

NEW YORK STATE EDUCATION DEPARTMENT

Report of a visit to

St. Matthew's University
School of Medicine
P.O. Box 32330 SMB
Safe Haven, Leeward Three
Grand Cayman, Cayman Islands, BWI
March 12-16, 2006

and

Wyckoff Heights Medical Center
Brooklyn, NY
July 25, 2006
Via Conference Call

and

St. Matthew's University
Portland, ME
May 16, 2006

and

St. Matthew's University Stateside Office
Oviedo, FL
May 22, 23, 2006

INTRODUCTION

The objective of the site visit was to re-evaluate the preclinical component of the program of medical education of St. Matthew's University School of Medicine that takes place on Grand Cayman Island, BWI 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 on Grand Cayman Island was to assess that part of the university's program of medical education, primarily the basic medical sciences, which prepare students for clinical training. The purpose of the visit to Wyckoff Hospital and Medical Center and the Stateside Office in Oviedo Florida, and St. Matthew's staff in Portland Maine was to assess the clinical training and graduate school option which are offered to medical students, to review faculty and student records, and to meet with academic and administrative officers of the University and the college regarding the structure for monitoring and supervising clinical training and other education that takes place in New York State and Maine.

THE TEAM

Bernard Pollara, MD PhD

Chief of General Pediatrics
University of South Florida
School of Medicine
Tampa, FL

John Horton, MD

Professor of Medicine, Associate Dean
Moffitt Cancer Center
Tampa, FL

John Morley, MD

Albany Medical Center
Medical Director
Albany, NY

Thomas J. Monahan, MA

Executive Secretary
New York State Board for Medicine
Albany, NY

Douglas P. Elkins, MS

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

Leo Sullivan, MD

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 informational handouts distributed during the site visit. Student and faculty records and curricular materials were examined on Grand Cayman, in Oviedo, Florida and the campus in Portland, Maine. The team inspected academic facilities on Grand Cayman Island and hospital facilities in New York State. The team members interviewed administrative officers, faculty members, support staff, and students on Grand Cayman Island, in Oviedo, Florida, at the Portland Campus, and in New York State clinical affiliates. On the basis of these activities, the following observations related to appropriate sections of the Guidelines for the Evaluation of Medical Programs are presented with the respect to the program of medical education offered by St. Matthew's University School of Medicine.

FOREWORD

In July 2001, 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 formally requested that an evaluation of its medical education program be undertaken. The initial site visit to St. Matthew's University was carried out on Grand Cayman Island in September of 2003, in New York State in February of 2004, and in Oviedo, Florida and Portland, Maine in January 2004.

St. Matthew's University School (SMU) of Medicine was conceived in 1996. The goal was to create a medical school of the highest quality and to provide students with opportunities to learn medicine in an environment conducive to learning which includes small classes, low student/teacher ratios, state of the art computer accessibility (including unlimited internet access), well equipped laboratories and a highly trained faculty that places the students' needs as first priority.

The charter class was formed in September 1997 and consisted of 23 students. St. Matthew's University has now completed eight full calendar years plus on semester as of December 2005. The following table shows the enrollment growth in the 25 completed semesters of its existence.

<u>Semester</u>	<u>Alumni</u>	<u>Current Or LOA</u>	<u>Withdrawn Or Dismissed</u>	<u>Total</u>	<u>%Alumni/ Continuing</u>
09/97	12		11	23	52%
01/98	16		2	18	89%
05/98	12		2	14	86%
09/98	32		10	42	76%
01/99	30		14	44	68%
05/99	33		8	41	80%
09/99	46	1	20	67	70%
01/00	40	0	12	52	77%
05/00	40	1	10	51	80%
09/00	63	0	23	86	73%
01/01	14	3	13	30	57%
05/01	15	5	5	25	80%
09/01	39	11	20	71	70%
01/02	19	11	14	44	68%
05/02	2	13	4	19	79%
09/02	31	64	15	110	86%
01/03	16	61	11	88	87%
05/03	7	54	13	74	82%
09/03	0	98	15	3	87%
01/04	2	16	15	84	82%

05/04	1	45	6	52	88%
09/04	0	156	12	168	93%
01/05	0	140	18	158	89%
05/05	0	99	4	103	96%
09/05	0	177	3	180	98%
01/06	0	127	3	130	98%

As of February 2006 SMU has a total of six hundred and sixty three (663) students in basic sciences (first two years) and two hundred and eight six (286) students in clinical rotations (third and fourth years). There are also eighty three (83) students in the National Board semester and eighty six (86) students on a University approved leave of absence. That is a total of one thousand one hundred and eighteen (1118) registered students as of February 2006. In addition, St. Matthew's University School of Medicine has four hundred and sixty four (464) students who have graduated. Nineteen have completed residencies and are currently licensed in various states. However, most are currently in residency programs in the United States.

The attrition rate from 1997 through April 2002 was in the range of 30% on the average. From May 2002 through August 2005 the attrition rate was approximately 8% on the average. The most noticeable increase in attrition was from January 2001 through May 2002. It was during these times that there was relocation from Belize to Cayman and following that move three years ago enrollment has significantly stabilized.

SMU now has clinical rotations in several U.S. states as well as in the United Kingdom. All students who study in their junior (3rd) year abroad do so in St. Matthew's affiliated teaching hospitals. All students are urged to complete their fourth year (selectives and electives) in U.S. teaching hospitals.

In the spring of 2002 SMU was recipient of the TERI loan program, an excellent complement to the Med-Achiever loan program. Through the TERI loan programs students can borrow up to the full cost of attendance with or without a cosigner.

In 1998 SMU established an affiliation with St. Joseph's College of Maine. In 2002 SMU established an affiliation with Sussex University in Brighton, England.

Through the St. Joseph's College of Maine program students can earn a fully United States accredited, Masters in Health Services Administration. This degree is designed to provide training in the management of a private practice or working within the hospital system. This degree, though separate from the MD degree, is integrated around the MD studies. The affiliation with St. Joseph's College will terminate in 2007 and the University will establish a similar affiliation with another university that will become effective at that time. An affiliation with Bowdoin College and other post secondary schools is under review. The current affiliation with St. Joseph's will remain in effect to accommodate all currently enrolled students but the program will not be available for the enrollment of additional students.

An affiliate program at Sussex University in England is designed to provide students from programs other than pre-medicine to complete a comprehensive two (2) year premedical program, which would qualify them for entrance into the St. Matthew's medical program.

In 2002 St. Matthew's University School of Medicine located the Basic Science teaching facilities in the Cayman Islands. The Facility includes spacious classrooms, a large resource room and library, laboratories, student lounge, and administration and faculty offices. The current research foundation is located in Grand Cayman. The campus is fiber optic wired and has a state of the art computer system. The campus is wirelessly connected so that all students can obtain server stored materials and access the internet to search journals and reference textbooks. St. Matthew's utilizes a state of the art video conference system capable of 60 frames per seconds. This resource allows for the Maine and Cayman campuses, as well as the administrative offices such as Financial Aid and the Clinical Department to be connected in real time. It also allows for basic science to be connected to any of our affiliated hospital sites to participate in seminars, procedures, etc.

While attending Saint Joseph's College, a student is also enrolled as a student at St. Matthew's University and takes Pathology I & II and Pharmacology and Therapeutics at the St. Matthew's classroom facility near SJC and coursework in Patient Care at Maine Medical Center and Mercy Hospital in Portland. Through this affiliation, it is possible for a St. Matthew's student to complete their entire second year of medical education at SLC in Standish Maine. After completing their second year of studies at SJC, students begin their clinical rotations at clinical education sites in the United State, Canada, and the United Kingdom.

The growth in enrollment over the past five years can be seen from the table below.

ENROLLMENT DURING THE PRIOR FIVE YEARS:

YEAR	TOTAL	1 ST YEAR STUDENTS	2 ND YEAR STUDENTS	3 RD YEAR STUDENTS	4 TH YEAR STUDENTS	GRADUATES	OTHER
2002/03	534	161	142	165	66	60	41
2001/02	428	121	93	166	48	52	
2000/01	422	123	113	144	42	38	
1999/00	290	140	80	63	7	4	
1998/99	195	117	49	29	0	1	
1997/98	69	69	0	0	0	0	
1996/97	N/A						

SMU has reported having clinical rotations in several U.S. states as well as in the United Kingdom. All students completing core clerkships do so in St. Matthew's affiliated teaching hospitals. The University reports that it urges all students to complete their fourth year selectives

and electives in U.S. teaching hospitals and that all graduates are eligible for licensure in Grand Cayman Island.

In 1998 SMU established a financial aid program affiliated with Key Bank of the U.S., in which qualified students may receive Med-Achiever loans up to the full cost of attendance. In the spring of 2002, SMU was approved for participation in the TERI loan program, which may be used to complement the Med-Achiever loan program. Currently, the financial aid available to students is reported as:

Health Xpress Loans

The Health Xpress Loan from Student Loan Xpress provides students with a opportunity for a solution to finance Health Profession studies. With the Health Xpress Loan, you'll find everything you need. The Student Loan Xpress organization has a combined 100-year history of making the educational loan process that is available and easy to understand.

TERI Loans

TERI loans are available to qualified borrowers with or without a cosigner. Loans are fully deferred in repayment through the residency and are available for up to the total cost of attendance.

Students can go online to complete an application for a TERI Loan. A decision for approval will be made generally within five business days. Students can call a customer service number to check on the status of their loan.

Once the loan is approved, it is necessary to complete the "Borrower Section" of the loan application and send this to the U.S. office in Oviedo, Florida where the Director of Financial Aid will certify it. The certified application is then sent to TERI for processing and disbursement. Tuition, fees, and any outstanding balances are deducted from the financial aid amount sent from TERI. St. Matthew's, on a loan authorization form, will request a preference for a refund in the form of a wire transfer to an account or a check processed and sent to a specified address.

CanHelp Loans

Canadian citizens are eligible to receive financial aid up to the cost of attendance through the TERI administered CanHelp loan program. Applications can be obtained on line with TERI or through the Oviedo, Florida office. Like TERI loans, the CanHelp loans provide qualified borrowers (with or without a cosigner) educational loans that are fully deferred in repayment through the residency.

Canadian Loans

Canadian citizens may apply for assistance under the Canadian Student Loan Program through the Ministry of Education in their home province. Interested students should contact their banks and provincial Canadian Student Loan Offices for details and applications.

SMU Financial Aid Forms

There are a number of SMU financial aid forms that must be completed and returned before the Financial Aid Office can make an award. One form requires students to make a list of all their expenses. This exercise assists students in developing a budget before coming to the island. Only borrow what you need. Remember- loans must be paid back. Most loan programs defer payment while the student is in school and up to four years into residency. Students should contact the U.S. office to obtain Financial Aid forms or e-mail the Director of Financial Aid at fa@smucayman.com. Forms can be e-mailed to you. Financial aid renewal forms that must be completed each calendar year will be provided to you.

The Veterans' Administration (VA) has determined that eligible veterans who attend the medical curriculum at the University may receive financial assistance from the VA.

In 1998 SMU established an affiliation with St. Joseph's College of Maine. Through the St. Joseph's College of Maine program, students may earn an accredited, Masters in Health Services Administration. This degree is oriented toward management of a private practice or working within the hospital system. This degree, though separate from the MD degree, is integrated within the MD clinical curriculum. There are currently 224 students in the Masters of Health Science Administration program at St. Joseph's College.

In 2002 St. Matthew's University School of Medicine relocated the Basic Science teaching facilities from Belize to Grand Cayman Island. The preexisting facility includes classrooms, a resource room and library, laboratories, student lounge, and administration and faculty offices. The research foundation has also relocated to Grand Cayman Island. The campus is fiber optic wired and has a fully functional campus-wide computer system. The campus is wirelessly connected so that all students can obtain server stored material; go on the web, search journals and reference textbooks. St. Matthew's has recently purchased a video conferencing system capable of 60 frames per second. This resource allows the campus in Windham, Maine and the Cayman island campus to be connected in real time. It also allows the basic sciences to be connected to any of the affiliated hospital sites to participate in seminars, procedures, etc.

The University reports that the ownership of the University is vested in Michael A. Harris, MD, Galen Swartzendruber, MD at 1005 College Blvd. West, Suite B, Niceville, FL, and Equinox SMU Partners LLC, 41 Putnam Avenue, Greenwich, CT.

The University's legal authorization to operate as a medical school was granted on April 21, 1997 in Belize, C.A. and on April 19, 2002 in Grand Cayman, BWI. Honorable Roy Bodden, MLA, JP who is the Minister Responsible for Education, Human Resources, and Culture in

Georgetown, Grand Cayman, B.W.I granted the University's current charter on Grand Cayman Island. A current copy of the University's charter was made available and reviewed by the visiting team.

THE UNIVERSITY'S MISSION

The University's mission is communicated to students and staff in the University's view book. The mission is to develop socially responsible physicians skilled in the art and science of medicine. This mission is achieved by offering qualified students from around the globe:

- § The knowledge and skills needed to practice medicine in the 21st century;
- § The judgment and confidence necessary to become competent physicians;
- § The pursuit of knowledge outside the classroom, both during their tenure at St. Matthew's and throughout life;
- § The environment in which students and faculty interact with each other, patients, and the community with compassion and integrity; and
- § The engagement of faculty and students in the understanding and active practice of research which furthers their knowledge of the process of science and increases their appreciation of the balance between research and the artful practice of medicine.

ADMINISTRATION

The governance of the affairs of the University is vested in a Board of Trustees. The Board of Trustees, according to the By-Laws, has the power to delegate authority. This delegation is made primarily to the President 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. The reporting lines of the University were distributed to the visiting team in the form of an organizational chart. At the time of the visit the members of the Board of Trustees were:

Elizabeth G. Armstrong, PhD, Associate Professor of Pediatrics, Harvard Medical School, Boston Massachusetts.

Mark Stewart Calkins, MD, Practicing Physician, Niceville Florida.

Steven P. Deheny, MD, Practicing Physician, Niceville Florida.

James R. Richburg, EdD, President, Oskaloosa Community College, Niceville Florida.

Jerry W. Thornton, PhD, President of the University

Michael A. Harris, MD, Co-Chair

Steven C. Rodgen, MBA, Co-Chair

The responsibilities of the Board of Trustees are outlined in the By-laws of the Board:

Board of Trustees By-Laws
St. Matthew's University School of Medicine

1. There shall be a Board of Trustees appointed to exercise general supervision of the St. Matthew's University School of Medicine Limited.
2. The Board if Trustees shall comprise no more than six persons appointed in the first instance for periods of one to five years in order that at the end of each year the term of office of at least one of the members shall expire. Thereafter the successor of each member shall be appointed for a period of two years successively.
3. No person employed by the company shall be a trustee and no relative of a member of staff of the company shall be a trustee. No trustee shall take or hold any pecuniary interest in any property held or used of the purposes of the school or receive an remuneration for his services nor shall he have any pecuniary interest direct or indirect in any contract or proposed contact relating to the school.
4. The Board of Trustees shall hold a meeting at least once every semester and such other meetings as may be necessary for the efficient discharge of its functions.
5. The trustees shall elect a Chairman and a Vice-chairman each year from among their members and each of them shall continue in office until their respective successor is appointed.
6. No business shall be transacted at a meeting of the Board of Trustees unless at least three trustees are present.
7. Every question to be determined at a meeting of the trustees shall be determined by a majority of the votes of the trustees present and voting on the question and where there is an equal division of votes the Chairman of the meeting shall have a second or casting vote.
8. The President of the company or his appointee shall act as secretary to the Board of Trustees and shall cause minutes of the decision of the Board of Trustees to be recorded and reported to the company forthwith.
9. The principal functions of the Board of Trustees shall be to exercise general supervisory role over the functioning of the schools of the University and their capacity to perform their objectives in pursuit of excellence as a scholarly tertiary educational facility in medicine and shall in consultation with senior administrative and faculty representatives:
 - a. Approve board institutional policies;
 - b. Provide institutional directions and guidance;

- c. Approve appointment of senior administrative and academic staff;
- d. Approve institutional by-laws, codes, or regulations, for assigning responsibilities and duties between administration and faculty; for establishing and making provisions for student and faculty associations; for academic committees for student admission, for evaluation and promotion of students, for curriculum development, for library facilities, for research, and for resolution of grievances.
- e. Upon the recommendation of the faculty, the Board of Trustees shall confer degrees on students who have satisfactorily completed the program of study at the University.

The reporting lines of the University were distributed to the visiting team in the form of an organizational chart.

According to the most current database submitted by the University, the administration of the school of medicine comprises the following members with their responsibilities:

CHIEF EXECUTIVE OFFICER, President, CEO and COO

Jerry W. Thornton, PhD

- Reports Directly to the Board of Trustees.
- Is the Secretary and Non-voting member of the Board of Trustees.
- Serves as a member of the Corporate Board of Directors.
- Develops the long term, strategic plan for the University, to ensure it's continued growth and development and the continued improvement of the quality of education and service provided.
- Is readily available to serve as advisor and consultant to and is the reporting authority of the following University's Officers:
 - Executive Dean and Chief Academic Officer
 - Vice-President on all operational matters
 - Chief Financial Officer on all fiscal matters
 - Legal Counsel on all corporate as well as political issues
- Submits any major policy changes proposed by the Officers to the Board of Trustees for their deliberation.
- Is liaison between the Officers and the Board of Trustees and keeps the Board of Trustees informed on all matters pertaining to the University.

CHIEF OPERATIONS OFFICER,

Jerry W. Thornton, Ph.D., President

- Reports directly to the Chairman of the Board of Directors.
- Is responsible for the oversight of all governmental regulatory matters including the preparation of the annual State licensing or approval data bases.
- Assists in the final preparation of the annual accreditation data base.

- Is the point of contact with the Accreditation Commission on Colleges of Medicine.
- Assists the Board of Directors on matters as requested.
- Assists in the long term economic development and impact of the University.

CHIEF ACADEMIC OFFICER, Executive Dean
Gordon Green, MD (Cayman)

- Is the Chief Academic Officer of the University.
- On the University Organizational Chart is responsible to the President and is responsible for the Deans of Basic and Clinical Sciences as well as the Dean of Student Affairs.
- Is responsible for the development, revision, and implementation of the academic curriculum from the basic sciences through clinical science.
- Submits an annual report to the president on the state of the University.
- Approves the faculty appointments.
- Is the officer in charge of the annual University wide self-study.
- Serves as the University's chief liaison on all academic and curricular matters to the Accreditation Commission on Colleges of Medicine (ACCM).
- Formulates or approves general University policy and academic priorities.
- Oversees the academic administration and coordinates initiatives in graduate education.
- Approves the academic budgets.
- Fosters collaboration across the University and oversees policies and practices that affect the academic life of the university as a whole.

DEAN OF BASIC SCIENCES, Dean of Basic Science
Ezzeldin Nasser, MD, PhD

DEAN FOR CLINICAL SCIENCES, Dean of Clinical Sciences
John Randell, MD

DEAN FOR STUDENT AFFAIRS, Dean of Student Affairs
Stephen Heller, PhD

REGISTRAR
Janie Crews, M.A.

CHIEF FISCAL OFFICER,
James C. Thomas, MBA

The database also listed the hospital coordinators as members of the administration:

CLINICAL SITE	LOCATION	COORDINATOR
UNITED STATES		
Christian Hospital/BJC System	11133 Dunn Road, St. Louis, MO 63136	Lawrence J. Billy, M.D., F.A.C.S./ Cathy Billy
Florida Hospital-Kissimmee/Orlando	2450 N. Orange Blossom Trail, Kissimmee, FL 34744	Kris Gray, M.D.
Genesys Regional Medical Center	One Genesys Parkway, Grand Blanc, MI 48439	Robert E. Sutton, Ph.D., V.P. of Academic Affairs/Kathy Johnson, Coordinator, Undergraduate Medical Education
Harbor Hospital Center	3001 S. Hanover Street, Baltimore, MD 21225	Richard B. Williams, M.D./Rosanne Liverpool, Student Education of Medicine
Jackson Park Hospital	7531 S. Stony Island, Chicago, IL 60649	Lakshmi Dodda, M.D., Program Director, FP Residency Program. Barbara Watkins, Medical Student Coordinator
Michael Reese Hospital	2929 South Ellis, Chicago, IL 60616	IM – Dennis Levinson, M.D., Chmn, Dept. of Medicine/Janine Daniels OB/Gyn – Vybert P. Green, M.D., FACOG/Clarice Moore Psych – Jolly Anand, M.D. Surgery – Joseph T. Sheridan, M.D.,F.A.C.S./Linda Frank
Peninsula Hospital Center	51-15 Beach Channel Drive, Far Rockaway, NY 11691	Gerald Teplitz, D.O., Dept. of Graduate Medical Education/Cathy Murphy, Coordinator
Provena St. Joseph's Hospital	77 N. Airlite, Elgin, IL 60123	Charles Cavallo, M.D., V.P. of Medical Affairs/Rita Martin, Coordinator
Ridgeview Institute	3995 South Cobb Drive, Smyrna, GA 30080	Jeffrey Klopper, M.D./Paulette and/or Arlene Kish
Sacred Heart Women's Hospital	5151 N. 9 th Avenue, Pensacola, FL 32504	Clyde Dorr, II, M.D., Program Director/Joann Laurene
Sheppard Pratt Hospital	6501 N. Charles Street, Baltimore, MD 21285	Neal Sandson, M.D., /Debby Ross
Southwest Hospital & Medical Center	505 Fairburn Road, S.W., Atlanta, GA 30331	Dennis Turner, M.D. /Timika Jones
St. Agnes Hospital	900 Canton Avenue, Box 42, Baltimore, MD 21229	IM – George Lawrence, M.D.,F.A.C.P./Marge Kelly SURG-John Singer, M.D., FACS/Jo Phillips
Saint Anthony Hospital	2875 West 19 th Street, Chicago, IL 60623	OB/GYN – Dorval R. Carter, M.D., FACOG/Belinda Cadena, Coordinator, Medical Students
St. John's Episcopal Hospital	327 Beach 19 th Street, Far Rockaway, NY 11691	Margo Spitzer, MD /Carol Greco
Synergy Medical Education Alliance	1000 Houghton Avenue, Saginaw, MI 48602	Christine Rohr, D.O., FAAP, FACOI, Chief Academic Officer /Deana Ingram, Medical School Coordinator
Wyckoff Heights Medical Center	Executive Suites – Fifth Floor North, Room 517, 374 Stockholm Street, Brooklyn, NY 11237	E. Kenneth Freiberg, D.O., V.P. for Medical Education/Julius Romero, Educational Coordinator
CANADA		
Hotel-Dieu Grace Hospital	1030 Ouellete Avenue, Windsor, Ontario N9A 1E1	Paul Ziter, M.D./Joan Mavrinac, Director, Medical Administration
Windsor Regional Hospital	Metropolitan Campus, 1995 Lens Avenue, Windsor N8W 1L9	Gary Ing, M.D., F.A.F.P., Chief of Staff
CLINICAL SITE	LOCATION	COORDINATOR

The United Kingdom		
Barnsley District General Hospital Education Center	Gawber Road, Barnsley S75 2EP, UK	A. O. Adebajo, M.D., Assoc. Dir. for Undergraduate Medical Education /Judith Pollard, Medical Student Liaison Officer
Brighton General Hospital	Sussex Postgraduate Centre, Elm Grove, Brighton, East Sussex BN2 3EW, UK	John Hartley, M.D./Claire Rhodes
Stepping Hill Hospital	Ash House, Poplar Gove, Stockport SK2 7JE, UK	Lisa Rees, M.D., Asst. DGM/Jose Robertson
Whipps Cross Hospital	Medical Education Centre, Whipps Cross Road, Leytonstone, London E11 1NR, UK	Peter Cole, M.D./Basanti Narine

Also included under the administration portion of the database were the departmental chairs of the academic departments.

Basic Science Departments

Department of Gross Anatomy, Histology and Cell biology, Embryology, and Neuroscience:

- § Gross Anatomy I and Embryology; Gross Anatomy II, Histology and Cell Biology, Neuroscience

Department of Pre-Clinical Medicine:

- Introduction to Medicine, Patient-Doctor I, II, III, IV, Clinical Therapeutics, Psychiatry & Bioethics

Department of Pathology and Microbiology:

- § Pathology I and II, Microbiology and Immunology, Biostatistics and Epidemiology

Department of Physiology and Molecular Science:

- § Physiology I and II, Pharmacology and Therapeutics, Genetics, Biochemistry and Nutrition

The University considers the chairs of each of the departments as administrative personnel. At the time of the visit the chairs were listed as:

Updated Table

<u>Department</u>	<u>Chair</u>	<u>Year App' ted</u>	<u>Degree</u>	<u>Where obtained</u>
		<u>Cayman Campus</u>		
Anatomy	R.N. Sreenathan	2005	Ph.D.	Banaras Hindu University
Pathology/ Microbiology	Ezzeldin Nasser	2005	M.D. Ph.D.	Grace University S.O.M. New York Medical College

Pre-Clinical Med. Tamer Tadros

2006

M.D. Erasmus University,
Ph.D. Rotterdam, Netherlands

Physiology Veera Gowda

2005

M.D. Kasturba Medical College

The database document prepared by the University in preparation for the site visit also contained a list of all standing committees of the faculty and the names of the name of chairperson and members comprises:

<u>Committee</u>	<u>Number of Members</u>	<u>Chairperson</u>	<u>Appointed By</u>	<u>Responsible To</u>
Faculty Promotions, Development, & Welfare	4	Barry Robson	Faculty Senate	Dean of Basic Sciences
Special Review & Student Grievances	4	Andy Vaithilingam	Faculty Senate	Dean of Basic Sciences
Research	5	Andy Vaithilingam	Faculty Senate	Dean of Basic Sciences
Curriculum	7	Isam Zaza	Faculty Senate	Dean of Basic Sciences
Technology & Medical Information Technology Committee	4	Sarah McField	Faculty Senate	Dean of Basic Sciences
Student Promotions	5	Ezzeldin Nasser	Faculty Senate	President
Student Disciplinary	5	William Taylor	Faculty Senate	Dean of Basic Sciences
<u>Committee</u>	<u>Number of Members</u>	<u>Chairperson</u>	<u>Appointed By</u>	<u>Responsible To</u>
Student Awards & Orientation	8	Sara Cyr	Faculty Senate	Dean of Basic Sciences
Student Admissions	4	James Pringle	Vice President	President
Safety	4	Steven Heller	Faculty Senate	Dean of Basic Sciences
Faculty Search	4	Ezzeldin Nasser	Faculty Senate	President

RESOURCES

The physical resources dedicated to the instruction and housing of medical students at the time of the 2006 visit comprised:

BUILDING NAME SAFE HAVEN LEEWARD THREE	YEAR COMPLETED	NET USABLE SQ. METERS	LOCATION IN REFERENCE TO MAIN CAMPUS	FUNCTION
1.Faculty Offices	1991	473	On Campus	Faculty Offices
2.Classroom 1	1991	168	On Campus	Teaching
3.Classroom 2	1991	110	On Campus	Teaching
4.Classroom 3	1991	186	On Campus	Teaching
5.Classroom 4	1991	121	On Campus	Teaching
6.Library	1991	439	On Campus	Teaching/ Research/ Study Area
7.Anatomy/ Pathology Lab	1991	297	On Campus	Teaching/ Research/ Study Area
8.Histology/ Microbiology Lab	1991	110	On Campus	Teaching/ Research/ Study Area
9.Clinical Skill Lab	1991	149	On Campus	Teaching/ Research/ Study Area
10.Student Services	1991	248	On Campus	Student Services

The database listed the following teaching facilities that were reviewed by the visiting team at the time of the 2006 site visit.

NAME	WHICH BUILDING	NUMBER OF SEATS	AUDIO-VISUAL FACILITIES YES OR NO
1. All Basic Sciences Grand Cayman	Classroom 1, 2 nd Floor	155	Overhead, In focus, slide projector, Video Conference
2. All Basic Sciences Grand Cayman	Classroom 2, 3 rd Floor	110	Overhead, In focus, slide projector, Video Conference
3. All Basic Sciences Grand Cayman	Classroom 3, Leeward 4	174	Overhead, In focus, slide projector, Video Conference
4. All Basic Sciences Grand Cayman	Classroom 4, Multi-Media Room	100	Overhead, In focus, slide projector, Video Conference
5. Basic Science 4 th Semester- Maine	Classroom 1	100	Overhead, In focus, slide projector, Video Conference
6. Basic science 5 th Semester- Maine	Classroom 2	100	Overhead, In focus, slide projector, Video Conference

The University characterized the teaching facilities in the database as comprising the following facilities:

Student Laboratories:

Anatomy dissecting room
 Anatomy microscopic lab
 Biochemistry lab
 Microbiology/histology lab
 Physiology/neuroscience lab
 Pathology lab

Yes or no and capacity

Yes, with twenty cadaver tables
 Yes, with seventy student seats
 No
 Yes, with sixty student bench spaces
 Yes, with sixty student work seats
 Yes, no scopes indicated by the database,
 taught by power point slides

Special Resources

Medical photography and illustration No
 Electronics shop No
 Computer, data processing Yes
 Printing, duplicating, reproduction shop No
 Machine shop No
 Audio visual-multiple media viewing area Yes

The University had no housing facilities for laboratory animals such as dogs, cats, rats, guinea pigs, mice, or other laboratory animals.

The Library

Sarah McField is the Head Librarian. Appointed in 2004 she is a graduate of the University of British Columbia with a MILS degree. As the organizational chart shows, she reports directly to the Dean of Basic Science. The library serves only St. Matthew's University School of Medicine and has hours that accommodate the schedule and needs of St. Matthew's students.

CAYMAN CAMPUS

DAY	OPENING TIME	CLOSING TIME
SUNDAY	8:00AM	1:00AM
MONDAY	7:00AM	1:00AM
TUESDAY	7:00AM	1:00AM
WEDNESDAY	7:00AM	1:00AM
THURSDAY	7:00AM	1:00AM
FRIDAY	7:00AM	1:00AM
SATURDAY	8:00AM	1:00AM
Extended hours during final exam week		

MAINE CAMPUS

DAY	OPENING TIME	CLOSING TIME
SUNDAY	8:00AM	10:00PM
MONDAY	7:00AM	6:00PM
TUESDAY	7:00AM	6:00PM
WEDNESDAY	8:00AM	12:00AM
THURSDAY	7:00AM	6:00PM
FRIDAY	7:00AM	6:00PM
SATURDAY	10:00AM	10:00PM

The limited hours of the Maine Campus, reflects the fact that the St. Matthew's students are in attendance at St. Joseph's College for graduate school classes that lead to the MPH degree.

Library Holdings

	# Volumes End of Year	# Volumes Added this Year	# Serial Titles Received End of Year	Participates in Inter-Library Loans
a. Medical School or Health Center Library	3,300-Cayman 2,000-Maine		58 Titles-print retrospective 20 Titles-print, current Over 750 titles-electronic access To EBSCO Biomedical Reference Collection & MEDLINE	Interlibrary Loan available through the National Library of Medicine DOCLINE
b. University Hospital Library		Varies		No
c. Affiliated Hospital Libraries (please list)	Affiliated Hospital Library Holdings 51,426	4,541	2,696	

Library Physical Plant

Library area	Square Meters	Seating Capacity
a. Reading areas	50	80
b. Stacks	18 Stacks 5 shelves high	
c. Offices	18	2
d. Staff workspace	18	5
e. Storage, off-site	25	
f. Conference rooms	35	20
g. Audio Visual Rooms	30 TV/VCR/DVD Combos	
h. Study carrels	180	20
i. Other	15	0

The Library staff comprises the Head Librarian mentioned earlier, three additional full-time non-professional staff, and one full-time professional staff. The Library is budgeted \$250,000 as a comprehensive full-time budget, comprising, \$160,500 for salaries and wages and \$90,000 for acquisitions.

*NOTE: The Library's online services and electronic resources complement the more traditional formats and are growing tremendously. Many Library services can now be accessed online and thousands of full text journals, ebooks, indexes and databases are available. The Virtual library has exceptional online databases including AccessMedicine.Com, UptoDate, and Harrison's online. In addition, EbscoHost comprehensive edition of the Biomedical Reference addition connects students to over 750 electronic journals and MEDLINE.

MAINE FACILITIES

St Matthew's also has a secondary campus in Windham, Maine that offers fourth and fifth semester basic science courses to University students who are enrolled in the MHSA graduate program at Saint Joseph's College in Standish Maine. The Windham facilities have a modest library, two lecture halls that seat approximately 60 students each, a few computer terminals, wireless internet available throughout the campus, and office for administrative and support staff. While at this educational center, the library of Maine Medical Center in Portland is available to the students. As a student at St. Joseph's College, all student facilities are available to enrolled students. This includes, the dormitory facilities, the dining hall, extensive recreational facilities, computer terminals, and the library.

FACULTY

The database included the following list of full-time and part-time faculty members in the school of medicine (including the Maine campus)

Basic Science	Full-Time				Total Full-Time	Part-Time (Paid)	Volunteer (Unpaid)
	Professor	Associate Professor	Assistant Professor	Instructor and other			
Anatomy		3		1	4	1	
Biochemistry		2			2		
Microbiology	1		1		2 (1)		
Pathology	1 (2)	1			3	(1)	
Pharmacology	(1)	1	1		2 (1)	(13)	
Physiology		1	1		2		
Histology		1			1		
Psychology/ Ethics		1			1		
Medicine		1	1		2	26	
Genetics		1			1	(4)	
Neuroscience	1	1			2		
Biostatistics	1				1		
Basic Science Totals	1	14	2	0	17	38	
Anesthesiology		1	4			1	1
Dermatology		1	4			1	1
Family Medicine		5	34			25	25
Internal Medicine		8	38			32	33
Neurology		2	10				
Obstetrics/Gynecology		3	18			25	27
Ophthalmology						1	1
Orthopedics						2	2
Otolaryngology		1	1				
Physical Medicine							
Pediatrics			16			13	14
Psychiatry		1	13			13	14
Public Health							
Preventive Medicine							
Radiology		3	4			2	2
Surgery		4	20			30	31
Urology			1			2	2

Emergency Medicine							2	2
Clinical Totals GRAND TOTALS Basic Sci. & Clinical		29	163	0	0		149	155

The Faculty Handbook clearly describes the processes and procedures employed by the University regarding faculty appointments and renewals, promotions and terminations, academic freedom personnel policies, the constitution of the Faculty Senate, and the institutional grading policy. 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 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

The University provided the following comprehensive table that shows the number of students that are currently enrolled in the medical education curriculum. The table also shows the respective attrition rates and the bases for the rates.

	1st Year		2nd Year		3rd Year		4th Year		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Beginning-year Class Size	444	39	220	19	269	24	196	18	1129	100
Dismissed/ Academic Failure	4	1	3	1	8	3	6	3	21	2
Withdrew in Poor Academic Standing	18	4	7	3	14	5	1	1	33	3
Transferred to Anther School	3	1	8	4	24	9	19	10	54	5

Total Student Attrition	25	6	18	8	46	17	26	13	115	10
Required to Repeat Entire Year	0	0	0	0	0	0	0	0	0	0
Require to Repeat One or More Courses but Less Than a whole year.	33	7	9	4	8	3	3	2	53	5
Total Number of Students in Academic Difficulty	33	7	9	4	8	3	3	2	79	7
Promoted to Next Year/Graduated	386	87	193	88	215	80	167	85	961	85

ADMISSIONS

At the time of the site visit, the team met and spoke with Gary McCutcheon, EdD, Director of Admissions and James Pringle, MD, Chairperson of the Admissions Committee. The admission criteria are clearly communicated in writing to each applicant and are applied fairly, accurately and without discrimination of any kind as outlined in the admission materials furnished to each applicant. The selection criteria for admission to the medical program were established in 1997 by the administration with faculty input and were submitted to the Board of Directors for approval. All criteria are published in the official university catalog and student handbooks after approval by the Board of Trustees. The criteria are clearly listed on the University's website. Student admission records are orderly, well organized and applicants are apprised of the status of their application throughout the admission process. As explained in the admission materials, the completed application file is not considered complete until the following have been received:

- § Completed application form
- § Personal statement
- § Three letters of recommendation
- § Official academic transcripts
- § TOEFL score of 550 or higher
- § MCAT scores (as available)
- § \$75 nonrefundable application fee
- § Six current passport photos
- § Scholarship request (if applying for scholarships)
- § Financial aid forms and information (if applying for financial aid)
- § Health insurance waiver form or application

Students with foreign academic transcripts (non-US) must have them evaluated by World Evaluation Services or a similar service that is a National Association of Credential Evaluation Services (NACES) member on a course-by-course basis.

Applicants must submit a personal statement with the application form. This offers an opportunity for the applicant to describe those personal attributes, characteristics, and interests that underlie the decision to study medicine. Participation in research projects, hobbies, and health-related employment or experiences may be considered in the deliberations of the admissions committee.

Using specific examples, the student should demonstrate the motivation and commitment to pursue a medical career and the ability to work with people. The University considers compassion, empathy, and the ability to deal with the everyday problems of life important qualities of medical students at St. Matthews University. Confidential appraisals by college advisors, instructors, or others are an important part of the application. These recommendations may include a letter from a peer. Recommendations should be sought from persons who know the applicant well and can give a concise and thorough assessment of the applicant's personality, industry, reliability, and motivation. Three letters of recommendation forms are included in the application packet. The letters are to be returned directly to St. Matthew's University.

Prior to admission, a completed undergraduate degree from an approved college or university is preferred. However, a student who has 90+ semester credit hours of earned college credits will be considered for admission. St. Matthew's University School of Medicine recognizes that since medicine deals with people, an understanding of literature, art, history, ethics, and philosophy is an asset to a physician. Science and Humanities are not mutually exclusive and both are viewed as necessary for the practice of medicine. It is strongly recommended that students be computer literate. Because all instruction is in English, students are required and expected to have adequate and appropriate conversational, written, literary and comprehensive competency.

Admissions specialists who share the task of assisting prospective students in the application process initially carry out the admissions process in the stateside office in Florida. Prospective student files are initiated when a student submits an application. The admission specialists work with the file until all documents are completed. The student may receive provisional admission in compliance with the regulations set forth by the Florida office. This allows a student with unofficial documents to be admitted contingent upon receiving those documents in a prescribed time.

Once the file is completed in the Oviedo, Florida office, the prospective student's file is electronically scanned and placed on the student database and immediately made available to the faculty committee in Grand Cayman. Students who meet all requirements for admission and who are favorably reviewed are generally accepted. Students who do not meet the requirements are denied admission. This most typically reflects students who have not met the required academic admissions standards. For students who have lower than three point grade point average, the Committee may rule to admit on a provisional basis, which may mean entering on academic probation or being admitted to an extended pathway program. The Admissions

Committee is made up of Basic Science teaching faculty who rotate on the Committee. The Faculty Admissions Committee makes all final decisions regarding acceptance to the medical school.

Students found to meet all admissions requirements and to possess the potential for success in the pursuit of a medical degree are interviewed in person or by phone. Each accepted student is forwarded a sealed acceptance certificate and all documents to assist them in the preparation for attending school, including book lists, housing information, immigration documents, and a helpful student guide about what all they need to know about attending school in Grand Cayman.

All accepted students have two weeks to submit a non-refundable seat deposit of \$500 which part of their first semester's tuition.

All admission criteria are published in the official university catalog and in student handbooks that are approved by the Board of Trustees. The criteria are as well listed on the official Internet site.

While admissions criterion do not specifically list "ability to finance education" as an admissions criterion, the University encourages a student to work with the student accounts and financial aid office to map a plan to provide for financing of their education. As graduate coursework is time dated, if a student cannot continue to provide funding for their studies, dropping out for extended periods can be costly and cause set backs toward their progress. The University makes every effort to ensure that students realize that once they begin their medical education, they should plan to pursue their program of study without breaks.

TRANSFER STUDENTS

All transfer students are required to meet the entrance requirements that are required of entering freshmen. That is, they must have a minimum of 90 credits of postsecondary college work in an accredited university inclusive of 8 credits of General Chemistry, Organic Chemistry, Biology, 4 credits of Physics, 6 credits of English, and 3 credits of Algebra and Psychology. Additionally they must have had a grade point average in the range of 3.0, three good letters of reference, a personal statement, and all official transcripts of all undergraduate work. Next, they must have an official transcript from their previous medical school and must not have been dismissed for ethical or behavioral reasons. Preference is given to students with 3.0 and higher grade point average while in medical school. They also must have a positive interview. Current policy requires that all transfer students come into the university no more advanced than in the beginning of the fifth semester of basic sciences. Students are to address in their personal statement why they seek transfer. All potential transfer students are advised as to the potential detrimental effects associated with transfer and encouraged to resolve their difficulties in their original medical school. If they are unable to, only then, does St. Matthew's give consideration for a transfer. Coursework considered for transfer must come from courses taken in a medical school listed by the WHO and approved by the ECFMG.

THE STUDENT HANDBOOK

The Student Handbook is a comprehensive and up-to-date document that is freely available and distributed to all students at the University. It covers such topics and policies as the University's mission, core competencies, registration and enrollment, grades and transcripts, the library, student services, readmission, dress code and conduct, attendance policy, the curriculum, and grievances.

COUNSELING SERVICES

Apart from classroom periods, professors are amenable to and readily available for individual consultation with students in their offices during posted office hours. The University provides a counseling service for students and members of their families. This service is available for any problems, large or small, whether related to academics, emotional problems, physical illness, or difficulties with spouse, parents, or friends, and is strictly confidential.

STUDENT ORGANIZATIONS, CLUBS, AND ACTIVITIES

The two primary student organizations on campus are the Student Government Association (SGA) and the American Medical Student Association (AMSA). All students enrolled in basic science classes at the University are automatically considered part of the student body and as such make up the constituency of the Student Government. Students who join the AMSA pay dues, receive special benefits, associated with membership in the organization, receive special benefits associated with membership in the organization and are eligible to run for office in the local chapter of the AMSA.

The Director of University Services must approve all campus student activities. Student Activity request forms are available from the staff in Leeward Building Three. Solicitation for students or groups for the purpose of selling merchandise or services, or obtaining contributions on campus or off campus by a University student or organization is subject to written authorization by the Director of University Services and/or the Dean of Basic Science.

STUDENT GOVERNMENT

Students from each semester class elect two students to serve as class representatives to the Student Senate, which is the primary student advocacy and administrative unit of Student Government. The Senate is led by an elected President and advised by the Director of University Services and the Director of Student Affairs. The Student Government periodically organizes educational and social events open to the entire student body, and holds fundraising events for the purpose of supporting the administration of Student Government sponsored programs and services.

The Student Senate is also responsible for the approval of students recommended by faculty committees to serve on various faculty committees and for making initial recommendations to the University's administration regarding charter approvals for new student organizations on campus.

AMERICAN MEDICAL STUDENT ASSOCIATION

The St. Matthew's chapter of the AMSA received its initial charter from the National AMSA Conference in April 2000. The AMSA has organized a number of grand rounds lectures on campus that cover topics of academic and professional interest.

STUDENT HOUSING

St. Matthew's University, School of Medicine acquired dormitory housing for 156 students in August 2003. Dormitory rooms will be priority for entering first semester students. The University Residence Hall provides for private rooms with numerous amenities including wireless internet, maid service, kitchens, telephone, cable, and swimming pool. Second semester students are assisted by the housing coordinator in the locating and renting of apartments. Grand Cayman has a large number of apartments available to SMU students. The coordinator assists students with all their housing needs including the selection of a suitable room mate if desired. The teaching hospitals in the UK provide student housing for a nominal fee. The teaching hospitals in the US are in large cities and students make their own apartment arrangements. They are provided assistance and helpful information from the teaching hospital education department regarding potential housing options. St. Matthew's University owns and operates a University Residence Hall. The Residence Hall is approximately two miles from the St. Matthew's Campus. The Residence Hall provides for the housing of all new incoming students with a capacity of 156 students primarily in single occupancy rooms. The Residence Hall came into operation for the January 2004 class. New students arriving on the island live in the St. Matthew's University Residence Hall for one semester. The residence hall is two miles from Campus and bus service is provided several times per day from the Residence Hall to Campus. This arrangement makes arrival and transition to living in another country smooth and comfortable for St. Matthew's students. Rooms are available as double or single rooms. It provides for smooth student transition on to the island for the new student. It provides an "all inclusive" fee (except for food) that reduces the burden on the student for establishing utilities and advanced rent. Currently, students take the first semester while housed in the Residence Hall to locate housing for the remaining second through fifth semesters on the island. Housing is plentiful and available through private housing facilities throughout the island of Grand Cayman. For those students who elect to attend graduate classes at St. Joseph's College, the dormitory is available through the College.

HEALTH AND IMMUNIZATION INFORMATION

Students are required to provide medical certificate(s) stating their test results for TB and HIV and provide proof of immunization for MMR and Hepatitis B. Students need to start the

Hep B series of vaccines prior to arriving. They can finish the series at the local clinic on the island.

INSURANCE

All students must provide evidence of health insurance on Orientation Day. It is also recommended that students have emergency medical evacuation insurance. This coverage is available from Council Travel with the International Student ID card. Insurance companies differ, so contact your company to make arrangements.

STUDENT HEALTH CARE

St. Matthew's University provides a comprehensive low cost health insurance plan which is required for all students. A student may "opt out" of the required program if they present sufficient documentation that they have comparable insurance through another carrier and that it provides international coverage. Adequate medical and psychiatric care is available on Grand Cayman, in Maine, and in the clinical facilities through which the students rotate.

THE CURRICULUM

The University states that the curriculum integrates basic and clinical science in order to give students an understanding of the human body in health and disease. The University contends that this approach enables students to use their knowledge to prevent, diagnose, and treat disease and to promote good health.

The University also contends that patients should be cared for-not "processed" and students are taught to incorporate social, cultural and spiritual perspectives in working with patients. Throughout the first two years, students participate in a series of clinical medicine courses that focus on patient care and preventive medicine. Patient care in the broadest respect is at the center of every course. Students examine the role of medicine in the community and the affect disease has on the family, as well as the individual. Special segments deal with the ethics of the physician-patient relationship and with the ethical dilemmas posed by modern medicine. The gross and microscopic structure and function of each organ system is presented in lecture format with clinical correlations. Laboratories provide visual reinforcement and give students the opportunity to develop the ability to make observations and hone analytical skills. Professors focus on how disease interrupts the normal function of organ systems and the therapy needed to treat these abnormal processes. Lectures, labs and small group formats reinforce analytical skills. A student is required to complete 94 credit hours in basic sciences and the required curriculum are outlined below:

The first year of medical education (basic sciences) or semesters 1-3, the emphasis is on the relationship between structure and function. The gross and microscopic structure and function of each organ system is presented in a lecture format with clinical correlations. Students are required to complete 94 credit hours in Basic Sciences, with each credit hour equivalent to 15 contact hours.

During the second year of basic science education or semesters 4-5, faculty focuses on how disease interrupts the normal functioning of the organ systems and the therapy needed to treat these abnormal processes.

FIRST YEAR COURSES

Semester I		
MD 110	Patient-Doctor Skills I	RNC
MD 132	Embryology	2 credits
MD 144	Histology and Cell Biology	5 credits
MD 165	Biostatistics & Epidemiology	2 credits
MD 168	Gross Anatomy	8 credits
Semester II		
MD 210	Patient-Doctor Skills II	RNC
MD 261	Neuroscience	6 credits
MD 266	Biochemistry and Nutrition	6 credits
MD 278	Physiology and Endocrinology	8 credits
Semester III		
MD 310	Patient-Doctor Skills III	RNC
MD 340	Microbiology & Immunology	10 credits
MD 377	Pathology	5 credits
MD 376	Introduction to Psychiatry & Ethics	6 credits

SECOND YEAR COURSES

Semester IV		
MD 410	Patient-Doctor Skills IV	4 credits
MD 412	Genetics	2 credits
MD 477	Pharmacology	7 credits
MD 478	Pathology II	8 credits
Semester V		
MD 562	Clinical Therapeutics	2 credits
MD 582	Introduction to Clinical Medicine	12 credits

RNC=Required Non-Credit

At the end of the fifth semester of basic sciences, students leave Grand Cayman or Maine to start clinical clerkship rotations. At midterm of the fifth semester, students participate in a clinical orientation and receive information of clerkships available to them. Each student completes a clinical In-Processing file that includes three preferred sites. The University attempts to assign students to the hospital that best suits their qualification, requirements, and desires.

Clinical rotations are taken and completed in a teaching hospital, i.e., a hospital with a residency-training program accredited by the ACGME.

Each student is prepared to sit for appropriate licensing examinations required by each hospital in order to begin core rotations in that hospital. In the United States this examination is Step One of the USMLE.

THIRD-YEAR CORE ROTATIONS cover six specialties: Internal Medicine, 12 weeks; Surgery, 12 weeks; Pediatrics, 6 weeks; Obstetrics & Gynecology, 6 weeks; Family Practice, 4 weeks; and Psychiatry, 6 weeks.

Clinical Rotations

The Clinical Dean and his staff will work closely with students to ensure they fully benefit from clinical rotations and to prepare students for successful residencies. Assignment policy. The Clinical Coordinator, with permission of the Dean and Director of Clinical Sciences, assigns clinical rotations. By posting a passing score on the USMLE Step One (1), students become eligible for clinical core clerkships in the United States. Students must: Successfully complete all Basic Sciences courses. Pass Step One of USMLE (U.S. assignments) Register and pay tuition, fees, and financial obligations to St. Matthew's University no later than fourteen (14) days prior to the beginning of the clerkship. Submit a completed Clinical Packet to the Clinical Coordinator for St. Matthew's University. Provide a current address, phone number, and e-mail address to the Clinical Coordinator. Supply evidence of current immunizations. Documentation is filed with the Clinical Coordinator. Provide a copy of personal health insurance coverage.

Declining Clinical Clerkship Appointments

Clinical clerkship appointments are assigned at the discretion of SMU. Students may decline an appointment, but they risk a delay that could force them to wait for the next cycle of clerkships. Students may not pick and choose from assignments made for them, nor can students establish rotations independent of approval from the Clinical Dean. Students rejecting a clerkship or failing to show up for the start of the clerkship can be required to wait until the next rotation to start the clerkship and may be assessed additional fees. A student who takes a leave of absence during a core clerkship rotation is not guaranteed placement at the same hospital. Core Clerkship Exams

Each student is required to take comprehensive core clerkship examinations. Testing in each of the core areas is conducted three times per year. There is an examination for each of the five core clinical clerkships. Students are eligible to sit for any core examination following the completion of that core before the next test date. The core clerkship examination must be taken at the first

opportunity it is offered following the completion of the rotation. Students are not permitted to take an exam until they are within one week of completing a rotation or have completed the rotation. The clinical departments arrange testing. Students do not receive credit for a core rotation until the hospital provides a satisfactory evaluation from the preceptor. This review is averaged with core clerkship written examination and Daily Log.

Rotations at Non-Teaching Hospitals

With the Dean's permission, rotations may be taken in non-teaching hospital sites. Although St. Matthew's arranges and schedules the Core rotations, the selection and scheduling of selectives and electives is done by the student through application that must be approved in advance by St. Matthew's University (students are encouraged to complete at least one year of clinical rotations in U.S. teaching hospitals). Teaching hospitals offer core clinical rotations in the states of Georgia, Illinois, Maryland, Michigan, Missouri, New York, Ohio, and Virginia. Core clinical clerkships are also available in large, affiliated accredited teaching hospitals in England.

Clinical Rotation Objectives

The clinical program requires 76 weeks. The objectives of the clinical rotation are to: Expose students to a range of experiences that integrate information from various specialties; Ground students in thorough basic and advanced clinical training to prepare them for residency training; and encourage students to value learning as a life-long process.

Third-Year Core Clerkship Curriculum

Surgery (12 weeks) - Students follow patients from surgical assessment, through preparation for surgery, the surgical process in the operating room, the intensive or immediate care of the patient in the recovery period, and follow-up care. Students engage in intensive pre-surgical preparation on each case, including the study of case histories, prior physical examinations and prior treatment, and diagnoses. Follow-up on post-surgical cases extends to learning about the support of family and friends, community resources, and the discharge process.

Internal medicine (12 weeks) - Students learn to conduct a thorough diagnostic work-up, including the history and physical examination of the patient, and design treatment plans. Students gain sensitivity to dual diagnosing and differential diagnosing. Students participate in grand rounds, work individually with patients, and participate in the treatment plan. Additionally, seminars on selected topics by residents or preceptors are incorporated.

Obstetrics/Gynecology (6 weeks) - Students are presented with all phases of patient care related to fertility concerns, pregnancy, labor, delivery and postpartum care. Students participate in family planning counseling, and learn to detect, diagnose and devise a treatment plan for gynecologic diseases. Normal and pathologic cases are observed, including normal and Cesarean deliveries.

Pediatrics (6 weeks) - Students learn to develop rapport with young patients and diagnose, develop and carry out a treatment plan for infants, children and adolescents. Students gain a greater sensitivity to the interdependence between the patient and the parent and learn how to interact with each to promote treatment and recovery.

Family Practice (4 weeks)- Students are exposed to the whole range of treatment perspectives, from infancy to senescence. Students study in the hospital and family practice outpatient clinic.

Psychiatry (6 weeks) - Students learn to diagnose mental disorders. Emphasis is placed on taking a psychiatric history and mental status, as well as making differential diagnoses. Students are introduced to a variety of therapies for treatment of psychiatric disorders. After a student's initial core rotation is assigned, all core rotations must be completed without a break in training. Third-year core rotations are the prerequisite for continued fourth-year study. Fourth-Year Selectives and Electives During the fourth year, the student chooses selectives and electives. These clerkship rotations include most specialties, including specialties from the core rotations. Students take selectives and electives in blocks, usually four, six or eight weeks each, for a total of 16 weeks of selectives and 14 weeks of electives.

Fourth-Year Selective Clerkships (16 weeks) - There are 23 pre-approved selective clerkships: Allergy and Immunology Nephrology Anesthesiology Neurology Cardiology Oncology Critical Care Ophthalmology Dermatology Pathology Endocrinology Preventive Medicine Emergency Medicine Pulmonary Disease Family Practice Radiology Gastroenterology Rheumatology Gerontology Community Health Care Hematology Urology Infectious Disease. A Selective in Neurology is required. A hospital may require that surgical subspecialties be taken along with the surgical core rotation. In such cases, students must take at least eight weeks of general surgery. Students take Selectives after completing third-year rotations. Selectives include 16 weeks taken from subspecialties beyond Core rotation specialties. Each student receives a clinical handbook during their fifth semester of Basic Sciences listing all approved Selective specialties. Selective Clerkships are offered at both core hospital affiliates and non-core hospital affiliates, which refer to them as "Visiting Senior Electives." A list of hospitals offering "Visiting Senior Electives" is provided to students in the clinical handbook.

Fourth-Year Elective Clerkships (14 weeks)- Fourth-Year Electives are comprised of 14 weeks, chosen from the additional Cores, the Selectives List or additional subspecialties of interest to the student. These rotations are taken in four, six or eight-week appointments.

CURRICULUM OVERVIEW

The content and length of each basic science and clinical science course is shown on the following tables:

Final Report, September 2006

Content Area				
	D/I	Lecture	Lab	Total
Anatomy: Gross Anatomy with Embryo	D*	90	120	210
Microscopic (Inc. Cell Biology)	D	60	30	90
Neuroanatomy	D	60	30	90
Biochemistry	D	90		90
Physiology	D	120	30	150
Microbiology & Immunology	D	120	30	150
Pathology	D	153	42	195
Pharmacology & Therapeutics	D	105		105
Preventive Medicine	I**	10		10
Behavioral Science	D	30		30
Genetics	D	30		30
Biostatistics (Epidemiology)	D	30		30
Introduction to Psychiatry/Ethics	D	90		90
Introduction to Clinical Medicine	D	270		270
Healthcare Delivery Systems	I	5		5
Nutrition	I	10		10
Clinical Decision-making	I	40		40
Research Methods	I	30		30
Family/Domestic Violence	I	5		5

* Disciplinary Course

** Interdisciplinary course

CLINICAL INSTRUCTION	CLK HRS	LOCATION OF	DURATION
INTERNAL MEDICINE	46	Multiple	12
NEUROLOGY			Elective
DERMATOLOGY			Elective
RADIOLOGY			Elective
FAMILY MEDICINE	14	Multiple	4
COMMUNITY MEDICINE			Elective
PEDIATRICS	22	Multiple	6
PSYCHIATRY	22	Multiple	6
OBSTETRICS/ GYNECOLOGY	22	Multiple	6
PHYSICAL MEDICINE			Elective
REHABILITATION			Elective
GERIATRICS			Elective
GENERAL SURGERY	46	Multiple	12
ANESTHESIOLOGY			Elective
OPHTHAMOLOGY			Elective
UROLOGY			Elective
PLASTIC SURGERY			Elective

NEUROSURGERY			Elective
ORTHOPEDIC SURGERY			Elective
EMERGENCY MEDICINE			Elective
PRECEPTORSHIP			Elective
AMBULATORY MED.			Elective
			Elective

Thirty weeks of selectives and electives are required as the fourth year of medical studies.

SAINT JOSEPH’S COLLEGE IN STANDISH, MAINE

Through an affiliation with Saint Joseph’s College of Maine (SJC), St. Matthew’s students can earn a Master’s of Science degree in Health Services Administration (MSHSA) from SJC while they are completing the medical curriculum at Saint Matthew’s. While attending SJC and while registered as graduate student at the College, the student is according all the rights and privileges of other graduate students at the College, i.e., they may take advantage of financial aid, student housing and meal service, student health services, full and unrestricted use of the library and recreational facilities. While attending SJC, a student is also enrolled as a student at St. Matthew’s University and takes Pathology I & II and Pharmacology and Therapeutics at the St. Matthew’s classroom facility near SJC and coursework in Patient Care at Maine Medical Center and Mercy Hospital in Portland. Through this affiliation, it is possible for a St, Matthew’s student to complete their entire second year of medical education at SLC in Standish Maine. After completing their second year of studies at SJC, students begin their clinical rotations at clinical education sites in the United State, Canada, and the United Kingdom. Although admission to the St. Joseph’s program will no longer be available to new students after 2007, a similar program with other institutions is under review and planned to begin in Maine upon termination of the program with St. Joseph’s.

The Clinical Program in New York at Wyckoff Heights Hospital and Medical Center

Wyckoff Heights Medical Center (WHMC) offers a complete complement of third- year core rotations (except psychiatry) to student from St. Matthew’s University School of Medicine (SMUSOM) and a number of other allopathic and osteopathic medical schools. WHMC also offers 4th yr electives in various areas. The major off shore affiliates are Ross, American University of the Caribbean, and SMUSOM.

Approximately 15-20% of the third-year clinical slots are filled by SMUSOM students. Staff from WHMC described the SMUSOM as quite competitive and equally well prepared undertake clinical training when compared to students from other affiliated programs. It was also stated that there is no discernable difference within the group of SMUSOM students between those who do their PE in Maine and those who come directly from the Grand Cayman campus.

All areas of clinical education undertaken by SMUSOM students are in clinical subjects with currently accredited residency training programs at WHMC. According to the terms of the affiliation agreement, students at WHMC are permitted to rotate through the Departments of Medicine, General Surgery, Pediatrics, and Obstetrics and Gynecology and that appropriate supervision will be provided by professional staff members.

WHMC 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.

WHMC shall provide initial emergency medical care for students who are injured or become ill while on rotation. Students are expected to provide their own personal health insurance while on rotation at WHMC.

It was noted that WHMC is currently in negotiations to assume two local components of the Catholic Medical Center of Brooklyn and Queens, Mary Immaculate and St. Joseph's Hospitals. These hospitals are currently affiliates of New York Medical College in Valhalla, NY and have several accredited allopathic residency programs. It was speculated that if merger actually takes place, it may allow for additional core teaching sites.

Several improvements relating to this clinical affiliate since the last site visit in 2004 were noted:

- SMUSOM has recruited its chair of clinical pediatrics from WHMC;
- Library resources have been expanded with the addition of ten additional computer work stations in the library as well as equipping the 18 on call rooms with internet access and in-room computers and printers;
- There is ongoing review of the curriculum and faculty teaching; and SMUSOM has developed a news letter that has enhanced communication between the school, students, and the faculty; and
- WHMC has become an NBME approved test site

The clinical rotations at WHMC continue to offer appropriate and adequate experience and clinical training to SMUSOM students and in summary, the visiting team found that:

- the WHMC DME is full-time, experienced and dedicated to medical student education;
- there is a core of dedicated full-time faculty and extensive teaching space;

- there is a modern library with internet access that is available to all students;
- WHMC has 10 fully-accredited GME programs;
- WHMC has the ability to teach all 3rd year core clerkships except psychiatry;
- WHMC has excellent student support services; and
- WNMC has a comprehensive student orientation module.

St. Matthew's also has active affiliations with other hospitals in New York State including St Barnabus Hospital, St. John's Episcopal Hospital, Mt. Sinai Medical Center, Cabrini Medical Center, Lincoln Hospital and Mental Health Center, and St. Clare's Hospital in Schenectady, NY

Summary

Based on its observations and findings, the team concluded the program of medical education at St. Matthew's University School of Medicine (SMU) is functioning adequately in preparing students to engage in clinical clerkships in New York State, and an adequate clinical training program remains in place at Wyckoff Heights Medical Center. There was much strength in the program noted by the team. This includes but is not limited to:

- The process for admission is clear-cut and works well. The quality of students appears to have improved since the last visit;
- There is an excellent support staff in both Grand Cayman and Oviedo. Their actions during the recent hurricane deserve commendation;
- The physical plant in Grand Cayman is currently adequate and well maintained. Both size and number of teaching classrooms have increased and the library has been expanded;
- Electronic communication is excellent, it is used for administration, faculty, and students affairs, and classroom education;
- The basic science faculty under the able direction of Dr. Nasser, has increased in number and quality;
- Faculty development programs are increasing including support for the Harvard Macy Program;
- The administration and faculty are supportive of the students; and
- The students are highly motivated and appear to be performing satisfactorily.
- The process for admission to SMU is clearly stated, available to all applicants, and closely followed by the administration;
- An experienced and dedicated staff who proved indispensable in writing the database document and coordinating the site visit;
- The Oviedo, Florida facility has staff that provides adequate support and development to the areas of admissions, financial aid, tracking of students in clinical sites, and marketing of the medical education program;
- Each clinical site has a detailed orientation program for newly assigned students;
- The physical plant on Grand Cayman is adequate and well maintained;

- The basic science and clinical faculty is well prepared, motivated, stable, and comprise representatives from a number of disciplines and specialties;
- All students on Grand Cayman, and at the Maine campus have access to the internet and have personal e-mail accounts available to them;
- The library on Grand Cayman, at St. Joseph's College, and in the clinical education sites adequately meet the needs of the students and faculty;
- Faculty members on Grand Cayman have opportunities for personal and professional development through financial support to attend meetings and other events;
- There is an on-going faculty evaluation program in place that involves peer and student evaluations;
- The audio-visual support in laboratories and classroom is very good and positively supplements the basic science, and pre-clinical education of students in the medical education program;
- The presence of an unusually well qualified and enthusiastic IT staff on Grand Cayman and in Oviedo
- The students are highly motivated and very supportive of SMU;
- 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;
- Dedication and community contacts of Dr. Pringle at the Maine campus;
- Experienced teaching faculty at the Maine campus;
- Wealth of clinical material in Maine health care facilities;
- Small class size at the Maine campus;
- The Maine Medical Center Hospital continues to provide be quality asset to the clinical training program for St. Matthew's students;
- A supportive educational community in Maine; and
- A unique opportunity to participate in dual degree program currently at St. Joseph's College that is supported by the College, the University and the students.

Recommendations

- Closely monitor and evaluate the effects of the recent transfer of ownership of SMU and the appointment of a new dean;
- Review the entire curriculum giving special attention to the competencies expected from all students at various stages of their education and training and specific learning objectives for the students should be developed for each course in order to assist the students achieve these competencies. This would facilitate more uniformity in educational experiences especially in the clinical years, and assist more objective evaluations;
- Identify and recruit additional high-quality clinical teaching sites preferably in geographically coherent areas of the United States, in order to meet the educational needs

(core clerkships) of the increased numbers of students moving from the preclinical year to the clinical rotations;

- Develop mechanisms to allow clinical chairs to have increased influence and interactions with their widely dispersed faculty/teachers;
- The clinical chairs need real-time feedback on the ongoing performance of all students rotating in their specific core at any institution;
- Design and implement a system to better recognize and reward clinical faculty should be implemented;
- Encourage clinical teaching faculty to participate in the basic science curriculum as “guest lecturers” if their presentations/content fit the curriculum;
- Enhance ongoing actions to provide more integration between basic and clinical science education;
- Clarify the changing situation at the Maine teaching site regarding the
 - a) Concurrent master’s program;
 - b) 5th semester program core clinical rotations.
- Foster dialog between clinical and preclinical students;
- Ensure that the new school of veterinary medicine does not negatively impact the space/facilities/programs of the medical school;
- Establish comprehensive clinical education centers for the purpose of providing most or all of the core clinical rotations;
- Clinical rotations, both core and elective, should only occur in hospitals with ACGME or AOA accredited postgraduate training programs in those specific fields;
- Appoint a St. Matthew’s Student Coordinator and DME at each clinical site;
- Integrate the administrative functions in Niceville and Oviedo at a single larger administrative site;
- The Director of Clinical Services and Clinical Coordinator should assist the Director of Clinical Site Development in visiting new and on-going clinical rotation sites;
- Assign the Director of Clinical Services an additional staff member;
- Consolidate central offices;
- Expand IT and more support to enhance record keeping and communications with students;
- Demonstrate ability to recruit and retain clinical teaching sites and importantly organize 2-3 clinical centers in the next 3 years;
- Provide means for clinical coordinators to meet on a periodic basis;
- Allow Ms. Kozciesko time to visit the clinical sites;
- Consider a plan to appoint regional assistant deans for the clinical centers as they develop;
- More time and effort should go into direct oversight of the students on site;
- Visit each site by the program director at a minimum, annually and more frequently in the first few years;
- Each of the core clinical rotations should have a single Director for campuses in both the US and England (a part time program director in one country could report to the program director in the other country).

The team recommends a two-year continuing approval and requests that the university furnish the Department with a report by September 1, 2007 that focuses on any developments in the medical education program concerning student recruitment, the enrollment, faculty/administration, 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.