



AMERICAN
UNIVERSITY
of ANTIGUA

COLLEGE OF MEDICINE

ACADEMIC CATALOG
2025

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MISSION STATEMENT

American University of Antigua (AUA) College of Medicine is an innovative medical school dedicated to providing a learner-centric education of the highest quality, offering opportunities to underrepresented minorities, fostering a diverse academic community, and ensuring that its graduates have the skills and attitudes of lifelong learning, compassion, and professionalism. We provide students who would otherwise be unable to receive a medical education with the tools to become successful physicians.

AUA was founded with the commitment to support underserved communities and address the impending physician shortage with an emphasis on primary care. As such, the University recognizes its social responsibility to advance the field of medicine and lead the next generation of physicians and healthcare professionals to respond to global healthcare needs.

LETTER FROM THE PRESIDENT

Welcome to the American University of Antigua (AUA) College of Medicine!

At AUA, faculty, staff and administration are dedicated to providing a learner-centric education of the highest quality. Our mission is to offer opportunities to qualified applicants, including underrepresented minorities, foster a diverse academic community, and ensure that our graduates possess the skills and attitudes of lifelong learning, compassion, and professionalism. We are committed to providing students who might otherwise be unable to receive a medical education with the tools they need to become successful physicians.

Founded with a commitment to support underserved communities and address the impending physician shortage, AUA places a strong emphasis on primary care. We recognize our social responsibility to advance the field of medicine and lead the next generation of physicians and healthcare professionals in responding to global healthcare needs.

As you embark on this journey, know that you are joining a community that values professionalism, diversity, inclusivity, and excellence. We are here to support you every step of the way, ensuring that you receive the education and training necessary to make a meaningful impact in the world of medicine.

Thank you for choosing AUA. We look forward to seeing the incredible contributions you will make to the healthcare field.

Warm regards,

Peter Bell, MD

President, American University of Antigua College of Medicine

ACCREDITATIONS AND APPROVALS

American University of Antigua College of Medicine awards Medical Doctorate (MD) degrees to its graduates pursuant to a charter granted to the University by the Government of Antigua and Barbuda. American University of Antigua College of Medicine is accredited by the Government of Antigua and Barbuda through the regional accreditation authority, the Caribbean Accreditation Authority on Education in Medicine and Other Health Professions (“CAAM-HP”). The National Committee on Foreign Medical Education and Accreditation of the United States Department of Education (“NCFMEA”) has recognized the Government of Antigua and Barbuda as having processes and procedures for the accreditation of medical schools that are comparable to those of the Liaison Commission on Medical Education (“LCME”), the accreditation authority for medical schools in the United States and Canada.

American University of Antigua College of Medicine has been recognized by the Medical Board of California for licensure of its graduates and for providing clerkships in the state. The New York State Education Department has also approved American University of Antigua, which allows AUACOM’s students to engage in clinical clerkship training and residency in the state. The Florida Commission for Independent Education has likewise granted approval for AUACOM’s students to engage in clinical clerkship training in the state. AUACOM’s graduates are eligible for licensure throughout the United States and Canada. The Board of Registration in Medicine of the State of Massachusetts has included AUA among a very short list of international medical schools whose graduates are deemed to have been provided an education that is comparable to the education afforded students in medical schools in the United States. As a result, AUA’s graduates seeking permits for residency training or full licensure will not need to demonstrate such comparability or obtain a waiver of regulations applicable to international medical schools that do not have clinical training hospitals on their campuses.

SPRING 2025 ACADEMIC CALENDAR

| | | |
|-----------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 1 | Wednesday | New Year's Day Actual – University Closed |
| January 6 | Monday | Classes begin for AUA GHT Students (MED 1, 2, 3, and 4) In-Person Confirmation for new GHT Students (MED1) 9am – Noon In-Person Confirmation for returning GHT Students (MED2, MED3, & MED4) Noon –4pm |
| January 13 | Monday | Classes begin for AUA GHT MED5 Students In-Person Confirmation for GHT MED5 Students 9am – 10am |
| January 17 | Friday | In-Person Confirmation for New MED1 students (last name L-Z) 9am – Noon In-Person Confirmation for New MED1 students (last name A–K) 1pm – 3PM In-Person Confirmation for Returning MED1 students 3pm –4pm |
| January 18 – 19 | Saturday – Sunday | New Student Orientation |
| January 20 | Monday | Classes begin MED 1, 2, 3, 4 & 5 students In-Person Confirmation for MED4 students 1pm – 4pm |
| January 21 | Tuesday | In-Person Confirmation for MED5 students Noon – 4pm In-Person Confirmation for MED3 students 1pm – 4pm |
| January 22 | Wednesday | In-Person Confirmation for MED2 students 9am – Noon |
| February 7 | Friday | Classes end for FM1/IM1 term |
| February 10 | Monday | FM1/IM1 term begins |
| March 7 | Friday | White Coat Ceremony |
| April 4 | Friday | Classes end for FM1/IM1 term |
| April 7 | Monday | FM1/IM1 term begins |
| April 18 | Friday | Good Friday – Classes not in session |
| April 21 | Monday | Easter Monday – Classes not in session |
| May 2 | Friday | Classes end for MED5 students Mandatory Comprehensive Basic Science Shelf Exam for MED5 students |
| May 5 | Monday | Labour Day -Classes not in session FM1/IM1 term begins |
| May 22 | Thursday | Commencement Ceremony |

| | | |
|---------|----------|-----------------------------------------------------------------|
| May 30 | Friday | Classes end for MED 1, 2, 3 & 4 Classes end for FM1/IM1 term |
| June 2 | Monday | FM1/IM1 term begins |
| June 9 | Monday | Whit Monday – Classes not in session |
| June 19 | Thursday | Juneteenth – Classes not in session |

AUACOM ADMISSION POLICY

Practicing as a physician is one of the most privileged professions in the world, requiring a high degree of responsibility towards others. Therefore, acceptance into medical school should depend not only on an applicant's academic performance but equally on the demonstration of a high level of competence in interpersonal skills, professionalism, and ethical conduct.

The admissions process at AUA is designed to carefully assess both academic and non-academic competencies. Consequently, the Admissions Committee utilizes a holistic process. This holistic approach includes, but is not limited to, assessing the applicant's academic background and accomplishments, the applicant's life and work experiences, volunteer activities, research activities, and the applicant's personal motivation to medicine. The holistic review of applicants includes not only evaluating what is submitted and how it is prepared but also the behavior and manner of the applicant's interactions with admissions personnel.

Therefore, consistent with AUA's Mission Statement and our Nondiscrimination Policy described above, it is the policy of the AUACOM Admissions Committee to admit qualified applicants who have the potential to become competent, caring, and compassionate physicians.

ADMISSION REQUIREMENTS

Employing the holistic approach discussed above, AUA endeavors to identify those students who it believes have the potential for success both in medical school and as physicians. We believe that any student who is a hard worker, who has a deep interest in science and medicine, and who has demonstrated compassion and a commitment to service deserves an opportunity to study medicine even though they may not excel in achieving high scores on standardized admissions tests.

MCAT INFORMATION

The US Department of Education requires that AUA collect MCAT scores from applicants who are US citizens or permanent residents, whether or not they are requesting Federal funding. However, in accordance with our holistic approach to admissions, AUA does not consider an applicant's MCAT score when deciding whether to admit or deny admission to the applicant.

- MCAT scores of those students who are required to provide them must do so in order to process their application for admission.
- AUA will accept MCAT scores for up to three (3) years after the test was taken.
- AUA does consider MCAT scores in determining eligibility for some scholarships. A student who submits an MCAT score will be considered for those scholarships whether or not the student was required to submit the score.

Recommended Coursework

| Course | Credits – Course | Credits – Lab |
|----------------------|------------------|---------------|
| General Biology I | 3 | 1 |
| General Biology II | 3 | 1 |
| General Chemistry I | 3 | 1 |
| General Chemistry II | 3 | 1 |

| | | |
|----------------------------------------------------------|---|---|
| Organic Chemistry I | 3 | 1 |
| Organic Chemistry II | 3 | 1 |
| Physics I | 3 | 1 |
| English I | 3 | – |
| <i>Optional:</i> Mathematics (Calculus or Statistics) | 3 | – |

Although the above-listed courses are not mandated, completion of those courses is highly recommended. AUACOM requires a minimum of 90 credit hours of college courses for admission unless the applicant successfully completes the fast track to medical school program at the AUA College of Arts and Sciences (AUACAS) or the Manipal Academy of Higher Education (MAHE) BSc Health Science Program. Those programs (min. 60 credits) are specifically tailored to prepare the applicant to navigate the preclinical science curriculum at AUACOM. It is strongly recommended that applicants have earned a BSc degree from an accredited undergraduate institution.

CURRICULUM OVERVIEW

AUACOM's educational program leading to the Medical Doctorate (MD) degree is a 4.5-year program consisting of 2.5 academic years of study on AUACOM's campus in Antigua and 84 weeks of study in the Clinical Sciences through clerkships in teaching hospitals principally in the United States.

The AUACOM curriculum has been developed with the goal of transforming medical students into knowledgeable, skilled, culturally competent, compassionate physicians. By integrating basic sciences and clinical training, it provides a comprehensive exploration of health and disease while fostering critical thinking and lifelong learning skills.

Communication, critical thinking and clinical reasoning skills are honed throughout the curriculum, from case-based and team-based learning to high-fidelity simulation and diverse clinical rotations. Academic advising and coaching are incorporated throughout the experience to ensure that learners receive the feedback they need to develop competence. This learner-centered curriculum aims to produce physicians who have developed the skill and art of medicine to provide empathetic, world-class, patient-centered care to diverse populations.

D E G R E E C O N F E R R A L

To satisfy the requirements for graduation and obtain a medical diploma (MD degree), a student must comply with the below criteria:

1. Complete and pass all requirements of the Preclinical Sciences component;
2. Complete and pass all requirements of the Clinical Sciences component, including all core and elective rotations;
3. Pass USMLE Step 1 and Step 2 CK
 - a. Students must request the USMLE Certified Transcript of Scores for USMLE Step 1, Step 2 CK from ECFMG to be submitted to the Office of the Registrar as part of the degree audit;
 - b. Students who do not plan to practice medicine in the United States can meet their graduation requirement of passing USMLE Step 2 CK by alternatively passing the Medical Council of Canada Qualifying Examination (MCCQE Part I) or by passing the NBME International Foundations of Medicine Examination (IFOM Clinical Science Examination). Students should be aware that while passing the MCCQE Part I Examination or the IFOM Clinical Science Examination meet the requirements for graduation from AUA, obtaining a passing USMLE Step 2 CK score is required for residency training in the United States.
4. Fulfill all financial and bursarial responsibilities assuring a “zero” balance;
5. Maintain good standing.

AUA students have the opportunity to complete the requirements for the MD degree at five different points throughout the year. Consequently, students will be considered AUA graduates on one of the five graduation dates after which they have completed their graduation requirements. Students completing all MD requirements between:

1. July 1 and September 30, xxxx will receive a diploma dated **September 30, xxxx**
2. October 1 and December 31, xxxx will receive a diploma dated **December 31, xxxx**
3. January 1 and March 31, xxxx will receive a diploma dated **March 31, xxxx**
4. April 1 and April 30, xxxx will receive a diploma dated **April 30, xxxx**
5. May 1 and June 30, xxxx will receive a diploma based on **the date of MD graduation requirement completion.**

Graduates cannot receive a copy of their diploma prior to the diploma date and final degree audit clearance. Once your graduation date has passed and the final degree audit is completed, diplomas for all graduates are mailed to the address provided in your student record.

Bachelor of Science in Human Health Sciences (BHHS) Degree

This four-year degree program will provide students who are enrolled in the MD Degree Program at AUA College of Medicine with the opportunity to earn a B.S. in Human Health Sciences. The BHHS degree is designed for students who have earned their A.S. through AUACAS (formerly: American International College of Arts and Sciences – Antigua (AICASA) and/or do not have a B.S./B.A. degree upon enrolling in AUA College of Medicine. Please visit the AUA website for additional information.

*Degree conferred by American University of Antigua.

GLOBAL HEALTH TRACK

The American University of Antigua, College of Medicine (AUACOM) Global Health Track is a certificate program conducted in collaboration with Florida International University, Herbert Wertheim College of Medicine (FIU).

The Global Health Track (GHT) is a comprehensive, four-year longitudinal track in global health that is provided for AUA College of Medicine Students in conjunction with AUA's medical doctorate degree program. Because the program is not part of AUA's medical doctorate curriculum, federal financial aid is not available for the GHT Program. Participation in GHT is strictly voluntary.

Global Health has been defined as “the area of study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide” by the Consortium of Universities for Global Health. Global Health addresses the health of populations in a global context and transcends the political boundaries of nations focusing on social determinants of health, healthcare disparities including infectious and non-communicable disease issues, human rights as well as economic development, and policy and system issues.

The purpose of the Global Health Track is to support and guide students in developing expertise in global health with the goal of a subsequent career involving patient care, service, policy making, research and education at a global level.

Students attending the Global Health Track are introduced to the study of community and public health, primary care, epidemiology and treatment of communicable and non-communicable diseases on a global basis.

Required Textbooks:

- 1) Global Health 101, 4th edition, Richard Solnick, MPA, Yale, School of Public Health, New Haven, Connecticut, ISBN-13: 9781284050547 . An electronic copy of the textbook is provided for all incoming students to the GHT.
- 2) Medical Spanish 4th Edition, Gail Bongiovanni, McGraw-Hill Medical Publishing *or*
- 3) Spanish for Healthcare and Human Services, Alicia Munoz Sanchez, Cognella Academic Publishing

The Global Health Track is open to all eligible entering medical students at AUA. The longitudinal Global Health Track is structured along the following themes:

- Governance (Health Systems, Economics, Ethics, etc.)
- Burden of Disease (Child Health, Women Health and the health of other vulnerable populations, Communicable Diseases, Non-Communicable Diseases, etc.)
- Physical, Mental & Social Wellbeing
- Technology
- Security (Environment, Complex Humanitarian Emergencies, Intelligence, etc.)
- Climate Change
- Medical Spanish
- AHA BLS & ACLS instructor training

The Global Health Track is conducted on the campus of AUA in Antigua. It consists of four 2-week blocks (before MED 1, MED 2, MED 3 and MED 4), and a 1-week block before MED5. It comprises horizontal and longitudinal coursework during MED 1 through to MED5.

The lectures are conducted by international faculty (e.g. FIU, University of the West Indies, State University of New York,

Cornell University, New York University, University of Illinois, University of Nevada, United Nations, Doctors Without Borders among others) and AUA faculty.

In addition, students conduct field trips and exercises and are introduced to research methodology. Students in the Global Health Track also receive American Heart Association training in Basic Cardiac Life Support (BLS) and have the option to receive Advanced Cardiac Life Support (ACLS) instructor training and certification.

The Global Health Track includes an introduction to Medical Spanish and is supplemented by a Global Health Journal Club. All students enrolled in the Track will receive either a grade of “P” (Pass) or “F” (Fail) for the program. Because the Track is not a part of, and does not fulfill any requirement of, AUA’s medical doctorate program, the grade will not affect the student’s GPA or success or failure in the medical doctorate program; therefore, no credits will be awarded.

Only students enrolled in AUA’s medical doctorate program may participate in the Global Health Track. To facilitate students’ academic success, students who are required to repeat the semester or year during the preclinical years may reapply to join the Global Health Track after successful completion of a repeated semester or year.

Provided that they otherwise satisfy FIU’s requirements, students who successfully complete the GHT will be eligible to participate in AUA’s Advanced Introduction to Clinical Medicine (FM1/IM1) rotation at FIU and the AUA-FIU Graduate Clinical Core Rotation Certificate Program. Students in the GHT will have the opportunity to join AUA faculty initiated international relief projects and to deepen their expertise in global health research. They will also be afforded the opportunity to be exposed to medical Spanish.

At the completion of the GHT program, a student should be able to:

- Determine the role of epidemiology in global health, to include factors affecting demographic profiles, and applications of research methods and biostatistics.
- Identify social determinants of health, health equity, social justice, and governmental policy in terms of their impact on the distribution of health services in low-resource settings within the United States and internationally.
- Evaluate how social determinants of health impact the prevalence of non-communicable and communicable diseases and adequate access to appropriate healthcare.
- Identify health and human rights issues and determinants of health specific to immigrant, migrant, internally displaced, and refugee populations.
- Discuss specific needs of the medically underserved and uninsured.
- Discuss resources and issues pertinent to health risk prevention, health maintenance, technology and innovation, and variations in healthcare services that are specific to global medicine.
- Discuss effective advocacy strategies for health systems improvement within the global context.
- Discuss the organization, financing, and health indicators of international healthcare systems.
- Compare the challenges posed by communicable and non-communicable diseases to the healthcare systems and economies of countries.
- Practice effective communication and collaboration with the patient, family, and caregivers with sensitivity to sociocultural and health literacy issues so that the diagnosis and plan of care are clearly understood and pertinent to their specific situation.
- Adapt evidence-based resources and tools for use in limited-resource healthcare settings
- Interact with cross-cultural sensitivity that is sufficient to deliver basic medical care, including working with translators
- Perform an efficient comprehensive physical examination under supervision in an internationally located office, hospital, or skilled nursing setting, being mindful of cultural factors such as gender, modesty, and religious practices
- Demonstrate the ability to appropriately diagnose and treat patients under supervision in the context of local resource availability

- Practice appropriate diagnostic procedures and their interpretation under supervision in resource-limited healthcare settings
- Formulate a plan of care that is relevant and practical in a specific cultural setting
- Develop the ability to advocate for systems change to improve the health of their communities of practice
- Develop vocabulary and linguistic structure to converse with patients and fellow professionals in Spanish
- Discuss management plans based on knowledge of global influences, utilizing resources that include local, state, federal, and international agencies, as applicable.
- Recognize practice limitations and when to seek consultation with other healthcare professionals and systems resources to provide optimal care within a global context.
- Recognize personal biases and stereotypes related to healthcare delivery in international settings.
- Discuss the need to balance compassion, humanism, realism, and practicality in the context of health care delivered in specific global settings.
- Develop behaviors associated with respect for patient dignity, autonomy, self-care, and self-determination within a cultural and global context
- Examine how bioethics and environmental ethics affect human health at an individual, community, and international level.

Upon completion of the Global Health Track, completion of requirements of the Graduate Clinical Core Rotation Certificate Program and all requirements for graduation from AUA (including but not limited to passing all in-house and external Examinations and passing all required courses and clerkships) the student will receive the MD degree and the Global Health Certificate from AUA as well as the certificate of completion of the Graduate Clinical Core Rotation Certificate Program from FIU's Herbert Wertheim College of Medicine. As discussed above, the Global Health Track is not part of the MD program and should not be included in any evaluation of AUA's standard terms.

PRECLINICAL SCIENCES

Readings for Classes:

What the Library Provides

Any reading required for a particular class will be available via Brightspace, AUA's online learning management system. Just as links to lectures, videos, and PowerPoint presentations are linked in Brightspace, links to daily textbook readings will also be provided. The AUA Library will also have print copies of each of the required and recommended books on reserve. In addition, hundreds of other e-books, e-journals, and medical knowledge bases are now available to AUA students both on campus and off campus via their AUA NetID.

Personal Copies of Textbooks

Students wishing to purchase personal print copies of textbooks or personal e-books are welcome to do so. As textbooks required for a given course are subject to change each term, students should contact the course directors for each course before making a purchase.

For more information, contact Dr. Vijaya Kumar, Director of Library Services, at vkumar@auamed.net.

M E D 1

PRE-CLINICAL SCIENCE I

Credit Hours: 19 | Course No: 5116

FUNDAMENTALS OF MEDICAL SCHOOL SUCCESS I

The revised curriculum starts with this two-week course unit that is designed to equip students with the essential study strategies and tools necessary to thrive in a medical school environment. Focused primarily on meeting the challenges of basic science content, the course unit offers an array of study techniques and approaches. Through interactive modules and various instructional formats, students will develop the skills needed to excel in their medical education, ensuring a solid foundation for their academic journey.

FUNDAMENTALS OF ANATOMY

The fundamentals of anatomy three-week course unit help students to understand the general organization, structure, and function of the human body. It involves a systemic study of the body with an emphasis on the musculoskeletal, nervous, cardiovascular, respiratory, gastrointestinal, renal, endocrine, and reproductive systems. During the course unit, systemic and regional anatomy lectures are accompanied by introductory lectures on general embryology, microscopic anatomy, and medical imaging.

The course unit will be presented in various formats including interactive live lectures, laboratory sessions, tutorials, and team-based learning. The learning materials (class notes, videos, etc.) will be posted on the learning management system.

MOLECULAR & CELL BIOLOGY

The Molecular and Cell Biology (MCB) three-week course unit serves as a cornerstone for understanding fundamental principles in basic medical sciences. This comprehensive course unit is designed to provide students with a robust foundation in molecular biology, delving into the essential aspects of molecules and seamlessly transitioning into the intricate realm of

cellular processes. The curriculum places significant emphasis on cell biology, thereby ensuring a comprehensive and interconnected understanding of biological systems.

The course material will be presented as a combination of interactive live lectures, tutorials, flipped classrooms, and a team-based learning activity that is guided by content experts. All sessions will be convened synchronously and on campus. The learning materials (class notes, videos, etc.) will be posted on the learning management system in advance to facilitate students' preparation for in-class activities and exams.

FUNDAMENTALS OF PHYSIOLOGY

The Fundamentals of Physiology course is a three-week course unit that offers a comprehensive exploration of essential physiological concepts needed to shape our understanding of the human body. This unit aims to equip students with a basic understanding of the intricate mechanisms that govern human health.

The course unit begins with an introduction to human physiology, emphasizing the vital concept of homeostasis, the body's ability to maintain internal stability amidst external changes. Students will also delve into the physiological aspects of membrane transport, body fluids and compartments, electrical properties of cells, nerve signaling and transmission, and the autonomic nervous system.

The Physiology course unit delves into key systems, including the musculoskeletal, gastrointestinal, cardiovascular, hematopoietic, lymphoid, respiratory, renal, and endocrine systems. Students will explore muscle contraction, digestion, blood circulation, gas exchange, and hormone regulation, gaining a basic understanding of physiological functions.

The course unit employs a variety of teaching and learning approaches. By engaging in discussions, students will synthesize theoretical knowledge with practical applications—opportunities to nurture their critical thinking and analytical skills.

Upon completion of this course unit, students' understanding of the fundamentals of human physiology will have formed a solid foundation for the in-depth study of individual organ systems.

GENETICS & METABOLISM

The Genetics & Metabolism five-and-a-half-week course unit is designed to present the intricacies of genetic and metabolic processes. Initially, it lays the groundwork with fundamental aspects of cytogenetics and single gene inheritance, progressing to concepts such as polygenic inheritance and non-traditional patterns of inheritance. This foundation is pivotal for grasping the principles of population genetics and the nuances of genetic counseling.

A substantial segment of the course unit is allocated to intermediary metabolism, underscoring its critical role in the integration of metabolism into overall tissue function. The curriculum emphasizes enzyme functions and pivotal metabolic pathways. The course unit explores ATP generation—a cornerstone of metabolic processes—gluconeogenesis, and the metabolism of various carbohydrates. Additionally, students gain insights into the complex mechanisms of fatty acid, amino acid, and nucleotide biosynthesis and degradation. This knowledge is vital to comprehend how deviations in these processes can lead to diseases, thereby offering insights into solving clinical challenges.

Throughout the course unit, students are engaged through interactive lectures supplemented by student-centered, active learning sessions, such as team-based learning. These sessions are designed to encourage the practical application of knowledge and foster a spirit of collaborative learning to ensure a comprehensive understanding of the subject matter. The incorporation of diverse teaching methods addresses various learning preferences, making the course unit both intellectually stimulating and accessible to a broad range of students.

CLINICAL MEDICINE I

This introduction to clinical medicine equips future physicians with essential skills to navigate the heart of medical practice: the patient encounter. Through dedicated training in MED1, you will develop interpersonal and communication techniques, learn to take detailed medical histories, and confidently perform physical examinations. This strong foundation will empower you to build trust with patients, uncover crucial information, and lay the groundwork for accurate diagnosis and treatment. Whether unraveling the mystery of chronic pain or alleviating the worries of a new parent, this course equips you with the tools to confidently and effectively make a difference in patients' lives.

MED 2

PRE-CLINICAL SCIENCE II

Credit Hours: 19 | Course No: 5216

FUNDAMENTALS OF MICROBIOLOGY & IMMUNOLOGY

The revised curriculum continues in MED2 with the Fundamentals of Microbiology and Immunology course unit that provides a foundational understanding of microorganisms and host immune defenses. This foundation is crucial for the diagnosis and treatment of infectious and non-infectious diseases.

The central theme of the course unit encompasses the "Biology of Pathogens and Host Responses." It emphasizes understanding the fundamental morphological, physiological, and other features of pathogens, such as bacteria, viruses, fungi and parasites, and how these microorganisms cause disease.

Concurrently, students will learn about the development and function of the immune system. The course unit explores the host immune system's responses to pathogens, covering both normal immune functions and abnormalities that lead to disease. Students will come to appreciate that the interaction between pathogens and the host immune system can lead to outcomes that include infection, immunity, and immunopathology. The course unit aims to equip students with the knowledge to apply immunologic principles to both typical and atypical immune processes, preparing them for more advanced topics in clinical medicine.

Finally, students will have opportunities to apply their fundamental microbiology and immunology knowledge to clinical scenarios, enhancing their diagnostic and therapeutic capabilities.

FUNDAMENTALS OF PATHOLOGY

This General Pathology course unit provides a fundamental understanding of the etiology, pathogenesis, and morphology of diseases, preparing students to apply this knowledge once the organ system phase of the curriculum begins.

The course unit covers a wide range of topics, including cell injury and death, inflammation (both acute and chronic), tissue repair, wound healing, hemodynamic disorders, and neoplasia. It also addresses genetics and nutritional disorders. The course unit aims to equip students with the knowledge to comprehend the fundamental principles of pathology and apply them to diagnosis and management in a simulated or real clinical setting.

Assessment is based on a combination of team-based learning, quizzes, and an end-of-system examination. The assessments aim to improve students' understanding of the course material and their ability to apply the learned concepts to solve clinical scenario-based vignettes.

FUNDAMENTALS OF PHARMACOLOGY

The Fundamentals of Pharmacology course unit offers an in-depth exploration of the core principles and applications of pharmacology. Students will gain a thorough understanding of pharmacokinetics, including absorption, distribution, metabolism, and excretion, as well as pharmacodynamics, focusing on drug-receptor interactions and mechanisms of action. The course unit covers the pharmacological mechanisms and therapeutic uses of anti-inflammatory drugs and immunomodulators, and also provides insights into their side effects. Additionally, students will study antimicrobials, examining their spectrum of activity, resistance, and therapeutic strategies. The course unit also introduces the basics of toxicology, emphasizing the principles, toxic effects of drugs, and management of poisoning.

This course unit provides students with the critical knowledge required to understand drug actions and their impacts on biological systems.

EPIDEMIOLOGY & BIOSTATISTICS I

This course unit will introduce clinical and population epidemiology to medical students. The course will cover high-yield epidemiologic concepts such as systematic error, research designs, burden of disease, risk measures, epidemics and outbreaks, population distribution of medical biomarkers, and probability principles, essential for understanding health and disease from clinical and public health standpoints. The course also covers the basic principles of biostatistics as they apply to clinical research and clinical settings, allowing the students to understand the role of chance in research, other estimations, and testing for research hypotheses.

The course material will be presented using various modalities, including live lectures, pre-recorded lectures, required readings, and collaborative learning activities. To prepare students for the session, the learning material for this course unit (class notes/PPT slides, videos, etc.) will be posted on the learning management system before each class session.

FUNDAMENTALS OF MEDICAL SCHOOL SUCCESS II

Fundamentals of Medical School Success II builds on the Fundamentals of Medical School Success I course unit, providing a comprehensive and supportive framework to help students transition smoothly to phase 2 of the curriculum. This 1-week course unit will focus on helping learners develop strategies to integrate foundational concepts from diverse medical disciplines for effective organ system-based learning. Emphasis will be placed on honing skills and habits that promote long-term retention, critical thinking, problem solving, and effective self-assessment. The focus will also include dissecting integrated multiple-choice questions.

The Fundamentals of Medical School Success II course unit will be assessed on a pass/fail basis. Passing requires submission of a study plan and a concept map, and participation in a collaborative learning activity.

MUSCULOSKELETAL SYSTEM & SKIN

Throughout this course unit, students will acquire a foundational understanding of the muscular, skeletal, and integumentary systems. This five-week learning experience will delve into the system-specific intricacies of anatomy, physiology, pathology, microbiology, immunology, radiology, and therapeutics, all within the context of clinical practice. Students will first develop comprehension of the normal states of our muscles, bones, joints, and the integumentary system. As the course unit progresses, it will expand upon foundational knowledge to explore pathological processes impacting these systems.

Interactive lectures and collaborative group discussions, led by content experts, are central to the course delivery. Learning materials, including reading assignments, class notes, and more, will be available on Brightspace ahead of scheduled activities and assessments.

HEMATOLYMPHOID SYSTEM

The Hematolymphoid System, encompassing blood and the reticuloendothelial system—the network of life—is the focus of this two-week course unit. It begins with an exploration of the formation and function of white blood cells, covering both non-neoplastic and neoplastic disorders. Moving forward, the course delves into red blood cells (RBC), hematopoiesis, and heme biosynthesis, followed by a detailed study of various RBC disorders, particularly anemias. Platelet function, hemostasis, and bleeding disorders are then examined. Therapeutic approaches to anemias, including the roles of hematinics, hematopoietic growth factors, and anticoagulants, are integrated throughout. Additionally, the course unit addresses different blood groups for safe transfusion and transfusion reactions. The final segments focus on infections affecting the hematopoietic system.

Throughout, the course unit integrates knowledge from Pathology, Pharmacology, and Microbiology, building on foundational concepts from Physiology, Histology, Biochemistry, and Immunology.

CLINICAL MEDICINE II

This iteration of clinical medicine takes you deeper into the human body, honing your skills to decipher the fascinating language of medicine. Armed with your MED1 toolkit, you'll advance your data gathering and interpersonal skills techniques with continued encounters with standardized patients. You'll weave basic science knowledge into intricate landscapes and unlock the secrets of diagnosis. Prepare to face the challenges of understanding the Musculoskeletal (MSK) system and delve into the mysteries of the Hematolymphoid (HML) system – all while building your confidence in performing the clinical examination. You will be introduced to the use of high-fidelity manikins in clinical scenarios and witness changes in physiologic response based on your interventions, followed by debriefing for in-depth learning in a safe environment.

MED 3

PRE-CLINICAL SCIENCE III

Credit Hours: 19 | Course No: 6326

GASTROINTESTINAL SYSTEM

This five-week learning experience in the revised curriculum will delve into the intricacies of anatomy, physiology, biochemistry, pathology, microbiology, immunology, radiology, and pharmacology, all within the context of clinical practice. Initially, students will explore how the gastrointestinal (GI) tract is formed during embryonic development and the clinical significance of abnormalities in this process.

The oral cavity will be studied in detail, including its adaptations for physical and chemical digestion of food and defense against pathogens. You will examine how its anatomy facilitates digestion and how salivary glands secrete enzymes and antimicrobial factors critical to the digestive process. The anterior abdominal wall will also be reviewed, emphasizing its clinical relevance, such as its role in providing surgical access for treating gastrointestinal diseases.

You will study the esophagus and stomach, focusing on their structural, neurological, and hormonal coordination to enable food propulsion and breakdown. Pathological discussions will include gastritis. Microbiological content will delve into infections by *Helicobacter pylori* and other agents.

The liver, gallbladder, and pancreas will be studied in detail, including their roles in digestion, metabolism, and energy storage, as well as several related pathologies and treatment options.

This course unit aims to provide a comprehensive understanding of normal GI structure and function, GI diseases, diagnostic tools, and therapeutic strategies, emphasizing both common and rare conditions (aligned with the USMLE Content Outline). The integrated course unit will be delivered through live lectures, team-based learning sessions, tutorials, and anatomy and radiology labs. These diverse teaching methods facilitate a holistic and application-driven understanding of the GI system.

CARDIOVASCULAR SYSTEM

This six-week course unit in the revised curriculum provides a comprehensive exploration of the cardiovascular system, bridging foundational knowledge with clinical applications to equip medical students with the knowledge needed for advanced medical studies and clinical practice. The curriculum is designed to progress systematically from basic anatomy and physiology to complex pathologies, all with clinical scenarios. In the first week, students will lay the groundwork by studying the mediastinum, cardiac anatomy, and vascular structures, alongside essential imaging techniques and developmental insights into fetal and newborn circulation. This foundational knowledge is deepened in the second week with a focus on cardiovascular physiology, including hemodynamics, cardiac output, and blood pressure regulation, emphasizing the nervous system's role in circulatory control.

The third week introduces pathophysiology and pathology, exploring disorders such as atherosclerosis and shock. Building on this understanding, the fourth week further explores pathologies, highlighting conditions such as heart failure and myocardial infarction, complemented by hands-on activities like electrocardiography (ECG) interpretation and team-based learning on acute cardiac emergencies.

The fifth week shifts to cardiac arrhythmias and congenital heart diseases, delving into antiarrhythmic drugs, valvular pathologies, and cardiac catheterization. The final week integrates advanced topics, including cardiac neoplasms, transplantation, and imaging, with focused tutorials and review sessions to consolidate knowledge.

By engaging in integrated activities such as case-based discussions, team-based learning, and tutorials, students will gain a holistic understanding of the cardiovascular system. This structured approach ensures not only mastery of theoretical concepts but also practical skills essential for clinical problem-solving. With a blend of clinical anatomy, physiology, pathology, microbiology, and pharmacology, this course unit provides a robust foundation for future clinical endeavors.

RESPIRATORY SYSTEM

The seven-week, integrated Respiratory System course unit in the revised curriculum is designed to facilitate medical students' comprehensive understanding of the structure, function, and disorders of the upper and lower respiratory tracts, as well as relevant therapeutics.

This course unit begins by exploring the gross anatomy, embryology, and microscopic anatomy of the respiratory system and its medical imaging. The course unit emphasizes the system's primary physiological role that facilitates oxygen delivery to cells and carbon dioxide removal, while also incorporating the structural and functional significance of hemoglobin. Students will delve into key physiological concepts, including pulmonary ventilation and perfusion. Additionally, the course

unit addresses non-respiratory functions as well as adaptive responses to sleep and to physiological stressors, including exercise, high altitude, and diving.

To facilitate a smooth transition from normal physiology to disease states, the course unit also features pathology, microbiology, immunology, pharmacology, and diagnostic imaging. Clinical concepts are integrated, addressing key conditions, such as obstructive and restrictive lung diseases, vascular disorders, pulmonary infections, and lung neoplasms.

The teaching and learning activities of the course unit are delivered through live lectures, tutorials, and team-based learning sessions that are facilitated by content experts. This course unit prepares students to apply their foundational knowledge in clinical settings, effectively bridging the gap between basic sciences and clinical practice.

CLINICAL MEDICINE III

This chapter of the clinical medicine course takes you deeper, exploring the intricate landscapes of the hematolymphoid, musculoskeletal, skin, gastrointestinal, neurological, and psychiatric systems. You will begin your journey of understanding Health Systems Science. Master the art of data gathering, where every clue – from a subtle rash to a slurred word – tells a story. Hone your critical thinking to translate symptoms into the language of disease, becoming diagnosticians who can unravel medical mysteries and pave the way for effective treatment. Prepare to encounter real patients, engage with lifelike manikins, and sharpen your skills with experienced standardized patients. By the end, you will emerge with the confidence and know-how to navigate the complexities of human health, leaving a lasting impact on every patient you meet.

MED 4

PRE-CLINICAL SCIENCE IV

Credit Hours: 19 | Course No: 6426

CARDIOVASCULAR SYSTEM II

This *Curriculum Next* 4-week module is designed as an integrated introduction to the diseases of the cardiovascular system. It has been collaboratively developed by faculty to help students form a strong base of medical knowledge in cardiovascular pathophysiology, pathology, microbiology, and pharmacology. Building on this foundation, it is our goal for each student to begin to develop the analytical and cognitive skills necessary for a successful transition from basic cardiovascular physiology to the care of patients with heart disease. We expect each student will acquire a solid comprehension of basic principles and, most importantly, a practical understanding of how to approach a patient with known or suspected cardiac disease.

Didactic lectures will be integrated to include cardiovascular pathology, pathophysiology, microbiology, and pharmacology. The lectures have been developed to build on material from the assigned readings. The required textbook readings will provide the student with theoretical and practical concepts to complement, but not replace, material presented in lectures. Students are expected to read the relevant physiology from the assigned texts that will broaden each individual's understanding of cardiovascular disease, provide perspective, and reinforce vital clinicopathologic concepts not necessarily provided in written format.

Clinicopathological exercises are active learning opportunities designed to challenge students to apply knowledge from textbook readings and lectures in the analysis of authentic clinical scenarios for which there are multiple possible diagnoses. Students will work individually or with colleagues to formulate a pathophysiological explanation for presenting symptoms and signs, interpret electrocardiograms, develop a differential diagnosis, and make a plan for further diagnostic evaluation and/or management.

RESPIRATORY SYSTEM II

This 4-week module is designed to give students an overview of upper and lower respiratory tract disorders. The module provides an overview of the abnormal processes and diseases that can affect the structure and function of the respiratory passage. This goal will be achieved by close integration of Pathology, Microbiology, Immunology, Pharmacology, and imaging modalities.

This module has been divided into learning objectives for obstructive lung diseases, restrictive lung diseases, vascular diseases, pulmonary infections, lung neoplasia, and miscellaneous topics. The teaching and learning materials will be delivered mainly in the form of live lectures, PowerPoints, reading assignments from reference textbooks, and active small group discussions guided by facilitators. Learning materials (class notes, PowerPoints, videos, etc.) will be posted in the learning management system before lectures and small group activities to facilitate students' advanced preparation for the sessions. By the end of this module students will be able to apply their knowledge to clinical contexts of respiratory system diseases.

RENAL SYSTEM II

The Renal System II is a collaborative effort of the Preclinical Sciences faculty to help students understand the clinical aspects of diseases that affect the kidneys and the urinary system. During this 2-week module, students will build a strong foundation of medical knowledge in renal pathophysiology, pathology, microbiology, and pharmacology. The Renal System year one foundation was the building block for our approach in the second year. Building on this foundation, it is our goal for each student to continue to develop the cognitive and analytical skills necessary for a successful transition from basic renal system sciences to the care of patients with renal disease.

The second part of the Renal System II comprises an Epidemiology and Biostatistics II module—Advanced Clinical Epidemiology & Biostatistics. It uses frameworks that extend beyond the Renal system. This two-week module expands on Clinical and Population Epidemiology and Biostatistics I by introducing, in the first half, deeper and more complex subjects in systematic error for epidemiological designs in clinical and population-based research, notions of clinical and health economic analyses, complex diagnostic tests epidemiological research, and clinical and population-based needs assessment techniques. In the second half, evidence-based medicine (EBM) and critical thinking skills are presented to the students, with emphasis on transitioning them from background questions (simple questions focused mostly on basic science concepts) to foreground questions (complex questions relating to clinical situations). To do so, they will go through modules on good clinical question generation (using PICO-TT format), searching the scientific literature, and critical appraisal of therapy studies, diagnostic test studies, meta-analyses, and clinical guidelines. The delivery of this curriculum uses flipped classrooms, in-class exercises using peer-reviewed papers, and team-based learning EBM sessions.

ENDOCRINE / REPRODUCTIVE SYSTEM II

The Endocrine/Reproductive System II 4-week module provides an exploration of the abnormal processes and diseases that can affect the function and structure of the endocrine and reproductive systems and their management. This goal will be achieved by close integration of knowledge of Pathology, Pharmacology, Microbiology, Imaging, and Behavioral Sciences. Students will review the principles of hormone secretion, signaling, and hormonal regulation of reproduction and learn about disorders of fertility. They will also learn about disorders of the pituitary, thyroid, parathyroid and adrenal glands, and pancreas as well as understand the pathophysiology of the various aspects of diabetes mellitus and their management, plus adverse effects of drugs on the endocrine system. The teaching and learning materials will be delivered in the form of live lectures, small group activities, interactive case-based discussions, pre-recorded lectures, PowerPoints, and reading assignments from reference textbooks.

By the end of this module, students will be able to apply their knowledge to clinical contexts. The learning objectives for the module are derived from national guidelines and the United States Medical Licensing Examination Content Outline and have been reviewed and updated. They correlate well with both the assigned readings and examination items. The learning objectives are designed to define and focus on the basic knowledge of this system that we believe is necessary to become an outstanding physician as well as to pass the national US Medical Licensing Examination.

CLINICAL MEDICINE IV

This final chapter of clinical medicine equips you to decipher the fascinating languages of your patients' cardiovascular, respiratory, renal, endocrine, and reproductive systems. Armed with your tools from previous semesters, you will refine your clinical communication and data collection skills, seamlessly weaving basic science into these intricate landscapes. Brace yourselves for the challenge of interpreting murmurs, unlocking the mysteries of lung function, and witnessing the delicate dance of hormones. Each discovery paves the way for effective treatment, building your confidence as a future diagnostician with the power to heal and empower. You will be prepared for your core clinical rotations.

MED 5

Credit Hours: 15 | *Course No:* 6880

Themes: Hematolymphoid system, Musculoskeletal system, Epidemiology, Biostatistics, Biochemistry, Genetics, Endocrine system, Renal system, Reproductive system, Gastrointestinal system, Neuroscience, Behavioral Science, Respiratory system, Cardiovascular system, Multisystem conditions.

The 15-week semester is designed to review and reinforce selected concepts from the Preclinical Sciences disciplines and systems using sessions focused on question dissection interspersed with micro-teaching, case discussions, and participation in high-fidelity simulation with subsequent de-briefing. This diversity in teaching/learning modalities is designed to enhance learners' cognitive integration and application of knowledge to clinical and research scenarios to fine-tune their critical thinking and problem-solving skills. At the end of the 15-week semester, students will take the National Board of Medical Examiners (NBME) Comprehensive Basic Science Examination (CBSE) or a similar alternate examination in preparation for their Step 1 board examination.

CLINICAL SCIENCES

OVERVIEW

During the clinical education in semesters CLN6-9, students continue to develop clinical and communication skills in all areas of patient care under the direction of AUA's medical faculty at teaching hospitals in patient-centered environments.

Clinical education consists of 84 weeks of core and elective rotations.

The **FM1/IM1** -Advanced Introduction to Clinical Medicine: The first clinical rotation focuses on enhancing the skills required to perform histories and physical examinations and to interact with patients, family, and health care providers in a U.S. medical environment. The duration is 8 weeks.

The 44 weeks of **CLINICAL CORE ROTATIONS** (Internal Medicine – 12 weeks; Surgery – 8 weeks; Family Medicine – 6 weeks; OB/GYN – 6 weeks; Pediatrics – 6 weeks; Psychiatry – 6 weeks) include in-hospital patient care (that might be combined with outpatient office experience where permitted by state law), creating a learning environment in which clinical competence can be achieved.

In addition, students will enhance their medical knowledge and strengthen their clinical skills during the 32 weeks of **CLINICAL ELECTIVE ROTATIONS** in subspecialties of the core subjects, other medical specialties, and research. In general, the duration of an elective rotation is four weeks.

Clinical rotations are integrated educational experiences that allow students to develop the knowledge, skills, attitudes, and professionalism essential to caring for patients effectively, efficiently, and humanely. The faculty's goal is to facilitate learning, stimulate curiosity, promote independent thinking, encourage compassion, inspire excellent care, and equip students with the tools for a lifetime of learning. The acquisition of clinical knowledge and skills during the clinical clerkship is achieved through direct interaction with clinical faculty, patients (in-person and via telemedicine formats), standardized patients, and simulation, and is supplemented by clinical core subject-specific clinical content) provided via AUAs AMBOSS platform for each core rotation. .

FAMILY / INTERNAL MEDICINE (FM1 / IM1) - 8 WEEKS

Advanced Introduction to Clinical Medicine (FM1/IM1): The first clinical rotation focuses on enhancing the skills required to perform physical examinations and to interact with patients, family, and health care providers in a U.S. medical environment.

CLINICAL CORE ROTATIONS

INTERNAL MEDICINE – 12 WEEKS

Students gain general knowledge of internal medicine, including health promotion, disease prevention, and diagnosis and treatment of men and women from adolescence through old age, in times of health through all stages of acute and chronic illness. Additionally, students develop skills in problem-solving and decision-making, and an attitude of caring driven by humanistic and professional values. This rotation incorporates a consideration of human biology and behavior, and an understanding of the epidemiology and pathophysiology of disease and treatment modalities. Students master clinical skills

in interviewing, physical examination, differential diagnosis, diagnostic testing strategies, therapeutic techniques, counseling, and disease prevention.

*MANDATORY AMBOSS Internal Medicine Core Study Plan

Required Reading:

Jamison, L., Fauci, A., Casper, E., Hauser, S., Longo, D., & Loscalzo, J. (2022). *Harrison's Manual of Medicine* (20th ed.). McGraw-Hill.
ISBN 10: 1260455343
ISBN 13: 978-1260455342

Duncan, M.D., & Shuang, K. (2023). *Step up to medicine* (6th ed.). Wolters Kluwer.
ISBN-10 : 1975192710
ISBN-13 : 978-1975192716

Sabatine, M.S. (2022). *Pocket Medicine* (8th ed.). Wolters Kluwer
ISBN 10: 1975182995
ISBN 13: 978-1975182991

- Online MedEd Videos: Onlinemeded.org (Summary videos to use as intro to topics)
- Anki Flash cards www.ankiapp.com (Anki is a flashcard app that uses spaced repetition. Premed decks available online)
- *Medical Students can sign up for American College of Physicians membership free of charge.

S U R G E R Y – 8 W E E K S

Students will gain an appreciation for the specific role of surgeons in the spectrum of medical care. This clerkship introduces the principles of surgery and the rationale for surgical therapeutic intervention through many different educational modalities. Students should have exposure to the breadth and depth of surgery under the guidance of a preceptor, and function as a contributing member of the surgical team. Students should demonstrate an understanding of surgical procedures, and the elements required to establish surgical diagnoses. Preoperative evaluation, perioperative care, and postoperative follow-up – with documented progress in each component of care – are emphasized. Relevant information should be described in the brief postoperative note. There should be evidence of understanding the legal aspects of the medical record. The Surgery Clerkship will foster student growth in areas of patient care, medical knowledge, interpersonal and communication skills, practice-based learning and improvement, professionalism, and systems-based practice.

**MANDATORY AMBOSS Surgery Core Study Plan

Required Reading:

Dyke C. & DeMaria, E.J. (2004). *Surgical attending rounds* (3rd ed). Lippincott Wilkins & Williams.
ISBN-10 : 0781750466
ISBN-13: 978-0781750462

Harken & Moore (2017) *Abernathy's surgical secrets* (7th ed.) Mosby.
ISBN-10: 0323478735
ISBN-13: 978-0323478731

Wise, P. & Blatnik, J.A. (2023). *The Washington manual of surgery* (9th ed.). Wolters Kluwer.
ISBN-10 : 1975201256

ISBN-13 : 978-1975201258

Brunnicardi, F.C., Andersen, D.K., Billiar, T.R., Dunn, D. Kao, L.S., Hunter, J.G., Matthews, J.B., & Pollock, R.E. (2019). *Schwartz's principles of surgery* (11th ed.). McGraw Hill.
 ISBN-10: 1259835359
 ISBN-13: 978-1259835353

FAMILY MEDICINE – 6 WEEKS

The clerkship in family medicine will introduce students to the aspects of family medicine that are applicable to all fields of medical practice, including the comprehensive and continuous care provided by family physicians to patients of all ages. The clerkship will enhance the students' ability to recognize the importance of family systems and the impact of chronic illness on patients and their families. The health of individual family members, cultural issues, family systems, and their cumulative effect on health outcomes will be highlighted. Students will become familiar with end-of-life issues and palliative care and the role of the physician in these decision-making processes. The clerkship will emphasize the importance of recognizing symptoms and acquiring medical knowledge in providing patients with the highest-quality medical care. The family medicine clerkship will promote the highest standards of professional behavior and clinical competence while preparing students for the practice of family medicine to diverse patient populations. The clerkship will enhance students' knowledge and awareness of the common diagnoses and the impact of cultural issues and family systems upon the patient.

**MANDATORY AMBOSS Family Medicine Core Study Plan

Required Reading:

Rakel, R.E., & Rakel, D. (2015). *Textbook of family medicine* (9th ed.). Elsevier
 ISBN-10: 0323239900
 ISBN-13: 978-0323239905

King, M. & Lipsky, M.S. (2018). *Blueprints family medicine*. (4th ed.). Wolters Kluwer
 ISBN-10: 1496377885
 ISBN-13: 978-1496377883

Toy, E. Briscoe, D., Britton, B. & Heidelbaugh, J.J. (2020). *Case files family medicine*. (5th ed.). McGraw Hill
 ISBN-10: 1260468593
 ISBN-13: 978-1260468595

Tallia, A.F., Scherger, J.E. & Dickey, N.W. (2021). *Swanson's family medicine review* (9th ed.). Elsevier
 ISBN-10: 0323698115
 ISBN-10: 978-0323698115

OBSTETRICS AND GYNECOLOGY – 6 WEEKS

During this rotation, students will acquire a set of basic educational and technical skills related to the maintenance of women's health. They will learn to take an obstetrical and gynecological history and physical examination, with emphasis on the breasts, abdomen, and pelvis. Students will develop a basic understanding of the pathophysiology in women as they occur, from menarche through the reproductive years and menopause. This will include an appreciation of specific obstetric and gynecologic issues encountered at different stages of a woman's life. Inpatient obstetrical and gynecological admissions and surgical procedures, as well as ambulatory outpatient clinic or private practice experience provide the

necessary core fundamentals of the clerkship. Students are required to master their understanding of the physiology of endocrinology during pregnancy, renal function and basic anatomy.

****MANDATORY AMBOSS OB/GYN Core Study Plan**

Required reading:

Callahan, T.L.. & Caughey, A.B.(2018). Blueprints: obstetrics & gynecology (7th ed.). Wolters Kluwer (***mandatory***)

ISBN-10 : 1975134877

ISBN-13 : 978-1975134877

Casanova, R. Chuang, A. Goepfert, A.R., Heuppchen, N.A., Weiss, P.M., & The American College of Obstetrics and Gynecology. (2023) *Beckmann and Ling's Obstetrics and Gynecology* (9th ed). Wolters Kluwer.

ISBN-10 : 1975180577

ISBN-13 : 978-1975180577

- USMLE World Q Bank (recommended) – OB-GYN (205 questions)

P E D I A T R I C S – 6 W E E K S

This clerkship provides students with the basic skills and knowledge required to care for children and their families. The focus of the pediatric clerkship is to teach students about issues unique to the infant, child, and adolescent. There is a major emphasis on disease prevention, treatment, and the impact of disease and treatment on the child. During the six weeks, the students develop the communication, physical examination, and problem-solving skills required to evaluate the health status of a pediatric patient from birth to 18 years of age. Review of all relevant basic sciences including genetics, embryology, biomedical sciences, complications during pregnancy, and physiology is expected.

****MANDATORY AMBOSS Pediatrics Core Study Plan**

Required Reading:

Bernstein, D. & Shelov, S.P. (2012). Pediatrics for medical students. (3rd.ed.), Wolters Kluwer.

ISBN-10 : 0781770300

ISBN 13: 978-0-7817-7030-9

Bradley S., Marino, B.S., & Fine, K.S. (2020). Blueprints pediatrics (7th ed.). Wolters Kluwer.

ISBN-10 : 1496396464

ISBN 13: 978-1-4511-1604-5

Kliegman, R.M., St. Geme, J.W., Blum, N.J., Shah, S.S., Tasker, R.C., Wilson, K.M. & Behrman, R.E. (2024). Nelson textbook of pediatrics (22nd ed). Elsevier

ISBN-10 : 0323883052

ISBN-13 : 978-0323883054

South, M., Isaacs, D. (2012). Practical Pediatrics. (7th ed.). Churchill Livingstone.

ISBN 10: 0702042927

ISBN 13: 978-0702042928

Toy, E., Yetman, R., Hormann, M., McNeese, M., Lahoti, S., Sanders, M.J., & Geltemeyer, A. (2022). *Case Files Pediatrics* (6th ed.). McGraw Hill.

ISBN-10: 126047495X
 ISBN-13: 978-1260474954

PSYCHIATRY – 6 WEEKS

The objective of the psychiatric rotation is to prepare the student to recognize, assess, and treat a wide range of mental health problems that may present during an individual's lifetime. Emphasis is placed on assessment of the patient's mental status and personality traits as they relate to the patient's health practices, and on legal issues such as mental competency, dangerousness, and civil commitment and their relevance to clinical management of other medical conditions. The student should be able to use the interview situation to obtain an in-depth history, perform a comprehensive mental status examination, and establish a positive professional doctor–patient relationship. This knowledge should be the basis of the student's ability to make a comprehensive diagnosis of common psychiatric conditions. The student is required to review and understand all aspects of neurophysiology, neuroanatomy, neuropharmacology, and behavioral sciences. The student should also acquire knowledge of the various therapeutic modalities, including pharmacological, psychotherapeutic, and social interventions, and be aware of their indications and limitations. By becoming more skilled in assessing the personal strengths and vulnerabilities of a patient's mental state, the student should become more competent in interviewing in all medical settings.

*MANDATORY AMBOSS Psychiatry Core Study Plan

Required Reading:

Manley Myrl R.S. (2007). *Psychiatry clerkship guide*, (2nd ed.). Mosby.

ISBN-10 : 1416031324
 ISBN 13: 978-1-4160-3132-1

Boland, R. Verduin, M. (2022). *Kaplan and Sadock's concise textbook of clinical psychiatry*. (5th ed.). Lippincott Williams & Wilkins.

ISBN-10 : 1975167481
 ISBN13 9781975167486

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders: Text revision: DSM-5-TR*. (5th ed.).

ISBN 978-0-89042-555-8

Privitera, M.R. & Lyness, J.M. (2009). *Psychiatry mentor: Your clerkship & shelf exam companion* (2nd ed.). F. A. Davis.

ISBN-10 : 0803616929
 ISBN 13:978-0-8036-1692-9

Study Guides:

Klamen, D. & Pan, P. (202). *Psychiatry pretest: Self-assessment and review*. (15th ed.). McGraw Hill.

ISBN-10 : 1260467414
 ISBN-13 : 978-1260467413

Roberts, L.W. & Louie, A.K. (2014) *Study guide to the DSM-5* (5th ed.). American Psychiatry Association.

ISBN 13: 978-1585624645

Blitzstein, S.M., Ganti, L. & Kaufman, M.S. (2022). *First aid for psychiatry clerkship*. (6th ed.). McGraw Hill.

ISBN-10 : 1264257848
 ISBN-13 : 978-1264257843

Toy, E. & Klamen, D. (2020). *Case files for psychiatry*. (6th ed.) McGraw Hill.
 ISBN-10 : 126603501X
 ISBN-13 : 978-1266035012

Blitzstein, S. (2016). *Lange Q&A psychiatry*, (11th edition). McGraw Hill.
 ISBN-10 : 1260468739
 ISBN-13 : 978-1260468731

- UpToDate-relevant chapters

Psychiatric Memoirs:

Redfield Jamison, K. (1995). *An unquiet mind*. Random House Publishing
 ISBN-10 : 9780679763307
 ISBN-13 : 978-0679763307

CLINICAL ELECTIVE ROTATIONS – 4 WEEKS PER ROTATION

ADDICTION MEDICINE / CHEMICAL DEPENDENCY

The incidence of substance abuse and substance dependency is increasing throughout the country. These are commonly seen in patients receiving inpatient medical services and in medical practices and are frequently comorbid with other medical and psychiatric disorders. In spite of public education and outreach efforts, considerable societal stigma exists toward patients with addictive disorders; healthcare providers frequently have negative attitudes toward these patients as well. Many believe that it is a social issue, not a medical issue. As we are aware, the identification, assessment, and referral for treatment of patients are strongly influenced by physician attitudes and life experiences with personal, family, or prior patients' substance use. Effective tools and strategies help clinicians recognize the physiological and behavioral red flags of addiction and elicit a substance use history in a nonjudgmental manner, enabling the physician to make the appropriate diagnosis and develop a patient-specific plan for treatment and referral.

ADULT PAIN MANAGEMENT

Pain management uses a multidisciplinary approach to reduce acute and chronic pain in pediatric and adult patients. Local, regional, and general anesthetic procedures are used in combination with psychological and other techniques such as chiropractic manipulations or acupuncture.

ADVANCED OUTPATIENT AND INPATIENT

This elective is designed with opportunities to expand the student's exposure to general and specialty psychiatry and allow further development of competencies in diagnosing and treating psychiatric disorders.

Students will be exposed to a broad range of psychopathology in diverse clinical practice settings including outpatient psychiatry in a medical school affiliated college mental health clinic, community-based clinic, an acute inpatient psychiatric hospital and a state psychiatric hospital. Clinical case conferences and/or didactics will supplement the clinical experience.

AMBULATORY MEDICINE

This rotation will provide an educational experience in primary care community practice settings. This will provide exposure to community medicine physicians and role models, different practice models and practice styles, and aid in future career planning. Students will learn the management of urgent problems encountered in primary care practices. Students will also be able to perform problem-focused evaluations in an efficient manner.

ANESTHESIOLOGY

Anesthesia is an intervention that allows the performance of surgical or other painful procedures in pediatric and/or adult patients using local, regional, or general anesthesia techniques. Perioperative care and acute and chronic pain management are also components of anesthesia.

BURN SURGERY

The treatment of burns is a time-consuming and all-encompassing endeavor. During this elective rotation, students are exposed to the burn unit and its various components.

CARDIOLOGY

The goal of this rotation is for the student to develop the ability to independently evaluate, treat, and monitor ACS, atrial fibrillation, CHF, ventricular arrhythmias, HTN, hyperlipidemia, valvular heart disease, and aortic dissection. At the completion of this elective, the student should be able to describe the diagnostic evaluation and management of common cardiac conditions.

CHILD / ADOLESCENT PSYCHIATRY

The range of problems that may be encountered in child and adolescent psychiatry are, in part, covered by reports describing addictions and substance abuse, emergency psychiatric interventions, consultation liaison, school problems, and family disruptions. The orientation of an elective in child and adolescent psychiatry could cover a wide range of clinical problems. All of these areas of study and patient care demand the ability to relate with patients in creative ways, to know the range of diagnostic and treatment options available, and to prioritize one's intervention in a practical and safe manner. Though family involvement is often required in the evaluation and treatment of adults, in child and adolescent psychiatry this involvement is required and is often essential. An elective in psychiatry therefore covers an immense range of problems including the possible placement of the child on a temporary or even permanent basis.

CLINICAL RESEARCH

AUA clinical students may opt to take a research elective in medical research. This is typically a four-week experience. Initially, each student selects a preceptor/supervising physician who will guide and supervise the research experience. The specific activities required of the student will vary depending on the medical research topic and the stage of the research project. In some cases, the student may be completing a review of the literature, including an evaluation of the methodological strengths and weaknesses of that literature. In other cases, they may be developing a research proposal or collecting and analyzing data. Once this plan is reviewed and approved by the clinical student and the supervising physician, it must be submitted to the AUA Research Council for review and recommendation to the Dean of Clinical Sciences. The research elective cannot proceed without approval from the Dean of Clinical Sciences.

COLORECTAL SURGERY

This rotation exposes students to a team specializing in colorectal pathologies. Diagnostic and therapeutic evaluations of all colorectal pathologies that plague a large portion of our population are emphasized. Tumors, both benign and malignant, along with inflammatory bowel pathologies, are the mainstay of pathologies seen. Students will gain essential knowledge about management of colon pathologies including Crohn's disease, ulcerative colitis, and benign and malignant colon tumors.

COMMUNITY MEDICINE

This elective rotation is conducted in collaboration with teaching hospitals and allows students to serve their communities in hospitals, clinics and public health settings in order to address public health issues, for example the Covid-19 pandemic. Students, under supervision, will participate in projects to advocate and communicate public health policies to the general public and assist public health authorities and hospitals in their effort to address public health issues.

COMPREHENSIVE PSYCHIATRIC EMERGENCY PROGRAM (CPEP)

Students are exposed to a variety of psychiatric emergencies including suicide attempts, drug overdoses, and other emergent acute psychiatric, psychotic disorders.

CONSULTATION AND LIAISON PSYCHIATRY

Consultation-liaison psychiatry, also known as psychosomatic medicine, is a subspecialty of psychiatry that focuses on the care of patients with comorbid psychiatric and general medical conditions. Consultation-liaison psychiatry deals with the understanding and advancement of medical science, education, and the provision of healthcare for medically ill patients. This rotation in consultation-liaison psychiatry can expose students to different psychiatric manifestations of medical illness and their treatments and about care for medically ill patients who have psychiatric disorders.

CRITICAL CARE

Clinical experiences in critical care medicine are intended to assist students' understanding of the unique life-threatening conditions faced by critically ill patients. These include, but are not limited to, organ failure, coma, shock, ventilatory support, and end-of-life transitions. The purpose of the elective is for students to become familiar with and comfortable in critical care units caring for a diverse population of surgical, neurological, and medical patients.

DERMATOLOGY

Dermatology is the specialty of medicine concerned with management of disorders of the skin, mucous membranes, and adnexal structures, including hair and nails. This elective is designed to expose medical students to various aspects of dermatology and to gain a working knowledge of how to recognize skin signs of systemic diseases, normal findings (including benign growths of the skin), and common skin malignancies. The rotation will consist primarily of outpatient encounters, with some inpatient consultation with an attending physician and/or dermatology resident. A broad spectrum of disease entities will be seen that range in patient stage from initial diagnosis to those patients that have diseases that have been refractory to treatment. Students will be exposed to inflammatory, infectious, neoplastic, metabolic, congenital, and structural disorders, and will be involved in the discussion of differential diagnoses, diagnostic evaluation, and outline of treatment plans. The goal is to have students understand how dermatologists apply an interdisciplinary approach to the management of skin disorders in a professional and compassionate manner.

EMERGENCY MEDICINE

This rotation is typically done in a full-service emergency room, but students may spend some time in an urgent care center. The key in this rotation is the art of triage. Students shall be exposed to patients with pediatric psychiatric and adult medical-surgical emergencies. Students will observe their attending physicians, decide whether to admit and treat a patient on an inpatient basis, or arrange outpatient care of the patient. The treatment of many acute conditions, such as trauma and heart failure, requires a broad medical knowledge.

EMERGENCY / TELEPSYCHIATRY

Many psychiatric problems present as emergencies and often occur in places with no local psychiatric services. Significant help in diagnosis and treatment can be carried out at a distance through telemedicine. .

ENDOCRINOLOGY

The goal of the endocrine elective is for students to develop the ability to independently evaluate, treat, and monitor common endocrine disorders (e.g., diabetes, thyroid dysfunction, lipid abnormalities, metabolic bone disease, and calcium disorders) and to become familiar enough with the less common endocrinopathies (e.g., adrenal disease, pituitary disease, and gonadal dysfunction) to recognize the abnormality and initiate proper evaluation and treatment.

ENT

This rotation will expose students to pathologies of the ears, nose, and throat. These pathologies include otitis media and externa. Students will be exposed to both benign and malignant tumors of the ears, salivary glands, thyroid, parathyroid,

vocal cords, pharynx, and hypopharynx. Students will learn to evaluate these structures to determine the presence or absence of neck masses.

FAMILY MEDICINE

The purpose of this elective is to provide the students with experience in an intern-like role in a Family Medicine training program. This advanced inpatient experience provides an opportunity for students to challenge themselves with an in-depth experience in family medicine. The objectives of this elective are an expansion of the Family Medicine core clerkship.

FORENSIC PATHOLOGY

This rotation immerses students into a medicolegal environment, typically in a medical examiner's office. The chain of evidence and time and cause of death will be studied in this rotation. The pathologist determines, through the use of scientific deduction, the immediate and contributory cause and time of death, along with the identification of victim.

GASTROENTEROLOGY

The gastroenterology elective is designed to provide medical students with a well-rounded learning experience in gastroenterology and hepatology that is integral to the specialty of internal medicine. The goal of this elective is for students to develop the ability to independently evaluate, treat, and monitor the broad range of diseases in general gastroenterology and hepatology, including transplant hepatology, and to understand the use of advanced endoscopy in both inpatient and outpatient settings.

GENERAL SURGERY

This is typically an extension of the core rotation. All the basic skills required in your basic rotation are finessed here. This would be the place to have more extensive exposure to the OR and more bedside procedures and teaching. Students typically round with the team and perform tasks similar to those of first-year residents. This is an ideal rotation for those students who are interested in surgical specialties.

GERIATRIC MEDICINE

The geriatric/gerontology elective rotation fosters geriatric community experiences improving the understanding of persons over the age of 65 years, enhancing clinical skills assessments in geriatric areas, and increasing students' interest in geriatric care.

GYN ONCOLOGY

GYN oncology is an elective involving diagnosis and treatment of gynecologic neoplasms. The rotation will be supervised by the gynecologic oncologist in the office/clinic setting for diagnosis and medical treatment, as well as surgical procedures for invasive disease. The elective may also involve co-management with radiation oncology for radiation treatment and hematology oncology for chemotherapy options while treating invasive gynecologic neoplasms.

HEMATOLOGY / ONCOLOGY

The hematology and oncology elective is designed to facilitate students' understanding of common clinical presentations, evaluation, and management of blood dyscrasias and neoplastic disorders. Students will learn the proper evaluation and care of the oncology patient, from diagnosis and tumor staging to chemotherapy and palliation. Simultaneously, students will learn the proper evaluation of hematological disorders, including interpretation of diagnostic tests and initiation of treatment.

INFECTIOUS DISEASE

The purpose of the infectious disease rotation is to assist students in understanding the evaluation and treatment of both chronic and acute infectious illnesses. In the supervised setting, students will learn to isolate infectious sources and choose appropriate antimicrobial therapies based on evidence gathered from multiple sources, including patient history and physical, as well as blood work, radiological studies, and empiric data. At the completion of this elective, the student should be able to describe the diagnostic evaluation and management of common infectious diseases.

INTERNAL MEDICINE

The purpose of the elective in internal medicine is for the medical student to gain further experience in the elements of patient care. This elective will focus on the more detailed aspects of histories, physical examinations, various elements used in diagnosis (imaging procedures, lab tests, invasive testing, etc.), and the development and implementation of diagnostic and therapeutic plans.

INTERVENTIONAL CARDIOLOGY

The goal of the interventional cardiology elective is to introduce students to a branch of cardiology that deals specifically with the catheter-based treatment of structural heart diseases.

INTRODUCTION TO DISASTER MANAGEMENT

This elective is an introduction to the concept of disaster management and serves as a framework to prepare future physicians for effective disaster management. Topics include disaster lifecycles and associated costs, preparedness, disaster psychology, the role of the community in disaster mitigation, team organization, and incident command systems.

MEDICAL AND POPULATION SCIENCES RESEARCH COURSE

This elective is intended for students interested in population-level health services research. Coursework includes the study of basic theoretical concepts of scientific research, the elements of a research plan, data analysis, research protocol, and summarizing said research in a structured abstract.

Students will obtain hands-on experience in scientific research in health in this elective offered by the Division of Medical and Population Sciences Research, Herbert Wertheim College of Medicine, Florida International University - (FIU HWCOR). This will be achieved by developing a short project in the role of co-principal investigators.

MULTI-DISCIPLINARY GRAND ROUNDS – 5 WEEKS

The objective of the Multi-disciplinary Grand Rounds is to provide a remote option during the pandemic to familiarize the students with each of the specialties/subspecialties during their clinical education and to further deepen their clinical knowledge. The MDGRs are available to all clinical students after FM1/IM1 and involve clinical scenarios, didactic lectures, case presentations, and web-based and evidence-based medicine learning tools used to deliver the content remotely over a 6-week period. One week each is dedicated per core specialty (IM, FAM, OB/GYN, PEDS, and PSY), and faculty will cultivate dedicated sessions including core content topics, subspecialty highlights, and discussions on providing equitable care within a complex health system.

NEONATOLOGY

The purpose of the neonatology elective is to give students the experience in learning about normal and ill newborns. In a supervised setting, students will have hands-on training in handling both the infants and the equipment.

NEPHROLOGY

The nephrology elective is designed to help students understand the signs, symptoms, and management of common renal syndromes, including acute renal failure, chronic renal failure, glomerulonephritis, and nephrotic syndrome. Additionally, students will become familiar with the management of fluid, electrolyte and acid-base disorders, and the diagnosis and management of primary and secondary hypertension.

NEUROLOGY

Neurology is a field based on knowledge of brain and peripheral nerve function that is essential for both neurologists and all clinicians. It includes many diseases of the central nervous system, such as temporal lobe epilepsy, that can present with prominent psychiatric symptoms that have a known organic basis. During this elective rotation students will become familiar with the diagnostic evaluation and treatment of patients with common neurologic disorders, including peripheral neuropathy and cerebrovascular accident.

NEUROPSYCHIATRY

Students will utilize his/her basic knowledge of neurology and psychiatry to become proficient in understanding several illnesses that present symptoms and signs of a clear organic origin and a syndrome with primary behavioral symptoms.

NEUROSURGERY

Students will become familiar with a proper neurologic exam while assigned to a neurosurgical team. Exposure to a wide array of neurosurgical procedures and pre- and postoperative care will be provided. This rotation is a unique experience for any student; students will acquire skills in neurologic evaluation that will serve them well in their medical careers.

OCCUPATIONAL MEDICINE

The occupational and environmental health elective is the area of family medicine dedicated to the prevention and management of occupational and environmental injury, illness and disability, and the promotion of health and productivity of workers, their families and communities.

OPHTHALMOLOGY

The goal of this elective is to provide students with a strong foundation in clinical ophthalmology, including an understanding of the anatomy of the eye and orbit, the basics of a complete eye examination (i.e., vision acuity, pupil response, intra-ocular pressure, ocular motility, visual field, anterior segment, and fundus examination), the basics of common eye diseases (e.g., cataract, glaucoma, macular degeneration), and the basics of ophthalmic manifestations of systemic diseases (e.g., diabetes, thyroid disease).

ORTHOPEDIC / SPORTS MEDICINE

The goal of this elective rotation is to expose students to common problems encountered in sports medicine, including their presentation, diagnosis, and management. The student will be given the opportunity to learn and refine musculoskeletal physical examination skills and become familiar with common procedures used in sports medicine (e.g., injection techniques, fracture care, splinting/casting).

ORTHOPEDIC SURGERY

This clerkship will emphasize the study and prevention of musculoskeletal diseases through a four-week rotation with an orthopedic team. Students will participate in assessment of X-rays and examination of fractures and arthrosis. Students will also participate in orthopedic surgeries as a team member.

PATHOLOGY

This elective is designed to expose students to the fields of anatomic and clinical pathology, including surgical pathology, cytopathology, hematopathology, and laboratory medicine. It will also introduce students to the practice of pathology and the role of the pathologist in diagnosis and management of disease.

PEDIATRICS

The purpose of the pediatric elective is to give students further exposure and experience with children from birth to age 18. Under supervision, students will be given the opportunity to examine, manage, and follow patients, as well as learn to perform common procedures such as venipuncture and lumbar puncture.

PERINATOLOGY

Perinatology, also known as maternal-fetal medicine (MFM), is a four-week elective encompassing high-risk pregnancies. The rotation will be supervised by the perinatologist and performed alongside attending obstetricians and residents involved with high-risk antepartum, intrapartum, and postpartum care. The majority of the elective will be spent in the antepartum testing unit learning high-risk fetal surveillance (NST, BPP, USS) along with management and treatment of medical complications of high-risk patients on the antepartum floor and L&D.

PERIOPERATIVE MEDICINE

During this rotation, students will round with surgical and medical teams caring for surgical patients pre- and postoperatively. Students will observe the optimization preoperatively of patients with multiple comorbidities. Students will gain experience in operative procedures on these patients and the care in the immediate postoperative period. Students will be exposed to the operating room and critical care units.

PHYSICAL MEDICINE & REHABILITATION

During this rotation, students will be exposed to the basics of rehabilitation medicine as it applies to the performance of ambulation, activities of daily living, and occupational activities.

PLASTIC SURGERY

Students will have the opportunity to experience the workings of a plastic surgery specialty, exposing them to reconstructive and cosmetic procedures. Students will participate in the assessment of and reconstruction of postoperative cancer patients. Students will become familiar with the preparation and planning of wound treatments and reconstructive procedures. Cosmetic procedures will also be introduced.

PREVENTIVE & SOCIAL MEDICINE / PUBLIC HEALTH

This elective will provide students with an interest in general preventive medicine and public health a unique opportunity to gain insight into the practice of clinical and population-based preventive medicine. The students will observe and discuss preventive medicine and public health issues with preventive medicine-trained physicians; their role in population health will be emphasized.

PULMONARY ICU

The goal of the pulmonary ICU elective is to facilitate students' understanding of the common clinical presentations, evaluation, and management of pulmonary disorders requiring treatment in the intensive care unit. Students will learn the evaluation and treatment of acute and chronic pulmonary diseases ranging from the familiar (COPD) to the infrequent (sarcoidosis).

RADIOLOGY

The goal of this elective is to provide a comprehensive overview of the practice and application of modern diagnostic radiology. The role of the radiologic subspecialties in diagnosis and treatment in both outpatient and inpatient settings is emphasized.

REPRODUCTIVE ENDOCRINE / INFERTILITY

Reproductive endocrine/infertility (REI) is a four-week elective with emphasis on common endocrine and infertility issues involved with reproductive and menopausal patients. The rotation will take place mainly in an office/clinic setting, include minimally invasive laparoscopic procedures for certain diagnoses (e.g., endometriosis, chronic pelvic pain, unexplained infertility) and be supervised by the reproductive endocrinologist.

RHEUMATOLOGY

The goal of the rheumatology elective is to introduce students to the diagnostic approach, workup, and management of the connective tissue diseases, inflammatory arthropathies, crystalline arthropathies, and vasculitides. This rotation will form the foundation for understanding the often-complex nature of autoimmune and musculoskeletal diseases.

SPORTS MEDICINE

The goal of this elective rotation is to expose the student to common problems encountered in Sports Medicine, including their presentation, diagnosis and management. The student will be given the opportunity to learn and refine musculoskeletal physical examination skills and become familiar with common procedures used in Sports Medicine (e.g. injection techniques, fracture care, splinting/casting)

SURGICAL ICU

This rotation will provide students with a complete exposure to the day-to-day workings of a surgical ICU. Students will learn the management of postoperative patients. While on the SICU rotation, students will understand the management of respirators, chest tubes, central lines, drains, etc. Students will be exposed to the use of a variety of pharmacologic agents including pressors and understand the day-to-day evaluation of critically ill postoperative patients and possible complications, including sepsis and multi-organ failure. These learned skills will serve students well regardless of his/her ultimate chosen field of medicine.

SURGICAL ONCOLOGY

Students will be involved in the care of surgically treated oncology patients. These patients will include, but not be limited to, those with some of the more common surgically treated cancers. Breast, GI, colon, skin (including melanoma), and lung cancers will be part of the student's day-to-day practice. The student will understand and work with radiation and medical oncologists.

TELEMEDICINE

This remote elective rotation will provide students an introduction to telemedicine. Students will evaluate patients with a variety of common chronic and acute complaints and make initial management recommendations in conjunction with their supervising physician. Patients will be seen in a remote ambulatory setting for initial evaluation or continuity of care. Students will be exposed to the core principles in patient care in various disciplines with further development of clinical reasoning and patient management. Students will learn about the community in which they serve patients and how that community and the individual's social determinants of health may affect health care outcomes. Students will observe common outpatient procedures and point of care diagnostic testing.

TRAUMA

Students will be placed with a trauma team. Trauma protocols and evaluation (i.e., triage) of trauma patients will be learned. These patients have varied injuries. Students will learn basic ATLS. Students' immersion in this rotation will teach them to properly prioritize trauma patients.

URGENT CARE

Students on the urgent care rotation work in the ambulatory setting. Patients are scheduled with urgent concerns and for follow-up visits after emergency department or inpatient care. Working closely with the supervising attending physicians, the urgent care learner is expected to develop skills necessary to provide excellent patient care in the urgent care setting.

UROGYNECOLOGY / MINIMALLY INVASIVE SURGERY

Urogynecology, also known as pelvic reconstructive surgery, is an elective involving the diagnosis and treatment of urinary incontinence and pelvic floor disorders. The rotation will be supervised by the urogynecologist along with gynecologists and residents who treat urogynecologic conditions medically in an office/clinic setting and surgically utilizing minimally invasive techniques (e.g., laparoscopy, vaginal colposuspensions).

UROLOGY

During this rotation, students will rotate with a urology team. Evaluation of urogenital function in both male and female patients with a concentration on renal, bladder, ureter, and urethral pathologies is provided. Students will learn to evaluate the flow dynamics of the bladder and urethra with a special concentration in prostate pathologies. Both benign and malignant tumors associated with these structures, including the testes, will be evaluated.

VASCULAR SURGERY

This rotation usually involves students with a vascular team. The day-to-day evaluation of vascular patients includes invasive and noninvasive vascular testing. The examination of these patients will include determination of claudication, tissue loss and impeding gangrene, and the selection of appropriate therapies, be they endovascular, open vascular, or medical options.

WOMEN'S HEALTHCARE & AMBULATORY GYNECOLOGY (WHC)

Ambulatory gynecology, also known as women's healthcare (WHC), is supervised by the gynecologist and/or family practitioner in an office/clinic setting for common ambulatory outpatient gynecologic conditions (e.g., abnormal bleeding, vaginitis, colposcopy for abnormal pap smears), as well as preventive care counseling (e.g., STIs, contraception, domestic violence). Students are exposed to a large variety of diseases and are expected to become familiar with the evaluation and treatment of these disorders.

TRANSFER CREDITS AND COURSES

TRANSFER CREDIT

American University of Antigua College of Medicine (AUACOM) does not accept transfer credits.

Transfer of credits received from AUACOM to another institution is accepted solely at the discretion of the accepting institution. AUACOM makes no representation that credits earned at AUACOM will be accepted by any other educational institution.

COURSE NUMBERING SYSTEM

Course Range:

5000–6999 are associated with Preclinical Sciences.

- 5000–5999 being Academic Year I
- 6000–6800 being Academic Year II

The individual breakdown of the four-digit course number

- 1st integer represents professional level course
- 2nd integer represents term number where course belongs
- 3rd integer represents academic year
- 4th integer represents course sequence

6850 to 7100 are associated with MED5.

- All exams and courses are associated in this range.

7110 to 7200 are associated with clinical core clerkships.

7200 to 10000 are associated with clinical elective clerkships.

An American University of Antigua College of Medicine student carrying nine or more credits in a term is considered a full-time student.

TERM CREDIT HOURS

American University of Antigua (AUA) defines a credit hour as the following:

A Credit Hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an AUA established equivalency that reasonably approximates not less than-

1. one hour of classroom or direct faculty instruction or other academic activities as established by AUA and two hours of out of classroom work each week for no fewer than 15 weeks for one term or the equivalent amount of work over a longer period of time within a term as AUA shall determine; or,
2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as AUA shall establish and/or require including laboratory work, clerkships, internships, practica, studio work, and other academic work leading to the award of credit hours.

CREDIT HOURS FOR PRECLINICAL SCIENCES COURSES [SPRING 2025]

MED I

| COURSE | CREDIT HOURS |
|----------------------------|--------------|
| Pre-Clinical Sciences I | 19 |
| Total Credit Hours: | 19 |

MED II

| COURSE | CREDIT HOURS |
|----------------------------|--------------|
| Pre-Clinical Sciences I | 19 |
| Total Credit Hours: | 19 |

MED III

| COURSE | CREDIT HOURS |
|----------------------------|--------------|
| Pre-Clinical Sciences II | 19 |
| Total Credit Hours: | 19 |

MED IV

| COURSE | CREDIT HOURS |
|--------------------------|--------------|
| Pre-Clinical Sciences II | 19 |

Total Credit Hours: 19

MED V

| COURSE | CREDIT HOURS |
|----------------------------|--------------|
| Pre-Clinical Sciences MED5 | 15 |

Total Credit Hours: 15

CLN VI

Total Credit Hours: 21

CLN VII

Total Credit Hours: 21

CLN VIII

Total Credit Hours: 21

CLN IX

Total Credit Hours: 21

ESTIMATED COST OF ATTENDANCE

| American University of Antigua-College of Medicine - Estimated Cost of Attendance - Fall 2024/Spring 2025 | | | | | |
|-----------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|---------------------|
| | Year 1 | | | Year 2 | |
| | MED1 | MED2 | MED3 | MED4 | MED5 (BSIS) |
| Institutional: | | | | | |
| Tuition | \$25,500 | \$25,500 | \$25,500 | \$25,500 | \$20,000 |
| Fees | \$3,250 | \$3,250 | \$3,250 | \$3,250 | \$3,250 |
| Total | \$28,750 | \$28,750 | \$28,750 | \$28,750 | \$23,250 |
| Living Expenses: | | | | | |
| Med Insurance | \$1,300 | \$1,300 | \$1,300 | \$1,300 | \$1,300 |
| Room | \$8,250 | \$8,250 | \$8,250 | \$8,250 | \$5,600 |
| Board (Food) | \$4,150 | \$4,150 | \$4,150 | \$4,150 | \$2,800 |
| Transportation | \$2,200 | \$2,200 | \$2,200 | \$2,200 | \$1,550 |
| Exam/Other Fees | \$85 | \$0 | \$0 | \$250 | \$1,610 |
| Personal | \$1,250 | \$1,335 | \$1,500 | \$1,250 | \$850 |
| Total | \$17,235 | \$17,235 | \$17,400 | \$17,400 | \$13,710 |
| Loan Fee Est. | \$1,600 | \$1,600 | \$1,600 | \$1,600 | \$1,250 |
| Total Cost of Attendance | \$47,585 | \$47,585 | \$47,750 | \$47,750 | \$38,210 |
| | | | | | |
| | CLN6 | CLN7 | CLN8 | CLN9 | AUACOM Total |
| Institutional: | | | | | |
| Tuition | \$32,000 | \$32,000 | \$32,000 | \$32,000 | \$250,000 |
| Fees | \$3,250 | \$3,250 | \$3,250 | \$3,250 | \$29,250 |
| Total | \$35,250 | \$35,250 | \$35,250 | \$35,250 | \$279,250 |
| Living Expenses: | | | | | |
| Med Insurance | \$1,300 | \$1,300 | \$1,300 | \$1,300 | \$11,700 |
| Room | \$8,900 | \$8,900 | \$8,900 | \$8,900 | \$74,200 |
| Board (Food) | \$4,500 | \$4,500 | \$4,500 | \$4,500 | \$37,400 |
| Transportation | \$2,650 | \$2,650 | \$2,650 | \$2,650 | \$20,950 |
| Exam/Other Fees | \$20 | \$0 | \$0 | \$1,620 | \$3,585 |
| Personal | \$1,400 | \$1,400 | \$1,400 | \$1,400 | \$11,785 |
| Total | \$18,770 | \$18,750 | \$18,750 | \$20,370 | \$159,620 |
| Loan Fee Est. | \$1,900 | \$1,900 | \$1,900 | \$1,900 | \$15,250 |
| Total Cost of Attendance | \$55,920 | \$55,900 | \$55,900 | \$57,520 | \$454,120 |

*Tuition for attending clinical rotations at FIU HWCOM during periods 5-8 is an additional \$450 per week

*Fees includes all educational resources required to complete coursework; no additional textbooks will be needed

Not all the above are obligations owed to the University but are estimated charges of outside providers.
Subject to change.

SCHOLARSHIP OPPORTUNITIES

For continuing eligibility requirements, **please refer to the corresponding section in this catalog.**
If you have additional questions, please [email Scholarship/Grant Coordinator Karen Ash kash@auamed.org](mailto:kash@auamed.org).

ACADEMIC SCHOLARSHIP AWARDS

HIGH ACHIEVERS SCHOLARSHIP

AUA recognizes that earning and maintaining a high GPA is an incredible achievement and is proud to offer the High Achievers Scholarship. AUA offers three award tiers for the High Achievers Scholarship. Award amounts are dependent on all recommended courses and undergraduate GPAs.

Tier 1 Award Amount

\$90,000, awarded \$9,000 per payment period during pre-clinical sciences, then \$11,250 per payment period during clinical sciences

Eligibility Requirements

- All recommended courses GPA between 3.71 and 3.80
- Undergraduate GPA between 3.71 and 3.80

Tier 2 Award Amount

\$95,000, awarded \$9,500 per payment period during pre-clinical sciences, then \$11,875 per payment period during clinical sciences

Eligibility Requirements

- All recommended courses GPA between 3.81 and 3.90
- Undergraduate GPA between 3.81 and 3.90

Tier 3 Award Amount

\$100,000, awarded \$10,000 per payment period during pre-clinical sciences, then \$12,500 per payment period during clinical sciences

Eligibility Requirements

- All recommended courses GPA between 3.91 and 4.0
- Undergraduate GPA between 3.91 and 4.0

PROVOST SCHOLARSHIP

AUA recognizes that earning a competitive MCAT score while maintaining a high GPA is an incredible achievement and is proud to offer the Provost Scholarship.

Award Amount

\$100,000, awarded \$10,000 per payment period during pre-clinical sciences, then \$12,500 per payment period during clinical sciences

Eligibility Requirements

- MCAT score of 505 and above (28 and above on scores before 2015)
- All recommended courses and undergraduate GPA of 3.50 and above
- Hold an undergraduate degree (equivalent to U.S. bachelor's degree)

Students need not apply for this scholarship as they are automatically awarded if qualified.

DEAN'S ACHIEVEMENT SCHOLARSHIP

AUA recognizes the time and effort students have invested in taking the MCAT. Although we do not consider your MCAT score in admissions decisions, we will consider high scores for a scholarship.

Award Amount

\$80,000, awarded \$8,000 per payment period during pre-clinical sciences, then \$10,000 per payment period during clinical sciences

Eligibility Requirements

- MCAT score of 505 and above (28 and above on scores before 2015)
- Hold an undergraduate degree (equivalent to U.S. bachelor's degree)

Students need not apply for this scholarship as they are automatically awarded if qualified.

SUCCESS SCHOLARSHIP

The foundation of a successful physician begins with strong academic undergraduate performance. AUA recognizes the academic success of its accepted applicants and is proud to offer the Success Scholarship.

Award amounts are dependent on both recommended courses GPA and undergraduate GPAs. (Limited scholarship awards are available per academic period)

Award Amount

\$80,000, awarded \$8,000 per payment period during pre-clinical sciences then, \$10,000 per payment period during clinical sciences

Eligibility Requirements

- All recommended courses GPA between 3.00 and 3.70
- Undergraduate GPA between 3.00 and 3.70

SERVICE AWARDS

U.S. MILITARY VETERANS GRANT

AUA recognizes the service and sacrifice performed by the U.S. Military and is pleased to offer a limited number of U.S. Military Veterans Grants.

Award amount: \$12,500, awarded \$2,500 per period during pre-clinical sciences

Eligibility Requirements

- Military veterans who have served in the U.S. Armed Forces on active duty, either currently or with an honorable discharge
- Applicants must submit a completed application along with a DD214 form demonstrating eligibility

JONATHAN ROHR GRANT

Jonathan was completing medical school at the time of his death. He was a very popular, straight-A student at AUA. In addition to the tremendous workload of a medical student, Jonathan was a lead TA at the school where he mentored other medical students in Anatomy, his favorite subject. He was also heavily involved in local triathlon activities. He helped organize the first triathlon race held in Antigua. The Jonathan Rohr Grant is awarded to one qualified student per period that embodies the spirit of Jonathan Rohr.

Award Amount: \$5,125, one-time award; includes entry to the Tinman Rohr Triathlon

Eligibility Requirements

- Personal statement describing a passion for and commitment to athletics, community service, and teaching
- Letter of recommendation from a service organization and/or athletic coach
- Complete the grant award application

CAREER ADVANCEMENT GRANT

AUA recognizes students who have contributed to the health and well-being of others through other health professions and are now ready to expand on their medical knowledge and expertise.

Award amount: \$2,500, one-time award for first payment period

Eligibility Requirements

- Applicants must submit a completed application along with:
 - Proof of current certification
 - Proof of full-time employment for at least 6 months in a recognized health profession (including but not limited to: RN, EMT, PA, PT, Chiropractor, Pharmacist, X-ray Tech, Phlebotomy)
 - Letter of recommendation from a supervisor separate from ones used during the enrollment process

GLOBAL EDUCATION SERVICE GRANT

Awarded during intersession to allow student travel to an underserved area to work with a physician to fulfill their enhancement project criteria.

Award amount: Up to \$1,500, awarded toward the cost of a global enhancement project

Eligibility Requirements

- Applicants must submit a completed application and personal statement discussing the student's interest in and understanding of the needs of the underserved nations; must include a description of the work the student will be doing to meet the enhancement requirement
- Students must have successfully completed their first, second, or third period
- Awarded by the Dean of Preclinical Sciences
- Students may be selected only once for this award

AUA RESEARCH GRANT

The AUA Research Grant is awarded to clinical students who are involved in research opportunities that have been published or presented at the regional, national, or international levels.

Award amount: \$500, a one-time grant awarded during clinical sciences

Eligibility Requirements

- Students must be presently enrolled in a clinical period and in good standing with AUA
- Students must identify the research paper which should identify (in the acknowledgements) AUA as the student's affiliation
- Awarded by the Chair of the Research Committee

ALUMNI FRIENDS AND FAMILY GRANT

AUA is pleased to assist the career aspirations of students from the Caribbean community (CARICOM) by offering a special tuition grant.

Award Amount: \$5,000, awarded \$1,000 per period during pre-clinical sciences

Eligibility Requirements

- Students need to be referred to attend AUA by someone who has graduated either from AUA or from a Manipal MBBS program (Kasturba Medical College, Manipal; Kasturba Medical College, Mangalore; or Sikkim Manipal Institute of Medical Sciences, Sikkim)
- An individual alumnus or alumna can only refer two potential enrollments per academic period

PREFERRED PROGRAM GRANT

The AUA Preferred Program Grant is awarded to students who have matriculated from an undergraduate school that has officially partnered with AUA. [View AUA's university partnerships.](#)

Award Amount: \$5,000, awarded \$1,000 per period during pre-clinical sciences

Eligibility Requirements

- Must have graduated from one of AUA's [undergraduate university partners](#)

RAYMOND SALORT MEMORIAL SCHOLARSHIP

In memory of Raymond Salort III, this award was created to honor the memory of Raymond Salort, who passed away in November of 2020 while studying to be a Physician. Raymond was awarded his Medical Degree posthumously.

Dr. Matt Passeggiata who studied and lived with Raymond at AUA said – “Raymond was such a kind, funny, and caring person. He was an incredible man and an exceptional student. He proved how academically inclined he was by being named a top 5 student of the Med 1 class. A time when most students do not do well, Ray excelled. His character was like no other. He took time to help those around him and jumped at any opportunity to help me. Ray helped me completely change the way I took notes, as well as taught me a more efficient and effective way to study. With his guidance and friendship, I completely turned my grades around and achieved my goals. Moreover, his funny jokes and charismatic personality always uplifted the mood when studying hard. Without the advice, direction, and support of Ray early on in my medical school journey I can wholeheartedly say I wouldn't be where I am today.”

Eligibility Requirements

- Apply before January 1st for consideration for the February start

Award Amount

\$500, a one-time award for payment period, is intended to be used towards educational expenses.

- Applicants must submit a completed application along with:
- A short essay on their journey to medicine and what obstacles they may have overcome

Awarded to one applicant per payment period.

CULTURAL AWARDS

THE AMERICAN ASSOCIATION OF PHYSICIANS OF INDIAN ORIGIN (AAPI) GRANT

AUA is the only medical school recognized by the American Association of Physicians of Indian Origin (AAPI). We're proud to recognize our long-standing relationship with this prestigious physicians' group with the AAPI Grant, a financial award offered to a limited number of qualified applicants to AUA who represent the bonds our organizations share as educators and physicians.

Award Amount: \$25,000, awarded \$5,000 per period during pre-clinical sciences

Eligibility Requirements

- Applicants must be related to a physician who holds AAPI membership Applicants must submit a completed application along with
- A copy of passport
- Personal statement outlining academic successes and challenges, community service, and professional achievements and recognitions

THE ANTIGUAN TUITION GRANT

AUA is committed to building the island supporting our students and campus community. To that goal, AUA is pleased to offer the Antiguan Tuition Grant to a limited number of Antiguan citizens.

Award Amount: Full tuition and institutional fees for the entire medical education program leading to an MD degree; does not cover room, board, transportation, insurance, and other living expenses

Eligibility Requirements

- Selected by the Admissions Committee
- Must show proof of Antiguan citizenship
- Contact the Prime Minister's office and or the Ministry of Education's office to apply for this scholarship

AUA cannot guarantee clinical placement in the United States, as immigration to the United States is at the discretion of the U.S. immigration authorities. Some or all clinical rotations may be scheduled at sites in CARICOM nations.

The grant only covers base tuition costs; for other programs like the Global Health Track during Preclinical Sciences and intersession or the Graduate Clinical Core Rotation Certificate Program during Clinical Sciences, the difference in tuition will be the responsibility of the student.

THE MONTSERRAT TUITION GRANT

One grant per calendar year is awarded to a citizen of Montserrat enrolling into AUA.

Award Amount: Full tuition and institutional fees for the entire medical education program leading to an MD degree; does not cover room, board, transportation, insurance, and other living expenses

Eligibility Requirements

- Must show proof of Montserrat citizenship
- Contact the Premier's office to apply for this scholarship
- Students must sign a contract outlining the grant conditions

AUA cannot guarantee clinical placement in the United States, as immigration to the United States is at the discretion of the U.S. immigration authorities. Some or all clinical rotations may be scheduled at sites in CARICOM nations.

The grant only covers base tuition costs; for other programs like the Global Health Track during Preclinical Sciences and intersession or the Graduate Clinical Core Rotation Certificate Program during Clinical Sciences, the difference in tuition will be the responsibility of the student.

GRANT FOR SOUTH ASIAN CITIZENS AND RESIDENTS

Award Amount: \$86,500, awarded \$9,500 per period during pre-clinical sciences, then \$9,750 per period during clinical sciences

Eligibility Requirements

- Applicants must submit a completed application along with:
 - Applicants must be citizens and residents of any of the South Asian Countries (Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka)
 - A copy of their passport
 - One-page personal statement indicating why they should be considered for the scholarship

AUA cannot guarantee clinical placement in the United States; immigration to the United States is at the discretion of the U.S. immigration authorities.

AUA-BAPIO GRANT

Award Amount: \$86,500, awarded \$9,500 per payment period during Pre-Clinical Sciences, then \$9,750 per payment period during Clinical Sciences

Eligibility Requirements

Applicants must submit a completed application to AUA, along with:

- One-page personal statement indicating why they should be considered for the scholarship; the statement should outline academic successes and challenges, community service, and professional achievements/recognitions.
- A recommendation letter from BAPIO's Head Office

A total of two AUA-BAPIO Scholarships will be awarded every academic period (twice per year) to new students.

INTERNATIONAL GRANT

Award Amount: \$75,000, awarded \$9,000 per payment period during pre-clinical sciences, then \$7,500 per payment period during clinical sciences

Eligibility Requirements

- Resident of a country that is *not* the United States or a South Asian country (Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka)
- Applicants must submit a completed application along with:
 - Proof of residency (no older than two months from the application date)
 - A copy of their passport

There are no GPA requirements for this award.

NEW YORK MINORITY PHYSICIAN GRANT

In an effort to create a more diverse physician workforce, AUA is proud to offer undergraduate African-American/ black, Puerto Rican, Hispanic, and Asian students from New York State with this grant.

Award amount: \$50,000, awarded \$5,000 per period during pre-clinical sciences, then \$6,250 per period during clinical sciences

Eligibility Requirements

- Applicants must submit a completed application along with:
 - Government issued ID showing proof of residence in New York State
 - A letter of recommendation from a member of the New York State Black, Puerto Rican, Hispanic and Asian Legislative Caucus

SIBLING/SPOUSE GRANT

AUA and AICASA are pleased to offer a grant to siblings or a spouse who are enrolled concurrently in a full-time program at AUACOM or AICASA. In order to qualify for the grant, all siblings or spouses must be enrolled full-time for each period of eligibility.

Award Amount: 20% tuition discount on the lowest tuition of one sibling or spouse; or 10% for each sibling or spouse when tuition is the same

Eligibility Requirements

- For siblings: a copy of your birth certificates or other legal documentation showing you have the same parent
- For spouses: a copy of your marriage certificate, legal civil union, or registered domestic partnership at the time of the qualifying partner's acceptance to AUACOM or AICASA; couples who are legally joined after matriculation are not eligible
- Siblings or spouses may be enrolled in separately in AUACOM and AICASA to qualify for this grant

CONTINUING ELIGIBILITY REQUIREMENTS*Cultural or Service Grants*

- To maintain eligibility for cultural or service grants, students are required to complete courses and clerkships offered through AUACOM with a grade of Pass (the equivalent of a 2.0 GPA) or higher each semester.
- If eligibility is lost, it can be regained if the student earns a Pass or higher for the next assigned grade
- Students receiving the Antiguan Tuition Grant and the Montserrat Tuition Grant, or who have been awarded a grant from the Antiguan Ministry of Education, must sign a grant contract. Students are allowed a one-time continuation to repeat a semester, but will lose the grant for any further repeats. Further details are outlined in the grant contract.

Academic Scholarships

- To maintain eligibility for academic scholarships, students are required to complete courses and clerkships offered through AUACOM with a grade of High Pass (the equivalent of a 3.0 GPA) or higher each semester.
- If eligibility is lost, it can be regained if the student earns a High Pass or higher for the next assigned grade; or Pass grade if next assigned grade is for MED5. Regained scholarships are not applied retroactively, but to the next semester according to the scholarship schedule.

ORGANIZATION, CONTROL & ADMINISTRATION

LEGAL ORGANIZATION AND CONTROL

American University of Antigua is a corporation duly authorized and existing under the laws of Antigua and Barbuda. It is owned and operated by Manipal Education Americas, LLC, a New York limited liability company.

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Seetharaman Vaitheeswaran, Director

Dr. Ranjan Pai, Director

Prabhu Marudheri, Chief Operations Officer and Chief Financial Officer

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Craig Hauser, Sr. V.P. for Academic Administration

Vernon Solomon, V.P. for Administration and Community Affairs

Trinae Mack, V.P. for Human Resources

Andrew Starr, V.P. Student Financial Services

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Matthew Hogan, MD Dean Clinical Sciences

Lyudmila Rubinshteyn, MD Associate Dean Student Development

Teresa Lemma, MD Associate Dean Clinical Sciences and Clinical Chair, Pediatrics

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Bharati Balachandran, PhD Associate Dean of Faculty Affairs

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Ricardo Hood MD Associate Dean of Clinical Medicine

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Melissa Morell A.V. P of Registrar and Clinical Administration

Jessica Ferron Director of Graduate Affairs

Anita O'Brien Director of Special Projects

Stanley Jean-Louis Manager of Financial Aid

FACULTY

PRE - CLINICAL SCIENCES

| FACULTY | DEPARTMENT |
|---------------------------------------|---------------------------------------------------------------------------------------------|
| | ADMINISTRATION |
| Graham, David, MB., ChB., MD, MBA | Senior Vice President and Executive Dean of Preclinical Sciences |
| Solomon, Vernon, LRCP, MSc | VP for Administration & Community outreach Director – Emergency Medicine Training Center |
| Hunt, Dwayne, PhD | Senior Associate Dean of Student Affairs |
| Namrata Chhabra MBBS, MD, MHPE, PhD | Associate Dean of Admissions and Chair of Admissions Committee |
| Balachandran, Bharati, PhD, MSHPED | Associate Dean of Faculty Affairs |
| Walwyn, Leslie, MBBS, MPH | Associate Dean of Global Health |
| James, Karron, PhD | Associate Dean of Curriculum, Chair, Curriculum Committee |
| Kishan Kadur MBBS, MD | Director Examination Center, Chief Campus Proctor, Professor |
| Vijayakumar, J. K. MLIS, PhD, MSc. | Director of Library Services and Professor |
| | |
| | ANATOMY & MEDICAL IMAGING |
| Viswanath, Srikanteswara, MBBS, MS | Professor & Chair |
| D'Costa, Sujatha, MSc. PhD | Professor |
| Eli, Tumba, Tshibwabwa, MD, MMED, PhD | Professor |
| Bhargavi, Chandana, MBBS, MD, | Associate Professor |
| Surendran, Sudarshan, PhD, MSc., BSc. | Associate Professor |
| Ramos, Amith, MBBS, MD | Associate Professor |
| Ganesan, Shyamala, MSc. MBBS | Assistant Professor |
| Joy, Teresa, MSc. PhD | Assistant Professor |
| Rajput, Amruta, PhD, B.A.M.S.MSc. | Assistant Professor |
| Bhat, Ashwini, MSc. | Instructor |
| Colucci, Samantha, MD | Assistant Dean of Wellness & Inclusion Assistant Professor |
| | PHYSIOLOGY |
| Chandanathil, Merin, PhD | Associate Professor & Chair |
| Millis, Richard, PhD | Professor |

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|----------------------------------------|----------------------------------------------------------|
| Rajput, Ravindrasingh, MBBS, MD | Professor |
| Kadur, Kishan, MBBS, MD | Professor |
| Gonsalves, James, PhD, MSc. BSc. | Associate Professor |
| Gopalakrishnan, Sivakumar, PhD | Associate Professor |
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| | PATHOLOGY |
| Devaraju, Sumanth, MBBS, MD | Professor and Interim Chair |
| R Brahmaiahchari K. R. MBBS, MD | Associate Professor |
| Sengodan, Bharati MBBS, MD, MHPE | Associate Professor |
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| Rao, Nandini, PhD | Professor & Chair |
| Th'ng, John, PhD | Professor |
| Chhabra, Namrata, MBBS, MD, MHPE, PhD | Associate Dean of Academics and Professor |
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| James, Karron, PhD | Associate Dean of Curriculum/ Professor |
| Barik, Bijay, PhD | Assistant Professor |
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| | MICROBIOLOGY & IMMUNOLOGY |
| Balachandran, Bharati MSc, PhD, MSHPEd | Associate Dean of Faculty Affairs / Professor & Chair |
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| Shivaprasad, Aparna, PhD, MSc. | Associate Professor |
| Honnaavar, Prasanna, PhD | Associate Professor |
| Jillwin, Joseph, PhD | Assistant Professor |
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| | PHARMACOLOGY |
| Morcos, Hani, MD, PhD | Professor & Chair |
| Bose, Ujjal, PhD, MSc. | Associate Professor |
| Pereira, Nicole MD | Associate Professor |
| Rathore, Rajni MD | Associate Professor |
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| | BEHAVIORAL SCIENCES |
| Jarosinsky, Jeffrey, PhD | Chair, Associate Professor |
| Kastuk, Don, PhD | Professor |

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| Ngorosha, Trevor, PhD | Associate Professor & Deputy Chair |
| Vaughans, Andrea, MD | Associate Professor |
| Philip, Sherida, MD, | Assistant Professor |
| Kormoi, Shade', MD | Instructor |
| Simpson, Zaphia, MD | Instructor |
| Kayalackakom, Tarron MD | Instructor |
| Tiwari, Arianne, MD | Instructor |
| Ngorosha, Loveness, PhD | Assistant Professor |
| Persaud, Lisa, MD | Instructor |
| Belle, Namadi, MD | Assistant Professor |
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| Walwyn, Leslie, MBBS, MPH | Associate Dean of Global Health Track/Senior Advisor & Professor |
| Hood, Ricardo, MD | Associate Dean & Chair |
| Mysore, Nagaraj, MD | Professor |
| Kannavar, Sudha, MD Obgyn, ECFMG, CRM | Professor |
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| Shenoy, Rathika, MBBS, MD | Professor |
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| Williams, Kasim, MD | Assistant Professor |
| Herrera, Jovita, MD | Assistant Professor |
| Lewis, Courtney, MD | Assistant Professor / Coordinator - Simulation Labs |
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| Lakshmipathi, Kamarsu, MBBS | Instructor |
| Madavan, Sheeba MD | Assistant Professor |
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| | RESEARCH |
| Acuna, Juan, MD, MSc, PhD, FACOG | Professor and Associate Dean of research |
| Robinson, Ray, MD, MPH, MBA | Dean of Graduate Studies |
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| | INTERNS |
|-------------------------|---------|
| Obinna Agbo MD | Intern |
| Emile Chile Kalezi MD | Intern |
| Anya Okorie Chinedum MD | Intern |
| Shivaneeshanmugam MD | Intern |
| Omair Chaudry MD | Intern |
| Usman Bakshi MD | Intern |
| Gregory Ojudeji MD | Intern |
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CLINICAL SCIENCES

FACULTY

SPECIALTY

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| Lyudmila Rubinshteyn, MD | Associate Dean Student Development |
| Teresa Lemma, MD | Associate Dean Clinical Sciences & Clinical Chair, Pediatrics |
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| Archana Sarwal, MD | Clinical Chair, Psychiatry |
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| William Lois, MD | Clinical Co-Chair, Surgery |
| Mark Adler, MD | Clinical Chair, Internal Medicine |
| Teresa Lemma, MD | Clinical Chair, Pediatrics |
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| Qunoot Almecci, EdD, MS | Assistant Professor |
| Jobila Sy, EdD | Associate Professor |
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| | FAMILY MEDICINE |
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|--------------------------|-----------------------------------------|
| Dr. Azuka Stephen Itabor | Adjunct Professor for Clinical Medicine |
| Dr. Claire Nadler | Adjunct Professor for Clinical Medicine |
| Dr. Melissa Roberts | Adjunct Professor for Clinical Medicine |
| Dr. Nancy Colón Sapio | Adjunct Professor for Clinical Medicine |
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| Shadi Sayegh, MD | Adjunct Professor for Clinical Medicine |
| Osama Sayegh, MD | Adjunct Professor for Clinical Medicine |
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| Joel Panthappattu, MD | Adjunct Professor for Clinical Medicine |
| Daniel Miller, MD | Adjunct Professor for Clinical Medicine |

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| Dr. Minéké E. Etienne | Adjunct Professor for Clinical Medicine |
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| John Wagner, MD | Adjunct Professor for Clinical Medicine |
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| Syed I. Zaidi, MD | Adjunct Professor for Clinical Medicine |
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| Kamal Bhatia, MBBS, MD | Adjunct Professor for Clinical Medicine |
| Steven Woods, MD, MEd | Adjunct Professor for Clinical Medicine |
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| Sasidhar Gunturu, MD | Adjunct Professor for Clinical Medicine |
| Daniel Chueh, MD | Adjunct Professor for Clinical Medicine |

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| Lina Augius, MD | Adjunct Professor for Clinical Medicine |
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| | OB-GYN |
| Alberto Dominguez-Bali, MD | Adjunct Professor for Clinical Medicine |
| Catherine Dominguez-Bali, RN | Adjunct Professor for Clinical Medicine |
| Celestino Castellon, MD | Adjunct Professor for Clinical Medicine |
| Jorge Pando, MD | Adjunct Professor for Clinical Medicine |
| Michael Cabbad, MD | Adjunct Professor for Clinical Medicine |
| Marino Polisenio, DO | Adjunct Professor for Clinical Medicine |
| Simon Kokkinakis, MD | Adjunct Professor for Clinical Medicine |
| Rita Shats, MD | Adjunct Professor for Clinical Medicine |
| Angela Kerr, MD | Adjunct Professor for Clinical Medicine |
| Ana Munoz-Matta, DO | Adjunct Professor for Clinical Medicine |
| Norman Lamberty, MD | Adjunct Professor for Clinical Medicine |
| Juana Lucia Cuevas, MD | Adjunct Professor for Clinical Medicine |
| Daniel Faustin, MD | Adjunct Professor for Clinical Medicine |
| Mikio Nihira, MD | Adjunct Professor for Clinical Medicine |
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| | PEDIATRICS |
| Maria Fernandez, MD | Adjunct Professor for Clinical Medicine |
| Hosneara Masub, MD | Adjunct Professor for Clinical Medicine |
| Sana Y. Nejme-Khoury, MD | Adjunct Professor for Clinical Medicine |
| Brian McMahan, MD | Adjunct Professor for Clinical Medicine |
| Ana Mendez, MD | Adjunct Professor for Clinical Medicine |
| Melissa Gragada, MD | Adjunct Professor for Clinical Medicine |
| Jilui Xu, MD | Adjunct Professor for Clinical Medicine |
| Ishita Kharode, MD | Adjunct Professor for Clinical Medicine |
| Taha M. Ahmed, MD, FAAP | Adjunct Professor for Clinical Medicine |
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| Juan Carlos Zequeira, MD | Adjunct Professor for Clinical Medicine |
| Magdalena Velázquez, MD | Adjunct Professor for Clinical Medicine |
| Verónica Ramirez Ramon, MD | Adjunct Professor for Clinical Medicine |
| Victor Ortiz Justinano, MD | Adjunct Professor for Clinical Medicine |
| Sandipagu Peter Kant, MD | Adjunct Professor for Clinical Medicine |

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|------------------------------|-----------------------------------------|
| Mariam Fahim, DO | Adjunct Professor for Clinical Medicine |
| Jose Bengochea, MD | Adjunct Professor for Clinical Medicine |
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| | SURGERY |
| Jose R. Lamas, MD, FACS | Adjunct Professor for Clinical Medicine |
| Carlos Bello, MD | Adjunct Professor for Clinical Medicine |
| Helen Kay, DO | Adjunct Professor for Clinical Medicine |
| Michael Zemaitis, DO | Adjunct Professor for Clinical Medicine |
| Vladimir Rubinshteyn, MD | Adjunct Professor for Clinical Medicine |
| Shahriyour Andaz, MD | Adjunct Professor for Clinical Medicine |
| Loren Harris, MD | Adjunct Professor for Clinical Medicine |
| Franklin Garcia-Godoy, DO | Adjunct Professor for Clinical Medicine |
| Rajiv Datta, MD | Adjunct Professor for Clinical Medicine |
| Eric Seitelman, MD | Adjunct Professor for Clinical Medicine |
| Daniel Ebert, MD | Adjunct Professor for Clinical Medicine |
| Mark Harooni, MD | Adjunct Professor for Clinical Medicine |
| Elvita Genelus-Dominique, DO | Adjunct Professor for Clinical Medicine |
| Harry Ou, MD | Adjunct Professor for Clinical Medicine |
| Kenneth Becker, MD | Adjunct Professor for Clinical Medicine |
| Harmandeep Singh, MD | Adjunct Professor for Clinical Medicine |
| Charles Sticco, DO | Adjunct Professor for Clinical Medicine |
| Henry S. Partridge, MD, FACS | Adjunct Professor for Clinical Medicine |
| Philip Smith, MD | Adjunct Professor for Clinical Medicine |
| Hideo Takahashi, MD | Adjunct Professor for Clinical Medicine |
| Mark Richard Katlic, MD | Adjunct Professor for Clinical Medicine |
| Marcie Feinman, MD | Adjunct Professor for Clinical Medicine |
| Nicholas Karis, MD | Adjunct Professor for Clinical Medicine |
| Lingxiang Ye, MD | Adjunct Professor for Clinical Medicine |
| Hashim Hesham, MD | Adjunct Professor for Clinical Medicine |
| Jennifer Sullivan, MD | Adjunct Professor for Clinical Medicine |
| Farheen Qurashi, MD | Adjunct Professor for Clinical Medicine |
| Robby Syed, DO | Adjunct Professor for Clinical Medicine |
| Dave Chou, MD | Adjunct Professor for Clinical Medicine |
| Josh Wolf, MD | Adjunct Professor for Clinical Medicine |
| Jessica Felton, MD | Adjunct Professor for Clinical Medicine |
| Peter Mackrell, MD | Adjunct Professor for Clinical Medicine |
| Andre Biuckians, MD | Adjunct Professor for Clinical Medicine |
| Kristian Ulloa, MD | Adjunct Professor for Clinical Medicine |

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| Joey Zhou, MD | Adjunct Professor for Clinical Medicine |
| Arun Mavanur, MD | Adjunct Professor for Clinical Medicine |
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| Jay Nfonoyim, MD | Adjunct Professor for Clinical Medicine |
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| Sonia Chokshi, MD | Adjunct Professor for Clinical Medicine |
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