



**TRINITY SCHOOL OF  
MEDICINE CATALOG  
2016-2017**

## NOTICE

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Steven R. Wilson  
President and Publisher

W. Douglas Skelton, M.D.  
Chancellor

Linda Adkison, Ph.D.  
Dean

Michael H. Miller, Ph.D.  
Registrar  
Editor, Catalog

Questions regarding this catalog and its contents should be addressed to the individuals indicated in the Notice, above. Editorial comments and corrections should be addressed to the Registrar at [registrar@trinityschoolofmedicine.org](mailto:registrar@trinityschoolofmedicine.org)

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## MESSAGE FROM THE CHANCELLOR

Having spent 16 years as a U.S. medical school dean and having served on numerous accrediting teams, I am proud to be associated with Trinity School of Medicine and its strong Board, outstanding International faculty, and excellent administrative team.

For those of you seeking a career in medicine be attentive to the Vision, Mission, and Core Values as you choose the institution to pursue your dream of becoming a physician. Trinity's Vision and Mission are straightforward, i.e., "To improve access to quality health care and enhance the health status of the residents of the communities served by our graduates," and "To educate physicians and health professionals to meet the primary care and health care needs of patients within both current and future healthcare systems."

The Vision and Mission are accomplished by our focus on the three Core Mission Areas of Teaching, Scholarly Activity and Research, and Community Service. Teaching requires excellent faculty providing educational programs that graduate caring, compassionate, and competent physicians. Scholarly Activity and Research underscore our responsibility to discover new knowledge and to integrate new knowledge into our educational programs. Community Service requires us to reach out and partner with neighborhoods and communities and public health clinics for service learning opportunities. The Values of Collaboration, Compassion, Competence, Excellence, Integrity, Respect, and Honesty lay out our expectations for students and for ourselves in our day to day interactions.

The Value of Competence requires Trinity graduates to demonstrate mastery of the skills of the profession. Thus, we pay attention to an applicant's GPAs and MCAT scores in the admission process, and require passage of Step 1 of the USMLE in the U.S. and Canada to move from the biomedical sciences to the clinical sciences, and passage of the Step 2 USMLE exams or the NBME Clinical Sciences Comprehensive Exam to graduate. Our goal as faculty is to help students master these exams at the highest level possible. Doing so opens up greater opportunity for future residency training, the last step to becoming practicing physicians.

The Value of Collaboration is supported by the efforts of our Visiting Professors and Advisors who enrich the education programs as teachers or as consultants.

St. Vincent is blessed with fine physicians and an excellent hospital—the Milton Cato Memorial Hospital. Here, our students gain early exposure to clinical settings and view firsthand the Values of Compassion and Respect through the work of the clinical staff, many of whom hold faculty appointments at Trinity, and provide clinical experiences for our students.

In conclusion, when approaching the decision of which medical school offerings seem to be "the best" take into careful consideration the Vision, Mission and Values of the school. To succeed in medicine isn't to just earn an MD, it's a life-long and broad-reaching responsibility to the greater community and to improving lives.

***W. Douglas Skelton, MD***

Chancellor

Trinity School of Medicine

## 2016-17 TRINITY SCHOOL OF MEDICINE BOARD OF TRUSTEES

Dave Armento, Chairman & Trustee – Mr. Dave Armento built a highly successful hotel business in the United States. He served on the board of Saint Joseph's Hospital in Atlanta and is currently CEO of New Dominion, a Real Estate Investment corporation. Mr. Armento provides the Board with both his high level vision and with his experience dealing with the oversight of the intricate operational details required of a medical school. Mr. Armento resides in Atlanta, Georgia.

Donna Brown, MD, Trustee – Dr. Donna Brown is a board-certified ophthalmologist and surgeon at the Virginia Eye Institute who also donates her time with the World Pediatric Project at Milton Cato Memorial Hospital in St. Vincent. Dr. Brown resides near Richmond, Virginia.

Michael Hemsey, Trustee – Mr. Michael Hemsey is President of 500 Friends. Mr. Hemsey is a dynamic leader and one of the most respected individuals in loyalty marketing today. Mr. Hemsey brings great product and process implementation skills, customer service, I.T. and marketing insight to the Board. Mr. Hemsey resides in Tampa, Florida.

Monty Maule, Trustee – Mr. Monty Maule is a successful Vincentian business owner in the manufacturing sector as well as being a respected pastor. Mr. Maule's position on the Board provides a voice from the business and political perspective of St. Vincent and the local community. His spiritual leadership is an asset in the Board's decision making process. Mr. Maule resides in St. Vincent and the Grenadines.

Robert Moon, Trustee – Dr. Robert Moon, Professor Emeritus at Mercer University School of Medicine, brings to the Board the academic expertise and perspective of having previously led the Basic Science program at a U.S. medical school for years. Dr. Moon resides in Macon, Georgia.

## MISSION AND VISION

Our vision is straightforward. To educate physicians to meet the primary care and healthcare needs of the communities they serve. Our graduates are in a position to improve access to quality healthcare and enhance the health status of current and future healthcare systems.

### **Mission**

To educate physicians to meet all health care needs of patients within both current and future health care systems.

### **Vision**

To improve access to scientifically-based quality health care and enhance the health status of the residents of the communities served by our graduates.

**Core Mission Areas:** Teaching, Community Service, Research

### **Core Values**

**COLLABORATION** – Working together and respecting each other’s contributions.

**COMPASSION** – Showing empathy and concern for the well-being of others.

**COMPETENCE** – Demonstrating mastery of the skills of one’s profession or vocation.

**STRIVING FOR SUCCESS** – Performing at the highest level possible.

**INTEGRITY** – Unwavering adherence to professional and ethical conduct.

**RESPECT AND HONESTY** – Conducting ourselves in a manner that respects the value of each individual.

**SERVICE** – Offering our talents and skill toward betterment of our communities.

## OFFICIAL RECOGNITION, APPROVALS AND ACCREDITATION

Trinity School of Medicine is registered with the **National Accreditation Board (NAB)** of the Government of St. Vincent and the Grenadines for the period July 15, 2016 through July 14, 2019.

Trinity School of Medicine is accredited by the **Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP)**, the legally constituted body established to accredit medical programs in the Caribbean. The standards used by the CAAM-HP are based on the United States medical school accreditation program as outlined by the Liaison Committee on Medical Education (LCME). As such, it is concurrently recognized as a viable academic course in the United States.

Contact CAAM-HP at CAAM-HP Secretariat, Suite #7, Pinnacle Point, 53 Lady Musgrave, Road, Kingston 10, Jamaica or phone at 875-927-4765 for questions about the accreditation of Trinity School of Medicine. The purpose of publishing the commission's contact information is to enable interested parties 1) to learn about the accreditation status, 2) to file a third-party comment at the time of the institution's review, or 3) to file a complaint against the institution for alleged non-compliance with a standard or requirement.

As of September 19th, 2016, CAAM-HP, the accreditation body for medical education in St. Vincent and the Grenadines, has been recognized by the National Committee on Foreign Medical Education and Accreditation (**NCFMEA**, a committee within the US Department of Education) as having accrediting standards comparable to those used to accredit medical programs in the United States. In addition, CAAM-HP is one of only seven accrediting agencies recognized by the World Federation for Medical Education.

CAAM-HP accredited schools in St. Vincent have been recognized by the US Department of Education as accredited at a standard comparable to United States medical schools, as so governed by the LCME. Not only is Trinity School of Medicine one of those schools, it is the only CAAM-HP accredited school in the country of St. Vincent and the Grenadines.

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

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

Finally, Trinity School of Medicine is compliant with the Education Committee for Foreign Medical Graduates (ECFMG) **2023 rule** dictating that all international medical graduates be required to have graduated from a school that has been appropriately accredited.

The government of St. Vincent and the Grenadines has granted to Trinity School of Medicine a charter to operate the medical school with access to Milton Cato Memorial Hospital and a number of government sponsored clinics for its medical school and with the right to confer the degree of Doctor of Medicine after the successful completion of the prescribed accredited curriculum (10 terms) and to engage in all necessary and appropriate activities which are incidental to the operation of a medical school.

## ADMINISTRATION

Steven R. Wilson, *President and CEO* – Mr. Wilson serves as President and CEO of Trinity LLC. He was part of the team that brought Trinity from concept to reality as it went through the accreditation process into a full-fledged medical school. Mr. Wilson has many years of leading businesses through the early stages of development and into maturity, his track record speaks for itself. Mr. Wilson served as President and CEO of several highly regarded institutions over the past 22 years. Prior to Trinity School of Medicine, Mr. Wilson was President of TSYS Loyalty, Inc., a wholly owned subsidiary of TSYS, TSS on the NY stock exchange from 2003 until 2006 when he left to pursue the start-up of Trinity School of Medicine. Prior to TSYS, Mr. Wilson was President and CEO of Enhancement Services Corporation from 1998 to 2003, an institution that provided loyalty transaction processing and fulfillment services to the world's largest financial institutions. Mr. Wilson was also the President and CEO of Business Travel, Inc. from 1986 to 1997. Mr. Wilson's background and experience are a vital element in Trinity's success as it endeavors to become one of the finest Caribbean medical schools available to students from North America and around the globe.

W. Douglas Skelton, MD, *Chancellor* – Following graduation from Emory University School of Medicine in Atlanta, Georgia and a psychiatric residency at Columbia in New York, Dr. Skelton returned to Emory where he was a full-time faculty member in the Department of Psychiatry. During his Emory years he served as Chief of Psychiatry at Grady Hospital and then as Medical Director of the Georgia Mental Health Institute. From 1974 to 1980 he served Georgia as Director of Mental Health under Governor Jimmy Carter and as Commissioner of Health and Human Services for Governor George Busbee. He then returned to Emory as Professor and Vice Chairman of the Department of Psychiatry. He later assumed additional duties at Emory as Vice President for Government Relations of the Robert W. Woodruff Health Sciences Center. He served as a member of the National Advisory Mental Health Council during the Carter Administration. Dr. Skelton served as Dean of the Mercer University School of Medicine from 1985 to 2002 and as Senior Vice President and Provost for Health Affairs from 2002 to 2004. Active with the Association of American Medical Colleges, Dr. Skelton served as a member of the Generalist Physician Task Force, which has called for major changes in medical education to produce more generalist physicians. Since leaving Mercer in 2004, Dr. Skelton has served as the director of the Coastal Health District in Georgia. In 2012 he received the Community Physician of the Year Award from the Medical Association of Georgia and in 2014 the Distinguished Service Award from the Georgia Psychiatric Association.

Linda Adkison, MS, PhD, *Dean* – Dr. Linda Adkison's career spans active roles in education as a medical educator, researcher, and administrator. As a geneticist, she earned the rank of professor with tenure for her funded research in both pedagogy and genetics. She earned her BS and MS from Georgia Southern University, and a PhD from Texas A&M University with postgraduate training at The Jackson Laboratory in Bar Harbor, ME. Additional training and fellowships were through the *Hedwig van Amerigen* Executive Leadership in Academic Medicine program, the Harvard Macy Institute, Association of American Medical Colleges (AAMC), and FAIMER. Dr. Adkison has published more than 80 manuscripts and abstracts in respected journals such as *Medical Science Educator*, *Medical Education Development*, *Science and Education*, *The Journal of Hand Surgery*, *Cytogenetics and Cellular Genetics*, *American Surgeon*, and *Journal of Endocrinology*. She has authored one book and co-authored another for medical students; the former has been translated and is used by students in several countries. As a respected member of the profession she serves as an accreditation site evaluator for US and international schools as well as a question writer and panel reviewer for the National Board of Medical

Examiners (NBME) and National Board of Osteopathic Medical Examiners (NBOME). Organizational memberships have included the American Society of Human Genetics, American College of Medical Genetics, Association of Professors of Human and Medical Genetics, American College of Obstetrics and Gynecology, and Society of Executive Leadership in Academic Medicine (Women Educators in Science and Healthcare). Through her career, Dr. Adkison has actively participated at the national level in many areas to promote women in medicine, healthcare in medically underserved areas, and scientific inquiry among pre-college and college undergraduates. She has served on several boards and is currently a Director on the Swope Health Services Board in Kansas City.

Paula Dessauer Wilson, MD, MPH, *Senior Associate Dean of Clinical Clerkships* – Dr. Wilson received her BS degree in Biology from Emory University, MD degree from the Medical College of Georgia and her MPH from Mercer University. She has served as Associate Director of Pediatric Research at Memorial University Medical Center in Savannah, Georgia; Executive Director of the Savannah Behavioral Health Collaborative and Adjunct Professor, Department of Health Sciences at Armstrong State University, Savannah, Georgia. Most recently she has served as Executive Director of the Chatham County Safety Net Planning Council (CCSNPC) and the Director of ChathamHealthLink, a community-based health information exchange. Dr. Wilson brings her experience in the management of community health initiatives and her understanding of the value of Health Information Technology in improving population health to prepare Trinity School of Medicine graduates for the newly evolving practice of medicine.

Frances Jack-Edwards, MD, *Associate Dean for Admissions and Student Affairs* – Dr. Jack hails from St. Vincent and completed her pre-medical program and her MD program at St. Georges University School of Medicine in 2003. She completed an internship at the Milton Cato Memorial Hospital in Kingstown, St. Vincent in 2005 and was certified as a medical practitioner with the government of St. Vincent and the Grenadines in 2006. She has taught at the Girl's High School in St. Vincent and has served as a District Medical Officer in the Cedars and Mesopotamia districts and as a Medical Officer, A&E Milton Cato Memorial Hospital. From January 2007 to February 2008 she served as a Clinical Tutor at St. Georges University School of Medicine in Grenada. In addition to her duties as Associate Dean of Admissions and Student Affairs, Dr. Jack teaches in the Introduction to Clinical and Community Medicine course.

Mignonette Relatado-Sotto, MD, *Associate Dean for Continuing Medical Education* – Dr. Sotto was awarded the MD degree from the Cebu Institute of Medicine (Philippines) in 1991. She completed a post-graduate internship in the Philippines and served as a resident physician in Obstetrics and Gynecology from 1993 – 2001. From 2001 to 2004 she served as a senior medical officer at the Milton Cato Memorial Hospital and from 2005 to 2007 she was a clinical tutor for students at the Kingstown Medical College. From 2007 to 2008 she was a Clinical Instructor in the Department of Pharmacology at St. George's University prior to joining the faculty of Trinity as course director of Introduction to Clinical Medicine.

Laura Brown, *Clerkship Administrator* – Mrs. Laura Brown serves as student advisor, advocate, and policy expert for students in their clinical years. Laura is responsible for working with affiliated hospitals, clinics and partners to schedule the appropriate clerkships and provide overall supervision of the administrative requirements of each clinical rotation. She is dedicated to understanding the needs of each individual student and working to ensure clerkship requirements, goals and objectives are met. Mrs. Brown graduated from Mercer University with a degree in Business Administration. In her previous role as a Consultant with SMT Productions, Inc., she worked with clients at The Coca Cola Company and their affiliated partners on National Campaigns and served as a Brand Ambassador. Her

goals are to provide students with the tools and guidance they need for successful core and elective clerkships.

Stacy B. Meyer, *Vice President of Enrollment* – Stacy Meyer heads admissions and communication efforts for Trinity School of Medicine, overseeing the recruiting, admissions, and enrollment processes. As the communications lead, Ms. Meyer articulates the mission, vision, and advantages of Trinity's MD program, helping students, their families, and undergraduate advisors clearly understand what sets Trinity apart from other International medical schools. With her focus on personal engagement, Ms. Meyer drives the delivery of new and useful content, showcasing the value of Trinity, enthusiastically seeking smart, driven, passionate people who strive to become physicians. Ms. Meyer has a degree in marketing communications from Boston College and joined Trinity in 2009.

Drew Muldowney, *Communications Manager* – Drew Muldowney is a writer, editor, and communications professional with a decade of freelance and in-house experience. He has worked across a spectrum of corporate and academic organizations, ranging from serving the American Cancer Society journals group as an editorial staffer to working as the copywriter and content marketing/communications strategist with Ingenious Med, an Atlanta-based healthcare IT vendor. He graduated from California State University with a degree in literature with secondary foci in historical linguistics and postcolonial critical theory. As a content marketer by both inclination and vocation, Mr. Muldowney is proud to speak on behalf of Trinity, providing applicants, students, and their families with accessible, useful information that ensures they find the best fit for their future as physicians.

Guinevere Bell, PhD, *Associate Director of Admissions* – Dr. Guinevere Bell has a decade of experience in higher learning in both the US and the Caribbean. She has worked with Trinity since 2012 as a member of the faculty teaching pharmacology and behavioral sciences. She concurrently served as an architect of Trinity's successful ILP program. With a B.S. from UNC Chapel Hill, a PhD from MUSC, and as an METP Fellow with Ross University, Dr. Bell is yet another member of the team ideally suited to help Trinity candidates navigate the nuance of Caribbean and US academic systems to fulfill their long term career goals in medicine. Her interest in pedagogy plays a prominent role in Trinity's developing areas of medical education research, specifically studying the dovetailed impacts of test anxiety and general medical education attrition.

Seth Wollman, MD, *Associate Director of Admissions* – Dr. Wollman attended the University of California (Davis) and graduated from St. Matthew's University School of Medicine. Dr. Wollman's past experience includes residency training in internal medicine at Franklin Square Hospital in Baltimore as well as research at Cleveland Clinic in Weston, FL. Dr. Wollman earned his master's in public health from Barry University in Miami Shores and served as faculty in the school's physician assistant and podiatry programs. Dr. Wollman brings a bicoastal, bilingual (English and Spanish) perspective, his clinical research experience, a passion for mentoring and teaching, and public health to the Trinity School of Medicine administration. He, like all of us at Trinity, are proud to take part in finding and guiding the next generation of physicians into the practice of healthcare, and ensuring that their practice reflects the values of the school and addresses the needs of both the U.S. and throughout the world.

Josh Wilson, *Admissions Coordinator* – Mr. Wilson serves Trinity and its future students as the admissions coordinator. This pivotal role means he is supporting the head of admissions and the associate directors, while also working as an early point of contact for applicants, guiding them through the medical school admissions process. To that end, thanks to nearly a decade of travels to St. Vincent

and the Grenadines, he is uniquely suited to answer many questions applicants may have, as well. He is a graduate of the University of Tennessee, with a degree in finance and international business.

L. Keith Hollers, *Director of Student Services* – Mr. Hollers responsibilities combine a number of important services for our students. He serves as Bursar, oversees student transition and enrollment services, financial planning and student loans as well as the student information system, document management and student housing. Mr. Hollers holds a Master’s Degree in Public Administration and has extensive background in operations, administration, customer services, and organizational development. He has served in a wide variety of settings in both the public and private sectors and has a proven ability to organize, develop, and manage operations for the successful delivery of services. In concert with other team members, his role serves to promote the overall operational and administrative integrity of the organization to ensure a quality educational environment and experience for our student population.

Austin Brantley, *Administrative Associate* - Mr. Brantley serves Trinity and its students as the administrative associate. This pivotal role has him supporting the registrar, director of student services, as well as the clinical administration. His responsibilities include technical administration, generating performance reports, assisting preparation and distributing of transition packets to incoming students, and fielding phone calls with incoming students. Mr. Brantley is a graduate of Kennesaw State University with a BBA in economics and a secondary foci on microeconomics and financial analysis.

Michael H. Miller, Ph.D., *Registrar* – Dr. Miller serves as registrar for Trinity School of Medicine, overseeing the complex and extensive record keeping processes critical to Trinity's continued successful operation. Dr. Miller received his BA with honors in liberal arts and history with a minor in English from Clemson University, a master of science in higher education from Florida State University, and his doctor of philosophy in higher education from Florida State. He brings over 35 years of pedagogical stewardship to Trinity, as well as a deep background in academic research. Dr. Miller has presented at conferences on topics ranging from technology in education, admissions ethics, and diversity as well as student health care, strategic planning, and longitudinal examinations of enrollment trends. Dr. Miller’s expertise has guided countless students through major institutions of higher learning in Georgia, and that trend will continue as he brings his knowledge and experience to Trinity School of Medicine’s administration.

Eric Froistad, *Chief Financial Officer* – Mr. Froistad serves as chief financial officer for Trinity. He has over 30 years of financial management experience, serving in executive finance and operations positions for public and private companies, including startups and global corporations. For the past eight years, Eric has been a partner with TechCXO, a consulting firm serving growth stage technology companies in the major U.S. technology hubs. As a finance executive and advisor, he has led companies through capital formation and restructurings, financial turnarounds, mergers and acquisitions, private exit transactions, and IPOs. He has worked with companies in the media, resort/hospitality, education, and technology sectors, after beginning his career with Arthur Andersen in Denver, Colorado. Mr. Froistad earned his BS degree in accounting from the University of Colorado and his CPA certificate from the State of Colorado.

Theresa Keppen, *Accountant* – Ms. Keppen operates as an accountant on Trinity’s finance team. Originally from Winnipeg, MB, Theresa graduated with a degree in accounting from Kennesaw State University. After working in as accounting specialist and analyst at Ryder Truck Rental for nine years,

Trinity School of Medicine has brought her on to support the chief financial officer while also overseeing loan payment and processing.

Srinath K. Weerasena, *Director of Information Technology* – Mr. Weerasena received his Bachelors of Science in Information Systems with a minor in Computer Science from Christopher Newport University, VA. During his time there he also served as a Student Network Analyst in the University's IT Services. Prior to joining Trinity School of Medicine he served as an IT Consultant to Trinity. Mr. Weerasena has over 10 years of experience in managing IT in Health Information Technology companies. During this time he has designed and implemented scalable HIPPA compliant information systems, provided disaster recovery solutions and new Network and Information Systems solutions to support further business expansion. He has years of experience in providing IT Administration services and IT consulting service to various business in Hospitality, Finance and Health Services industries. Mr. Weerasena brings a wealth of expertise from leading technology providers such as Microsoft®, Apple®, Cisco®, VM Ware® and more.

## ACADEMIC CALENDAR, 2016-17 AND 2017-18

### TERM AND IMPORTANT DATES\*

	<b>2016-17</b>	<b>2017-18</b>
<b>SEPTEMBER TERM</b>		
Residence Halls Open	Aug. 30, 2016	Aug. 28, 2017
White Coat Ceremony	Sept. 3, 2016	Sept. 2, 2017
Returning Student Registration	Sept. 4, 2016	Sept. 3, 2017
New Student Orientation	Sept. 5, 2016	Sept. 4, 2017
First day of classes	Sept. 5, 2016	Sept. 4, 2017
Last Day to Register	Sept. 9, 2016	Sept. 8, 2017
Independence Day – St. Vincent Holiday	Oct. 27, 2016	Oct. 27, 2017
Last Day of Regular Term	Dec. 16, 2016	Dec. 15, 2017
Break	Dec. 17 – Jan. 8, 2017	Dec. 16 – Jan. 7, 2018
<b>JANUARY TERM</b>		
Residence Halls Open	Jan. 3, 2017	Jan. 2, 2018
White Coat Ceremony	Jan. 7, 2017	Jan. 6, 2018
Returning Student Registration	Jan. 8, 2017	Jan. 7, 2018
New Student Orientation	Jan. 9, 2017	Jan. 8, 2018
First day of classes	Jan. 9, 2017	Jan. 7, 2018
Last Day to Register	Jan. 12, 2017	Jan. 12, 2018
National Heroes Day – St. Vincent Holiday	March 14, 2017	March 14, 20-18
Good Friday – St. Vincent Holiday	April 14, 2017	March 30, 20-18
Easter Monday – St. Vincent Holiday	April 17, 2017	April 2, 2018
Last Day of Regular Term	April 21, 2017	April 20, 2018
Break	April 22 – May 1, 2017	April 21 – May 6, 2018
Graduation	June 10, 2017	June 9, 2018
<b>MAY TERM</b>		
Residence Halls Open	May 2, 2017	May 1, 2018
White Coat Ceremony	May 6, 2017	May 5, 2018
Returning Student Registration	May 7, 2017	May 6, 2018
New Student Orientation	May 8, 2017	May 7, 2018
First day of classes	May 8, 2017	May 7, 2018
Last Day to Register	May 12, 2017	May 11, 2018
Labour Day – St. Vincent Holiday	May 15, 2017	May 15, 2018
Whit Monday – St. Vincent Holiday	June 5, 2017	May 21, 2018
Carnival Monday	July 3, 2017	July 2, 2018
Carnival Tuesday	July 4, 2017	July 3, 2018
Emancipation Day – St. Vincent Holiday	Aug. 1, 2017	Aug. 1, 2018
Last Day of Regular Term	Aug. 18, 2017	Aug. 17, 2018
Break	Aug. 19 – Sept. 3, 2017	Aug. 18 – Sept. 2, 2018

\*School dates are official as of March 22, 2017. Dates of St. Vincent holidays in 2018 are subject to government announcements and the dates listed here may change.

## ACADEMIC CALENDAR, 2018-19 AND 2019-20

### TERM AND IMPORTANT DATES\*\*

	<b>2018-19</b>	<b>2019-20</b>
<b>SEPTEMBER TERM</b>		
Residence Halls Open	Aug. 27, 2018	Sept. 2, 2019
White Coat Ceremony	Sept. 1, 2018	Sept. 7, 2019
Returning Student Registration	Sept. 2, 2018	Sept. 8, 2019
New Student Orientation	Sept. 3, 2018	Sept. 9, 2019
First day of classes	Sept 3, 2018	Sept. 9, 2019
Last Day to Register	Sept. 7, 2018	Sept. 13, 2019
Independence Day – St. Vincent Holiday	Oct. 26, 2018	Oct. 28, 2019
Last Day of Regular Term	Dec. 21, 2018	Dec. 20, 2019
Break	Dec. 22 – Jan. 13, 2019	Dec. 21 – Jan. 12, 2020
<b>JANUARY TERM</b>		
Residence Halls Open	Jan. 8, 2019	Jan. 7, 2020
White Coat Ceremony	Jan. 12, 2019	Jan.11, 2020
Returning Student Registration	Jan. 13, 2019	Jan. 12, 2020
New Student Orientation	Jan. 14, 2019	Jan. 13, 2020
First day of classes	Jan. 14, 2019	Jan. 13, 2020
Last Day to Register	Jan. 18, 2019	Jan. 17, 2020
National Heroes Day – St. Vincent Holiday	March 4, 2019	March 4, 2020
Good Friday – St. Vincent Holiday	April 19, 2019	April 10, 2020
Easter Monday – St. Vincent Holiday	April 22, 2019	April 13, 2020
Last Day of Regular Term	April 26, 2019	April 24, 2020
Break	April 27 – May 12, 2019	April 25 – May 10, 2020
Graduation	TBD	TBD
<b>MAY TERM</b>		
Residence Halls Open	May 7, 2019	May 5, 2020
White Coat Ceremony	May 11, 2019	May 9, 2020
Returning Student Registration	May 12, 2019	May 10, 2020
New Student Orientation	May 13, 2019	May 11, 2020
First day of classes	May 13, 2019	May 11, 2020
Last Day to Register	May 17, 2019	May 18, 2020
Labour Day – St. Vincent Holiday	May 16, 2019	May 15, 2020
Whit Monday – St. Vincent Holiday	June 10, 2019	June 1, 2020
Carnival Monday	July 1, 2019	July 6, 2020
Carnival Tuesday	July 2, 2019	July 7, 2020
Emancipation Day – St. Vincent Holiday	Aug. 1, 2019	Aug. 1, 2020
Last Day of Regular Term	Aug. 23, 2019	Aug. 21, 2020
Break	Aug. 24 – Sept. 8, 2019	Aug. 22 – Sept. 6, 2020

\*\*School dates are official as of March 22, 2017. Dates of St. Vincent holidays in 2019 and 2020 are subject to government announcements and the dates listed here may change.

## ADMISSION REQUIREMENTS

### Undergraduate Credit Hours

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

### REQUIRED COURSES

**Biology with Lab** – one academic year with laboratory experience. Advanced placement credits cannot be used to satisfy this requirement; upper level courses should be taken if granted advance placement credits.

**General/Inorganic Chemistry with Lab** – one academic year.

**Organic Chemistry with Lab** – one academic year. A semester of biochemistry (with or without lab) may substitute for the 2nd semester of organic chemistry.

**Mathematics** – one semester of college level mathematics, calculus or statistics highly recommended.

**English** – any non-science courses that involve expository writing will satisfy this requirement.

*While **physics** is not a requirement, to be well prepared students are encouraged to seek courses that provide a foundational understanding of fluids, gases, and pressure variations.*

### MCAT

**Medical College Admissions Test** scores are required for U.S. and Canadian applicants (and strongly encouraged for all applicants). Scores must be from exams taken within the past four years. MCAT results can be released to the admissions department directly from the **AAMC website**.

### APPLICATION AND SUPPORTING DOCUMENTATION

The following *items* must be provided for admissions consideration:

**Completed Application for Admission** - Applicants may submit Trinity School of Medicine's **Online Application** or a current and processed AMCAS, AACOMAS, TMDSAS, or OMSAS Application in pdf form. **Visit the Admissions Process page of the Trinity School of Medicine website for more details.**

**Application fee** of \$40 (U.S.)

**Letter(s) of Recommendation** - Must come directly from the letter writer. Recommended sources are your University Pre-health advising office, professors, physicians, supervisors who are not family members and who can confirm the applicant's academic ability and/or provide evidence of positive character traits. This requirement may be satisfied with one packet by a combined committee that prepares such letters; otherwise two letters must be provided, one of which must be from an academic source. Applicants may utilize our **reference request form** to initiate the process.

**Transcripts** from all post-secondary schools attended—undergraduate colleges, graduate and/or professional programs attended. Unofficial transcripts are acceptable to initiate the admissions

process. Prior to matriculation, official transcripts from each institution attended must be submitted directly to the Office of Admissions from the issuing institution.

### **TRANSFER POLICY**

Trinity School of Medicine does not accept transfer credits earned at an unaccredited Caribbean medical school. This includes all schools listed as unaccredited by CAAM-HP plus schools located in countries where CAAM-HP is the accrediting body and the school is neither CAAM-HP accredited or scheduled for a site visit. For transfer admission purposes, Trinity School of Medicine will consider accepting transfer credits earned prior to the loss of accreditation from an institution which has lost CAAM-HP accreditation. For other international medical schools, exclusive of LCME accredited US and Canadian schools, Trinity School of Medicine does not accept transfers from schools on the California disapproved list.

## **TECHNICAL STANDARDS**

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

Medicine is a physically and mentally demanding profession in which practitioners are asked to place the interests of their patients above their own. It requires a commitment to a life of service and dedication to continuous learning. The rigorous four-year medical school curriculum is where candidates begin to develop the qualities necessary for the practice of medicine. It is during this period of medical education that the candidate acquires the foundation of knowledge, attitude, skills, and behaviors that he or she will need throughout his or her professional career. During this period, it is critical for the School of Medicine to evaluate whether the candidate is qualified to receive a degree of Doctor of Medicine. The School of Medicine has a responsibility to society to train physicians competent to care for their patients with critical judgment, broadly based knowledge, and well-honed technical skills. The abilities that physicians must possess to practice safely are reflected in the technical standards that follow. Thus, applicants and students must be able to meet these standards and successfully complete all identified requirements to be admitted to the School of Medicine, to progress through the curriculum and ultimately, to receive the degree of Doctor of Medicine. Candidates for the degree of Doctor of Medicine must be capable of performing in defined areas: Visual, Oral-Auditory, Motor, Sensory, Strength and Mobility, Cognitive, and Social.

Visual: Candidates must be able to observe and participate in experiments in the basic sciences, for example, physiologic and pharmacologic demonstrations, and microscopic studies of microorganisms and tissues. In order to make proper clinical decisions, candidates must be able to observe a patient accurately. Candidates must be able to acquire information from written documents, films, slides, or videos. Candidates must also be able to interpret X-ray and other graphic images, and digital or analog

representations of physiologic phenomena, such as EKGs with or without the use of assistive devices. Thus, functional use of vision is necessary (close and at a distance).

Oral-Auditory: Candidates must be able to communicate effectively, sensitively and quickly with patients (must be able to speak and hear) and members of the health care team (both verbal and written). Candidates must be fluent in English. In emergency situations, candidates must be able to understand and convey information essential for the safe and effective care of patients in a clear, unambiguous, and concise fashion. In addition, candidates must have the ability to relate information to and receive information from patients in a caring and confidential manner.

Motor: Candidates must possess the motor skills necessary to perform palpation, percussion, auscultation and other diagnostic maneuvers. Motor skill demands require reasonable endurance, strength, and precision. Candidates should have sufficient motor function to be able to do basic laboratory tests (such as urinalysis or CBC), carry out diagnostic procedures (such as proctoscopy or paracentesis) and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds and performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of senses of touch and vision.

Sensory: Candidates need enhanced sensory skills, including accuracy within specific tolerances and functional use for laboratory, classroom, and clinical experiences. Students who are otherwise qualified but who have significant tactile sensory or productive disabilities must be evaluated medically. These disabilities include individuals who have been injured by significant burns, have sensory motor deficits, cicatrix formation, or malformation of upper extremities.

Strength and Mobility: Candidates must have sufficient posture, balance, flexibility, mobility, strength, and endurance for standing, sitting and participating in laboratory, classroom, and clinical settings.

Cognitive: To effectively solve clinical problems, candidates must be able to measure, calculate, reason, analyze, integrate, and synthesize in a timely fashion. In addition, they must be able to comprehend three-dimensional relationships and understand the spatial relationships of others.

Social: Candidates must possess the emotional health required for the full utilization of their intellectual abilities; for the exercise of good judgment needed for the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and for the development of effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients. The unpredictable needs of patients are at the heart of becoming a physician. Academic and clinical responsibilities of students must require their presence during day and evening hours, any day of the week. Students will be judged not only for their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of Trinity's curriculum, and to graduate as skilled and effective practitioners of medicine.

## CONCLUSION

The following technical requirements apply:

- Is the candidate able to observe demonstrations and participate in experiments in the basic sciences?
- Is the candidate able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments?
- Does the candidate have sufficient use of the senses of vision and hearing, and the somatic sensation necessary to perform a physical examination? Can the candidate perform palpation, auscultation, and percussion?
- Can the candidate reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
- Can the candidate reasonably be expected to learn and perform routine laboratory tests and diagnostic procedures?
- Can the candidate reasonably be expected to communicate the results of the examination to the patient and to his colleagues with accuracy, clarity, and efficiency?
- Can the candidate reasonably be expected to perform routine invasive procedures as part of training using universal precautions without substantial risk of infection to patients?
- Can the candidate reasonably be expected to perform with precise, quick, and appropriate actions in emergency situations?
- Can the candidate reasonably be expected to display good judgment in the assessment and treatment of patients?
- Can the candidate reasonably be expected to possess the perseverance, diligence, and consistency to complete the medical school curriculum and enter the independent practice of medicine?
- Can the candidate reasonably be expected to accept criticism and respond by appropriate modification of behavior?

## COMPETENCY BASED OBJECTIVES

Trinity faculty are charged with meeting the following Competency Based Objectives through all courses and clerkships.

### MEDICAL KNOWLEDGE

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

- Demonstrate knowledge of normal and abnormal structure and function of the human body on the macroscopic, microscopic, and molecular levels.
- Identify the pathology and pathophysiology of various diseases and correlate them with clinical signs and symptoms.
- Demonstrate knowledge of common or significant, acute and chronic clinical problems.

- Differentiate between normal and abnormal development and age-related changes across the life span.
- Demonstrate comprehension of clinical interventions and agents including pharmaceutical, surgical, genetic, complementary and alternative medicines, and other therapies.
- Demonstrate knowledge and ability to interpret epidemiological and public health contributions to understanding health and disease.
- Demonstrate knowledge of preventive medicine and current guidelines for health promotion and disease screening.

#### **PATIENT CARE**

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

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

#### **PRACTICE-BASED LEARNING**

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

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

#### **COMMUNICATION COMPETENCIES**

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

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

### **PROFESSIONALISM**

Goal Statement: Medical students are expected to demonstrate professional behavior, commitment to ethical principles, and sensitivity to diverse patient populations. Graduates from Trinity School of Medicine will be able to:

- Demonstrate honesty, integrity, and ethical behavior in all interactions with patients and other health care professionals, including:
- Describing the importance of protecting patient privacy and identifying personal health information, including when and when not to share information, and
- Identifying the ethical hazard and respond appropriately in situations such as:
  - Acceptance of gifts or
  - Collaboration with industry when courted to prescribe/use their products, being asked to practice beyond legal limits or personal comfort (e.g., when asked to provide medical care to friends or relative; use of "doctor" title).
- Fulfill professional commitments in a timely and responsible manner.
- Maintain appropriate professional appearance and composure.
- Recognize and address personal limitations, attributes or behaviors that might limit one's effectiveness as a physician and seek help when needed. This would include being able to describe personal responses to stress and employ appropriate stress reduction interventions as needed.
- Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, race, religion, disabilities and sexual orientation and investigate impact of those on clinical care and medical decisions.

### **SYSTEMS-BASED PRACTICE**

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

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

## TUITION AND FEES AND PAYMENT

### DOCTOR OF MEDICINE DEGREE PROGRAM

Payment of tuition and fees for new first term medical students is due two weeks (fourteen calendar days) prior to the first day of classes. Failure to make payment by the deadline will result in late charges.

Payment of tuition and fees for continuing medical students is due on the first day of classes. Failure to make payment by the deadline will result in late charges.

Medical student tuition is calculated based on the number of credits a student is taking during a term up to a maximum of 12 credits. Students taking 12 or more credits will pay for 12 credits.

Tuition and Fees by Term for 2016-17								
Term	Tuition	Records Fee	Activity Fee	NBME Test Fee	NBME Test Fee	Kaplan Test Prep	Malpractice Insurance*	Term Total
1	\$13,500	\$225	\$50					\$13,775
2	\$13,500	\$225	\$50	\$150				\$13,925
3	\$13,500	\$225	\$50					\$13,775
4	\$13,500	\$225	\$50	\$150				\$13,925
5	\$13,500	\$225	\$50	\$150				\$13,925
6	\$14,750	\$225						\$15,875
7	\$14,750	\$225			\$450	\$900	\$650	\$16,975
8	\$14,750	\$225			\$450			\$15,425
9	\$14,750	\$225						\$14,975
10	\$14,750	\$225						\$15,625

\*Malpractice insurance premium is for one year of coverage from May 1 until April 30 of the next year. Students who begin clerkships at different times of the year will pay a prorated malpractice insurance premium. Students who begin clerkships in Term 6 will be billed for malpractice insurance in keeping with institution policy as stated above.

The table of Tuition and Fees by Term, above, does not include student housing charges. All students are required to live in Trinity School of Medicine student residence facilities while on St. Vincent unless approved for residence in private housing.

## **FIVE YEAR COMBINED PRE-MEDICAL STUDIES AND DOCTOR OF MEDICINE PROGRAM**

All tuition and fees for the first year (pre-medical) of the Five Year Combined Pre-Medical Studies and Doctor of Medicine program, including all housing charges, must be paid in advance. Students entering the Five Year Combined program will be invoiced for tuition, fees, and all other charges for the first year of the program upon receipt of the accepted student's admission deposit. Payment is due upon receipt and no later than 30 days prior to the first day of classes. There are no refunds of tuition and fees for the first year of the program. After the first year of the program, students will pay tuition, fees, and other charges in keeping with the tuition and fee schedule for the Doctor of Medicine degree program.

Tuition for the first year of the Five Year Combined Pre-Medical Studies program is \$9,000 and, as stated above, must be paid in advance.

## **STUDENT HEALTH INSURANCE**

All students are required to have health insurance. Students who do not have third party coverage which meets Trinity School of Medicine requirements for health insurance are automatically enrolled in the Trinity provided plan and the premium is added to the tuition and fees for each term. Vincentian Nationals are exempt from this requirement while studying in St. Vincent.

At the time of publication of this catalog, student health insurance premiums per term are as follows:

<b>Coverage</b>	<b>Premium per Term</b>
Medical Evacuation Only – per person	\$95
Student Only	\$586
Student and Family	\$1,555
Student and Spouse	\$1,069

## **TRINITY IS AN APPROVED INTERNATIONAL MEDICAL SCHOOL BY THE US DEPARTMENT OF VETERAN AFFAIRS**

If you are a veteran of the armed forces you may be eligible for a range of benefits including funds for Tuition, Fees, Housing, Textbooks, and Supplies.

If you have established that you are eligible for benefits, please complete the form by clicking "[Veterans Administration Benefits Program - Student Request for Benefits Certification](#)" and attach your "Certification of Eligibility". We will complete the appropriate form and submit it on your behalf.

If you are unsure of your eligibility, please review the information at US Department of Veteran Affairs at [Veterans Benefits](#) and [VA Benefits for Students at International Schools](#)

If you have any questions regarding the school's administration of any VA Benefits plan, please contact Keith Hollers at 470-395-2213 or by email at [khollers@trinityschoolofmedicine.org](mailto:khollers@trinityschoolofmedicine.org).

## TECHNOLOGY/PERSONAL COMPUTER REQUIREMENTS

Trinity School of Medicine is moving towards a Computer Based Testing (CBT) model for all testing and assessments. For this, you must have a compatible device for your exams.

Many of our students use multiple devices of different types, platforms and form factors to meet their needs. The Trinity Student Network (TSN) support almost all of these types of devices. However, for the purpose of taking your CBT exams, you must have at least one device that meets all of the following requirements. Also, note that only supported tablet devices for CBT exams are Microsoft Surface Pro.

### FOR PC DEVICES

- Operating System: 32-bit or 64-bit Versions of Windows Vista, Windows 7, Windows 8, and Windows 10
- Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported
- CPU Processor: 1.86Ghz Intel Core 2 Duo or greater
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space
- For onsite support, and in order to copy files to USB, a working USB port is required (Newer devices may require an adaptor)
- WiFi connectivity for Registration, Exam Download and Upload
- Screen Resolution must be 1024x768 or higher
- Adobe Reader (Version 9, 11, or DC) is required for exams containing PDF attachments
- Administrator level account permissions

### FOR MAC COMPUTERS

- Supported Operating Systems: OS X 10.9 (Mavericks), OS X 10.10 (Yosemite), OS X 10.11 (El Capitan), and OS 10.12 (Sierra). Only genuine versions of Mac Operating Systems are supported
- CPU: Intel processor
- RAM: 2GB or greater
- Hard Drive: 1GB or higher available space
- For onsite support, and in order to copy files to USB, a working USB port is required (Newer devices may require an adaptor)
- Server version of Mac OS X is not supported
- Wi-Fi connectivity for Registration, Exam Download and Upload
- Administrator level account permissions

**Please note:** Virtualization Operating Systems (such as VMWare, Parallels, Virtual Box, etc.) are not supported.

## CURRICULUM

### TRADITIONAL CURRICULUM FOR TERMS 1- 5

Term	Subject		Credit Hours
<b>TERM 1</b>	ANAT 301	Anatomy I	3
	ANAT 303	Histology	2
	ANAT 305	Early Human Development	2
	BCHE 300	Biochemistry I	4
	CLMD 401	Introduction to Clinical and Community Medicine I	3
	PHYS 300	Medical Physiology I	3
			<b>Total 17</b>
<b>TERM 2</b>	ANAT 302	Anatomy II	3
	ANAT 304	Embryology	1
	BCHE 301	Biochemistry II	2
	NEUR 300	Neuroscience	3
	PHYS 301	Medical Physiology II	3
	CLMD 402	Introduction to Clinical and Community Medicine II	2
			<b>Total 14</b>
<b>TERM 3</b>	CLMD 403	Introduction to Clinical and Community Medicine III	1
	COBS 300	Behavioral Sciences	2
	COBS 301	Epidemiology and Biostatistics	1
	MICR 400	Microbiology I	3
	PATH 400	Pathology I	6
	PHAR 400	Pharmacology I	3
			<b>Total 16</b>
<b>TERM 4</b>	CLMD 404	Introduction to Clinical and Community Medicine IV	2
	MICR 401	Microbiology II	3
	PATH 401	Pathology II	8
	PHAR 401	Pharmacology II	3
			<b>Total 15</b>
<b>TERM 5</b>	CLMD 405	Introduction to Clinical and Community Medicine V	6
	CLMD 406	Integrated Systems	6
			<b>Total 12</b>
<b>Total Credit Hours</b>			<b>75</b>

### INDIVIDUALIZED LEARNING PROGRAM (ILP) CURRICULUM FOR TERMS 1- 5

Trinity School of Medicine's Individualized Learning Program (ILP) has proven to be a successful approach to medical education for students who may have been out of the classroom for a year or more and for students the Admissions Committee determines will benefit from a gradual immersion into the

rigors of medical education. Admission of a student into the Individualized Learning Program is determined by the Admissions Committee. Students admitted into the traditional curriculum may opt to enroll in the ILP. The ILP spreads the courses of the first two terms of the medical education program over three terms. Students pay the same tuition and fees for the three terms of the ILP as students in the traditional curriculum pay for their first two terms. The only exception to this policy is when an ILP student fails a course and must retake it in a subsequent term. Tuition is charged for repeating a course.

<b>Term</b>	<b>Subject</b>		<b>Credit Hours</b>
<b>ILP 1</b>	ANAT 301	Gross Anatomy I	3
	ANAT 305	Early Human Development	1
	BCHE 300	Biochemistry and Genetics I	4
			<b>Total 8</b>
<b>ILP 2</b>	PHYS 300	Physiology	3
	BCHE 301	Biochemistry II	2
	ANAT 303	Histology	3
	CLMD 401	Introduction to Clinical and Community Medicine I	3
			<b>Total 11</b>
<b>ILP 3</b>	ANAT 302	Gross Anatomy II	3
	ANAT 304	Embryology	1
	PHYS 301	Physiology II	3
	NEUR 300	Neuroscience	3
	CLMD 402	Introduction to Clinical and Community Medicine II	2
			<b>Total 12</b>

Following the conclusion of ILP 3, students are enrolled in the traditional curriculum beginning with Term 3.

#### **ADVANCEMENT TO CLINICAL CLERKSHIPS - TERMS 7-10**

Students passing USMLE Step 1 will begin their core clerkships within 2-4 weeks of the school receiving their Step 1 scores assuming all documents have been accepted and requirements satisfied as outlined in the Clerkship Student Administrative Guide.

The Clerkship Administrator will provide guidance and direction regarding the placement of students in clinical settings. The Clerkship Administrator will contact students upon receipt of their USMLE score report and assist them in entering their clinical clerkships.

The Clerkship Administrator will provide students with appropriate enrollment documentation for clinical rotations.

There are a number of steps to be completed and documents to be submitted prior to student entry to clinical clerkships. These include the presentation of health and immunization records, personal identification and citizenship documents, background checks, drug screens, and other items. Students

may begin working on these items at various times, but not later than the completion of the Step 1 exam so entry to clinical rotations will not be unnecessarily delayed.

The following chart provides the minimal level of documentation that must be provided for a student to be scheduled for and participate in clinical rotations. It is provided to assist in the student's planning and preparations. Following the chart is a more detailed description of the documents and action items that must be completed prior to participation in clinical rotations.

<b>Step Document Description</b>	<b>When Student Can Begin Working on Action Items (Timeline)</b>	<b>Deadline for Completion and Submission</b>
Step 1 MyReport (pdf) ECFMG OASIS	Immediately Upon Receipt Of Score From AAMC	
Student Contact Information Form	Upon Advancement to Term 6	30 Days from Step 1 Exam Date
Proof of Identification	Upon Advancement to Term 6	4 Weeks Prior to Start of Rotation
Passport Style Photo	Upon Advancement to Term 6	
Proof of Citizenship	Upon Advancement to Term 6	
HIPPA Certification	Upon Advancement to Term 6	
ACLS Certificate	Anytime	
Curriculum Vitae (CV)	Completion of Term 5 Studies	
Student Health & Immunization Records	Not more than 90 days prior to Step 1 Exam	
9 Panel Drug Screen	Completion of Step 1 Exam	
Background Screening	Completion of Step 1 Exam	
Review Malpractice Insurance Guide	Completion of Step 1 Exam	
Proof of Student Health Insurance	Completion of Step 1 Exam	
GCAMP Application & Agreements	Upon Advancement to Term 6	

## GRADING SYSTEM

### TRINITY SCHOOL OF MEDICINE GRADING POLICY

The TSOM Pre-Medical and Medical curricula provide courses, including premedical courses, basic medical sciences courses (Terms 1-5) and clinical clerkships (Terms 6-10), that are graded either in the Pass/Fail system or in a letter grade system. Both systems are based on a percentage score, setting 100% as the best possible performance in a course and less than 70% as failing.

The grading scale for the Pre-Medical and Medical Program in Terms 1-5 is as follows:

Letter Grade	Performance	Grade Point Value	Remarks
A(h)	95%	4.0	
A	90%-94%	4.0	
B+	85%-89%	3.5	
B	80%-84%	3.0	
C+	75%-79%	2.5	
C	70%-74%	2.0	
F	<70%	0	
P	70%-100%	0	Pass/Fail System
I		0	Incomplete Coursework
W		0	Withdrawn from Coursework

The results of the NBME subject exams used in Terms 1-5 of the Medical curriculum are evaluated by the data provided by NBME as percentile performance of an individual student compared to the respective reference group.

### COMMON RULES OF GRADING

Courses may have tests, quizzes, and other assignments of varying weights toward a final grade. In such cases, final grades are calculated with weight means.

- In courses with an NBME discipline exam, it will be weighted 20% of the final grade.
  - All courses will be adjusted to a class mean of 80.00%
- Students must pass all NBME discipline exams, prior to taking the Comprehensive Basic Science Exam.

NBME scores are reported as percentile performance of an individual Trinity student with a large group (typically 3,000 – 5,000) of US medical students. Passing is the 14th percentile or higher.

### PRE-MEDICAL PROGRAM

Course grades in the Pre-Medical program are issued by the course director based on any or all of the following:

- Written exams
- Assigned work
- Performance of the student in class discussions

Data pertaining to such performance evaluations become part of the course record and the academic course grade roster, to be reviewed and approved by the APC for Pre-Medicine.

### **MEDICAL PROGRAM**

Details of the individual course grading policy for Terms 1-5 are in the course syllabi, published before the start of the term as approved by the Curriculum Committee. Course grades in Terms 1-5 are issued by the course directors. After verification, grades are posted to the transcript.

The determination of course grades is the sole academic responsibility of the respective course directors or elective coordinators. Clerkship grades are the responsibility of the Sr. Associate Dean for Clinical Clerkships and designated staff. The course grade rosters and the statistics of all grading data are reviewed and approved at the meetings of the Academic Progress Committee.

Grades describe individual academic performance, development, and progress. They represent a major and indispensable component for the formal determination of academic promotions and ultimately graduation.

### **HONORS GRADES**

Grade A with Honors, A(h), is awarded for exceptional performance exceeding the criteria for an "A" grade in academic distinction. Criteria are published in the course syllabi as approved by the APC and Curriculum Committee. The grade A(h) cannot be obtained for repeat courses or through an academic appeals process.

### **APPROVAL OF GRADES**

All course grades are compiled by the course director and presented to the APC meeting for approval. Following approval, they are published to the students and entered onto the student's transcript.

A student has the right to appeal a course grade on an individual basis within two weeks after the finalization of grades. After this two week period, grades may not be appealed.

All courses must be successfully passed or remediated to progress in the curriculum. Final grades, but not interim grades can be appealed as prescribed in the TSOM Academic Appeals Policy.

NBME scores are reported as percentile performance of an individual Trinity student with a large group (typically 3,000 – 5,000) of US medical students. Passing is the 14th percentile or higher.

### **FAILED COURSE REMEDIATION**

A student who fails a single course during a term will be allowed to take a second (new) comprehensive final examination for this course during the first week of the next term. Any student failing more than one course in a given term for any medical curriculum course will not be eligible for this remediation. If the student passes the exam, the grade earned will be a C in the course. Any student who failed a

course and scored less than the seventh percentile on the NBME discipline exam will not be eligible for this remediation. If the student fails the remediation exam, the course is failed and the student must repeat the course in the next term. A student failing a repeated course will be dismissed without an opportunity to re-take a final exam of the repeated course.

Once a student receives a passing grade after repeating a course, the "F" is expunged for further grade point average calculation and replaced with the passing grade. For the purposes of transcripts all courses attempted are listed.

#### **REMEDICATION OF AN NBME SUBJECT EXAM**

After completing all core clerkships, students who failed any subject exam (Shelf exam) must take the NBME Clinical Mastery Standard-Paced, Self-Assessment and score an equivalent to 80% or greater on the exam. The score sheet should be emailed to the Senior Associate Dean of Clinical Clerkships to be approved to retake the failed exam.

#### **INCOMPLETE GRADE**

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

During the Clinical Sciences curriculum, evaluations include an assessment not only of the student's mastery of course objectives, but also the characteristics considered desirable in a good physician.

#### **WITHDRAWAL**

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

Any student who withdraws from any course after the first exam will receive a "W" grade in any course where the final exam has not yet been completed. If the student has completed the final exam, the course may not be dropped and the student's grade will stand on the academic record. The student will be responsible for all tuition and fees for the semester.

#### **GRADING SYSTEM FOR CLERKSHIPS**

The following Grading Scale has been adopted for 2016 and replaces the clerkship grading model published in December 2015.

TRANSCRIPT GRADE	GRADE	CLERKSHIPS ONLY		
H	Honors	Based on NBME Exam Score and successful completion of the clerkship	4.00	Core Clerkship
HP	High Pass		3.50	Core Clerkship
PA	Pass		3.00	Core Clerkship (Or elective based on NBME)
SP	Pass		0.00	Elective Clerkship Only
F	Failure to complete clerkship successfully		n/a	Core and Elective
I	(Incomplete)		n/a	Core and Elective

#### GRADING SCALE FOR NBME SUBJECT EXAMS

Students scoring High Pass and Honors will earn clerkship grades of High Pass and Honors if all other required components of the clerkship are completed on time and no deficiencies are noted on the preceptor evaluation.

CLERKSHIP	FAILURE	PASS	HIGH PASS	HONORS
Family Medicine	≤60	61	74	78
Internal medicine	≤57	58	74	78
Obstetrics and Gynecology	≤58	59	76	80
Pediatrics	≤58	59	73	77
Psychiatry	≤61	62	76	80
Surgery	≤56	57	72	76

#### GRADE POINT VALUE FOR CLERKSHIP GRADES

Students earn one credit hour per rotation week completed. During each 6 and 12 week clerkship, students will earn 6 and 12 credits, respectively. Grading in clerkships uses the following scale:

GRADE	GRADE POINT VALUE
Honors	4.0
High Pass	3.5
Pass	3.0
Fail	0
Incomplete	0

All Shelf exams taken after January 1, 2016 will be evaluated using the scale above. Students who completed core clerkships in 2015 and scored in the HP or Honors range on a Shelf exam will have their clerkship grade adjusted to HP or Honors.

Effective January 1, 2016, any student who fails a core clerkship Shelf examination must retake the Shelf exam at his/her own expense as many times as is required until a Passing score is attained. Because of the core clerkship schedule, Shelf exam retakes will ideally be scheduled at the end of the six core clerkship rotations. It is also recommended that a student schedule an elective in that specialty to gain additional experience and knowledge while studying to retake the Shelf. (Example – If a student failed the Pediatrics Shelf exam, he/she could schedule a General Pediatrics elective immediately following the 6th core clerkship and schedule the retake of the Shelf at the end of this elective.)

A student failing a Shelf exam but receiving a satisfactory preceptor evaluation will receive an Incomplete until the Shelf exam is passed. A student may not receive HP or Honors if they fail a Shelf exam regardless of the score on the retake. As noted below, Step 2 CK or CS may not be taken until all core clerkships, including Shelf exams, are completed successfully.

A student receiving an unsatisfactory preceptor evaluation will fail a clerkship, regardless of the Shelf exam score. The clerkship must be repeated but if the student passed the Shelf exam the first time, he/she will not be required to take the Shelf exam again. A student may not receive a HP or Honors for a repeated clerkship.

No student may sit for Step 2 CK or CS until all core clerkships are complete, including the submission of any and all assignments, evaluations and passing scores on all six Shelf exams. It is up to each student to keep up with the recommended readings and case studies in Access Medicine and Kaplan—along with any other study materials of a student's choice – to ensure success in passing the Shelf exam at the end of each core. While the submission of modules is no longer required as it was in the past, those students who completed the modules report they were valuable in passing the Shelf exams and preparing for Step 2 CK. Please note that the Access Medicine Modules may become a requirement on a case-by-case basis if a student is in need of additional resources. Students will not be allowed to take extra time off to study for the Shelves between core clerkships.

#### **GRADING OF ELECTIVE CLERKSHIPS**

Elective clerkships are graded as Pass/Fail. However, should a Shelf exam be available in the Elective Specialty (example: Neurology), students may elect to take the Shelf in order to earn HP or Honors. If a student fails a Shelf in an Elective Specialty, it will not affect his/her grade as the Shelf is not required for Electives.

## **UNITED STATES MEDICAL LICENSURE EXAMINATION (USMLE) STEP 1 PREPARATION AND TESTING**

Students who pass the NBME Comprehensive Basic Sciences Examination in Term 5 or the first month of Term 6 are certified as soon as possible for the USMLE Step 1 exam. Once certified, students are required to take USMLE Step 1 at the earliest possible date, preferably within the first month of the term. If a second or third attempt is required any repeat examination is to be scheduled following

approval by the Associate Dean of Admissions and Student Affairs and within the most expeditious timeline allowed by the USMLE and ECFMG. The Associate Dean of Admissions and Student Affairs and Office of the Registrar will monitor the student's progress through the exams.

Students advancing to Academic Term 6 will be billed in accordance with Trinity billing policy and payment will be due upon receipt of billing. Students who have failed to make payment in accordance with these terms will not be permitted to write the USMLE Step 1 exam. Payment of tuition and fees for Term 6 does not guarantee that students will be enrolled in clerkships in Term 6; if a student schedules and takes the USMLE Step 1 examination on a date prior to the date which would ensure receipt of USMLE Step 1 scores early enough in the term to allow the student to proceed to clerkships, the student may be scheduled for clerkships in Term 6 if clerkship positions are available. Students who take Step 1 later in Term 6 may not receive their scores in time to schedule clerkships in Term 6.

Students who are dismissed or withdraw from Term 6 or otherwise cannot advance to Clinical Clerkships will not be eligible for a refund of Term 6 tuition or fees.

Students who have been cleared to take USMLE Step 1 must inform the Associate Dean for Admissions and Student Affairs and Office of the Registrar of their exam schedule as soon as the schedule has been confirmed by the test center.

Within 30 days of completion of the exam, students will receive notification of their results from the USMLE. Score reports are issued in electronic format only and can be accessed using ECFMG's OASIS. Students will not receive a paper score report by postal mail. Once results are available, ECFMG will send notification to the e-mail address in the student's ECFMG record. Instructions on how to view, download, and print examination results will be available in the e-mail notification.

Students must send a PDF version of this report to the Associate Dean of Admissions and Student Affairs, Office of the Registrar, and the Clinical Clerkships Administrator as soon as results are available regardless of score. Students will not be permitted to advance to Clinical Clerkships or in the event of a failing score be allowed to schedule for another exam until the reports have been received by the Associate Dean of Admissions and Student Affairs and the Office of the Registrar. Score reports are available for approximately 120 days from the date of email notification. Once the score report is removed from the website, results will be provided to students only in the form of an official USMLE transcript. Therefore, it is strongly recommended that students print and/or save their score report while it is available.

Students in Term 6 who have not scored at the appropriate level on the NBME Comprehensive Basic Sciences Examination during Term 5 may utilize Term 6 to write the NBME exam for the third and final time. The taking of the NBME exam for the third time must be accomplished in the first calendar month of Term 6. Failure to secure a score that is acceptable to the School will result in the opportunity for the student to withdraw from or be dismissed from the school with no right of appeal.

Passage of USMLE Step 1 is required before a student can begin the clinical clerkships portion of their program. Students are permitted to sit the USMLE Step 1 a maximum of three (3) times within the allotted timeline. Students failing the USMLE Step 1 will be given the opportunity to withdraw from or be dismissed by Trinity without possibility of appeal.

## ACADEMIC PROGRAMS

### PRE-MEDICAL STUDIES PROGRAM

**Editor's note:** *The Pre-Medical Studies Program described below is in place as of the date of publication of this Catalog. A new combined pre-medical/doctor of medicine studies program has been designed and is under consideration by the faculty. The new program is tentatively scheduled to take effect in September 2017. When approved by the faculty and administration details will be published in either a revised catalog or in a supplement to this catalog.*

Trinity School of Medicine offers a pre-medical studies program at the undergraduate level. The curriculum is designed to meet all course requirements for admission to the Doctor of Medicine degree program. Students who previously completed some of the courses required for admission to the MD program would not be required to take all of the courses in the premedical studies program as long as the student had high grades (a majority A or B grades in the standard US grading system). Students who have taken none of the courses required for the MD degree can complete their undergraduate course requirements at Trinity. Students are expected to make high grades in all pre-medical courses, and completion of the pre-medical studies program does not guarantee admission to the Doctor of Medicine program.

#### CURRICULUM

Term	Course	Description	Credits
1	MEDT 0100	Medical Terminology	2
	BIOL 0101	General Biology with Lab	4
	CHEM 0101	Inorganic Chemistry with Lab	4
	ENGL 0101	English Composition I	4
	MATH 0101	Pre-Calculus	4
	FARP 0101	First Aid Basic Life Support	1
	FRSH 0100	Freshman Seminar	1
		<b>Term Total:</b>	<b>20</b>
2	BIOL 0201	Cell Molecular Biology I	4
	CHEM 0102	Inorganic Chemistry with Lab	4
	ENGL 0201	English Composition II	4
	MATH 0201	Statistics	4
	PHYS 0101	general physics with lab i	4
		<b>Term Total:</b>	<b>20</b>
3	BIOL 0202	Cell Molecular Biology II	4
	CHEM 0201	Organic Chemistry with Lab	4
	PHYS 0102	General Physics with Lab II	4

<b>Term</b>	<b>Course</b>	<b>Description</b>	<b>Credits</b>
	MATH 0301	Calculus	4
	ANAT 0316	Introduction to Anatomy	4
	PHYS 0101	Introduction to Physiology	4
	ENGC 0201	Communication Skills I	3
		<b>Term Total</b>	<b>27</b>
<b>4</b>	CHEM 0202	Organic Chemistry with Lab	4
	METH 0201	Philosophy and Ethics	2
	ENGL 0302	Research Methods	4
	PSYC 0301	Introduction to Psychology	3
	BIOL 0316	Introduction to Microbiology	4
	BIOL 0302	Introduction to Biochemistry	4
	BIOL 0303	Introduction to Genetics	4
	ENGC 0301	Communication Skills II	3
	LABT 0101	Introduction to Laboratory Technology	3
		<b>Term Total:</b>	<b>31</b>
		<b>Program Total:</b>	<b>98</b>

## DOCTOR OF MEDICINE DEGREE

The requirements for the MD degree from Trinity School of Medicine are set by the Faculty with the concurrence of the Dean.

Students should remain aware of program requirements for graduation and periodically review progress in satisfying program requirements. Although a student may be many months from this milestone, knowing and understanding the requirements will allow the student to better prepare and plan for this event.

For additional information, please see the Graduation folder in the file repository in the Student Graduation and Certification Folder.

### ACADEMIC REQUIREMENTS FOR GRADUATION

The Doctor of Medicine (MD) degree is awarded upon successful completion of Terms 1 through 10, and the USMLE Step 1, USMLE Step 2 (CK) and (CS). The entire program consists of ten 15-week semesters (150 weeks).

## **GRADUATION INFORMATION**

To be considered eligible for graduation, students must have satisfied all the academic and procedural requirements of the program including completion of:

### **ACADEMIC REQUIREMENTS**

1. All Foundations of Medicine coursework
2. Passed the USMLE Step 1
3. All Clinical Science program coursework (Total of 75 Weeks of Clerkship Rotations)
  - a) Total of 48 weeks of core clinical clerkships as defined in the program catalog.
    - i. Family Medicine - 6 weeks
    - ii. Internal Medicine - 12 weeks
    - iii. Surgery - 12 weeks
    - iv. Pediatrics - 6 weeks
    - v. Obstetrics/Gynecology - 6 weeks
    - vi. Psychiatry - 6 weeks
  - b) Total of 27 weeks of elective clinical clerkships as defined in the program catalog.
4. Maintained a 2.5 or better grade point average (GPA)
5. Passed the USMLE Step 2 CK and CS exams.

### **PROCEDURAL REQUIREMENTS**

1. Complete and submit the [Petition for Graduation](#) Form at least 60 days prior to the desired graduation date.
2. Provide the Office of the Registrar with official ECFMG Transcripts of Step Scores for Step 1 and Step 2 CK and Step 2 CS. The transcript must be in the possession of the Office of the Registrar prior to the date of graduation.

### **OFFICIAL DATE OF GRADUATION**

The official date of graduation for each student will be based on the date when all program requirements have been satisfied as determined by the Office of the Registrar and when faculty has recommended graduation. The actual date will be the final day of the month in which all program requirements have been met as determined by the Office of the Registrar. The Office of the Registrar reserves the right to recommend any date that is beyond the actual completion of program requirements to support the student's application for Residency Match or other similar program.

### **GRADUATION CEREMONY**

Because enrollment occurs three times a year, students will complete the medical school curriculum at different times. A student is considered to have graduated from Trinity when they have met all the requirements stated above. A graduation ceremony will be held each year for all students who have successfully met their educational obligations. Students will be notified in advance of the date and location of the graduation ceremony.

## HONORS DESIGNATIONS

Trinity will honor its top students at graduation. The term “Graduate with Honors” will be given to students who have excelled in their studies and board scores. The Dean, Senior Associate Dean of Clinical Clerkships, and the Associate Dean for Admissions and Student Affairs will determine the honor graduates and present the list of honor graduates to the faculty for approval.

## DIPLOMAS

Diplomas will be provided at the Graduation Ceremony for all students in attendance. Students not in attendance will receive their diplomas by mail as soon as practical following the graduation ceremony.

## MASTER OF HEALTH SCIENCES (MHSC) DEGREE

Students may complete a Master of Health Science Degree at Trinity School of Medicine. This program is designed for students interested in pursuing other medically related professions such as allied health professions and hospital and business administrative professions. Eligibility for the program includes the following:

- Application to Trinity School of Medicine (TSOM)
- An undergraduate degree, or equivalent, from an accredited institution of higher learning.
- Advanced credit from another accredited program may be considered for courses similar to courses required in the program. A request for transfer credit will be considered for up to 15 semester credit hours.

Graduation Requirements for students in the health sciences program:

- Satisfactory completion of a minimum of 60 hours of designated curriculum. These credits include those earned in TSOM professional programs and transfer credits
  - All courses, with an overall GPA of 2.0 or higher
  - Completion of a mini-thesis and presentation
  - Completion of all requirements within four years of matriculation
- The recommendation for graduation from the Academic Progress Committee. All records are reviewed to determine whether the student has fulfilled all academic requirements, has maintained the standards of ethical, moral, personal and professional conduct required of a Master of Health Science degree.

## AWARDING OF THE MHSC DEGREE

Upon receipt of the [Petition for Graduation Form](#) from the student, the Office of the Registrar will prepare the final student transcript, unofficial copy of diploma, and distribute these to the student for review. Students may participate in graduation.

A replica and official copy of the Diploma will require the signature of the Program Director and Dean. The Office of the Registrar will obtain the appropriate signatures and then distribute the replica and official diploma to the student.

The final transcript will be completed by the Registrar and will serve as the Degree Audit for the purposes of the MHSc Program.

## TRANSCRIPTS

Final grades for each term will be released to students as soon as practical following end of term, but no later than four weeks following the last official day of a term. Students that are considered to be in less than good standing will receive final grades when “good standing” status has again been realized.

Official transcripts bearing the Trinity School of Medicine seal and validating signatures are not issued to students or other individuals. Upon the written request by students, official transcripts will be presented in digital format and/or mailed directly to legitimate institutions as confidential information. Students may obtain student versions of transcripts by requesting them in writing or by accessing the student transcript in the student information system.

When requesting an official transcript, please include institutional name, institutional contact, and mailing address. Please allow up to 14 business days for processing and mailing of official transcripts.

Requests for official transcripts can be submitted using the [Request for Official Documentation - Registrar](#) form.

- E-mail: [registrar@trinityschoolofmedicine.org](mailto:registrar@trinityschoolofmedicine.org)
- FAX: (877) 445-8746
- Mail      Office of the Registrar  
              Trinity School of Medicine  
              5755 North Pointe Parkway, #230  
              Alpharetta, GA 30022

## STUDENT RECORDS

- A. Trinity School of Medicine’s Privacy Policy affords students certain rights with respect to their education records. These rights include:
- (1) The right to inspect and review the student’s education records within 14 business days of the day Trinity receives requests for access. The Office of the Registrar will arrange for access and notify students of the time and place where the records may be inspected.
  - (2) The right to request the revision of the student’s education records which the student believes to be inaccurate or incomplete. Requests for revision of official records should be in writing and presented to the appropriate Trinity official. The request should clearly identify the record(s) in question, the nature of the error(s) and/or omission(s) and provide any evidence that supports the student’s assertion of error(s) and/or omission(s). The governing Trinity official will notify students in writing of their decision to revise the record(s) or to deny the request for revision. They will also provide appropriate guidance and direction should the student wish to appeal the decision.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records except those disclosures which do not require consent.
- (4) Students may allow other parties similar access to records, but they must provide authorization in writing to the Office of the Registrar. The request must include the party's name, mailing address, phone number and other personal identification such as a passport number or motor vehicle license number.

B. Records that do not require consent

- (1) School catalogue
- (2) Trinity website or bulletins, depicting a student's participation or role in a school related activity
- (3) Release of names and titles for school clubs, programs, or other group activities
- (4) The annual yearbook (if published)
- (5) Dean's List or other recognition lists
- (6) White Coat, Graduation, or other similar events and corresponding programs and/or collateral materials
- (7) Sports activity sheets
- (8) Directory information, which is information that is generally not considered harmful or an invasion of privacy (based on FERPA guidelines), if released, can also be disclosed to outside organizations without students' prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks
- (9) Directory information presented to the President of the Student Government Association for use in the official business of the Student Government Association.

C. If students do not want Trinity to disclose directory information from their education records without prior written consent, students must notify the Office of the Registrar 4 weeks prior to the start of the new term.

D. Media Release

Students grant full and unconditional permission to the Trinity School of Medicine and affiliates to use their image(s), photograph(s), statement(s), comment(s) (written or verbal) and/or name (or likeness) in any publication or other advertising/marketing medium (audio, video, web or print media) to advance the marketing, educational, or other promotional pursuits of the institution. Student consent(s) to waive all rights of privacy and/or potential compensation which may possibly have been gained in relation with the use of their image(s) in any form including, but not limited to audio, video, web or print media.

Students that do not agree to this provision must provide a request for exclusion to the Office of the Registrar.

E. Access to Student Records

Access to academic information is restricted as follows:

- (1) Teachers or administrators at the School may look at academic records on a "need to know" basis for legitimate education reasons.

- (2) The Dean and/or the Associate Dean for Admissions and Student Affairs will make the determination of “legitimate education interest”.
- (3) Legal guardians/parents may only see the academic records of their sons and/or daughters when the students have given written consent.
- (4) Other than the exception listed above, Trinity School of Medicine will not release academic information about a student nor allow anyone access to academic records unless the student has given written consent. The School will honor a court order or subpoena for information or documents about a student but will attempt to notify the student in advance of compliance.
- (5) In case of “health or safety emergencies” the School may determine the disclosure of certain information to appropriate persons is proper. The storage, transmission, and/or release of any student protected health information, as defined by the Health Insurance Portability and Accountability Act (HIPAA), shall be conducted in accordance with the School’s HIPAA compliance policies.
- (6) The student may request the office of the Associate Dean for Student Affairs to release a copy of the Medical Student Performance Evaluation Letter (MSPE) to other schools, employers, government agencies or other “third persons.”

## TRINITY WITHDRAWAL AND REFUND POLICY

### DEFINITIONS

As used in official publications and announcements of Trinity School of Medicine, the following time standards shall govern:

- A week consists of five consecutive business days.
- If a deadline is specified as the end of a week, the deadline is at 5:00 PM local time at the end of the fifth business day unless the Friday of a week is specified in writing as the end of a week. In those cases the deadline is on Friday at 5:00 PM. For the purposes of class assignments, faculty may use other times as deadlines including times during non-class (e.g., weekend or break) days.
- The end of a term is 5:00 PM local time the last day before the first day of the next term. A student enrolled for a term is considered a student of the institution until the start of the next term. The student is considered enrolled for the next term by completing any required registration processes and paying tuition and fees.

### COURSE DROP/ADD PERIOD FOR THE DOCTOR OF MEDICINE AND MASTER OF HEALTH SCIENCES PROGRAMS

The first week of class for each term is the Course Drop/Add Period (Drop/Add). During Drop/Add a student may drop a class or classes (i.e., withdraw from a class or classes) without academic penalty and no grade will be recorded for classes dropped during Drop/Add. Tuition will not be charged for a class or classes dropped during the Drop/Add period. With the permission of the course director and the Associate Dean for Admissions and Student Affairs, a student may add a class after the Drop/Add period.

If a student adds a class or classes during or following the Drop/Add period, the student’s tuition and fees will be adjusted accordingly and additional tuition and/or fees may be charged to the student’s account in a manner consistent with Trinity School of Medicine Tuition and Fee Payment Policy.

### **DROPPING A CLASS AFTER DROP/ADD: DOCTOR OF MEDICINE AND MASTER OF HEALTH SCIENCES PROGRAMS**

A student may drop (i.e., withdraw from) a course at any time prior to the first exam after obtaining written approval from the Associate Dean for Admissions and Student Affairs. The Associate Dean will notify the Registrar and Director of Accounting that the course has been dropped. The course will be deleted from the student's record and no notation of the course will appear on the student's academic record. There is no refund or adjustment in tuition and fees for courses dropped after the official Drop/Add period.

Any student who withdraws from any course after the first exam will receive a "W" grade in any course where the final exam has not yet been completed. If the student has completed the final exam, the course may not be dropped and the student's grade will stand on the academic record. The student will be responsible for all tuition and fees for the semester.

### **NATIONAL BOARD OF MEDICAL EXAMINERS (NBME) TEST FEES**

In courses which include NBME examinations as part of the course grade, students are responsible for the examination fee if the student drops the course after the examination has been ordered.

### **WITHDRAWAL FROM THE SCHOOL**

A student may withdraw from all classes by completing the appropriate withdrawal forms and submitting them to the Office of the Registrar. Students who withdraw from the School during the first week of classes do not incur a tuition and fee charge. Consult the School refund policy for details regarding refunds if a student withdraws from the School after the first week of classes.

### **COURSE WITHDRAWAL DURING CLINICAL CLERKSHIPS (TERMS 6 – 10)**

No refunds can be granted for withdrawal from clinical clerkships, whether core or elective clinical clerkships. Students in the clinical years are urged to immediately contact the Clerkship Administrator in the event of extenuating circumstances precluding their participation in a clinical clerkship that they have been assigned or committed to complete.

### **PRE-MED PROGRAM COURSE WITHDRAWAL (REFUND POLICY)**

For the Pre-Medical Program 15 (fifteen) credit hours of course work (course load) is considered full time for tuition and credit calculations. There is no refund available for students who withdraw from the Pre-Med Program or who withdraw from a course or courses in the Pre-Med Program.

### **TIMING OF WITHDRAWAL, DISMISSAL, COURSE REDUCTION REFUNDS/CREDITS**

If a withdrawal from a course(s) occurs prior to close of business on the 6th week of classes, student tuition will be refunded based on a prorated scale for the portion of the term that has elapsed. No refund will be granted for course withdrawals which occur following this period.

All credits due a student will be processed by the Director of Accounting. Any credits due a student as a result of withdrawal, dismissal, or reduction in course load will be processed within 10 business days of the appropriate notice by the Office of the Associate Dean of Admissions and Student Affairs.

As defined in this Catalog and other official publications, refunds may be given for tuition only. There are no refunds of the Records Administration Fee, Housing Fees, Student Activity Fees, or Student Health Insurance Premiums.

#### **WITHDRAWAL REFUNDS/CREDITS FOR TRINITY STUDENT LOAN RECIPIENTS**

Any refund amount due as a result of course withdrawal, full withdrawal, or dismissal from school will be applied as a credit against the student's Trinity account. Upon settlement of any outstanding obligations, remaining funds (if any) will be returned to the loan provider for a reduction in the overall loan amount. Trinity will not provide a student with a cash refund under any conditions if the student is financing his or her education with student loans.

In the event of a reduction of credit hours due to course withdrawal, any credit due the student may be applied to future Trinity tuition obligations or returned to the loan provider for a reduction in loan amount. In the event of course withdrawal, the student is responsible for notifying the Office of the Director of Accounting to return the credit amount to the loan provider or maintain on account for future term tuition obligations.

In the case of a full withdrawal or dismissal, any credits on account will automatically be returned to the loan provider for a reduction in loan obligations.

#### **WITHDRAWAL REFUNDS/CREDITS FOR TRINITY STUDENTS RECEIVING BENEFITS FROM THE US DEPARTMENT OF VETERANS AFFAIRS (VA)**

Refunds as a result of course withdrawals which leave the student with less than full time enrollment, full withdrawals, or dismissal from school will be administered in accordance with VA policies. Upon settlement of any outstanding Trinity obligations, remaining funds (if any) will be returned to the VA. Trinity will not provide a student with a cash refund of any VA benefits unless instructed by the VA.

## **UNITED STATES LICENSING EXAMINATIONS (USMLE)**

These tests are recognized standards for assessing a student's ability to apply knowledge, concepts and principles as well as to demonstrate fundamental patient-centered skills that constitute the basis of safe and effective patient care. The sequence is as follows:

**USMLE Step 1** – must be taken and passed within three attempts prior to entering the clinical clerkships – after term 5 or during term 6.

**USMLE Step 2** – Clinical Knowledge (CK) and Clinical Skills (CS) – taken after completing most of the required clerkships or during an early clinical elective.

**USMLE Step 3** – taken prior or shortly after the completion of residency training.

**ECFMG Certification** – Trinity School of Medicine students are eligible for ECFMG certification to sit for USMLE Steps 1, 2 and 3 and they may be certified by the Education Commission for Foreign Medical Graduates (ECFMG) to register for and participate in the National Residency Match Program (NRMP) upon meeting the ECFMG requirements.

## COURSE DESCRIPTIONS

### UNDERGRADUATE PRE-MEDICAL STUDIES PROGRAM COURSES

**Editor's note:** *The Pre-Medical Studies Program described below is in place as of the date of publication of this Catalog. A new combined pre-medical/doctor of medicine studies program has been designed and is under consideration by the faculty. The new program is tentatively scheduled to take effect in September 2017. When approved by the faculty and administration details will be published in either a revised catalog or in a supplement to this catalog.*

#### **ANAT 0316 – Introduction to Anatomy and Physiology (6 Credits)**

This course is designed to provide students with an understanding of the structure, function and regulation of the organ systems of the body and physiological integration of the systems to maintain homeostasis. Course content will include study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, and endocrine systems. Students receive a quantitative and integrated concept of sub cellular, cellular and organ system functions. Students will understand the key principles in human anatomy and recognize the unique role of anatomy in clinical settings. The course covers the anatomical terminology to describe the basic structures of the human body.

#### **BIOL 0101 – General Biology with Lab I (4 Credits)**

This course provides students with the concepts and factual knowledge in Biology. It covers the biological principles, organization of living matter, structure and functions of cell, tissues, organs and systems of the human body. It deals with fundamental life processes and concepts common to all living organisms. Emphasis is on the application of biological principles and concepts in the field of medicine. Course includes lab work.

#### **BIOL 0201 – Cell and Molecular Biology I (4 Credits)**

This is first part of a foundation course for the better understanding of the professional MD program courses such as Histology & Cell Biology and Physiology. This course covers structure and functions of cells from molecular and biochemical perspectives. Various cell types, their organization into tissues, transport of substances into or outside the cell (exo- and endocytosis), signal transduction pathways, roles of different cellular organelle, cell division and protein synthesis are important topics in this course. Cell cycle, control of growth and tumor genesis are also taught here. Clinical studies and clinical case scenarios are used extensively to familiarize students with concepts needed in the practice of medicine.

#### **BIOL 0202 – Cell and Molecular Biology II (4 Credits)**

This course is the second part of a foundation course for the better understanding of the professional MD program courses like Histology & Cell Biology and Physiology. This course covers structure and functions of cells from molecular and biochemical perspectives. Various cell types, their organization into tissues, transport of substances into or outside the cell (exo- and endocytosis), signal transduction pathways, roles of different cellular organelle, cell division and protein synthesis are important topics in this course. Cell cycle, control of growth and tumor genesis are also taught here. Clinical studies and clinical case scenarios are used extensively to familiarize students with concepts needed in the practice of medicine.

**BIOL 0302 – Introduction to Biochemistry (2 Credits)**

This single term course offers the basics of medical genetics. The knowledge and skills acquired will help students understand more complicated concepts presented in the medical education program.

**BIOL 0303 – Introduction to Genetics (2 Credits)**

In medical genetics, students are expected to develop a basic understanding of Mendelian laws, pedigree studies, structure and replication of nucleic acids (DNA & RNA), gene expression, bacterial and viral genetics and population genetics.

**BIOL 0316 – Introduction to Microbiology (2 Credits)**

This course provides basic concepts of microbiology with emphasis on microbial pathogenesis and immunity. Medically important microorganisms including bacteria, fungi, viruses, protozoa, and the diseases which they produce are covered. The course focuses on human diseases caused by microorganisms, its prevention and treatment. The laboratory section illustrates the diagnostic applications of immunological and microbiological techniques related to human diseases.

**CHEM 0101 – Inorganic Chemistry with Lab I (4 Credits)**

This course provides students with the fundamental concepts of the chemical processes, enabling students to use chemical concepts in daily living and in the understanding of biochemistry. It covers matter, nomenclature of chemical compounds, chemical composition and properties of compounds and modern atomic theory. It includes atomic structure, chemical bonding; solutions, and gas laws. Topics are developed by thoughtful integration of laboratory and problem based instruction.

**CHEM 0102 – Inorganic Chemistry with Lab II (4 Credits)**

The course is developed to emphasize the applications of chemistry in the field of medicine. Chemical reactions, equilibrium, acids and bases, electrochemistry and topics related to biochemistry are included. This course enables the students to improve their problem solving skills, and mathematical skills. The course structure is designed to enhance the connections between theory and practice by engaging students in sessions of integrated laboratory and lecture.

**CHEM 0201 – Organic Chemistry with Lab I (4 Credits)**

This course covers basic principles of structure and nomenclature of organic compounds, both aliphatic and aromatic. It emphasizes the principles of chemical reactions of organic compounds and the synthesis or degradation of bio-molecules in human metabolism. Saturated hydrocarbons, unsaturated hydrocarbons, cis-trans isomerism and addition reactions are covered. Lab activities include the use of models for the design of hydrocarbon and isomer structures. Experiments such as purification or separation, physical characterization, reaction types, and synthesis of organic compounds are included.

**CHEM 0202 – Organic Chemistry with Lab II (4 Credits)**

This course is a further study of the chemistry of carbon compounds from a functional group perspective. The course covers structure and nomenclature of specific organic compounds like alcohols, thiols, aldehydes, ketones, amines, esters and carboxylic acids. Emphasis is given on reactions, preparations, uses, and simple mechanisms. Lab activities are focused in the detection and identification of the presence of the functional groups studied in the course in molecules of biomedical relevance as proteins, drugs, and others.

**ENGC 0201 – Communication Skills I (3 Credits)**

This course exposes students to the basic communication strategies such as speaking, listening, observing and memory training.

**ENGC 0301 – Communication Skills II (3 Credits)**

This course builds on Communication Skills I and offers students practical experience in areas such as Public Speaking, Debating, Presentation Skills and Speech making.

**ENGL 0101 – English Composition I (4 Credits)**

This course is designed to give students practice in writing. It helps students to understand the functions of writing and to communicate effectively. Students participate in a variety of writing tasks including preparing descriptions, writing summaries of readings, preparing drafts, and writing compositions.

**ENGL 0201 – English Composition II (4 Credits)**

This course is designed to develop the writing skills of students. The course emphasizes precision in grammar, maturity of style and diction, clear organization of material, skill in methods of objective analysis and interpretation of literature. Students will develop skills in critical thinking, organization, and clear, precise communications.

**ENGL 0302 – Research Methods (4 Credits)**

This course introduces students to the two types of research; Qualitative and Quantitative and their associated research methods. Students will be provided with the skills needed to carry out intensive research and systematic analysis.

**FARP 0101 First Aid - Basic Life Support (1 Credit)**

Every Trinity student is required to certify or re-certify in Basic Life Support as a freshman. Advanced Cardiac Life Support (ACLS), Trauma Evaluation and Management (TEAM), Advanced Trauma Life Support (ATLS) and other advanced courses will be offered throughout the terms at Trinity Medicine.

**FRSH 0100 – Freshman Seminar (1 Credit)**

Trinity will ensure that your study will be effective from day one. The freshman course familiarizes students with the specifics of our Trinity academic culture and the Trinity academic family of students, faculty, and staff. Under the guidance of the Associate Dean for Admissions and Student Affairs, every student will individually draft an academic Personal Development Plan and start to compile the academic Personal Portfolio file.

**LABT 0101 – Introduction to Medical Laboratory Technology (3 Credits)**

This course provides an introduction to clinical applications of chemistry, hematology, immunology immunohematology (blood banking), microbiology, serology, urinalysis and miscellaneous body fluid analyses, as well as to good laboratory practice (GLP) including standardization and quality assurance.

**MATH 0101 – Pre-Calculus (4 Credits)**

This is a one term course which provides the foundation for calculus. Trigonometry, exponential, logarithmic and polynomial functions are taught here along with the concepts of limits and continuity. This course will include critical thinking and decision making.

**MATH 0201 - Statistics (4 Credits)**

This course is an introduction to statistical concepts and analytical methods as applied to data in biomedical sciences. It emphasizes the basic concepts of quantitative analysis of data, and statistical inferences. Topics include probability, frequency distributions, central tendency and dispersion; hypothesis testing, confidence intervals for means, variances and proportions; the chi-square statistics; data analysis and linear correlation. The course provides students a foundation to evaluate information critically.

**MATH 0301 – Calculus (4 Credits)**

Calculus deals with concepts of differentiation and integration and their applications. Students will learn to differentiate from first principles and from the use of the Product, Quotient, and Chain Rules, They will also nudge up against the applications of maxima and minima. In integration, they will apply the definite integral, calculate areas and volume, do mathematical modeling, and solve differential equations.

**MEDT 100 – Medical Terminology (2 Credits)**

This course will provide the necessary framework to learn the basic rules and elements of medical terms. The course will focus on how to break down medical terms into their components: prefix, suffix and root. By learning the individual parts of medical terms, students will be able to understand their origins, definitions and abbreviations in addition to pronunciation and spelling.

**METH 0201 – Philosophy and Ethics (2 Credits)**

The course engages students with three classical questions: 'What is real?'; 'How do we know?' and 'How should we live?' The course gives students the opportunity to explore the world of medical concepts from both contemporary and historical perspectives. Students are provided with an apprenticeship in concept clarification, concept evaluation, and argument. They are taught the specific skills to inquire, reason, and make judgments. The history of medical ethics, major views medical issues such as the conflicts between different types of benefits to patients, physician duties, or patient autonomy are discussed.

**PHYS 0101 – Physics with Lab I (4 Credits)**

This course is a conceptual study of units and dimensions of physical quantities, vectors and kinematics, laws of motion and its applications, work and energy, properties of matter, sound, oscillations, gravitation, fluid mechanics and thermal physics. Students perform experiments dealing with the basic laws of mechanics, vibration, circular motion, fluids, heat and thermal properties of materials.

**PHYS 0102 – Physics with Lab II (4 Credits)**

This course provides basic knowledge in Biophysics. It enables the students to understand the concepts of human physiology. The course includes basic principles of electricity, electromagnetism, light and optics. Modern physics consists of quantum physics, relativity, atomic physics, nuclear physics and nuclear medicine. The course is designed to increase problem-solving and analytical thinking skills. Students perform experiments based on the principles of electricity, optics and atomic physics.

**PSYC 0301 – Introduction to Psychology (3 Credits)**

The course is an introduction to the main fields and theories in Psychology and their respective theorists. This course will require that the students objectively analyze the contribution of these theorists and the implications of their theories. The course content includes the biology of behavior, learning, memory, cognition, motivation, emotion, personality, abnormal behavior and its therapies,

social behavior and individual differences. The course includes coverage of dealing effectively with the demands of everyday life, interpersonal relationships, and approaches to personal growth.

## DOCTOR OF MEDICINE (MD) PROGRAM COURSES

### **Anatomy I (ANAT 301)**

This course provides the students with lectures and comprehensive overview of the gross anatomy of the osteomyoarticular system and peripheral nervous system, with consideration of relationships of various anatomical structures. The interpretation of normal medical imaging studies is also highlighted. *3 credits* (formerly ANAT 13)

### **Anatomy II (ANAT 302)**

This course provides the students with lectures and comprehensive overview of the gross anatomy of the components of the respiratory, cardiovascular, digestive and the urogenital systems as well as the organs of vision, hearing and balance. *3 credits* (formerly ANAT 123)

### **Behavioral Sciences (COBS 300)**

This course introduces the bio-psycho-social model of medicine and its application to the life-cycle with emphasis on the psychological, social and cultural determinants of health. Specific topics address sexual development and function, cognition and its assessment, memory function and its assessment, personality, and stress and coping. Also introduced are the basic tools needed for using and applying quantitative measures to medicine including reading the medical literature and devising epidemiologic studies. *2 credits* (formerly BEH 230)

### **Biochemistry I (BCHE 300)**

This course provides students with a basic understanding of: the chemical components of the human body and their functions, the molecular architecture of eukaryotic cells and organelles, the principles of bioenergetics and enzyme catalysis; the chemical nature of biological macromolecules, their three-dimensional conformation, and the principles of molecular recognition. *4 credits* (formerly BIOC 111)

### **Biochemistry II (BCHE 301)**

Biochemistry II focuses on the study of human metabolism in health and disease. Studying the metabolism of molecules is essential to the understanding of their significance in human metabolism and clinical medicine. It is of relevance nowadays as more drugs are being designed to target specific areas of metabolism. *2 credits* (formerly BIOC 112)

### **Early Human Development (ANAT 305)**

This course will introduce the student to the early stages of human development and genetics beginning with the formation of gametes and ending with the formation of the three-dimensional body plan. *2 credits* (formerly ANAT 125)

### **Embryology (ANAT 304)**

This course provides the students with lectures and comprehensive overview of the human embryology, including features and major events of the development of specific organs and systems of human in embryonic and fetal periods, the current understanding of some of the molecular events that guide development of the embryo. *1 credit*

### **Epidemiology & Biostatistics (COBS 301)**

This course introduces the student to the practice of statistics such as displaying distributions with graphs, describing distributions with numbers, looking at data relationships, scatter plots, correlation, least-squares and multiple regression, relations in categorical data, the question of causation, sampling designs, statistical inference, estimating with confidence, tests of significance, power and inference, comparing two means, comparing several means, inference from two-way-tables, and nonparametric tests; and to the application of statistics to epidemiology in the matter of rates, incidence and prevalence, mortality and fatality, measures of risk such as the odds ratio, sensitivity and specificity, and predictive values. *1 credit* (formerly EPID 301)

### **Histology (ANAT 303)**

This course introduces students to the foundation of human body organization beginning with cells and progressing to the basic tissues. The emphasis is on structure and function of normal tissues with clinical correlations of selected disease states. *2 credits* (formerly ANAT 124)

### **Integrated Systems (CLMD 406)**

This course is designed to provide students with a review of systems through case presentations and didactic reviews. It provides active learning activities to reinforce importance of chief complaints leading to the development of differential diagnoses. *6 credits*

### **Introduction to Clinical and Community Medicine I (CLMD 401)**

This course introduces students to the unique patient-physician relationship and the skills that are needed for effective clinical interactions. Students learn the skills of history taking and practice the art of communication during patient encounters. Practical opportunities to interview real patients under the supervision of clinical faculty are provided during hospital and clinic visits. An introduction to the field of public health allows students to explore the relationship between public health and clinical medicine. Medical ethics, cultural competence and patient centered care are discussed and standards of care in privacy and safety are presented leading to certification in HIPAA and OSHA-BBP standards. *3 credits*

### **Introduction to Clinical and Community Medicine II (CLMD 402)**

This course focuses on the information gathering professional activity and builds on previous skills. It introduces physical examination in the skills lab using a regional/organ system approach. Students receive practical experience with patient interviews and physical examination in the clinic setting. Lectures, videos, clinical demonstrations and practice sessions in the skills lab and at various clinical sites help to meet these objectives. Community medicine discussions include access to care and students become acquainted with national and global health systems and challenges. *2 credits*

### **Introduction to Clinical and Community Medicine III (CLMD 403)**

This course continues to provide students with foundational knowledge and skills of patient care. It also emphasizes the professional and personal attributes required in competent and caring physicians. Professional activities are developed through learning and skill-building activities including hospital and clinic rotations, small group activities, interactive presentations and lectures, hospital clinical experiences, and other active learning opportunities to enhance clinical development of students' professional activities. *1 credit*

### **Introduction to Clinical and Community Medicine IV (CLMD 404)**

This course further exposes students to the art and skills of patient care. It further strengthens the professional and personal attributes required in a competent and caring physician. Medical professionalism and ethics are emphasized. Students are provided a balanced mix of learning and skill-building opportunities comprised of hospital and clinic rotations, small group activities, and interactive presentations and lectures. The practical learning experiences help students to demonstrate their professional activities at the same time as they are evaluated. *1 credit*

### **Introduction to Clinical and Community Medicine V (CLMD 405)**

This course continues integrating clinical medicine with the basic sciences taught in Terms 1-4. Students participate in case presentations, hospital clinical experiences, and active learning activities to enhance clinical skills demonstration throughout the term in preparation for the objective structured clinical examination (OSCE) at the end of the term with standardized patients. *6 credits*

### **Medical Physiology I (PHYS 300)**

Medical Physiology I introduces the student to the basics of normal human physiology or the study of function, activities, and processes of the human body. The course provides an in depth introduction to a systems/organ system study of medically pertinent physiology. Teaching covers general and cell physiology, muscle physiology, cardiovascular, renal and respiratory physiology. As the student is introduced to normal physiology, concepts of pathophysiology are also presented. *3 credits* (formerly PHYS 112)

### **Medical Physiology II (PHYS 301)**

Medical Physiology II continues the study of human physiology addressing endocrinology, reproduction, gastrointestinal, integrative physiology, and review sessions that integrate human physiology. Introduction to neuroscience course. The course provides a dual emphasis and integrative physiology and pathophysiology. *3 credits* (formerly PHYS 123)

### **Microbiology I (MICR 400)**

This course has three sections. The first section is devoted to understanding the basic concepts of immunology and dysfunctional aspects of the immune system. The second section deals with basic bacteriology, virology and mycology which include: classification, structure, growth and replication; mechanisms of gene transfer; mode of action of antimicrobial agents and microbial resistance, pathogenesis; sterilization and disinfection; and laboratory diagnostic methods. The third section deals with the description of the major human parasites; emphasis is given on the life cycle, epidemiology, clinical diseases, diagnosis and prevention/control. *3 credits* (formerly MICR 231)

### **Microbiology II (MICR 401)**

Microbiology II is an organ/system approach to infectious diseases. The course begins with a brief description of the major signs and symptoms of infectious diseases that affect a particular organ/system. For each etiologic agent, basic characteristics of the pathogen, its habit and means of transmission, virulence attributes, clinical manifestations, diagnostic methods, vaccine and aspects of the immune response to the pathogen and an indication of accepted antimicrobial or related treatment are discussed. *3 credits* (formerly MICR 241)

### **Neuroscience (NEUR 300)**

Neuroscience provides the basis for the understanding of structure and function of the human nervous system and disorders affecting it. The course is kept relevant by including discussions of appropriate clinical cases and scenarios. Students will also have the opportunity to extend their understanding of some areas and to develop skills in self-directed learning. *3 credits* (formerly NEUR 125)

### **Pathology I (PATH 400)**

Pathology I introduces students to an understanding of the alterations in cells and tissues in response to harmful stimuli. These acquired skills of general pathology including inflammation, ischemia, infarction and necrosis will be applied to specific organ systems. *6 credits* (formerly PATH 230)

### **Pathology II (PATH 401)**

The course of organ system pathology is designed to help students understand the alterations in specialized organ systems and tissues that are responsible for the disorders that involve these organs. The skills of general pathology acquired in Pathology I will be applied to specific organ systems. Thus systemic pathology is a continuation of general pathology with special emphasis on organ systems. *8 credits* (formerly PATH 240)

### **Pharmacology I (PHAR 400)**

The basic principles of pharmacology will be taught in this first semester course. There will be three blocks of concentration: basic pharmacology; autonomic nervous system, renal, cardiovascular, blood, gastrointestinal and respiratory pharmacology; and pain and inflammation pharmacology. *3 credits* (formerly PHM 234)

### **Pharmacology II (PHAR 401)**

The basic principles of pharmacology will be continued in this second semester course. There will be three blocks of concentration: pain and central nervous system pharmacology, thrombosis and surgery & specialty pharmacology, and infection and cancer pharmacology. The course will culminate with a comprehensive exam over both pharmacology courses. *3 credits* (formerly PHM 245)

## **CLINICAL CLERKSHIPS**

Students are eligible to enter clinical clerkships after passing the required NBME and USMLE exams. Students are required to take 48 weeks of clinical core clerkships and 27 weeks of electives. The core clerkships in medicine, surgery, pediatrics, family medicine, obstetrics/gynecology and psychiatry are the basic areas of medical practice about which all physicians need to be knowledgeable. They are included in the curriculum of every medical school. Participation in these clerkships also provides students with an understanding of the various core specialties in medicine.

### **Family Medicine (FAMC 500)**

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

### **Internal Medicine (MEDC 500)**

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

*12 credits*

### **Obstetrics/Gynecology (OBGC 500)**

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

### **Pediatrics (PEDC 500)**

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

### **Psychiatry (PSYC 500)**

In this 6 week clerkship, students learn through clinical involvement by working directly with patients and being part of the treatment team. Students develop professional rapport with patients, understand the presentation of psychiatric illness, assess patient histories and mental status and develop bio-psychosocial assessment and treatment plans. *6 credits*

### **Surgery (SURC 500)**

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

### **Electives**

The additional 27 weeks are spent in electives. The Senior Associate Dean of Clinical Clerkships and the Clerkship Coordinator will assist students in developing an Elective Plan which improves the student's chances for a residency in a specialty of their choice. Following completion of core clerkships, a student may select to enter Prearranged Elective Tracks available in psychiatry, internal medicine, pediatrics, and family medicine in Chicago, IL. A Primary Care Track with a focus in family medicine, internal medicine, or pediatrics is available in Eastman, GA.

Aerospace Medicine

Anesthesiology

Biochemistry Research

Cardiology

Community Health Research

Dermatology

Emergency Room Medicine

Gastroenterology

Hematology

Infectious Disease

Intensive Care

Mycology

Nephrology

Neurology

Oncology

Ophthalmology

Orthopedics

Otolaryngology

Pain Management  
Pathology  
Physical Medicine and Rehabilitation  
Pulmonary Medicine

Radiology  
Research  
Sleep Medicine  
Urology

### **Clinical Campus and Clerkship Sites**

William Osler, one of the founders of modern medicine, established the concept of having third and fourth year medical students work with patients in the hospital, pioneering the practice of bedside teaching. Osler introduced clerkship training at Johns Hopkins Hospital in Baltimore Maryland. Today, Trinity School of Medicine students follow the approach established by William Osler and attend weekly Grand Rounds at Johns Hopkins, the same institution where Dr. Osler, as physician-in-chief, changed the way physicians were taught the practice of medicine. In addition to the Baltimore Clinical Campus, students may take electives at other clinical teaching locations listed below.

Bon Secours Hospital  
Northwest Hospital  
Providence Hospital  
University of Baltimore Washington Medical Center  
Willoughby Beach Pediatrics

### **IMPORTANT NOTICE TO NON-U.S AND NON-CANADIAN STUDENTS:**

In order to complete the Trinity doctor of medicine (MD) degree program, students from outside the U.S. and Canada may need to obtain certain visas in order to undertake all or a portion of the requisite clinical training in the U.S. Additionally, all students from outside the U.S. and Canada wishing to practice in the U.S. or Canada will need certain visas to take one or more segments of the USMLE exams in the U.S. These visas are solely the student's responsibility to obtain. Students who are unable to obtain the necessary visas will not be able to access clerkships or residency training in the U.S. or Canada but may, with special approval of the Academic Progress Committee and the dean, pursue an alternate pathway to graduation by passing the NBME Basic Comp and the Clinical Sciences Comp at scores required by the School. Core and elective clerkships are available for these students at Milton Cato Memorial Hospital in St. Vincent.

## TRINITY SCHOOL OF MEDICINE FACULTY

At Trinity School of Medicine, we provide our students with a scientific foundation for further medical education and equip each student for a lifetime of learning, research, and/or clinical care and community service. Our faculty is comprised of full-time and part-time experts who present the foundations of medicine. In addition, the Milton Cato Memorial Hospital and clinical staff have become an integral part of our team and are significant contributors to our success. We are proud to have some of the finest educators from the U.S., Canada, Europe, the Caribbean and around the globe as our distinguished faculty.

### **FULL TIME FACULTY AND ADVISORS**

W. Douglas Skelton, MD,  
*Chancellor and Professor, Psychiatry*

Linda Adkison, MS, PhD,  
*Dean*

Frances Jack-Edwards, MD,  
*Associate Dean for Admissions and Student Affairs*

Mignonette Relatado-Sotto, MD  
*Associate Dean for Continuing Medical Education*

Paula Dessauer Wilson, MD, MPH  
*Senior Associate Dean of Clinical Clerkships*

### **LIBRARY**

Assistant Librarian: Ms. Apollonia Williams, BS, MS

### **BASIC SCIENCES FACULTY**

#### **DEPARTMENT: ANATOMY (INCLUDING HISTOLOGY, EMBRYOLOGY, AND EARLY HUMAN DEVELOPMENT)**

##### *Full-time Faculty:*

Professor: Dr. Lina Diaz

Associate Professor: Dr. Iuliia Zhuravlova

Assistant Professor: Dr. Bernadette Scott

#### **DEPARTMENT: BIOCHEMISTRY (INCLUDING GENETICS AND CHEMISTRY)**

##### *Full-time Faculty:*

Professor: Dr. Miguel Miyares

Professor: Dr. Linda Adkison

Associate Professor: Dr. Manish Mishra

Assistant Professor: Dr. Eric Audain

*Part-time Faculty:*

Associate Professor: Dr. Nagadarshan Devendra

**DEPARTMENT: MICROBIOLOGY (INCLUDING IMMUNOLOGY)**

*Full-time Faculty:*

Professor: Dr. Wezenet Tewodros

Assistant Professor: Dr. Hari Nepal

**DEPARTMENT: PHARMACOLOGY (INCLUDING THERAPEUTICS)**

*Full-time Faculty:*

Professor: Dr. Frank Fitzpatrick

Assistant Professor: Dr. Keshab Paudel

**DEPARTMENT: PHYSIOLOGY (INCLUDING NEUROSCIENCE)**

*Full-time Faculty:*

Assistant Professor: Dr. Raju Panta

Assistant Professor: Dr. Yulia Modna

Assistant Professor: Dr. Binu Shrestha

*Part-time Faculty:*

Professor: Dr. Margaret Anderson

Professor: Dr. Paul E. Cooper

Professor: Dr. Sandra Leeper-Woodford

Associate Professor: Dr. Mark Williams

**DEPARTMENT: PATHOLOGY**

*Full-time Faculty:*

Professor: Dr. Dragan Jovanovic

Associate Professor: Dr. Ranjan Solanki

**DEPARTMENT: COMMUNITY AND BEHAVIORAL SCIENCE**

*Full-time Faculty:*

Assistant Professor: Dr. Amrie Morris-Patterson

Instructor: Mr. Marcus Caine

Instructor: Mrs. Jeannette Frances

**CLINICAL SCIENCES FACULTY – ST. VINCENT AND THE GRENADINES**

*Full-time faculty*

Assistant Professor: Dr. Frances Jack, Family Medicine

Assistant Professor: Dr. Mignonette Sotto, Family Medicine

Assistant Professor: Dr. Jamil Ibrahim, Internal Medicine  
Assistant Professor: Dr. Amrie Morris-Patterson, Psychiatry  
Instructor: Dr. Bernadette Scott, Family Medicine

*Part-time faculty*

Clinical Professor: Dr. Charles Wood, Orthopedic Surgery  
Clinical Professor: Dr. Miskka Duncan Adams, Pediatrics  
Clinical Professor: Dr. Rosalind Ambrose, Radiology  
Clinical Professor: Dr. Samuel Hazell, Surgery  
Clinical Professor: Dr. Sherian Slater, Obstetrics & Gynecology  
Clinical Professor: Dr. Bharati Datta, Pediatrics  
Clinical Professor: Dr. Sim Adams-Audain, Family Medicine  
Clinical Assistant Professor: Dr. St. Clair Thomas, Otolaryngology  
Clinical Assistant Professor: Dr. Ronald Child, Pathology  
Clinical Assistant Professor: Dr. Tracee Barnard, Pathology  
Clinical Assistant Professor: Dr. Rosemarie Boyle, Pediatrics  
Clinical Assistant Professor: Dr. Simone Keizer-Beache – Emergency Medicine

**CLINICAL SCIENCES FACULTY – UNITED STATES**

**DEPARTMENT: FAMILY MEDICINE**

*Full-time faculty*

Associate Professor: Dr. Daljeet Saluja (Faculty Chair)

*Part-time faculty*

Clinical Instructor: Dr. Andi Arnautovic  
Clinical Assistant Professor: Dr. Naryn Prabahaker  
Clinical Assistant Professor: Dr. Maasal Shaher  
Clinical Assistant Professor: Dr. Michelle Alexandre  
Clinical Assistant Professor: Dr. Blake Milner  
Clinical Assistant Professor: Dr. Toyin Opesanmi  
Clinical Assistant Professor: Dr. Komal Malik

**DEPARTMENT: INTERNAL MEDICINE**

*Full-time faculty*

Associate Professor: Dr. Kinjal Sheth (Faculty Chair)

*Part-time faculty*

Clinical Professor: Dr. Ronald Ginsberg  
Clinical Associate Professor: Dr. Nnaemeka Agajulu  
Clinical Associate Professor: Dr. Kandasamy Ambalavanar  
Clinical Assistant Professor: Dr. Tamader Mira  
Clinical Assistant Professor: Dr. Hari Devkota  
Clinical Assistant Professor: Dr. Pranav Patel  
Clinical Assistant Professor: Dr. Premesh Malapati  
Clinical Assistant Professor: Dr. M. Todd Peacock

Clinical Assistant Professor: Dr. Donald A. Selph, Jr.  
Clinical Assistant Professor: Dr. Kummi Majekodunmi

**DEPARTMENT: OBSTETRICS AND GYNECOLOGY**

*Full-time faculty*

Dr. Mejebi Mayor, Professor (Faculty Chair)

*Part-time faculty*

Clinical Assistant Professor: Dr. Lyndon Taylor  
Clinical Assistant Professor: Dr. Joseph Furlin  
Clinical Assistant Professor: Dr. James J. Gomez  
Clinical Assistant Professor: Dr. Lucretia Barker

**DEPARTMENT: PEDIATRICS**

*Full-time faculty*

Associate Professor: Dr. Najla A. Abdur-Rahman (Faculty Chair)

*Part-time faculty*

Clinical Assistant Professor: Dr. Halina Aniol  
Clinical Assistant Professor: Dr. John Peebles

**DEPARTMENT: PSYCHIATRY**

*Full-time faculty*

Professor: Dr. Aliya Jones (Faculty Chair)

*Part-time faculty*

Clinical Professor: Dr. Teresa Proprawski  
Clinical Associate Professor: Dr. Hasim Haracic  
Clinical Associate Professor: Dr. Deepti Bhasin

**DEPARTMENT: SURGERY**

*Full-time faculty*

Clinical Professor: Dr. Peter Geis (Faculty Chair)  
Clinical Professor: Dr. Richard Scott

*Part-time faculty*

Professor: Dr. Bruce Innes  
Clinical Professor: Dr. Fred Tiesenga  
Clinical Associate Professor: Dr. Zachary Moko  
Clinical Associate Professor: Dr. Edward F. Stringer  
Clinical Assistant Professor: Dr. Cornelius Musara  
Clinical Assistant Professor: Dr. Nabil Badro  
Clinical Assistant Professor: Dr. Geoffrey Saunders

Clinical Assistant Professor: Dr. David Choi  
Clinical Assistant Professor: Dr. Ashok Agrawal