

NEW YORK STATE EDUCATION DEPARTMENT

Report of a visit to the

American University of the Caribbean
School of Medicine

January 31 – February 3, 2005

And

Rochester General Hospital
Rochester, New York

June 27, 2005

And

Medical Education Information Office
Coral Gables, FL

May 4, 2005

Introduction

The objective of the site visit was to re-evaluate the preclinical component of the program of medical education of the American University of the Caribbean that takes place in St. Maarten, NA and the clinical component of the University's program of medical education that takes place in New York State. The major purpose of the visit to the campus in St. Maarten was to re-review the basic medical sciences offered by the University that prepares students for clinical training. The purpose of the visits to Rochester General Hospital in Rochester, NY, and the Medical Education Information Office in Coral Gables were to re-assess the clinical training offered to medical students, to re-review faculty and student records, and to meet with academic and administrative officers of the University regarding the structure for monitoring and supervising clinical training that takes place in New York State.

The Team

Bernard Polarra, M.D., Ph.D.

John E. and Aleise Price Professor of
Pediatrics and Chief, General Pediatrics
University of South Florida
Tampa, FL

Richard Edmonds, Ph.D.

Executive Associate Dean (retired)
Albany Medical College
47 New Scotland Avenue
Albany, NY

John Morley, M.D.

Albany Medical Center
Medical Director
Albany, NY

Thomas J. Monahan, M.A.

Executive Secretary
New York State Board for Medicine
Albany, NY

Douglas P. Elkins, M.S.

Assistant Executive Secretary
New York State Board for Medicine
Albany, NY

Leo Sullivan, M.D.

Consultant in Neurology
Intervale, NH

Activities of the Team During the Evaluation

The team members reviewed individually all of the materials provided by the University prior to the visit. These included the Data Base Document, the appendices to it, and various handouts and updates distributed during the site visit. Student and faculty records and curricular materials were examined in Coral Gables and at Rochester General Hospital. The team inspected academic facilities in St. Maarten and hospital facilities in New York State. The team members interviewed administrative officers, faculty members, support staff, and students in St. Maarten, Coral Gables, and New York State. On the basis of these activities, the following observations related to appropriate sections of the Guidelines for the Evaluation of Medical Programs are presented regarding the program of medical education offered by the American University of the Caribbean.

Foreword

In January 2002, the University contacted the Department to discuss the approval of the School of Medicine for the purpose of placing students in clinical clerkships in New York State beyond 12 weeks duration. Later in 2002, the University requested that an evaluation of its medical education program be undertaken. The initial site visit to the American University of the Caribbean was carried out in St. Maarten in November 2002, in New York State in December 2002, and in Coral Gables Florida in January 2003. The initial approval was granted in March 2003 through April 1, 2005. In February 2005 approval was extended to December 31, 2005.

Dr. Paul S. Tien founded the American University of the Caribbean School of Medicine, and it is governed by its Board of Directors. It received a charter to operate as a medical school on the island of Montserrat in January 1978 from the Government of Montserrat and an administration office was established in Coral Gables, Florida. On July 17, 1995, the Soufriere Hills volcano became active and the University was forced to leave the Montserrat campus. The University moved its Basic Science Campus to St. Maarten, Netherlands Antilles and the fall semester commenced in September 1995 in temporary facilities. Construction of a new campus began in January 1996 and in March 1998 the University moved into its new facilities. The new campus, built to withstand hurricane force winds, generates its own electricity, and pumps its own water and is located on approximately nine acres of land on the lagoon in Cupecoy, St. Maarten. The legal authority to operate the school is in the form of a charter granted in July 1999 by Mr. S.F.C. Camelia-Römer of the Council of Ministers of the Netherlands Antilles, in Phillipsburg, St. Maarten, Netherlands Antilles. The charter was reaffirmed in May 2003.

The mission of the American University of the Caribbean, stated in the web page and other promotional literature available to students and applicants states that the “American University of the Caribbean School of Medicine provides qualified students with the opportunity to acquire a sound basic education in medicine, and to foster the development of lifelong habits of scholarship and service. AUC is dedicated to preserve, transmit, and apply humanity's accumulated knowledge and skills to develop graduates whose accomplishments attest to their intellectual discipline. The school is committed to a quality medical education that can provide assurance to society and to the medical profession that its graduates are competent to meet society's expectations, and assure students that they will receive a useful and valid education.”

The University further states to prospective and current students via the Internet that:

“A solid foundation in basic medical sciences is essential for the development of strong clinical skills. At American University of the Caribbean School of Medicine, a carefully designed basic science curriculum provides students with the necessary knowledge and skills to successfully progress through the clinical phase of medical education. The basic science faculty in St. Maarten are an exceptional group of professors and scholars who are dedicated to teaching and who spend a great deal of time with the students. The final phase of the basic science education involves preparation for the first part of the United States Medical Licensing Examination.

The opportunities for clinical education are many and varied. American University of the Caribbean has clinical sites in the United States, England, and Ireland. All sites offer the same basic clinical education even though there may be local differences due to the venue. Once core rotations in Medicine, Family Practice, Ob/Gyn, Pediatrics, Psychiatry and Surgery are complete, students have the opportunity to take elective rotations in a wide array of clinical disciplines.”

Administration

The governance of the affairs of the University is vested in a Board of Directors. The Board of Directors has the power to delegate authority. This delegation is made primarily to the Chancellor or the Chief Operating Officer (COO) of the University who, in turn, delegates authority to the Deans and Administrative Officers in charge of various units (See attached organizational chart).

The registered agent for The American University of the Caribbean School of Medicine is now Campbell Corporate Services, Ltd., Scotiabank Building, P.O. Box 268, Grand Cayman, Cayman Islands, BWI.

The database lists the following individuals as member of the Board of Directors:

- **Reverend Jeffrey L. Hamblin, M.D., Chair**
PMB H-86
332 Bleeker Street
NY, NY 10014
 - M.D. American University of the Caribbean
 - Unit Chief, King County Child and Adolescent Psychiatry
 - Associate Clinical Faculty, SUNY Downstate

- **Frank P. Marsh, M.D., Secretary to the Board**
28 Highfield Drive
Bronley, Kent, UK
 - MB, MA, Cambridge School of Medicine
 - MRCP, FRCP, London Hospital Medical College
 - Current Consultant Nephrologist
 - Former Dean of Medical Studies, London Medical College

- **John J. Byrnes, M.D.**
VA Medical Center, Hematology Center
Miami, Florida
 - M.D., Tufts University School of Medicine
 - Professor of Internal Medicine, University of Miami School of Medicine
 - Chief Hematology Center, VA Medical Center Miami

- **Robert J. Chertok, PhD**
2817 Allendale Ct.
Concord, NC 28025
 - PhD, University of Miami School of Medicine
 - Professor of Physiology, AUC

- **Ronald M. Harden, M.D.**
Dundee Scotland, UK
 - M.D., Glasgow University
 - Director of Education, IVIMEDS
 - General Education, Association for Medical Education in Europe

- **Carol D. Holden, PhD**
Miami, Florida
 - PhD, University of Illinois
 - Dean Emeritus, University of Miami School of Continuing Education

- **Richard J. Kitch LLB**
Detroit, Michigan
 - LLB, Wayne State University School of Law
 - President, Kitch, Drutches Wagner Denardis and Valututti

- **Robert J. Sokol, M.D.**
Detroit, Michigan
 - M.D., University of Rochester
 - Director, C S Mott Center for Human Growth and Development
 - Distinguished Professor of Ob/Gyn, Wayne State University School of Medicine

According to the database prepared by the University prior to the site visit, and information in prior reports, the Administration of the School of Medicine comprises the following members:

- **Paul Tien, PhD, Chancellor, and Yife Tien, BSc, Chief Operating Officer, (“COO” also designated as President)**, are the official means of communication between the Board of Directors, the University’s academic and administrative officers, and the student body. The Chancellor and the COO are responsible to the Board of Directors for supervision, management and government of the University, interpreting and overseeing the implementation of policies of the Board, and assuming responsibility for the operations and strategic planning of the medical school in consultation with the Chief Academic Officer (“CAO”) and Deans. The Chancellor and COO, in consultation with the CAO and/or appropriate Dean, appoint all key associates for the University. The CAO reports directly to the Chancellor and the COO. The Dean of Basic Medical Sciences and the Clinical Science Deans for USA and Europe are under the supervision of the CAO. The Chief Financial Officer supervises financial operations arising in the administrative offices at the St. Maarten campus and Medical Education Information Office, Inc., AUC’s administrative office in Coral Gables, Florida.

- **Paul Schnatz, M.D., Executive Dean and Chief Academic Officer (CAO.)** is responsible for all basic science and clinical programs and oversees the total academic budget. The CAO, together with the Chancellor and the COO, prepares and participates in all outside reviews, accreditation inspections, and licensure issues. He works with the Deans in overseeing all curricula, academic policies and strategic planning, in managing all clinical sites with internal inspections, and in deciding on manpower issues of the University. He reports to the Chancellor and to the COO and receives direct reports from the Deans. Dr. Schnatz earned his M.D. at the University of Buffalo School of Medicine in 1961 and his undergraduate degree in Biology at Princeton University. After an internship year at the University Hospital in Seattle, he completed his residency in Ob/Gyn at the State University of New York at Buffalo in 1966, followed by a fellowship in Endocrinology at the Buffalo General Hospital.

In 1990, Dr. Schnatz began teaching clinical medical sciences at American University of the Caribbean. In 1991, he moved to Providence Hospital in Southfield Michigan where continues to serve as Director of Reproductive Endocrinology. In 1994, he was appointed Associate Program Director for the Ob/Gyn residency at Providence and in 1995, became Program Director. AUC appointed Dr. Schnatz as an Associate Professor of Ob/Gyn in 1997, Professor and Interim Chairman of Ob/Gyn and Clinical Dean in 2000, and Executive Dean/Chief Academic Officer in 2001.

- **Bernard Salafsky, PhD, Dean of Basic Medical Sciences** administers the basic medical science component of the curriculum. This Dean supervises the faculty of Basic Medical Sciences and manages all academic affairs of the Medical Science area as well as library services. He oversees all grievance issues within the 1st and 2nd year students and in collaboration with the Student Evaluation and Promotions Committee, determines the eligibility of students for promotion to the 3rd year.
- **Steven S. Blevins, PhD, Associate Dean of Basic Medical Sciences**
- **Hiroko Yoshida, PhD, Assistant Dean of Basic Medical Sciences**
- **Bruce Kaplan, D.O., Dean of Clinical Sciences –USA,** The Clinical Sciences Deans (for U.S.A and Europe) report to the CAO. The Associate Dean-UK and Assistant Dean-Europe assist them in the development of a clinical faculty budget, maintaining continued certification of all clinical training sites, and inspecting each site on an annual basis. They oversee core curriculum skill testing and administer all grievance issues for the 3rd and 4th year students., the Clinical Sciences Deans choose all clinical chiefs and administer their direction by working jointly with the CAO and the COO. These Deans determine the criteria for student advancement to the 3rd year and awarding of the M.D. degree in collaboration with the Student Evaluation and Promotions Committee.

- **Douglas Model, M.D., Dean of Clinical Sciences-UK**
- **Robin Tillett, M.D., Associate Dean of Clinical Sciences-Europe**
- **Margit Trotz, PhD, Associate Dean of Medical Sciences**, is in charge of the basic medical science component of the curriculum, while reporting to the CAO. This Dean is responsible for the faculty of Basic Medical Sciences, and manages all academic affairs of the Medical Science area as well as library and information technology services. He oversees all grievance issues with the 1st and 2nd year students and, in collaboration with the Student Evaluation and Promotions Committee, determines the eligibility of students for promotion to the 3rd year.
- **Kevin Ward, M.D., Assistant Dean of Clinical Sciences-Europe**
- **Kathryn Behrisch, BS, Interim Registrar** is in charge of student registration, maintaining students' records and files, processing students' course changes and withdrawal applications, assisting the Financial Aid Office in processing student loan applications, preparing student class lists for faculty; issuing student ID Cards, and preparing letters of recommendation and transcripts.
- **Cynthia Holden, JD, General Counsel** reports to the Vice Presidents at MEAS. Her primary responsibilities are: to advise and liaise with the University's CAO, Deans and key administrators to resolve issues arising in the day-to-day course of University administration; to oversee the adoption and enforcement of proper University policies and procedures; to protect the University's accreditation status, as well as the various state licensures and approvals; and to manage internal and external contractual relations. The Counsel reports to the Board members regarding the status of the above and provides general assistance and advice regarding corporate issues.
- **Susan V. Atchley, PhD, Director of Community Services** oversees and coordinates the University's activities and services with the local community.
- **Paul Suid, CPA, Chief Financial Officer (CFO)** is responsible for the establishment of a proper system of internal controls to facilitate the utilization and protection of the entity's assets and assure compliance with prescribed accounting and financial reporting procedures. This system is reviewed with the CEO on a regular basis in conjunction with internally prepared monthly financial statements, and reviewed quarterly with the Board of Directors, for interpretation of the results of operations and to formulate recommendations for change or improvement. Specific responsibilities include the formulation of financial operating budgets in conjunction with various university personnel and monitoring actual progress in relation to the budgeted goals. The CFO is also responsible for oversight and reporting of the on-campus business office with respect to cash flow management, processing of student loan funds and student

accounts maintenance, establishment and maintenance of benefit plans for faculty and staff, compliance with regulatory authorities with respect to taxation issues, risk management and assessment of adequacy of insurance coverage, and coordination of the financial statement audit with independent accountants.

- **Andrea Jay, BS, Executive Director of Student Services**
- **Maria Gonzalves, Director of Enrollment Management and Admissions**
- **Michele DeSouza, BS, Director of Financial Aid**
- **Lockie Johnson, PhD, Director of Student Services** The Associate Dean of Student Affairs reports to the CAO. The responsibilities include: oversee student counseling services both on-campus and at affiliated hospital sites; implement NBME Step 2 shelf exams at clinical sites; and oversee the process for preparation of the Student Performance Evaluation letters.
- **Roxanna V. Tovrea, MLS, AHIP, Director of Library Services**
- **Diana Liu, Director of Administrative Affairs**
- **Clinical Department Chairmen & Program Directors** For each core subject a Clinical Department Chairman is responsible for maintaining a current curriculum. The Department Chairmen are responsible for periodic onsite hospital reviews as assigned by the Dean to ensure consistent quality and competency in the discipline by coordination of all hospital sites providing training in that discipline. The Clinical Department Chairmen report to the Clinical Deans and they meet at least annually. For each core subject an Associate Department Chairman, who will have the same responsibilities as set out above, will be appointed for AUC's UK/Ireland hospital sites. The Associate Chair reports to the Chair. Each affiliated clinical training hospital has a Program Director who has been appointed as an AUC Clinical faculty member. The Program Directors supervise student performance and at the same time evaluate faculty performance at the hospital. Continuity in the clinical program is ensured by the meeting of clinical faculty, Program Directors, Department Chairmen, and Associate Chairmen with the Deans at an annual faculty meeting, along with regular communications.

AUC designates its main contact at each hospital site as a Program Director and designates each Program Director as a member of the University's administration:

Program Director	US Hospital	Location
John Lennox, M.D.	Alameda County Hospital	Oakland, CA
J. Richard Ziegler, M.D.	Aultman Hospital	Canton, OH
Anita S. Kablinger, M.D.	Brentwood Behavioral Health Company	Shreveport, NY
K. Kellogg Hunt Jr., M.D.	Carilion Roanoke Medical Center	Roanoke, VA
Howard Quentzel, M.D.	Griffin Hospital	Derby, CT
José Perez, M.D.	Kern Medical Center	Bakersfield, CA
Thomas G. Ferguson, M.D.	Leonard J. Chabert Medical Center (program terminated May 2004)	Houma, LA
Scott Herbold, M.D.	Metropolitan State Hospital	Norwalk, CA
Robert C. Parker, M.D.	Mt. Sinai Hospital Medical Center of Chicago	Chicago, IL
Jaime Cruz, M.D.	Pomona Valley Medical Center	Pomona, CA
Bruce Kaplan, D.O.	Providence Hospital & Medical Center	Southfield, MI
Anthony Fedullo, M.D.	Rochester General Hospital	Rochester, NY
Thelma Watson, M.D.	Roy Lester Schneider Hospital	St. Thomas, USVI
David Helsel, M.D.	Spring Grove Hospital Center	Catonsville, MD
George Lawrence, M.D.	St. Agnes Hospital	Baltimore, MD
Sheldon Slodki, M.D.	St. Anthony Hospital (program terminated May 2004)	Chicago, IL
Timothy Shea, M.D.	St. Mary's Hospital	Waterbury, CT
Donald A. Zorn, M.D.	Tallahassee Memorial Healthcare	Tallahassee, FL
Wayne Campbell, M.D.	Union Memorial Hospital	Baltimore, MD
	UK / IRE Hospitals	
Damien Lynch, M.D.	Blackburn Royal Infirmary	Lanes, UK
Stephen Ash, M.D.	Ealing General Hospital	Middlesex, UK
Clive Charig, F.R.C.S.	Epsom District Hospital	Surrey, UK
Anwar B-Desha, F.R.C.S.	High Wycombe Hospital	Wycombe, UK
John Wong, M.D.	Kingston Hospital	Surrey, UK
Ian Scobie, M.D.	Medway Maritime Hospital	Gillingham, UK
Shukri Shami, F.R.C.S.	Old Church Hospital	Romford UK
Mark Jackson, M.D.	Princess Royal Hospital	W. Sussex, UK
Kevin Ward, M.D.	Waterford Regional Hospital	Waterford, Ireland
Zilla Huma, M.D.	Wexham Park Hospital	Berks, UK
Gordon Caldwell, M.D.	Worthing District Hospital	Worthing, UK

As earlier mentioned, the clinical department chairs are responsible for maintaining a current curriculum. The department chairs are also responsible for periodic onsite hospital reviews as assigned by the Dean to ensure consistent quality and competency in the discipline by coordination of all hospital sites providing training in that discipline.

Clinical Department Chiefs – US	<u>Department</u>
Manny Agah, MD	Pediatrics
Eric Basmaji, MD	Internal Medicine
Paul Lessem, MD	Psychiatry
Bruce Kaplan, DO	Family Practice
Alasdair McKendrick, MD	Surgery
Paul Schnatz, MD	Ob/Gyn
Clinical Department Chiefs - Europe	
	<u>Department</u>
Hasib Ahmed, MRCOG	Medway Maritime Hospital
Stephen Ash, MD	Ealing General Hospital
Ian Berrison, MD	Hemmel Hempsted Hospital
Amar Bdesha, MD	Wycombe Hospital
Gordon Caldwell, MD	Worthington District Hospital
Clive Charig, MD	Epsom General Hospital
David Hollanders, FRCP	Romford Hospital
Zila Huma, MD	Wexham Park Hospital
Mark Jackson, MD	Princess Royal Hospital
Dwight Lindo, MD	Kingston Hospital
Damien Lynch, MD	Blackburn Royal Hospital
Tina Matthews, MD	Epsom General Hospital
Saeed Moalypour, FRCP	Kingston Hospital
Ian Scobie, MD	Medway Maritime Hospital
Shukri Shami, FRCS	Romford Hospital
Kevin Ward, MD	Waterford Regional Hospital
Robert Weatherstone, MD	Romford Hospital
John Wong, MD	Kingston Hospital

The Department Chairs of each basic science department are also considered as members of the administration and are listed in the database as:

Basic Science Department	Name of Chair
Department of Anatomy	Marios Loukas, M.D., Ph.D.
Department of Cell Biology & Histology	Maya Menon, Ph.D.
Dept. of Biochemistry & Molecular Biology	Margit Trotz, Ph.D.
Dept. of Immunology & Medical Microbiology	Susan V. Atchley, Ph.D.
Department of Pharmacology & Therapeutics	Jae Choe, Ph.D.
Department of Physiology	Stephen S. Blevins, Ph.D.
Department of Medical Psychology	Lockie Johnson, Ph.D.
Department of Pathology	Kenneth Sims, M.D.
Department of Medicine	Douglas G. Model, MB.BS
Department of Medical Ethics	Shahid Aziz, M.D.

The School of Medicine Faculty Senate is the organization through which the faculty members formally and systematically participate in the governance of the University. The Faculty Senate has Basic Science and Clinical divisions. The Faculty Senate is the voice of the faculty in all matters concerning admission criteria and policies, financial planning, general education, research, and service policies of the University. The Faculty Senate also facilitates ideas for coordinating and monitoring clinical teaching quality in the US and Europe.

The committees and panels through which the faculty and administration work are summarized below:

COMMITTEE	NAME OF CHAIR
Curriculum Committee *	James D. Regan, Ph.D.
Student Evaluation/ Promotions Comm. *	Kathleen Shupe, Ph.D
Admissions Committee *	Hans Behrisch, Ph.D
Scholarly Activities Committee *	Stephen S. Blevins, Ph.D.
Resources Committee *	Lockie Johnson, Ph.D.
Hospitality Committee *	Susan V. Atchley, Ph.D.
Faculty Evaluation Committee	N/A

(Additional committees may be formed on an *Ad Hoc* basis as need requires for matters such as discipline or grievances)

The *Faculty Handbook* contains sections on the governance of the University, the governance of the School of Medicine, faculty recruitment, ranks, and promotion, faculty grievance procedures, detailed descriptions of the roles and responsibilities of the University administrators, the basic science and clinical science administration, and student admission and record keeping. The Faculty Senate by-laws and standing rules of the Senate are readily available to all faculty members.

During the visit to St. Maarten, the team met with: the Chief Operating Officer, Yife Tien, the Chief Academic Officer, Paul Schnatz, M.D., the Dean of Clinical Sciences, USA, Bruce Kaplan, DO, the Dean of Clinical Sciences, Europe, Douglas Model, MB.BS., the Associate Dean of Clinical Sciences – UK, Robin Tillett, MB,BS, various department heads and faculty, and 1st and 2nd year students. When the team visited the Office of Clinical Student Affairs in Coral Gables Florida, the team met with the Chief Operating Officer, YiFe Tien; and staff from the departments of Admissions, Information Technology, Special Projects; Records, Financial Aid, and other support and administrative staff concerning the admission of students, the placement of students in core and elective clinical rotations, the tracking of students in clinical rotations, and record keeping for all current and former students.

Resources

The physical resources dedicated to the instruction and housing of medical students at the time of the 2004 visit comprised:

Building Name	Year Completed	Cost	Net Usable Sq. Meters	Location In Reference To Main Campus	Function
Acad. Complex	1997	\$15M	100,000 sq/ft	N/A	Main Campus
Student Apartments	2002	\$12-14M	120,000 sq/ft	Walking distance	Student Housing
3. Faculty Housing	1980	\$500,000	6,000 sq/ft	Walking distance	Housing for Faculty
4. Tien Conference Center	2003	\$220,000	1,130 sq/ft	Walking distance	Faculty, SGA, community meetings (seats 44), faculty offices

The teaching facilities were designated in the database as:

Class Rooms (For Lectures)

NAME	WHICH BUILDING	NUMBER OF SEATS	AUDIO-VISUAL FACILITIES YES OR NO
1. Lecture Hall 1	Academic Complex	300	Yes
2. Lecture Hall 2	Academic Complex	200	Yes
3. Lecture Hall 3	Academic Complex	100	Yes
4. Lecture Hall 4	Academic Complex	100	Yes
5. Examination Rooms (5) with discussion forum	Academic Complex	30	Yes

In addition to the classrooms, the visiting team also viewed laboratories and other facilities:

- An electronics shop;
- A computer and data processing facility;
- A printing, duplicating and reproduction shop;
- A machine shop; and
- A media viewing area for students and faculty.

The Library

The head librarian, Roxanna Tovrea, MLS (University of Iowa), was appointed in 2003 and reports directly to the Dean of Basic Sciences. The library is open each day from 9:00 am to 11:00 pm and is open until 2:00 am during finals week. There are 3 full-time staff in addition to Ms. Tovrea and 7 part-time staff.

The library facilities available for student use and in support of the student use of the library are:

The Facility	Square Meters	Seating Capacity
a. Reading Areas	280	120
b. Stacks	60	
c. Offices	9	3
d. Staff workspace	15	2
e. Storage, off-site	15	
f. Conference rooms	NA	
g. Audio Visual Rooms	105	24
h. Study carrels	NA	
i. Other (Computer Lab)	93	40

The number of volumes circulated outside the library is 20,967 per academic year and 302 volumes were borrowed through interlibrary loans. The library budget was reported as:

- Acquisitions \$37,780
- Salaries \$180,831
- All other expenses . . . \$93,592
- Total \$314,203

Holdings

An updated chart showing the library holdings available to students enrolled in the medical education program.

Library Resources at AUC and Affiliated Hospitals in USA

Library	# Volumes (includes CDs and other media) end of Year 2003	# Volumes Added in 2003	# Serial Titles received end of 2003	Participates in Inter-Library Loans
a. AUC Library St. Maarten Campus	5773	1173	96 + EBSCO DB	Yes - NLU Docline System
b. University Hospital Library	NA	NA	NA	NA
c. Affiliated Hospital Libraries	-	-	-	-
1. Alameda County Medical Center	2000	140	130 + Ovid	YES Medline
2. Aultman Hospital	1,954	48	242 + Cochrane & Uptodate	YES Docline
3. Brentwood Behavioral Health Care Co. *	194,225	613	2062	
4. Carillion Roanoke Med. Ctr.	Data to be provided – not available as of date of release			
5. Griffin Hospital	600	75	105	YES
6. Kern Medical Center	3000	75	200 (75 are online)	YES Also: Cochrane Lib., Harrison Online, Emedicine, MDConsult, & Uptodate
7. Leonard J. Chabert Medical Center	Reference: 654 Circulating: 543 CD & VDO: 1000	123	73	YES Docline Ariel

8. Metropolitan State Hospital	6,000	100	91	YES +Pubmed
9. Mt. Sinai Hospital Medical Center of Chicago	25,000 + 282 AV	Not available	229	No
10. Pomona Valley Hospital	850	134	199 are current	YES (Also Medline, CINAHL)
11. Providence Hospital	3,565	250	352 print 1000 + online	YES
12. Rochester General Hospital	3824 books 960 AV	202	320 in print 170 journals online plus DB's: MICROMEDEX®, MD Consult, Harrison's Online, WebMD®, STAT!-REF®, Natural Meds, RedBook, Well-Connected and OVID	YES Docline OCLC
13. Roy Lester Schneider Hospital	175	0	1755	NO
14. Spring Grove Hospital Center	1,200	1	26	YES
15. St. Agnes Hospital	3,200	339	220 + OVID	YES Docline
16. St. Anthony Hospital	400	350	60	YES
17. St. Mary's Hospital	3000	120	270 print 160 electronic	YES Docline, State library
18. Tallahassee Memorial Healthcare	Data to be provided – not available as of date of release			
19. Union Memorial Hospital	3,500	50	200 print 70 electronic	YES
20. Wyckoff Heights Medical Center	1,500	214	149	YES

* Students rotating at Brentwood Behavioral Health Company have access to the Louisiana State University Health Sciences Center Library, which provided the statistics reported.

Several hospitals in the U.K. and Ireland were also listed as library resources:

Affiliated Hospital Libraries	# Volumes End of 2003	# Volumes Added in 2003	# Serial Titles Received End of 2003	Participates in Inter-Library Loans
Blackburn Royal Infirmary	5,710	460	132	YES
Ealing District Hospital	2130	230	90	YES
Epsom General Hospital	10,000	840	140	YES
High Wycombe Hospital	11,450	840	240 (2 SITES)	YES
Kingston Hospital	11,000	1000	140	YES
Medway Maritime Hospital	10,700	640	160	YES
Old Church Hospital	5,000	200 Approx	187	YES
Princess Royal Hospital	6,500	400	160	YES
Waterford Regional Hospital	>1,000	>100	182	YES
Wexham Park Hospital	8,000	460	110	YES
Worthing Hospital	13,000	1,000	210	YES

FACULTY

The database included the following list of full-time and part-time faculty members in the school of medicine (including those salaried by affiliated hospitals)

Medical School Faculty Members - Residents and Fellows are not included unless actually serving as faculty members. When joint appointments are held, positions are included only once and in the department of major appointment. The total columns equal the total number and full-time positions. Data are for the year 2003, the most recent available.

BASIC SCIENCE FACULTY

<u>BASIC SCIENCE</u> CAMPUS	Prof.	Assoc. Prof.	Assist. Prof.	Instr	Total Full-Time	Vacant Position	P-T Paid	Volunteer
Anatomy	0	2	4	0	6	0	0	0
Biochemistry	2	0	0	0	2	0	0	0
Cell Biology / Histology	1	1	0	0	2	0	0	0
Biostatistics	0	1	0	0	1	0	0	0
Genetics	1	0	0	0	1	0	0	0
Intro. to Clinical Medicine	2		2	0	4	0	2	0
Medical Ethics	0	0	0	0	0	0	3	0
Microbiology Immunology And Virology	2	1	0	0	3	0	0	0
Neuroscience	2	0	0	0	2	0	0	0
Pathology	4	0	0	0	4	0	0	0
Pharmacology	1	0	0	0	1	0	1	0
Physiology / Biophysics	2	1	0	0	3	0	0	0
Psychology	0	1	0	0	1	0	0	0
TOTAL:	17	7	6	0	30	0	6	0
TOTALS:	Full Time					Part-Time (Paid)	Volunteer (Unpaid)	
	Full Prof	Assoc. Prof.	Assist. Prof.	Instr..	Total F-T			
BASIC SCIENCE	17	3	6	0	30	6		
CLINICAL (see next graph)	0	0	0	607				
GRANDTOTALS	17	7	6	607	30	6		

Clinical Science Faculty

CLINICAL DEPARTMENTS	Full-Time					Part-Time (Paid)	Volunteer
	Prof.	Assoc. Prof.	Assist Prof.	Clinical Faculty	Total Full-Time		
Anesthesiology				24			
Dermatology				11			
Family Medicine				25			
Internal Medicine				162			
Neurology				25			
Ob / Gyn				47			
Ophthalmology				7			
Orthopedics				8			
Otolaryngology				2			
Physical Medicine				2			
Pediatrics				37			
Psychiatry				95			
Public Health				1			
Radiology				31			
Surgery				89			
Urology				5			
Other Clinical Depts.				7			
A&E/ER				8			
Pain Management				1			
Pathology				10			
Cranio-Facial				1			
Hospitalist Medicine				3			
Primary Care				2			
Intensive Care				3			
Neonatology				1			
Clinical Totals				607			

The Faculty Handbook clearly describes the processes and procedures employed by the University regarding tenure, faculty titles, evaluation, promotion, grievances, committee assignments, the salary scale, cost of living, requirements for faculty ranks, and termination of employment. The visiting team found through interviews with faculty members and department chairs, that: the procedures found in the Faculty Handbook are employed by the University as described in the Handbook; that the faculty has played an important part in establishing the procedures and policies found in the new handbook; and that the policies and procedures are given to new faculty members at the time of employment or even at the time of applying for a position at the University.

All members of the clinical faculty have clinical appointments to the University and are appointed by the University following the guidelines delineated in the Faculty Handbook. The University is able to provide a comprehensive list of all clinical faculty members according to rank and clinical site. Files for the basic science and the clinical faculty members are complete and reflect the prerequisites for appointment and promotion that are detailed in the Faculty Handbook.

Students

During the visit, the team met with two groups of students from both the preclinical and clinical semesters. The students impressed the team as being sincere, intelligent, and highly motivated. The students expressed satisfaction with the coursework and instructors, both in breadth and depth of instruction. The clinical students said the preclinical coursework was an excellent preparation for their clerkships. Although overwhelmingly supportive of the University, students continue to feel that additional information or access to information is needed about postgraduate training opportunities and licensure requirements in various jurisdictions. The students were very supportive of the University's progress in establishing Clinical Centers of Excellence in which students are able to pursue a majority of the required core rotations at a single site.

The most current enrollment data as reported in the database show the following statistics

Enrollment of students:

YEAR: 2004

1/2004	First Year	Second Year	Third Year	Fourth Year	Total
Men	150	106	100	115	471
Women	100	74	70	58	302
TOTAL	250	180	170	173	773
5/2004	First Year	Second Year	Third Year	Fourth Year	Total
Men	147	79	94	101	421
Women	103	47	60	66	276
TOTAL	250	126	154	167	697
9/2004	First Year	Second Year	Third Year	Fourth Year	Total
Men	172	92	119	90	473
Women	128	60	79	67	334
TOTAL	300	152	198	157	807
Ave. 2004	First Year	Second Year	Third Year	Fourth Year	Total
TOTAL	267	153	174	166	760

YEAR: 2003

1/2003	First Year	Second Year	Third Year	Fourth Year	Total
Men	170	100	119	95	484
Women	112	63	57	56	288
TOTAL	282	163	176	151	772
5/2003	First Year	Second Year	Third Year	Fourth Year	Total
Men	160	68	113	86	427
Women	103	37	61	43	244
TOTAL	263	105	174	129	671
9/2003	First Year	Second Year	Third Year	Fourth Year	Total
Men	157	98	106	110	471
Women	103	68	66	54	291
TOTAL	260	166	172	164	762
Ave. 2003	First Year	Second Year	Third Year	Fourth Year	Total
TOTAL	268	145	174	164	751

The University also reports the following enrollment statistics for the five years prior to the site visit of 2004.

SCHOOL YEAR	TOTAL	1 ST YEAR STUDENTS (Sem 1.0-2.0)	2 ND YEAR STUDENTS (Sem 3.0-5.0)	3 RD YEAR STUDENTS (Sem 6.0-8.0)	4 TH YEAR STUDENTS (Sem 8.0-9.5)	GRADS
1998-1998	868	136	372	166	194	197
1999-1999	645	119	129	151	246	195
2000-2000	730	240	221	85	184	184
2001-2001	692	189	237	94	145	180
2002-2002	679	258	131	172	118	135

These data show that the increase in enrollment seen in 2002 continues to be the average number of students accepted into each incoming class.

A profile of the students who were accepted for the 2004 entering class:

- 90% U.S. citizens or permanent residents
- 5% Canadian
- 5% International
- 42% Female students
- 58% Male students
- 98% Bachelor's degree or pending degree
- 10% Master's degree
- 1% Doctorate degree
- Average Cumulative GPA: 3.1
- Average Science GPA: 2.9
- Average MCAT: 22

Organizations and Students Support

The services and organizations available to support student life and the students in general during their pursuit of the medical degree are:

- **Advisement/Tutorial**

Each first semester student is assigned an Orientation Advisor (OA), a fifth semester student, who shares insight about living on St. Maarten, best study techniques, what to expect during the first semester, and more. Additionally, all AUC professors are available for individual student consultation during posted office hours and AUC's Student Government Association (SGA) operates and funds a tutorial service for students who need additional after-hours assistance with Anatomy and Biochemistry.

- **Housing Advisors**

There are four Resident Advisors (RA) in the on-campus housing who are fourth and fifth semester students. The RA assists students with settling into the dormitory as well as offers information and advisement about school-related concerns. Additionally, the RA provides information to students about services and facilities available in the local community and assists students who wish to change roommates or switch rooms.

- **Spouses Club**

This organization is designed to provide fellowship and community involvement to couples and families associated with AUC through its activities, finance, and education committees. Those accompanying a student to AUC are encouraged to contact the Sponsor Program in advance for personal assistance in transitioning to island life.

- **Student Counseling**

A University Psychologist provides counseling services for students and members of their families. Recipients may utilize this confidential service for any problem or concern, whether related to studying, emotional difficulties, complications of physical illness, or difficulties with spouse, parents, or friends.

- **Note Service**

Overseen by the Student Government Association (SGA), Note Service functions as the campus copy and supply center. Note Service reproduces and distributes professors' actual lecture notes and provides medical school supplies such as dissection kits, surgical blades, white coats, scrubs, and latex gloves. Students may also purchase paper, writing instruments, notebooks, binders and computer necessities. Snacks are available and AUC paraphernalia including t-shirts, hats, shorts, and sweatshirts are sold. Note Service is not a bookstore.

- **Community Services**

Students are encouraged to participate in volunteer activities, sporting events, and other exciting projects. Students have the opportunity to join events focusing on general health care, such as (breast cancer screenings) and to promote health awareness. Students have been very active in

this area and have a number of on-going community health programs that are supported by the University and available to local residents.

- **Student Government Association (SGA)**

SGA works closely with the administration at American University of the Caribbean to address student issues and serve as the interface between the student body and the faculty. SGA offers resources to make students' educational experience a success. First, Note Service, the campus copy and supply center, reproduces and distributes professors' actual lecture notes and sells medical school supplies, snacks, and AUC paraphernalia. Second, SGA publishes "AUC News," a monthly newsletter that contains interviews, campus news, current medical events, articles from fellow AUC students, social activities, a photo gallery, and more. Finally, tutorial services are available.

- **American Medical Student Association (AMSA)**

The American Medical Student Association chapter, at American University of the Caribbean, stands as one of the largest chapters in the world with nearly 500 members. AMSA provides health care events for the community and gives members the opportunity to gain hands-on medical experience. For example, AMSA offers monthly Diabetes screenings free of charge and clinical workshops open to all students that focus on perfecting basic clinical skills.

- **Phi Chi Medical Fraternity**

With over 100 years of tradition, Phi Chi is known as a professional organization that holds academic achievement in high regard. The Sigma Chi Mu chapter of Phi Chi is the only chapter in the Caribbean. The chapter offers its members working forums, community service opportunities, and academic resources. Additionally, workshops are offered in the areas of suturing, intubation, IV's, and venipuncture. Sigma Chi Mu is open to all men and women who wish to belong to a professional organization that has the mission of helping them achieve now and in the future.

- **Alpha Omega Phi Honor & Service Society**

This organization is designed to encourage and recognize high standards of education, character, morality, and conduct befitting the field of science. Members, who are in the top 25% of their class, are inducted at the beginning of their fifth semester and must exhibit qualities of leadership, excellence, and dedication to the community. Activities in which members take an active role include judging local science fairs, serving on student promotions and curriculum committees, and participating on the Alumni Directory, which allows contacts to be made at various hospitals and residency programs throughout the United States.

- **Clinical Research Society**

Students who are members of the Clinical Research Society demonstrate the highest levels of academic performance and have the opportunity to interact intellectually amongst themselves, professors, and other experts in the medical field. Students use the latest cutting-edge technology to conduct anatomical research and their work is regularly submitted to recognized medical journals. Since 2004, nine complete articles have been published under student authorship and 24 abstracts appeared in Clinical Anatomy Journal.

- **Christian Medical and Dental Association (CMDA)**

The Christian Medical and Dental Association, founded more than seventy years ago, functions as a network for information, training, and fellowship, in an effort to integrate faith into the practice of medicine. The national organization offers mission opportunities as well as mentor match programs during residency. The AUC chapter provides an opportunity for community service events, ethical and current event symposiums, as well as social events.

Admission

The admission criteria are clearly stated, available to current and prospective students in a number of ways (e.g., printed materials and the Internet), and are appropriately and consistently applied during the admission process. The American University of the Caribbean requires a minimum of 90 semester credits of college level courses for admission to the School of Medicine. Although a baccalaureate degree is strongly preferred, students who have demonstrated exceptional scholarship may be considered without a baccalaureate degree. College credits must include the following:

- Biology - One year of Biology, including Laboratory work. Prospective students will benefit by taking courses in one or more of the following: Genetics, Cellular Biology, Developmental Biology, and Comparative Anatomy;
- General Chemistry - One year of General Chemistry, including laboratory work;
- Organic Chemistry - One year of Organic Chemistry, including laboratory work. Coursework should include both aliphatic and aromatic compounds;
- General Physics - One year of General Physics, including laboratory work. General introductory coursework should include mechanics, heat, light, sound, electricity, and nuclear radiation; and
- English - One year. Satisfactory written and verbal skills are necessary.

A generous exposure to mathematics, humanities, and social sciences is desired. Real life experience in the health care field is not required but is strongly recommended. Additionally, a personal interview may be requested at the discretion of the Admissions Committee and all applicants are required to take the MCAT and submit their scores as part of the admission process.

There is no deadline to apply to the University because of rolling admissions, however prospective students are recommended to complete their application 4-5 months prior to the semester they are seeking. Semesters begin September, January, and May.

Beginning January 2005 all students are now required to own a lap top computer.

Advanced Standing

Medical courses taken at other recognized medical schools may be considered for transfer credit on an individual basis. Students who hold a Ph.D. degree will be given consideration for credit for coursework in the Ph.D. discipline, on an individual basis. AUC does not grant advanced standing to students for work done in schools of Podiatry, Allied Health, or Chiropractic. Requests for advanced standing must be made at the time of initial application to the University. Admission

When applying for admission to the University, prospective students must submit:

- A completed application form that is available online or through regular mail;
- A recent photo;
- A non-refundable application fee of U.S. \$75;
- A brief autobiography along with personal comments regarding the applicant's medical career expectations. The applicant is expected to summarize the development of his/her interest in medicine, the goals of pursuing a medical career, and the personal attributes that qualify the applicant to be a physician. All applicants must briefly describe the skills and values they believe a physician should possess in order to practice medicine in the 21st century and summarize how their experiences demonstrate the acquisition and possession of those skills and values;
- A chronological listing of an educational, employment history, and volunteer experience since graduation from high school;
- For freshman applicants, an official letter of evaluation from a Pre-Medical Advisory Committee is required. Additional letters of recommendation from individual pre-medical course professors who have taught the applicant are strongly encouraged and will be accepted as further support of the applicant's candidacy to medical school. If an applicant has attended another medical school, letters from that Dean's office must be included in this packet;
- Applicants who have attended another medical school must provide a Dean's letter from each medical school previously attended, together with two letters of recommendation from members of the medical school faculty;
- Official transcripts directly from the college registrar in an official sealed envelope. For foreign schools, notarized copies of the original transcripts may be submitted when official transcripts are not readily available. However, official transcripts must follow the notarized copies prior to matriculation;
- MCAT scores are required. Applicants must request the MCAT scores to be sent directly from the testing agency to Medical Education Administrative Services. It is an admissions requirement that all applicants sit for this examination; and
- Official name change documentation if applicable to applicant.

Honor Code

The student is embarking on a career in a profession, which requires of its members high standards of ethical conduct and honesty. It is expected that each student will make a personal commitment to abide by the Honor Code as exemplifying a standard of behavior which will form a firm basis of future professional conduct, as well as showing respect for the academic environment. This implies avoidance of any form of intellectual dishonesty, and the

demonstration of respect for the rights and well being of others, including all students, faculty, staff, patients and members of the community.

Technical Standards

Technical standards, as distinguished from academic standards for admission, consist of the minimum physical, cognitive, and emotional requirements to provide reasonable assurance that students can complete the entire course of study and participate in medical training and practice. Applying students are required to sign a declaration that he or she meets AUC's minimum technical standards as a condition to admission.

Learning Disability Test Accommodation

The test accommodation of extended test time (at time plus ½) in a separate room will be offered to those students with learning disabilities. Any student who would like to receive this accommodation must complete all documentation as outlined in USMLE guidelines and arrive at AUC with supporting materials and test results to be reviewed by the Director of Student Services..

Selection Criteria

The following information is communicated to each applicant in writing and is available on the University's website:

Evaluation for admission is conducted on an individual basis. Students who enter AUC's medical school are selected for their intellectual and social maturity, and they represent a wide variety of educational and social backgrounds.

Problem-solving skills, critical judgment and the ability to pursue independent study are considered important. In evaluating academic achievement, the Committee considers factors such as course load, difficulty of the courses, and major area of study. In the non-academic realm, maturity, personal integrity, emotional and motivational factors are considered essential determinants.

The Admissions Committee considers that many factors are relevant predictors of a good medical clinician. However, medical school is a rigorous academic challenge and the Committee must be satisfied that a prospective student has the ability to successfully assimilate the curriculum.

Selection criteria are established by University's administration and faculty and are published in a formal manner in the catalogue attached with the original application and on the University's website.

Admissions records, records of graduates, and student records in general are safe, confidential, complete, up-to-date, and well kept. Duplicates of student records are maintained in an off campus setting.

Tuition and Fees

The tuition and fee structures are readily available to students and applicants and are accurate and comprehensive. The tuition and fees as published by the University are:

- Application Fee: U.S. \$75 (non-refundable);
- Enrollment Reservation Fee
- A one-time enrollment reservation fee in the amount of U.S. \$1,500 is payable to AUC by the date specified in the acceptance letter to secure a place in class. At registration, \$1,000 of the enrollment reservation fee will be applied to the cost of tuition for students who matriculate to AUC. Accepted applicants who notify AUC in writing at least two months prior to the start of a semester that they do not intend to matriculate will receive a \$1,000 partial refund of the paid enrollment reservation fee;
- Tuition Per Semester
 - Basic Sciences:
 - Semesters 1-4: U.S. \$10,100
 - Semester 5: U.S. \$10,600
 - Clinical Sciences:
 - Semesters 6-9: U.S. \$10,800
 - Semester 9.5: U.S. \$5,400
- Deferment Fee
 - A \$500 non-refundable fee to be paid with any request to defer the matriculation date after payment of the enrollment fee;
- Housing Security Deposit
 - A security deposit of \$1650 is payable to reserve housing; and
- Withdrawals and Refunds
 - Students who wish to withdraw from the University are required to obtain a withdrawal card and return it with appropriate signatures of the correct office.

Financial Aid

The Office of Financial Aid is effective and efficient in the administration of financial aid and in the counseling of students seeking financial aid. Financial aid staff are current in the rules and regulations concerning financial aid and the information given to students is accurate and up-to-date. The University is approved for the Federal Family Education Loan Program (FFELP). Financial aid is awarded on the basis of "need," which is determined from information supplied on the Free Application for Federal Financial Aid (FAFSA). Financial aid application materials consist of:

- The FAFSA;
- The University's financial aid application;
- Financial aid transcripts;
- Entrance interview checklist;
- Loan application and promissory note; and

- When applicable, documentation of citizenship, permanent residency or eligible non-citizen status.

The Chancellor's Scholarship targets candidates from across the United States who have demonstrated excellent academic achievement and attained strong scores on the Medical College Admissions Test (MCAT). All admitted applicants who meet the scholarship requirements are considered. A separate application is not required. Scholarships will be awarded approximately three months prior to the semester start date that you have applied for so long as funds are available. Scholarships may not be deferred to another semester. Each Chancellor's Scholarship recipient is awarded a 50% tuition rebate. The recipient must maintain honor level status (90%) or better in order to continue receiving the tuition rebate.

Advanced Standing

Medical courses taken at other recognized medical schools might be considered for transfer credit on an individual basis. Students who hold a Ph.D. degree will be given consideration for credit for coursework in the Ph.D. discipline, on an individual basis. AUC does not grant advanced standing to students for work done in schools of Podiatry, Allied Health, or Chiropractic. Requests for advanced standing must be made at the time of initial application to the University.

The Curriculum

The University's medical school curriculum comprises 9 1/2 semesters, i.e., 5 semesters of basic medical sciences taught at the St. Maarten campus, and 4.5 semesters of clinical medical sciences taught at affiliated hospitals in the U.S., U.K., and Ireland.

Rolling admission begins January, May, and September with semester terms of approximately 16 weeks each. AUC students may earn an M.D. in 38 months if all course work is taken continuously.

Basic Medical Sciences

During semesters 1-5, students concentrate on studying basic medical sciences for 20 months. The University administers both subject and comprehensive review exams intended to provide students with the opportunity to familiarize themselves with the medical board examinations. While they are not counted toward a student's academic grade, they are used to assess his or her readiness to be certified to take the medical board examinations. The fifth semester course "Biological Basis of Clinical Medicine" encompasses a fifteen-week board examination review course.

After completing basic medical sciences, students are required to take the USMLE Step 1. Upon successfully passing the exam, students proceed to clinical medical sciences in which clinical rotations are focused. Students receive preparation for the USMLE via the Basic Science curriculum, Kaplan review courses, which last 16 weeks, an electronic final exam of seven hours simulating the actual USMLE, and course examinations that have been written in USMLE format.

The Required Basic Science Courses

Course Title	Credit Hours
<u>First Semester, (17) Credits</u>	
<u>Anatomy/ Embryology/ Histology 138</u>	10
Biochemistry 113	7
<u>Second Semester, (21) Credits</u>	
Cell Biology and Histology 209	7
Genetics / Biostatistics 216	5
Physiology I 221	5
Medical Microbiology I 236	4
<u>Third Semester, (23) Credits</u>	
Physiology II 323	5
Neuroscience 330	5
Medical Microbiology II 332	6
Pathology I 346	7
<u>Fourth Semester, (19) Credits</u>	
Pharmacology 415	4
Pathology II 451	8
Medical Psychology 462	6
Medical Ethics 480	1
<u>Fifth Semester, (16) Credits</u>	
Intro. to Clinical Medicine	8
Biological Basis of Clinical Medicine	8

Clinical Medical Sciences

During semesters 6-9.5, students experience clerkships focused on clinical medical sciences for 72 weeks. Clerkships consist of Clinical Core Rotations and Clinical Elective Rotations at approximately 30 clinical sites. Sites in the U.S. offer residency programs approved by the Accreditation Council for Graduate Medical Education (ACGME) or are affiliated with a medical school accredited by the Liaison Committee for Medical Education (LCME).

Clinical core rotations (46 weeks) are full-time clerkships where by students evaluate patients in a clinical setting. This provides an opportunity to utilize skills and information previously acquired in the medical sciences courses and Introduction to Clinical Medicine. The student, an active “team member” of the student/house staff, is supervised by attending physicians and works with patients, evaluates laboratory data, and analyzes information that defines patients' conditions/problems. Each clerk’s clinical supervisor evaluates his/her performance according to standards set by American University of the Caribbean.

Required Clinical Science Courses

Internal Medicine, 12 Weeks

Students participate in general Internal Medicine areas, granting exposure to the diagnostic and treatment process as it unfolds. Students develop competence in evaluating broad clinical problems and patient management skills. "Hands on" patient experience is supplemented by tutorials and didactic sessions.

Surgery, 12 Weeks

Students develop skills needed by the general physician as well as those unique to surgery. Students further develop abilities in data synthesis and problem solving, and become oriented to the clinical setting related to surgery. Ideally, students follow the patient from admission through discharge. Students are expected to participate in all aspects of patient care: assisting in the operating room, emergency room, and acute care units.

Pediatrics, 6 Weeks

Students receive a broad overview of general pediatrics. Experience will be gained with in-patient and ambulatory pediatric care. Pediatric intakes and ward rounds are the basis of inpatient care while ambulatory care experience is gained in general pediatric clinics evaluating patients with common complaints and disorders.

Obstetrics and Gynecology, 6 Weeks

Students are assigned to obstetrical and gynecological patients for evaluation and follow-up. Participation in normal deliveries is stressed. Students are expected to follow patients through completion of delivery or surgery. Ambulatory obstetrical and gynecological care is stressed and patient contact is supplemented with conferences and didactic teaching sessions.

Psychiatry, 6 Weeks

Students build upon classroom knowledge gained during the first and second years. Treatment of psychiatric patients in the in-patient setting comprises the majority of the rotation. The resources available for care of psychiatric patients are presented. Skill in the evaluation and diagnosis of the psychiatric patients is developed through direct patient interviews and didactic sessions.

Family Practice, 4 - 6 weeks

This introductory clerkship exposes students to a wide range of clinical problems managed by Family Physicians in the hospital setting. Clinical core competencies and learning objectives are to perform complete histories and physical examination on admitted patients, write problem focused progress notes on patient charts, understand the process of ordering and interpreting laboratory tests, radiology and ancillary testing, participate in the development of

diagnostic investigations and medical management of medical problems, become skilled in oral presentation of patient cases, and learn the role of ethics in patient care.

AUC students complete their clinical training at affiliated hospitals in the United States, England, and Ireland. There are approximately 30 clinical sites that offer clerkships for AUC students. Those assigned to core clerkships in the U.S. may be required to rotate to more than one clinical site. Each clinical site in the U.S. has a residency program approved by the Accreditation Council for Graduate Medical Education (ACGME) or affiliated with a medical school accredited by the Liaison Committee for Medical Education (LCME). All of the hospitals affiliated with AUC have on staff a program director, faculty members, and an administrative assistant who are charged with teaching, supervising and otherwise facilitating the clinical experience for AUC students.

The U.S. Hospitals

- **ALAMEDA COUNTY MEDICAL CENTER**
Oakland, CA
Nationally recognized, Alameda County Medical Center ("ACMC") is committed to maintaining a wide range of educational programs and activities for medical students, interns and residents, nurses, and other medical professionals
- **AULTMAN HOSPITAL**
Canton, OH
Aultman Hospital has been recognized by HCIA as one of the 100 Top Hospitals in the nation and among the 100 Top Cardiovascular Hospitals nationally
- **BRENTWOOD BEHAVIORAL HEALTH COMPANY**
Shreveport, LA
Brentwood Hospital is a 200-bed psychiatric and chemical dependency treatment facility serving Louisiana, East Texas and South Arkansas
- **BROOKDALE UNIVERSITY HOSPITAL AND MEDICAL CENTER**
Brooklyn, NY
Brookdale University Hospital and Medical Center is one of Brooklyn's largest voluntary nonprofit teaching hospitals and a regional tertiary care center. Brookdale provides general and specialized inpatient care to thousands of people every year, in addition to 24-hour emergency services, numerous outpatient programs and long-term specialty care.
- **CARILION ROANOKE HOSPITAL**
Roanoke, VA
Celebrating its 100th anniversary in 1999, Carilion Roanoke Memorial Hospital (CRMH) has been providing premiere healthcare services.
- **FLUSHING HOSPITAL**
Queens, NY
Founded in 1884, Flushing Hospital Medical Center (FHMC) is Queens' first hospital. The hospital today is a 293-bed not-for-profit teaching facility.
- **GRIFFIN HOSPITAL**
Derby, CT

Griffin Hospital Residency Programs combine the academic advantages of an internationally recognized university medical center with an excellent progressive, medium-sized community hospital

- JAMAICA HOSPITAL MEDICAL CENTER
Queens, NY
Jamaica Hospital Medical Center (JHMC) is a 387-bed, not-for-profit teaching hospital. JHMC serves a population
- KERN MEDICAL CENTER
Bakersfield, CA
Kern Medical Center is a 222-bed acute care teaching hospital that serves a community of approximately 650,000. The hospital is owned and operated by the County of Kern and is the only local hospital dedicated to physician resident training
- LUTHERAN MEDICAL CENTER
Brooklyn, NY
Lutheran HealthCare is the principal provider of community-focused health care for southwest Brooklyn. Lutheran Medical Center, a 476-bed hospital
- METROPOLITAN STATE HOSPITAL
Norwalk, CA
Metropolitan State Hospital ("MSH") is located in Los Angeles County in the city of Norwalk. The hospital provides a range of psychiatric treatment in a continuum of care
- MOUNT SINAI MEDICAL CENTER
Chicago, IL
Mount Sinai Hospital is a 432-bed teaching, research and tertiary-care facility. Mount Sinai is a member of Sinai Health System; along with Schwab Rehabilitation
- MOUNT VERNON HOSPITAL
Mount Vernon, NY
The Mount Vernon Hospital (TMVH) is a voluntary, not-for-profit, 228-bed hospital located in Mount Vernon, New York, serving the City of Mount Vernon, the Pelhams
- POMONA VALLEY MEDICAL CENTER
Pomona, CA
The Family Practice residency clerkship, at Pomona Valley Hospital Medical Center, is a direct patient care clerkship that offers medical students the opportunity to accompany residents and faculty in an inpatient
- PROVIDENCE HOSPITAL
Southfield, MI
Providence Hospital and Medical Centers (PHCM) is a member of the St. John Health System a growing network of Community-based health care services that provides comprehensive prevention, primary care and treatment programs
- ROCHESTER GENERAL HOSPITAL
Rochester, NY
Rochester General Hospital is a 526-bed, tertiary health care facility located on Rochester's north side. Since its incorporation in 1847, Rochester...
- SPRING GROVE HOSPITAL CENTER
Catonsville, MD
Spring Grove Hospital Center is a 330-bed complex that provides a broad spectrum of inpatient and residential psychiatric services to adults

- ST. AGNES HOSPITAL
Baltimore, MD
St. Agnes HealthCare is a full-service community teaching hospital with residency programs in a number of medical/surgical specialties. Established in 1906
- ST. JOHN'S EPISCOPAL HOSPITAL
Queens, NY
St. John's Episcopal Hospital South Shore is a 332-bed community teaching hospital serving Far Rockaway and the Five Towns, an area that is densely populated, ...
- ST. MARY'S HOSPITAL
Waterbury, CT
Founded in 1907, St. Mary's has over 1,700 staff members and continues to expand its network of services
- TALLAHASSEE MEMORIAL MEDICAL CENTER
Tallahassee, FL
Founded more than 50 years ago, Tallahassee Memorial HealthCare offers a comprehensive system of healthcare services...
- UNION MEMORIAL HOSPITAL
Baltimore, MD
Union Memorial Hospital has been caring for members of the Baltimore community for nearly 150 years. The hospital's commitment to patient care is carried out every day by a dedicated.
- WYCKOFF HEIGHTS MEDICAL CENTER
Brooklyn, NY
Wyckoff Heights Medical Center stands as a modern, not-for-profit, voluntary, teaching hospital of approximately 509,000 square feet, which includes 324 general care beds and 26 newborn bassinets

The Office of Clinical Student Affairs (OCSA) works as a bridge between students and hospital sites. Our office provides a medium of communication that helps the student through the clinical process. The information on this page is also intended to give hospital administrators access to information about our curriculum and office procedure.

Each clinical site in the U.S. has a residency program approved by the Accreditation Council for Graduate Medical Education (ACGME) or affiliated with a medical school accredited by the Liaison Committee for Medical Education (LCME). All of the hospitals affiliated with AUC have an on staff program director, faculty members, and an administrative assistant who are charged with teaching, supervising and otherwise facilitating the clinical experience for AUC students. Program directors are directly responsible to our Clinical Deans (United States, United Kingdom, and Ireland) for implementing the published requirements of American University of the Caribbean School of Medicine clinical programs. They also undertake daily supervision of clinical teaching programs and regularly scheduled core clerkship exams. Administrative professionals supplement their responsibility for student counseling, daily program coordination, management, and record-keeping requirements.

The program directors are directly responsible to the Clinical Deans for implementing the published requirements of AUC's clinical programs. They also undertake daily supervision of clinical teaching programs and regularly scheduled core clerkship exams. Administrative assistants supplement their responsibility for student counseling, daily program coordination, management, and record-keeping requirements.

AUC's clinical faculty members provide academic instruction in accordance with approved course syllabi. The clinical faculty is also responsible for monitoring attendance and evaluating the student clerks.

Because the clinical training facilities are separated from the medical sciences campus, this system of checks and balances was established to provide the maximum level of supervision and control over the educational progress of AUC's clinical sciences students.

The Clinical Program in New York

In September 2004, the American University of the Caribbean executed an affiliation agreement with Rochester General Hospital, Rochester, NY. The Education Department approved the affiliation agreement on September 12, 2004 for students to participate in core clinical rotations in internal medicine, obstetrics & gynecology, radiology, and surgery and elective rotations in internal medicine, obstetrics & gynecology, and surgery. Rochester General Hospital (RGH) is a 526-bed, tertiary health care facility located on Rochester's north side. Since its incorporation in 1847, Rochester General has become a major community and teaching hospital serving Rochester, the south shore of Lake Ontario and the Finger Lakes region. Rochester General offers medical education and health care services in a number of medical disciplines, specialties, and subspecialties. It provides inpatient and outpatient care as well as primary care delivered through a network of physician practices in Monroe and Wayne counties.

The rotations in which the students participate are in areas with an accredited residency-training program and the affiliation agreement contains all the parameters suggested by the State Education Department. Students who attend Rochester General Hospital (RGH) for clinical education must:

- ◆ Complete all required education in basic medical sciences;
- ◆ Pass the USMLE Step I Examination, and;
- ◆ Meet New York State requirements at RGH for clinical observation and experience for clinical field work at RGH especially in the areas of internal medicine, obstetrics and gynecology, radiology, surgery, and elective rotations in internal medicine, obstetrics and gynecology, and surgery;
- ◆ RGH has accredited residency programs in each of these specialties.

According to the terms of the affiliation agreement, students at RGH are permitted to rotate through the Departments of internal medicine, obstetrics & gynecology, radiology, and surgery and professional staff members of RGH will provide appropriate supervision.

RGH will also provide faculty preceptors, residents, and/or interns acceptable to the University as student instructors to provide guidance, instruction, and feedback to the students

and act as intermediaries between the medical students and the staff. The University will grant supervising physicians faculty appointments in accordance with its faculty appointment policy.

At all times, the University shall have responsibility for the administration of the program, including the curriculum content, the requirement of matriculation, grading, graduation, and faculty appointments.

RGH requires health insurance for all medical students and will, through the terms of the insurance, provide initial emergency medical care for students who are injured or become ill while on rotation.

On June 27, 2005, staff from the New York Education Department visited RGH and met with Anthony Fedullo, MD, Medical Director, Chief Quality Officer and Director of Medical Education; Karen Balta, Administrative Director of Medical Education; and Ralph Doerr, MD, Chair, Department of Surgery; Earlando Thomas, MD, Chair, Department of Obstetrics and Gynecology; Robert George, MD, Chair, Department of Radiology; and Walter Polashenski, MD, Chair, Department of Internal Medicine. No students from the University were currently participating in clinical rotations at RGH. In summary, the visiting team found that:

- The RGH DME is experienced and dedicated to medical student education;
- There is a core of dedicated full-time faculty and extensive teaching space;
- There is a spacious, modern, and comprehensive library with internet access that is available to AUC students;
- AUC students are completely integrated with other medical students from U of R, Ross, and Saba;
- RGH has 10 fully-accredited GME programs;
- RGH has the ability to teach all 3rd year core clerkships except psychiatry;
- RGH has excellent student support services; and
- RGH has a comprehensive student orientation module.

The team concluded that RGH has a well-developed medical education program with demonstrated success in student (University of Rochester, Ross University, and Saba University) and GME education. It has more than adequate resources and faculty to accomplish the terms of the affiliation agreement with the American University of the Caribbean.

Summary

Based on its observations and findings, the team concluded the program of medical education of the American University of the Caribbean is functioning effectively in preparing students to engage in clinical clerkships in New York State, and an adequate clinical training program has been established at Rochester General Hospital. The observations include but are not limited to:

- The process for admission continues to be clearly stated, available to all applicants, understood by the faculty and administration, and closely followed by the administration;
- The Board of Directors comprises a diverse group of individuals who effectively carry out the ongoing evaluation and development of the University and its program of medical education;
- The administrative and governance systems of the University continues to be well structured and allow the school to accomplish its objectives;
- The Coral Gables facility has an efficient and effective staff that provides support and development to the areas of admissions, financial aid, information technology, tracking of students in clinical sites, and in the marketing of the medical education program;
- The development of an effective system for monitoring clinical sites by clinical department chairs for the purpose of quality assurance;
- Equipment necessary to support instruction and student performance appears to be provided in ample quantity and quality;
- Each clinical site has a detailed orientation program for newly assigned students;
- The Department of Psychiatry provides a high level of planning and quality control of the clinical educational process;
- The revised and enhanced admission standards should provide a larger number of better prepared and more qualified students;
- The student scholarship program has been well received by both faculty and students;
- The physical plant is excellent, well maintained, and meets the educational, recreational, and social needs of the students;
- The introduction and broader use of the NBME “shelf” exams has added a useful external yardstick for the partial evaluation of the teaching programs;
- All students have access to the internet and have personal e-mail accounts available to them through the University’s server;
- The library adequately meets the needs of the students and faculty;
- The supply of cadavers is adequate;
- Development of a medical ethics course;

- Faculty members have opportunities for personal and professional development through modest financial support to attend meetings and other off island events;
- There is an on-going faculty evaluation program in place that involves peer and student evaluations. This occurs in both the basic science and clinical (via the internet) education;
- The audio-visual support in laboratories and classroom is very good and positively supplements the basic science, and preclinical education of students in the medical education program;
- Development of clinical affiliations that would permit students to complete all, or nearly all of their core clinical rotations at a single affiliate;
- The students are highly motivated and very supportive of AUC;
- The students health-care, recreational, psychological, and education needs are considered to be important aspects of the lives of all students and are well supported by the University; and
- Development of a program for the recruitment of students native to the Caribbean;

Areas that the team considers in need of improvement are:

- Development of a strategic planning process that involves all aspects and members of the campus community;
- The strategic plan should include projected enrollment figures, and budget and facilities planning to support that enrollment;
- Methods and criteria for evaluation of the new curricular structure that will begin in September, 2005, should, in conjunction with the faculty, be established and widely disseminated;
- A formal written job description for departmental chairs and a formal written program of evaluation of chair performance should be put into place. This is essential for proper oversight of the educational programs during clinical training. Effective quality control of student clinical programs must be a high priority item for the school;
- The role of clinical chairs should be better developed and understood;
- There is no formal advisory program for clinical students;
- Promotional criteria should be better communicated to faculty;
- It would be desirable to provide the responsible faculty, particularly the clinical chairs, more complete information on student performance across the multiple training sites;
- The new curriculum may require increased numbers of faculty to appropriately deliver these programs. It is important to provide these resources as the number of students increase;
- Some faculty have expressed that additional education and information technology training for faculty would be useful and appreciated;

- An evidence-based practice approach to healthcare should be developed and introduced into the curriculum;
- The University should continue to seek clinical training sites that offer the entire “core” clinical year at one location; and
- Students requested more information and data on the programs provided by the various clinical sites in order to make informed decisions concerning training site choices.

The team recommends that the University furnish the Department with a report by May 1, 2007 on any developments in the medical education program in the University, especially those concerning the recruitment of a dean, student recruitment, the enrollment, faculty, facilities, curriculum, student services, or clinical education. The report should focus on the areas of concern noted above and the program of clinical education in New York State. An interim site visit may be considered at the time of submission of the report should conditions warrant as determined by the Department.