorts, Bermudas, stretch tights or athletic clothing (sweats or jogging outfits) are not appropriate.
- The use of perfumes and fragrances is not allowed since they may cause distraction and allergic reaction in patients.
- Tattoos should be covered.
- Jewelry should be minimal and understated.
- Smoking and chewing tobacco are strictly prohibited.
- Dress shoes, low heels, or flats should be worn. Avoid open-toed shoes, flip-flops, tennis shoes, or porous shoes.
- Good personal hygiene is to be maintained at all times.
- Hair should be neat, clean. Hair should be styled off the face and out of the eyes.
- Shoulder length hair must be secured to avoid interference with patients and work.
- Beards/mustaches must be neatly trimmed.
- Fingernails should be clean and of short to medium length. Muted tones of nail polish are appropriate for women. No artificial nails.

Responsibilities of Teachers and Students

In order to minimize the likelihood of student mistreatment and optimize the educational experience, it is important to develop a proper teacher-student relationship that will help create a culture of mutual respect. As such, the teacher-student relationship confers rights and responsibilities on both parties.

Responsibilities of Teachers

- Treat learners fairly, respectfully, and without bias related to their age, race, gender, sexual orientation, disability, religion or national origin.
- Distinguish between the Socratic method, in which insightful questions are a stimulus to learning and discovery, and overly aggressive questioning, in which detailed questions are repeatedly presented with the end point of belittlement or humiliation of the learner.
- Give learners timely, constructive and accurate feedback and opportunities for remediation, and submit grades and evaluations in timely fashion.
- Be prepared and on time for all activities.
- Ensure proper supervision of medical students during required clinical activities.
- Provide learners with current material and information and appropriate educational activities.
- Disclose familial relationships to avoid conflicts of interest

Responsibilities of Students

All students of MUCM should exhibit certain standards of professional conduct and responsibility. These standards include reliability, honesty and integrity, and responsibility.

Students should exhibit that they are reliable by demonstrating their ability to adhere to and fulfill learning objectives and course objectives, ability to complete tasks/assignments/projects assigned, ability to attend and participate classes/lectures, labs, clinics, etc.

Honesty and Integrity is observed in several ways like the honesty and ethical behavior demonstrated during completion of assignments, examinations, research activities, and patient care; in their ability to acknowledge mistakes made by reflecting upon them, learning from them, and taking active and effective steps in correcting them; in their ability to adhere to ethical and legal standards of conduct.

Students should exhibit responsibility in professional relationships, in relationships with patients and families, in relationships with others, and to personal health issues and substance abuse. This can be assessed in several ways whether the student

- Works well with other members of the team
- Is co-operative, respectful, and professional
- Recognizes and respects the diversity of roles, responsibilities and competencies of other professionals
- Shows an awareness of interpersonal conflicts, misunderstandings, and limitations
- Willing to work with other members of team or other professionals for resolution of interpersonal conflicts
- Establishes a positive relationship, i.e., exhibits understanding, trust, respect, honesty, empath, with patients and their families. Respects diversity (gender, religion, culture)
- Uses appropriate language and tact in all professional situations
- Maintains patient confidentiality and privacy
- Understands the importance of effective communication and improved patient outcomes
- Communicates effectively and demonstrates respect towards colleagues
- Handles stress appropriately
- Does not discriminate on the basis of race, color, gender, sexual orientation, religion, age, national origin, ethnic background, political beliefs, veteran status, disability status or any other improper basis
- Is appropriately groomed in all professional situations
- Maintains appropriate boundaries in the doctor/patient relationship;
- Comports himself/herself professionally at all times

- Shows appropriate judgment in seeking evaluation and assistance if, as a result of injury, illness, emotional difficulties or substance abuse, a student's ability to meet academic or clinical responsibilities becomes impaired or potentially impaired;
- Is aware that substance abuse is not compatible with professional conduct;
- Is aware that the use of any substance in the settings of patient care and research activity is not compatible with professional conduct

Disciplinary Action

The Student Disciplinary Committee deals with matters of student discipline. The Committee had the power to subject students to the following disciplinary action:

- Dismissal from the College.
- Suspension from the College.
- Probationary period of up to 12 calendar months.

The Student Disciplinary Committee may also subject to more informal disciplinary action, such as making written or verbal apology.

A hearing of the Student Disciplinary Committee will be convened to discuss any case where a student is found to have breached any of the policies or procedures contained in the Student Handbook. The student will be required to be present at this meeting but may request to be accompanied by another person, provided this does not create a conflict of interest.

Following the hearing, the Student Disciplinary Committee will meet to decide on any disciplinary action to be taken. The Committee will send their recommendations to the Dean, who may accept the decision recommended or may convene another ad-hoc committee for second opinion. Once a decision is made, the student will be informed in writing of the decision.

Students wishing to appeal against any disciplinary action must follow the appealed procedures detailed in the Handbook.

Student Honor Code

The College believes that ensuring the appropriate behavior of the student body is a matter for both staff and students.

In conjunction with Metropolitan University College of Medicine, the Student Government Association is responsible for the development of the Student Honor Code. This Code is to be accepted by all students of the Metropolitan University College of Medicine.

The Honor Code currently states: “On my honor, I will uphold the ideals of Metropolitan University College of Medicine throughout my career and conduct myself with the personal, professional, and academic integrity associated with the medical profession.”

Students will be required to sign the following statement confirming adherence to the Honor Code:

“I pledge, on my honor, as a member of the medical community, to uphold the Honor Code of Metropolitan University College of Medicine.”

MUCM Examination Policy

Students must Obey the examination dress code. Full scrubs are to be worn. No accessories are allowed (watches, jewelry, phones). No food or drink will be allowed in the examination room. Students who do not conform to the dress code will be asked to leave the room and rectify the issues.

Students taking “ClassMarker” exams are required to bring a laptop or tablet which has been trialed successfully with the “ClassMarker” and security software. No other electronic devices will be allowed.

All personal belongings should be stowed in a secure bag and will be held in a locked and secure room or locker for the duration of the exam.

All students should be seated in the examination room 5 minutes prior to the start of the examination. Students who are 10 minutes late for the exam will not be allowed to sit the exam and will receive a zero score. This includes students who have been denied access due to dress code violations.

Any student suspected of violating academic integrity during the exam (assisting or obtaining assistance from another student or not approved resource) will be removed from the exam and disciplinary action will be initiated.

PROTECTION FROM DISCRIMINATION OR HARASSMENT

Metropolitan University College of Medicine undertakes to protect students from being bullied, discriminated against or harassed on the grounds of gender, sexual orientation, race, nationality, relation or ethnic origin.

Harassment can be defined as a hostile act or expression or a series or combination of hostile acts or expressions against a person relating to gender, sexual orientation, race, nationality, relation or ethnic origin. This includes derogatory name-calling, jokes, verbal abuse, unwanted

or abusive written communication, physical attacks and ridicule. Harassment on grounds of gender may also include suggestive looks, compromising invitations, or aggressively foul language. Students who feel that they have been the victim of discrimination or harassment on these grounds - whether by administration, faculty, or students - should contact their Faculty Advisor or their Student Government Association Representative, who will take the matter to the appropriate senior member of staff. Students are advised to keep a written log of any actions that they feel were discriminatory or constitute harassment and provide details of any witnesses to these actions.

Students are advised that any allegation of harassment or discrimination will be dealt with sympathetically. The Student Disciplinary Committee will investigate allegations against students; the Faculty/Staff Disciplinary committee will investigate allegations against administrative staff or faculty. Students who allege discrimination or harassment may be required to attend an investigative hearing of either of the Disciplinary Committees to provide details of the alleged harassment or discrimination.

Students who are found to have harassed or discriminated against fellow students may be subject to immediate dismissal from the college. Administrative staff or faculty members who are found to have harassed or discriminated against a student will be disciplined in accordance with the procedures laid down in the Metropolitan University College of Medicine Handbook for Employees.

It is the policy of the University to provide educational, preventative and training programs regarding sexual or gender-based harassment; to encourage reporting of incidents; to prevent incidents of sexual and gender-based harassment from denying or limiting an individual's ability to participate in or benefit from the University's programs; to make available timely services for those who have been affected by discrimination; and to provide prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent its recurrence.

Retaliation against an individual for raising an allegation of sexual or gender-based harassment, for cooperating in an investigation of such a complaint, or for opposing discriminatory practices is prohibited. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is also prohibited.

Definitions

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment or academic standing,

unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work or academic environment.

There are two legally recognized types of sexual harassment:

- **quid pro quo sexual harassment**
- **hostile environment sexual harassment**

Quid pro quo sexual harassment occurs when an individual's submission to or rejection of sexual advances or conduct of a sexual nature is used as the basis for employment decisions or for academic evaluation, grades, or advancement affecting the individual or the individual's submission to such conduct is made a term or condition of employment or for academic evaluation, grades, or advancement.

Hostile environment sexual harassment occurs when unwelcome sexual conduct unreasonably interferes with an individual's job or academic performance or creates a hostile, intimidating or offensive work environment even though the harassment may not result in tangible or economic job consequences, that is, the person may not lose pay or a promotion.

Sexual violence, including rape, sexual assault, and domestic and dating violence, is a form of sexual harassment. In addition, the following conduct may violate this Policy:

- Observing, photographing, videotaping, or making other visual or auditory records of sexual activity or nudity, where there is a reasonable expectation of privacy, without the knowledge and consent of all parties
- Sharing visual or auditory records of sexual activity or nudity without the knowledge and consent of all recorded parties and recipient(s)
- Sexual advances, whether or not they involve physical touching
- Commenting about or inappropriately touching an individual's body
- Requests for sexual favors in exchange for actual or promised job benefits, such as favorable reviews, salary increases, promotions, increased benefits, or continued employment
- Lewd or sexually suggestive comments, jokes, innuendoes, or gestures
- Stalking

Unwelcome Conduct

Conduct is unwelcome if a person (1) did not request or invite it and (2) regarded the unrequested or uninvited conduct as undesirable or offensive. That a person welcomes some sexual contact does not necessarily mean that person welcomes other sexual contact. Similarly, that a person willingly participates in conduct on one occasion does not necessarily mean that the same conduct is welcome on a subsequent occasion.

When a person is so impaired or incapacitated as to be incapable of requesting or inviting the conduct, conduct of a sexual nature is deemed unwelcome, provided that the Respondent knew or reasonably should have known of the person's impairment or incapacity. The person may be impaired or incapacitated as a result of drugs or alcohol or for some other reason, such as sleep or unconsciousness. A Respondent's impairment at the time of the incident as a result of drugs or alcohol does not, however, diminish the Respondent's responsibility for sexual or gender-based harassment under this Policy.

Gender-Based Harassment

Gender-based harassment is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities. For example, persistent disparagement of a person based on a perceived lack of stereotypical masculinity or femininity or exclusion from an activity based on sexual orientation or gender identity also may violate this Policy.

Jurisdiction of the Policy

This Policy applies to sexual or gender-based harassment that is committed by students, faculty, staff, or third parties, whenever the misconduct occurs:

1. On Metropolitan University property; or
2. Off Metropolitan University property, if:
 - a. the conduct was in connection with a University or University-recognized program or activity; or
 - b. the conduct may have the effect of creating a hostile environment for a member of the University community

STUDENT APPEALS AND GRIEVANCE POLICY

Actively enrolled students are expected to demonstrate the highest standards of personal and professional integrity. Similarly, students should expect faculty and staff members to be persons of integrity who apply the principles of honesty, fairness, respect, and trust that characterize the clinical/academic community. Thus, when student grievances concerning faculty and staff members arise, they are taken very seriously and are treated with sensitivity and urgency.

Metropolitan University College of Medicine is committed to providing a high-quality educational program by creating a healthy learning environment. MUCM is committed to treating all students respectfully and fairly

The two types of concerns that arise during the student life are

1. Academic Concerns
 - These are appeals or concerns raised by a student about their academic performance like those pertaining to grades, promotions, evaluation methodology – subjective or objective bias, academic probation, dismissals due to poor academic performance, etc.
2. Non-academic Grievances
 - These are allegations or concerns raised by a student about a University employee, administrative policies and procedures, misconduct, harassment, financial issues, etc.

Student Promotions, Conduct, and Grievances Committee

The Committee responsible for resolving any student appeal or grievance is the Student Promotions, Conduct, and Grievance Committee.

To facilitate the delivery of various goals of the Committee, three sub-committees are created:

1. Student Appeals Committee that deals with all Academic appeals submitted by a student
2. Student Grievances Committee that deals with all non-academic grievances of the students
3. Student Disciplinary Committee that deals with complaints of Student conduct brought to the notice of MUCM by faculty, staff, or other parties.

The decision to convene the sub-committee will be decided by the Office of Dean of Students depending on the complaint under review

Guidelines and Procedure

Definitions

1. Grievance is a complaint filed by the student on a situation or circumstance that adversely affected the status, rights, experience, services, or privileges of the student.
 - a. Informal Grievance occurs when a student does not wish to submit a written complaint but wishes to seek redressal of the situation through their assigned faculty advisor or through the Office of Dean of Students.
 - b. Formal Grievance occurs when a student submits a written complaint, either electronically or as a physical copy. Formal Grievances will lead to a formal investigation by the Committee.

2. Appeal is a request filed by the student for a formal review of a decision made by the academic team or office that affects the student's ability to achieve or maintain good academic standing.
 - a. Informal Appeal occurs when a student tries to resolve the issue affecting their good academic standing by speaking with the concerned faculty or course director directly, or seeks an informal intervention through the faculty advisor or Office of Dean of Students
 - b. Formal Appeal occurs when a student submits an appeal in writing to the Office of Dean of Students resulting in a formal investigation by the Committee.

Criteria for Reporting Appeals and Grievances:

1. Grievances: A Grievance is the method available to an enrolled student to express unease or dissent about a personal experience, circumstance, campus event, or decision by a faculty or staff that may affect the student's academic status, or social, or psychological or professional wellbeing within MUCM.

The Committee recommends that students should make every attempt to informally resolve their concerns and should attempt to resolve any disputes regarding any matters with the College representative involved. While recommending this, the Committee acknowledges that students, in some instances, may not feel comfortable in directly dealing with the other party. In all those instances, students should seek the guidance and help of the Office of Dean of Students and should not feel pressurized to resolve the matter directly. After an informal remediation of the grievance is attempted by the Office of Dean of Students, if the situation is not satisfactorily resolved, a formal student grievance should be follow the formal grievance procedure listed below.

- a. Possible Outcomes of a Grievance:
 - i. Investigation of a situation or circumstance between students or student-faculty/staff, whether on-campus or off-campus, could result in corrective or disciplinary action against the student, faculty, staff, or contractor who has been found to have violated the policies or academic standards of MUCM. Other actions or outcomes may be possible depending on the specifics of the issue.
 - ii. Review of Grievances arising from off-campus incident with a non-MUCM community member, like past employees or students or contractors or persons without current affiliation with MUCM, will be limited to the impact of such an incident on the student. Additional outcomes may arise from

consultation with legal advisors as the situation or circumstance may demand.

- iii. Review of Grievance arising from an on-campus incident with a non-MUCM community member, like past employees or students or contractors or persons without current affiliation with MUCM, will involve the security officers and, depending on the circumstance or situation, may prohibit the individual from accessing the campus or other appropriate action.

- 2. Appeals: An appeal is the method available to an enrolled student to contest a grade; the methods of academic evaluation, including possible subjective bias; placement on academic probation; or findings of academic misconduct.

The Committee recommends that a student should approach the concerned faculty or course director for clarification of their grades. Alternately, they should seek the guidance and intervention of Office of Dean of Students to get the necessary clarity on their academic standing. Should they not be satisfied by the informal process, then they should file a written complaint to the Office of Dean of Students, who will then request that the Student Appeals Committee be convened to investigate the case in detail.

- a. Possible Outcomes of an Appeal:

- i. An appeal may lead to the previous academic issue or stand, or decision being reversed or modified or affirmed.
- ii. An appeal may also lead to identification and revision of the procedure that led to a violation of due process or may recommend that the procedure be followed anew.

Reporting Mechanism

Grievances:

- 1. Informal Grievances: This method allows for expedited resolution of simple issues affecting a student life. The student can contact a trusted faculty or staff, or members of Office of Dean of Students, or the assigned faculty advisor.
- 2. Formal Grievances: The student can submit a written complaint, either electronically or via physical copy, to the Office of Dean of Students. The Dean of students or his/her designee will review the matter and refer it to the Committee.

Appeals:

1. Informal Remediation of Academic Standing are handled by Office of Dean of Students. Student will meet the Associate Dean of Students or Dean of students for expedited resolution of the matter.
2. Formal Appeals are submitted to the Office of Dean of Students who, after initial review of the complaint, will request that the appropriate sub-committee be convened.

Procedure

Informal Remedial Attempts

1. Good faith efforts made by both parties to resolve the issue:
 - The student will make a good faith effort, either directly or through the Office of Dean of Students, to resolve the conflict with the involved party within five (5) academic days of the incident by seeking seeking an appointment with the involved party to discuss the incident.
 - The faculty or staff will make a good faith effort by responding back with an appointment within five (5) working days from the time the student sought the appointment.
 - Both parties, individually or in the presence of a representative from Office of Dean of Students, shall meet on the specified date and time to discuss the incident. The goal of this meeting is to see if a resolution to the incident can be reached by the two parties. The role of the representative from Office of Dean of Students is to facilitate a discussion between both parties in a safe environment. At this juncton, the representative will not intervene with his/her opinion on the matter.
 - A written record of the meeting shall be maintained by all parties. The faculty and the representative shall file a copy of their record with Office of Dean of Students.
2. Remediation Attempt by the Dean of Students
 - If the student feels the matter to be unresolved after initial meeting, then the student may meet directly with the Dean of Students for remediation.
 - The Dean of student will meet the course director and concerned faculty to investigate the matter documenting findings.
 - After the Dean of Students finishes the investigation, a meeting will be held with the student to propose a resolution to the situation or recommend that the Student Appeals, Conduct, and Grievance Committee be convened. This will be documented. If no resolution can be found, the Chair of the Student Promotions, Conduct, and Grievance Committee will be informed by the Dean of Students with instructions to call a committee together within 3 academic days.

Formal Remediation Attempts

1. Formal remediation by the Student Promotions, Conduct, and Grievances Committee
 - The Committee is convened on the instructions of the Dean of Students.
 - The student will present his/her case to the Committee, and the results of this meeting will be documented by the Chair of the Committee.
 - The faculty/staff will also present their case to the Committee, and the results of this meeting will be documented by the Chair of the Committee.
 - The Committee shall consult existing policies that may have an effect on the case – discuss the adequacy of those policies and suggest improvement in the policies to prevent future incidents.
 - With regards to the case, the committee shall propose ways to resolve the problem.
 - Closure of hearing by the Chair
 - Minutes of the proceeding will be documented.
 - Deliberations of the Student Appeals, Conduct & Grievances Committee, and its final decision will be made in closed session.
 - The vote for the final decision will consist of a simple majority of the voting members and will be anonymous.
 - The Committee will base its decision upon all of the evidence provided at the hearing.
 - A written summary of the hearing, including the final decision on the grievance and the recommendation will be prepared and submitted to the Dean of Students within five (5) academic days after completing deliberations.
2. Additional information:
 - Dean of Students and the Committee investigating the matter will notify the student(s) of the right to select a faculty/staff advocate though selecting one is not required. Faculty advocates will have no vote in the Student Promotions, Conduct & Grievances Committee decision. The role of the faculty advocate is to support the student(s) in regard to procedural and/or substantive (relating directly to the allegation) areas.
 - If the allegation or concern involves a current member of the Student Promotions, Conduct, and Grievances Committee or if it is deemed that there exists a conflict of interest with one of the Committee members, then that member shall be replaced with another faculty member who is not involved in the incident or who does not have a conflict of interest.
 - The Dean of Students or his/her designee will attend the Student Promotions, Conduct & Grievances Committee. He/she will be a non-voting attendee.

- The Chair will initiate communications with the student and involved party/parties within five academic days of the time that the Grievance is filed with the Student Appeals, Conduct & Grievances Committee to set the hearing date.
 - All concerned parties provide written statements and provide names of any witnesses
 - Strict confidentiality of the proceedings and outcome of the entire Grievance process will be maintained by all.
 - All records related to the proceedings will be collected by the Chair of the Student Appeals, Conduct & Grievances Committee and secured in the Office of Registrar for 7 years.
 - All photocopied material (other than that required for archiving) will be shredded immediately after the hearing.
 - The written summary and recommendations of the Student Promotions, Conduct & Grievances Committee are advisory in nature and will not be provided to the student who filed the grievance or the involved party.
 - Right to legal counsel: Either party has the right to appoint a legal counsel at their own expense to represent them in the proceedings.
3. Notification of the Committee's decision to the involved parties shall be undertaken by the Dean of Students. Intimation via email is deemed enough and will occur within five (5) academic days from the receipt of Committee's decision.

Appeals against the decisions of Formal Remediation:

Students have one final appeal option with the Board of Governors (addressed to the Chairperson of the Board) of the College for all grievances. The Board of Governors or its designee (a person or ad-hoc committee) will review the matter at hand, discuss the case with the Academic Dean, Dean of students, and with Chair of the Student Promotions, Conduct, and Grievance Committee. They may then accept, modify, or reject the recommendations of the Committee. The decision of the Board or its designee shall be final and not subject to further appeal.

Confidentiality and Disciplinary Actions, Investigations, and the Formal Hearing Process

All parties involved will maintain confidentiality throughout the process; only relevant information will be shared with persons with a legitimate need to know. Breaches of confidentiality may subject the person to disciplinary action