



**AMERICAN
UNIVERSITY
of ANTIGUA**

COLLEGE OF MEDICINE

ACADEMIC CATALOG

2020

TABLE OF CONTENTS

MISSION STATEMENT	3
LETTER FROM THE PRESIDENT	4
ACCREDITATIONS AND APPROVALS	5
ACADEMIC CALENDAR	6
CURRICULUM OVERVIEW	9
DEGREE CONFERRAL	10
GLOBAL HEALTH TRACK	11
BASIC SCIENCES	15
YEAR ONE - PART ONE COURSES	15
YEAR ONE - PART TWO COURSES	18
YEAR TWO - PART ONE COURSES	21
YEAR TWO - PART TWO COURSES	24
INTERSESSION COURSE	26
CLINICAL SCIENCES	27
FAMILY MEDICINE/INTERNAL MEDICINE (FM1/IM1)	28
CORE CLINICAL ROTATIONS	28
ELECTIVE CLINICAL ROTATIONS	33
TRANSFER CREDITS AND COURSES	43
TRANSFER CREDIT	43
COURSE NUMBERING SYSTEM	43
TERM CREDIT HOURS	44
ESTIMATED COST OF ATTENDANCE	46
SCHOLARSHIP OPPORTUNITIES	47
ORGANIZATION, CONTROL & ADMINISTRATION	56
FACULTY	58
BASIC SCIENCES	58
CLINICAL SCIENCES	62
CONTACT INFORMATION	75

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

The present physician shortage, which is predicted to grow at an alarming rate over the next 20 years, means that the employment opportunities for young physicians to practice medicine throughout the U.S. and the world are limitless. New graduates have unequaled opportunities to practice their profession while serving the public good.

The failure of U.S. medical schools to provide enough medical school seats to meet demand has resulted in many extremely qualified applicants not being admitted to U.S. medical schools. The inability of U.S. medical schools to address the physician shortage and their failure to address the lack of diversity in medicine were two major catalysts that compelled AUA's founders to establish a medical school.

AUA is proud to offer qualified applicants the opportunity to attain their dreams of becoming licensed physicians by providing high quality, high-tech medical education facilities and, more important, highly respected and caring faculty. In doing so, we are addressing the physician shortage and the lack of diversity in medicine.

At AUA, we view medical education as a partnership between the institution and its students. AUA offers the necessary tools to provide you with the education that will prepare you to become a successful and caring physician. We expect our students to provide the hard work, dedication, and compassion that allow them to use the tools we provide to reach their goals for their benefit and to serve the healthcare needs of our population.

I look forward to having qualified applicants join us to achieve their goal of becoming competent caring physicians in the U.S. and Canada and in the jurisdictions of their choice throughout the world.



Neal S. Simon
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.

2020 ACADEMIC CALENDAR

January 1	Wednesday	New Year's Day Observed – University Closed
January 6	Monday	Classes begin for Global HT BSIC Students Registration for Global HT BSIC Students (9AM – 10AM)
January 10	Friday	Classes end for FM1/IM1 term
January 13	Monday	Registration for returning AUA Global HT Students (MED 2, 3 & 4) 1PM – 3PM Classes begin for returning AUA Global HT Students (MED 2, 3 & 4) Registration begins for BSIC students FM1/IM1 term begins
January 14	Tuesday	Classes begin for BSIC students
January 21	Tuesday	Registration for new AUA Global HT Students (MED1) 9AM – 1PM
January 22	Wednesday	Classes begin for new AUA Global HT Students (MED1)
January 23	Thursday	Registration begins MED 2, 3 & 4 (A – L)
January 24	Friday	Registration begins MED 2, 3 & 4 (M – Z)
January 27	Monday	Classes begin for MED 2, 3 & 4
February 3	Monday	Registration for restarting MED 1 students
February 4	Tuesday	Registration begins for new MED 1 (A – L)
February 5	Wednesday	Registration begins for new MED 1 (M – Z)
February 5 – 7	Wednesday – Friday	New Student Orientation
February 10	Monday	Classes begin for MED 1 students
February 21	Friday	Classes end for FM1/IM1 term
February 24	Monday	FM1/IM1 term begins
March 20	Friday	Classes end for BSIC students
March 21 – April 8	Saturday – Wednesday	BSIC study period on island
April 3	Friday	Classes end for FM1/IM1 term
April 6	Monday	FM1/IMI term begins
April 9	Thursday	Mandatory Basic Science Comprehensive Shelf Exam on island for BSIC students
April 10	Friday	Good Friday – Classes not in session

April 13	Monday	Easter Monday – Classes not in session
May 4	Monday	Labour Day – Classes not in session
May 15	Friday	Classes end for FM1/IM1
May 18	Monday	FM1/IM1 term begins
May 29	Friday	Commencement Ceremony
June 1	Monday	Whit Monday – Classes not in session
June 5	Friday	Classes end for MED 2, 3 & 4 Comprehensive Basic Science Shelf Exam for MED 4
June 19	Friday	MED 1 ends
June 26	Friday	Classes end for FM1/IM1 term
June 29	Monday	Classes begin for Global HT BSIC students Registration for Global HT BSIC students (9AM – 10AM) FM1/IM1 term begins
July 6	Monday	Registration begins for BSIC students
July 7	Tuesday	Classes begin for BSIC students
July 13	Monday	Registration for returning AUA Global HT Students (MED 2, 3 & 4) 1PM – 3PM Classes begin for returning AUA Global HT students (MED 2, 3 & 4)
July 22	Wednesday	Registration for new AUA Global HT Students (MED 1) 9AM – 1PM
July 23	Thursday	Classes begin for new AUA Global HT Students (MED 1) Registration begins for MED 2, 3 & 4 (M – Z)
July 24	Friday	Registration begins for MED 2, 3 & 4 (A – L)
July 27	Monday	Classes begin for MED 2, 3 & 4
August 3 – 4	Monday – Tuesday	Carnival – Classes not in session
August 7	Friday	Classes end for FM1/IM1 term
August 10	Monday	Classes begin for MED 1 students FM1/IM1 term begins
August 10 - 12	Monday - Wednesday	Registration begin for MED 1 new & restarting students
TBD		New Student Orientation

September 11	Friday	Classes end for BSIC students
September 12 – October 1	Saturday – Thursday	BSIC study period on island
September 18	Friday	Classes end for FM1/IM1 term
September 21	Monday	FM1/IM1 term begins
September 25	Friday	White Coat Ceremony
October 2	Friday	Mandatory Comprehensive Basic Science Shelf Exam for BSIC students on island
October 30	Friday	Classes end for FM1/IM1 term
November 2	Monday	Independence Day – Classes not in session FM1/IM1 term begins
December 4	Friday	Comprehensive Basic Science Shelf Exam for MED 4
December 4	Friday	Classes end for MED 2, 3 & 4 students
December 9	Wednesday	Vere Cornwall Bird Day – Classes not in Session
December 11	Friday	Classes end for FM1/IM1 term
December 18	Friday	MED 1 ends
December 24	Thursday	Christmas Eve – University Closed
December 25	Friday	Christmas Day – University Closed
December 31	Thursday	New Year’s Eve – University Closed

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.

In order to provide the most innovative and current methods for delivery of a medical education, AUA's curriculum brings medical disciplines together and fosters greater communication and cooperation between departments. Although each branch of medical science has its own importance and essence, the current trend in medical education is the delivery of a medical school curriculum through integration of those branches. AUA's curriculum has been developed with the goal of achieving an integrated and flexible curriculum that goes beyond examinations. It promotes the skill and art of medicine, critical thinking, and lifelong learning.

DEGREE CONFERRAL

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 Basic Sciences component;
2. Complete and pass all requirements of the Clinical Sciences component, including all core and elective rotations;
3. Pass USMLE Step 1, Step 2 CK and CS;
 - a. Students must request the USMLE Certified Transcript of Scores for USMLE Step 1, Step 2 CK and CS from ECFMG to be submitted to the Office of the Registrar as part of the degree audit;
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 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 AUA College of Medicine. AUA and AICASA are two wholly separate educational institutions.

GLOBAL HEALTH TRACK

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

The AUA-FIU Global Health Track is a comprehensive, four-year longitudinal track in global health that is integrated into the curriculum at American University of Antigua, College of Medicine.

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

Students attending the AUA-FIU 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.

The required textbook is: *Global Health 101*, 4th edition, Richard Solnick, MPA, Yale, School of Public Health, New Haven, Connecticut, ISBN-13: 9781284050547

The AUA-FIU 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, 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 2-year BASIC SCIENCES Component 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), a 1-week block before the Basic-Clinical-Science-Integration course and longitudinal coursework during MED 1 through MED 4.

The lectures are conducted by international faculty (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 receive American Heart Association instructor training in Basic Cardiac Life Support and Advanced Cardiac Life Support.

The Basic Sciences component includes an introduction to Medical Spanish and is supplemented by a Global Health Journal Club. A minimum of 100% attendance is required in order to pass each block. All students enrolled in the course will receive either a grade of “PNC” (Pass No Credit) or “F” (Fail) accordingly. “The “PNC” grade will not affect overall GPA, therefore no credits will be awarded.

The CLINICAL SCIENCE component is conducted at FIU’s clinical sites in Florida and AUA affiliated clinical sites within the US and abroad. Students will participate in the Advanced Introduction to Clinical Medicine (FM1/IM1) rotation at FIU and the AUA-FIU Graduate Clinical Core Rotation Certificate Program (upon successful completion of requirements and acceptance by the graduate certificate program admission committee). After completion of the graduate clinical core rotation certificate program, students attend elective rotations through FIU and AUA in the US and internationally. Students have the opportunity to join AUA faculty initiated international relief projects and to deepen their expertise in global health research. The clinical component is supplemented by medical Spanish exposure.

100% attendance is required during the clinical component.

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

- Demonstrate understanding of social determinants of health, health equity, social justice, and governmental policy in terms of their impact on the distribution of health services and health outcomes in low-resource settings within the United States and internationally
- Analyze the challenges facing the health and human rights issues specific to immigrant, migrant, internally displaced, and refugee populations
- Understand specific needs of vulnerable populations including the medically underserved and uninsured

- Demonstrate knowledge of effective advocacy strategies for health systems improvement within the global context
- Demonstrate the ability to communicate effectively and collaborate 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
- Understand the epidemiology of global communicable and non-communicable diseases
- Identify and adapt evidence-based resources and tools for use in limited-resource health care settings
- Interact in a cross-cultural manner sufficient to deliver basic medical care, including working with translators
- Perform an efficient comprehensive physical examination when practicing supervised in an internationally located office, hospital, or skilled nursing setting, being mindful of cultural factors, including gender, modesty, and religious practices
- Use clinical skills to appropriately diagnose and treat patients under supervision in the context of local resource availability
- Select, perform, and interpret under supervision diagnostic procedures within the context of limited resource health care settings
- Formulate a plan of care that is relevant and practical in a specific cultural setting
- Demonstrate understanding of resources and issues pertinent to travel medicine, health risk prevention, health maintenance, and variations in health care services that are specific to international travel
- Discuss treatment plans based on knowledge of global influences, utilizing resources that include local, state, federal, and international agencies, as applicable
- Recognize his or her own practice limitations and seek consultation with other health care professionals and systems resources to provide optimal care within a global context
- Understand the organization, financing and systems health indicators of international health care systems.

The student should develop attitudes that encompass:

- Commitment to lifelong learning and contribution to the body of knowledge about global health
- Recognition of his or her own biases and stereotypes related to health care delivery in international settings
- The need to balance compassion, humanism, realism, and practicality in the consideration of health care delivered in specific global settings
- Respect for dignity and autonomy through self-care and self-determination within a cultural and global context
- A desire to advocate for systems change to improve the health of the community in which he or she practices

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 exams 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.

BASIC SCIENCES

Readings for Classes:

What the Library Provides

Any reading required for a particular class will be available via Blackboard, AUA's online course management system. Just as links to lectures, videos, and PowerPoint presentations are linked in Blackboard, links to readings will also be provided. The AUA Library will also have print copies of each of the required and recommended books put 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 the contact systems coordinators for each course before making a purchase.

For more information, contact Laura Cousineau, Director of Library Services, at lcousineau@auamed.net.

YEAR ONE - PART ONE

PRE-CLINICAL SCIENCE I

Credit Hours: 19 | Course No: 5116

FOUNDATIONS I - SPRING 2020

The Foundations block will lay the groundwork for basic medical sciences, in general, and for all of the systems that will be following, in particular. It will take the approach of presenting the continuum from the relevant basics of molecules to the system level and include considerations for evidence-based decision making.

The Foundations of Basic Medical Sciences block will start with the story of cells, including the structure and function of organelles. The story will develop into tissues and include themes such as the development of an embryo, connective tissue, epithelia and muscle. Finally, an assemblage of this information will take the form of a brief introduction to systems. Weaved into this approach will be fundamental aspects of various disciplines, such as cell and molecular biology, genetics, biochemistry, anatomy, embryology, histology, neuroscience, behavioral science, and radiology.

The course material will be presented as interactive lectures and active small group discussions guided by facilitators. The learning materials (Class notes/ PowerPoints/ Videos, etc.) will be posted on Blackboard in advance so as to facilitate students' preparation for in-class activities and exams.

We look forward to a stimulating five weeks of Foundations of Basic Medical Sciences discussions with you.

MUSCULOSKELETAL SYSTEM/SKIN I - SPRING 2020

Musculoskeletal System/Skin will be the first system you study in this organ system based curriculum. In this module you will learn the basic sciences principles of the muscular, skeletal and integumentary systems. The module spans 3 weeks with each week having an underlying theme: week 1- upper limb, week 2- lower limb and week 3- head, neck and back. Focus will be on biochemistry, anatomy, embryology, histology, neuroscience, physiology, and radiology disciplines with clinical correlations as appropriate. In this module, students will gain knowledge of the locomotor system which affords support, stability and movement to the human body and the application of this knowledge.

The overarching goals of this System are to: (1) Study the general structure and function of bones, joints and muscles, their blood and nerve supply and to introduce their relevance to clinical problems. (2) Study the structure and function of the upper limb, lower limb, head and neck and the vertebral column including surface anatomy, neurovascular supply and coordination for movement. (3) Provide the basis for the study of common clinical conditions, disorders and clinical examination related to the above regions to be done in the second year.

The course material will be presented as interactive lectures and active small group discussions guided by facilitators. Learning material (Class notes/ PowerPoints/ Videos, etc.) will be posted on Blackboard before the lecture or small group activity so as to facilitate students' preparation for the sessions. As you progress through this module, you will build on fundamental principles learned in the foundations module and their application to this organ system.

NEUROSCIENCE & BEHAVIORAL SCIENCES I - SPRING 2020

The Neuroscience & Behavioral Science System spans 5 weeks and has two major themes. The first is an introduction to Neuroscience, including both Neuroanatomy and Neurophysiology. The module will address embryonic development of the central and peripheral nervous systems. Specific emphasis will be given to the central nervous system (CNS), including the cranial and spinal nerves, the structure and function of the CNS, and the neurophysiology of sleep and hearing.

The second theme is an introduction to Behavioral Science. Behavioral Science will elucidate the psychological aspects of human development across the lifespan and the developmental milestones physicians need to know. We will also address doctor/patient communication, death & dying, culture in medicine, operant and classical conditioning, psychodynamic theory and practice, and will give students exposure to defense mechanisms.

All of this is designed to serve as a foundation for the Behavioral Science & Neuroscience System taught in the second year at AUA. The focus for that system will be on neuropathology and psychopathology.

The Neuroscience & Behavioral Science System material will be presented in both large group and small group formats. Case studies and other small group exercises will be emphasized. All reading assignments, and other course materials will be available on Blackboard prior to each activity.

GASTROINTESTINAL SYSTEM I - SPRING 2020

Welcome to the study of the gastrointestinal tract. Over the next 4 weeks you will explore what happens to food when it enters the body; the course it takes, and how it is converted to energy and into building blocks for the body that are essential for growth and daily functioning. You will also gain greater appreciation of what happens to the unutilized remainder of the food that is removed from the body. In other words, you will study the journey of what you consume *from the plate to the potty!*

In the first week, you will learn how the gastrointestinal tract is formed at the embryonic stages and the significance of embryonic development from a clinical perspective. You will review what happens in the oral cavity and why its structure is suited for its function of preparation the food for digestion while you savor each bite. The structure of the anterior abdominal wall will also be reviewed. There is far more to learn than the six-pack: the anterior abdominal wall is the book-cover for the clinician for several gastrointestinal ailments. Understanding its structure is essential.

Most of the process of digestion beyond swallowing occurs without us thinking about it. In the second week, you will learn the special characteristics of the esophagus and stomach. You will study their innervation to effect motility and the neuro-hormonal signals used orchestrate the transfer of food from the mouth to the stomach and breakdown of food into simpler absorbable units.

In the third and fourth weeks you will gain further appreciation of how the gut wall changes structure to suit function: from food transport to breakdown to absorption. You will study how the liver, gallbladder and pancreas contribute to the digestive process and how food turns into energy or is stored for later use. You will also delve into how your body regulates energy availability during times of fasting and starvation. Last but by no means least, you will study how you store and release the waste products of digestion in a controlled and socially acceptable manner. Be mindful that throughout the GI tract problems may arise that will lead to disease. There are common trouble spots. Become very familiar with the normal process of digestion so that you will appreciate diseases and their causes next year. The course material will be presented as interactive lectures and active small group discussions guided by facilitators. Learning material (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard before the lecture or small group activity, so as to facilitate students' preparation for the sessions.

YEAR ONE - PART TWO

PRE-CLINICAL SCIENCE I

Credit Hours: 19 | Course No: 5216

CARDIOVASCULAR SYSTEM I - SPRING 2020

The Cardiovascular System I is a 5-week module that explores the structural, biochemical and functional aspects of the human cardiovascular system through cooperative learning activities supported by interactive lectures and textbook readings. The small group learning activities are highlighted by discussions of case-based problem-solving exercises. These exercises are based on the key components of the system—the heart is the source of energy for blood flow and delivery of nutrients to the body. The blood, lymph and blood vessels, which comprise the systemic circulation, are considered both as a macro-circulation and as a micro-circulation. Interactions between the cardiovascular and gastrointestinal systems are considered to understand how nutrients are delivered to each of the human body's estimated 37.2 trillion cells, including the heart itself. Interactions between the cardiovascular and nervous systems explain the tight coupling between blood flow and neural signaling which include regulating all of a human's thoughts, emotions and behaviors. How the cardiovascular system adjusts to the stresses of physical exercise and heart failure provides a comprehensive review of the facts, concepts and interactions to demonstrate mastery of the normal cardiovascular system. Diligent study and immersion in all the Cardiovascular System block's learning activities are sure to build confidence and readiness to apply their knowledge of the normal

cardiovascular system to the differential diagnosis of cardiovascular system diseases. The learning materials (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard to facilitate students' advanced preparation for in-class activities and exams.

RESPIRATORY SYSTEM I - SPRING 2020

Respiratory system in year one will focus mainly on the basics of structure and function along with the biomedical significance of hemoglobin. The main function of respiratory system is to obtain oxygen from the external environment and supply it to the cells, and to remove carbon dioxide from the cells. In this 3-week module, students will start learning about respiratory gross anatomy from the nose, to the upper airways, lower airways, pleura, lungs, and the thoracic wall, muscles of respiration along with development and histology. The functions of this system start from ventilation, gas transport, mechanics and control of breathing. This system also deals with changes in respiration during stress and special circumstances like high altitude and deep-sea breathing.

The learning materials will be presented as, interactive lectures, prerecorded lectures, required reading and active small group discussions guided by facilitators. Learning materials (Class notes/ PowerPoints/ Videos etc.) will be posted on Blackboard before the lecture and small group activity so as to facilitate students' advanced preparation for the sessions.

RENAL SYSTEM I - SPRING 2020

In the human body, a lot of toxic waste is generated due to several metabolic processes. This waste needs to be cleaned up, escorted and eliminated out of the body. The lungs can lend a helping hand by exhaling the carbon dioxide and the colon can eliminate unusable waste products. However much of the chemical waste generated needs to be sorted and disposed. This is where the renal or the urinary system steps in to clean up!

The 3-week Renal System, also called the urinary system, is a vital system of the body. It consists of a group of organs that works together to filter out excess fluid and other substances from the bloodstream and eliminate wastes from the body. They play a pivotal role in regulating the blood volume and pressure, controlling levels of electrolytes and metabolites, regulating the pH of the blood, and releasing hormones.

This module will provide a comprehensive overview of the human renal system to serve as a foundation for the clinical years. The overarching goals are to understand embryonic development, organ structure and function, renal mechanisms in body fluid homeostasis, solute transport, reabsorption and secretion, renal regulation of ions, renal handling of water, renal regulation of acid-base balance and the physiology of micturition.

A thorough understanding of the role of this system in maintaining homeostasis in the body is indispensable for medical practice. The module will be presented as interactive lectures and active small group discussions guided by facilitators. Learning material (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard before the lecture or small group activity so as to facilitate students' preparation for the sessions.

ENDOCRINE/REPRODUCTIVE SYSTEM I - SPRING 2020

This final, 3-week module of Curriculum Next's Year One pulls together strands of the biomedical, social, and clinical sciences previously learned in other body systems. While there is an emphasis on structure, function, and cellular mechanisms in the endocrine and reproductive systems, the curriculum also integrates related clinical, cultural, and behavioral aspects associated with various physiological processes. Health and its promotion, including public health and prevention of disease, are key aspects of clinical medicine. The authors have also tried to bring out the way cultural differences affect people's views of sex, birth control, pregnancy, infant care and feeding, and even what to eat and how to behave for the best health outcomes.

The material will be presented as interactive lectures and active small group discussions guided by facilitators. Learning materials (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard before the lecture or small group activity, so as to facilitate students' advanced preparation for the sessions.

YEAR TWO - PART ONE

PRE-CLINICAL SCIENCE II

Credit Hours: 19 | Course No: 6326

FOUNDATIONS II - SPRING 2020

The 5-week Foundations-II module in year 2 outlines the fundamental principles of disease processes. The central underlying theme is “Mechanisms of defense, disease and therapeutics.” The first segment introduces the mechanisms of defense and biology of tissue response to disease wherein you will learn the basic structure, production, principles and function of the normal immune response with a parallel introduction to the biology of tissue response to disease, i.e. mechanisms of cell injury, inflammation and repair. Interwoven with these concepts, will be the fundamentals of therapeutics namely, pharmacokinetics and pharmacodynamics.

The second segment outlines the mechanisms of abnormal immune response and environmental pathobiology. Here, you will go on to apply the fundamental immunologic principles to abnormalities of the immune processes and immunopharmacology. The focus then shifts to the environmental pathobiology component where coverage will include genetic disorders associated with developmental and functional abnormalities, environmental mechanisms of injury, and the consequences of nutrient deprivation and toxicity.

The final segment deals with impaired defenses, introduction to microbes and microbial pathogenesis and neoplasia. This segment introduces the basic biology of pathogenic bacteria, viruses, fungi, and parasites, and how it relates to microbial pathogenesis together with principles of antimicrobial therapy. This will be followed by an introduction to the underlying principles of neoplasia combined with an introduction to anti-neoplastic drugs.

Thus, Foundations II lays down a solid framework for an understanding of disease process and management through recapitulation of the knowledge gained of normal processes in Year 1 and integration with the disciplines of Immunology, Microbiology, Pathology and Pharmacology. The module material will be presented as interactive lectures and active small group discussions guided by facilitators. Learning materials (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard before the lecture or small group activity to facilitate students’ advanced preparation for the sessions.

HEMATOLYMPHOID SYSTEM II- SPRING 2020

The underlying themes of the 2-week “Hematolymphoid System” are blood and the reticuloendothelial system – the network of life. This system builds on the groundwork that has been laid (in previous periods) on hematopoiesis and coagulation. It commences with the study of red blood cell disorders with a focus on anemias followed by the study of platelet and bleeding disorders. This is integrated with therapeutic approaches to anemias and the role of hematinics and hematopoietic growth factors. The emphasis then shifts to non-neoplastic and neoplastic disorders involving white blood cells followed by disorders of the thymus and spleen. The last segment in this block is devoted to the study of infections of the hematopoietic system.

Thus, this system integrates the disciplines of Pathology, Pharmacology and Microbiology building on the foundational knowledge acquired in the disciplines of Physiology, Histology and Immunology. The module material will be presented as interactive lectures and active small group discussions guided by facilitators. Learning materials (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard before the lecture or small group activity to facilitate students’ advanced preparation for the sessions.

MUSCULOSKELETAL SYSTEM/SKIN II- SPRING 2020

In this 3-week module you will learn the basic sciences principles of the muscular, skeletal and integumentary systems. In this module, students will gain knowledge of the abnormal processes and diseases that can affect the normal functioning of the muscles, bones, joints and integumentary system. Focus will be on pathology, microbiology, immunology and therapeutics with clinical correlations and application of knowledge.

The module material will be presented as interactive lectures, pre-recorded lectures and active small group discussions guided by facilitators. Learning materials (reading assignments, Class notes/PowerPoints/ Videos, etc.) will be posted on Blackboard before each session to facilitate students’ advanced preparation. As you progress through this module, you will build on normal principles learned in the MSK I module in your first year of basic sciences and obtain an understanding of the disease processes that affect this organ system. Students will also continue to learn the skills of interviewing and examining patients with illnesses affecting this organ system.

NEUROSCIENCE & BEHAVIORAL SCIENCE II- SPRING 2020

The Neuroscience and Behavioral Sciences system in year 2 has two major themes – Neuroscience and Behavioral Sciences and spans 4 weeks.

The neuroscience module will address the disorders of central nervous system and peripheral nervous system resulting from abnormal development, genetic mutations, vascular, immune, infectious and intrinsic disease, and their treatment. Special emphasis will be given to raised intracranial pressure, developmental disorders, traumatic brain injury, vascular disorders, demyelinating disorders, neurodegenerative disorders, brain tumors, peripheral nerve disorders, non-neoplastic and neoplastic conditions of the eye, management of seizures, infectious diseases of the central nervous system (CNS), alcohol effects on the CNS, opioid analgesics, and the drugs used in anesthesia.

The Behavioral science module includes discussion of the mood disorders, anxiety disorders, psychotic disorders, obsessive compulsive and related disorders, trauma and stress, somatic and dissociative disorders, feeding and eating disorders, disruptive, impulse control and conduct disorders, sleep and anxiety disorders, personality disorders, substance abuse disorders, defense mechanisms, and sexual dysfunctions. Psychopharmacology, including antipsychotic drugs, sedative-hypnotics, opioid analgesics, and effects of alcohol on CNS will also be covered.

The neuroscience and behavioral science system materials will be presented in both large and small group formats. All reading assignments, and other course materials will be available prior to each activity.

GASTRO INTESTINAL SYSTEM II- SPRING 2020

This 4-week module aims to give students a broad overview of gastrointestinal diseases, diagnostic studies and therapeutic options along with detailed information about selected disorders (selected from USMLE content outline)

Diseases involving the gastrointestinal tract (GIT) which include the oral cavity, salivary glands, esophagus, stomach, intestines, liver, gallbladder, and exocrine pancreas will be covered. Some diseases involve multiple organs along with the GIT and some are unique to GIT.

The topics will be delivered through pre-recorded and live lectures, small group activities, clinical medicine lab, imaging activities, and self-directed learning methods. By the end of the module the students should be able to:

1. Demonstrate an ability to develop a differential diagnosis and interpret disorders of the oral cavity, salivary glands, esophagus, stomach, intestines, liver, gallbladder, and pancreas.

2. Demonstrate an understanding of the principles of therapy including the mechanism of action, relevant pharmacokinetics, therapeutic indications and adverse effects for the treatment of GI disorders.

The module material will be presented as interactive lectures and active small group discussions guided by facilitators. Learning materials (Class notes/PowerPoints/Videos, etc.) will be posted on Blackboard before each session to facilitate students' advanced preparation.

YEAR TWO - PART TWO

PRE-CLINICAL SCIENCE II

Credit Hours: 19 | Course No: 6426

CARDIOVASCULAR SYSTEM II - SPRING 2020

This 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 pathology, pathophysiology, 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 to 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.

Prerecorded/Didactic lectures will be integrated to include cardiovascular pathology, pathophysiology 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 clinicopathological concepts not necessarily provided in written format.

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

RESPIRATORY SYSTEM II - SPRING 2020

This 3-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. The goal will be achieved by close integration of knowledge of Pathology, Microbiology, Immunology, Pharmacology, and imaging modalities.

This module has been divided into the various goals of obstructive lung diseases, restrictive lung diseases, vascular diseases, pulmonary infections, lung neoplasia, and miscellaneous topics. The teaching and learning materials will be delivered in the form of pre-recorded lectures, PowerPoints, live lectures, videos, reading assignments from reference textbooks, and active small group discussions guided by facilitators. Learning materials (Class notes/ PowerPoints/ Videos, etc.) will be posted on Blackboard before 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 - SPRING 2020

The Renal System is a collaborative effort of the Basic Sciences faculty to help the students understand the clinical aspects of diseases that affect the kidneys and the urinary tract. During this 2-week module, the 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. With such a dynamic, integrated system, our goal is to bridge the gap between learning and critical thinking so that our students will be able to apply their analytical skills to approach the various clinical diseases that affect the kidney.

Our plan to prepare the student to approach the renal system will be carried through an integrated learning modality that consists of reading assignments, live lectures, small group activities, and a live case. At the end of the 2 weeks the student will be able to apply medical knowledge to integrate the renal system with the cardiovascular system, the endocrine system, and the central nervous system.

ENDOCRINE/REPRODUCTIVE SYSTEM II - SPRING 2020

The Endocrine/Reproductive System II 3-week module provides an overview of the abnormal processes and diseases that can affect the function and structure of the endocrine and reproductive systems and their management. The goal will be achieved by close integration of knowledge of Pathology, Pharmacology, Microbiology, Imaging, and Behavioral Sciences. Specifically, students will review the principles of hormone secretion, signaling, and hormonal regulation of reproduction

and learn about disorders of fertility, disorders of the pituitary, thyroid, parathyroid, and adrenal glands, and pancreas as well as understand the pathophysiology of glucose metabolism and the various aspects of diabetes mellitus and their management. Throughout this system, the teaching and learning material 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 taken from national guidelines and the US 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 focus and define the basic knowledge in this system that we believe is necessary to become an outstanding physician as well as to pass the national US Medical Licensing Examination.

INTEGRATED BASIC SCIENCE & CLINICAL REVIEW MODULE - SPRING 2020

The 1-week Integrated Basic Science and Clinical Review (IBSCR) module is designed to engage students to integrate all systems completed from year 1 and year 2 in preparation for USMLE STEP 1. Students will be reminded of some relevant concepts through interactive review lectures. Integration skills will be fostered through several active learning opportunities facilitated by experts in the relevant disciplines.

INTERSESSION COURSE:

BASIC SCIENCE INTEGRATION COURSE [BSIC INTERSESSION]

Theme: Anatomy, Behavioral Science/Epidemiology/Biostatistics, Biochemistry and Genetics, Microbiology/Immunology, Physiology, Pathology, Pharmacology, and Integrated Clinical cases

Credit Hours: 10 | *Course No:* 6855

Course Director: Dr. Nandini Rao

The Basic Science Integration Course (BSIC) is an integrated intersession course essentially designed to reinforce with Q & A sessions, relevant material and concepts in the Basic Sciences disciplines. It is also designed to enhance integration of knowledge acquired in the Basic Sciences, and help in the application of this knowledge to clinical scenarios. The 13 week BSIC course is conducted during the intersession following the end of Year Two. After 13 weeks, the students will take the mandatory National Board of Medical Examiners (NBME) Comprehensive Basic Science Examination (CBSE) on island.

CLINICAL SCIENCES

OVERVIEW

During the clinical education in semesters V through VIII, 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.

The clinical education consists of 84 weeks of core and elective rotations.

The **FM1/IM1** (6 weeks) clinical training course focuses on enhancing the skills required to perform physical examinations and to interact with patients, families, and healthcare providers in a U.S. medical environment.

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 have the opportunity to enhance their medical knowledge and strengthen their clinical skills during the 34 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.

The 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, standardized patients, and simulation, and is supplemented by clinical core subject-specific clinical content (e.g., virtual patients) provided via the university's Blackboard e-learning platform as well as reading assignments.

FAMILY/INTERNAL MEDICINE (FM1/IM1) - 6 WEEKS

The advanced introduction to clinical medicine will help students improve their clinical skills, focusing on history taking, physical examination, communication, and interaction with patients and healthcare teams. This course prepares students to successfully complete subsequent clinical core and elective rotations and is supplemented by a three-week Blackboard component.

CLINICAL CORE ROTATIONSINTERNAL 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.

Recommended Reading:

Medical Students can sign up for American College of Physicians membership free of charge.

1. American College of Physicians and the Clerkship Directors in Internal Medicine: Internal Medicine Essentials for Students: A Companion to MKSAP® for Students, edited by Patrick C. Alguire, 3rd Ed. American College of Physicians, 2011. [978-1-9344-6543-1] \$54.95
2. Joseph Loscalzo, Dennis Kasper, Stephen Hauser, Anthony Fauci, Dan Longo & J. Jameson: Harrison's Principles of Internal Medicine (2 Volumes), 19th Ed. McGraw-Hill, 2015. [978-0-0718-0215-4] \$249.00
3. Hemant Godara: The Washington Manual of Medical Therapeutics, 34th Ed. Lippincott Williams & Wilkins, 2013. [978-1-4511-8851-6] \$74.99

SURGERY - 8 WEEKS

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.

Recommended Reading:

1. Cornelius Dyke & Eric J. DeMaria: Surgical Attending Rounds, 3rd Ed. Lippincott Williams & Wilkins, 2004. [978-0-781-75046-2] \$68.99
2. Alden H. Harken: Abernathy's Surgical Secrets, 6th Ed. Mosby, 2009. [978-0-323-05711-0] \$44.95
3. Mary E. Klingensmith & Abdulhameed Aziz: The Washington Manual of Surgery, 6th Ed. Lippincott Williams & Wilkins, 2011. [978-1-4511-1594-9] \$68.99
4. F. Brunicaardi, et al: Schwartz Principles of Surgery, 10th Ed. McGraw-Hill, 2015. [978-0-0717-9675-0] \$199.00

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.

Recommended Reading:

1. Robert E. Rakel & David Rakel: Textbook of Family Medicine, 9th Ed. Elsevier, 2015. [978-0-323-23990-5] \$169.99
2. Martin S. Lipsky & Mitchell S. King: Blueprints Family Medicine. Lippincott Williams & Wilkins, 2010. [978-1-6083-1087-6] \$45.99
3. Alfred F. Tallia, Joseph E. Scherger & Nancy Dickey: Swanson's Family Medicine Review, 7th Ed. Elsevier, 2013. [978-1-4557-0790-4] \$89.95

All students in the Family Medicine clinical rotation must complete all FM cases during their clinical rotation. FM cases have proven to be an invaluable teaching tool for clinical training and especially for NBME (shelf) exams. Please complete all FM cases in their entirety.

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.

Recommended Reading:

1. Tamara Callahan & Aaron Caughey: Blueprints Obstetrics and Gynecology (Blueprints Series), 6th Ed. Lippincott Williams & Wilkins, 2013. [978-1-4511-1702-8] \$46.99
2. Matthew Kaufman, Latha Ganti, Jeane Holmes & Priti Schachel: First Aid for the Obstetrics and Gynecology Clerkship, 3rd Ed. McGraw-Hill, 2010. [978-0-0716-3419-9] \$49.00
3. Charles R. B. Beckmann, William Herbert, Douglas Laube, Frank Ling & Roger Smith: Obstetrics and Gynecology, 7th Ed. Lippincott Williams & Wilkins, 2013. [978-1-4511-4431-4] \$72.99
4. Neville F. Hacker, Joseph C. Gambone & Calvin J. Hobel: Hacker & Moore's Essentials of Obstetrics and Gynecology, 5th Ed. Elsevier, 2010. [978-1-4160-5940-0] \$67.95
5. APGO-Uwise - 7 units, 250 comprehensive questions.
[<https://www.apgo.org/student/uwise2.html>]
6. USMLE World Qbank- Obstetrics & Gynecology - 205 Questions.
[<http://www.kaptest.com/Medical-Licensing/Step1/s1-qbank.html?gclid=COLGiNH5xcACFQwV7AodAUgAwg>]

PEDIATRICS – 6 WEEKS

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.

Recommended Reading

1. Robert M. Kliegman, Bonita Stanton, Joseph St. Geme & Nina F Schor: Nelson Textbook of Pediatrics (2 Volumes), 20th Ed. Elsevier, 2016. [978-1-4557-7566-8] \$169.99
2. Michael South & David Isaacs: Practical Paediatrics, 7th Ed. Elsevier, 2012. [978-0-7020-4292-8] \$95.95
3. Daniel Bernstein & Steven P. Shelov: Pediatrics for Medical Students, 3rd Ed. Lippincott Williams & Wilkins, 2011. [978-0-7817-7030-9] \$65.99
4. Sheela Lahoti, Eugene Toy, Robert Yetman, et al.: Case Files Pediatrics, 4th Ed. McGraw-Hill, 2012. [978-0-0717-6973-0] \$34.00
5. Bradley S. Marino & Katie S. Fine: Blueprints Pediatrics, 6th Ed. Lippincott Williams & Wilkins, 2013. [978-1-4511-1604-5] \$46.99
6. Baby OSCE.

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.

Recommended Reading:

1. Myrl R. S. Manley: Psychiatry Clerkship Guide, 2nd Ed. Elsevier [Mosby], 2007. [978-1-4160-3132-1] \$54.95
2. Benjamin J. Sadock & Virginia A. Sadock: Kaplan and Sadock's Concise Textbook of Clinical Psychiatry. Lippincott Williams & Wilkins, 2008. [978-0-7817-8746-8] \$84.99

3. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 4th Ed., Text Revision (DSM-IV-TR). American Psychiatric Association, 2000. [978-0-8904-2025-6]
4. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. American Psychiatric Association, 2013. [978-0-89042-554-1] \$199.00
5. Laura Weiss Roberts & Alan K. Louie: Study Guide to DSM-5. American Psychiatric Association, 2014. [978-1-5856-2464-5] \$70.00
6. Michael R. Privitera & Jeffrey M. Lyness: Psychiatry Mentor: Your Clerkship & Shelf Exam Companion. F. A. Davis, 2009. [978-0-8036-1692-9] \$46.95

Study Guides

Most students use one of the examination study guides such as Pretest, First Aid, or Case Files. Students should be aware that the sample questions in these books are easier than the Shelf Examination questions. However, these books do ensure that students thoroughly review popular examination question topics.

Psychiatric Memoirs

1. Kay Redfield Jamison: An Unquiet Mind [Autobiography], Vintage Books, 1995. [978-0-6794-4374-2]

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.

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 executive dean of Clinical Sciences. The research elective cannot proceed without approval from the executive 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.

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.

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 telephonic means.

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

FORENSIC PATHOLOGY

This rotation immerses students into a medical legal 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.

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.

PAIN MANAGEMENT

During this rotation, students will identify and understand the physiology of somatic, neuropathic, and visceral pain, system regional and local ways of pain management, and the implications of acute and chronic pain.

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.

PSYCHIATRY CONSULTATION & LIAISON

Patients admitted to hospitals for the evaluation of any medical problem experience stress and some degree of psychological disruption of their usual functioning. A significant number of patients admitted for medical, surgical, or other reasons may manifest management problems of many types including mental disorientation, noncompliance with their care, or psychiatric symptoms indicative of an unrelated underlying psychiatric disorder. All hospitalized patients' lives are disrupted by the illness that brings them to the hospital.

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).

PULMONOLOGY

The goal of the pulmonology elective is to facilitate the students' understanding of the common clinical presentations, evaluation, and management of pulmonary disorders. Students will learn the proper evaluation and treatment of acute and chronic pulmonary diseases, both common and uncommon.

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.

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.

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 are 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 Basic 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 BSIC and 5th semester.

- All exams and courses are associated in this range.

7110 to 7200 are associated with clinical core clerkships.

7200 to 9000 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. Any student taking less than full-time or nine credits is considered a part-time student at AUACOM.

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 BASIC SCIENCES COURSES [SPRING 2019]

YEAR ONE, PART I - CURRICULUM NEXT

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

YEAR ONE, PART II - CURRICULUM NEXT

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

YEAR TWO, PART I - CURRICULUM NEXT

COURSE	CREDIT HOURS
Pre-Clinical Science II	19

Total Credit Hours: 19

YEAR TWO, PART II - CURRICULUM NEXT

COURSE	CREDIT HOURS
Pre-Clinical Science II	19

Total Credit Hours: 19

BSIC INTERSESSION

COURSE	CREDIT HOURS
Basic Science Integration Course (BSIC)	10

Total Credit Hours: 10

SEMESTER V

Total Credit Hours: 21

SEMESTER VI

Total Credit Hours: 21

SEMESTER VII

Total Credit Hours: 21

SEMESTER VIII

Total Credit Hours: 21

ESTIMATED COST OF ATTENDANCE

American University of Antigua-College of Medicine - Estimated Cost of Attendance - Fall 2019/Spring 2020					
	Semester 1	Semester 2	Semester 3	Semester 4	BSIC Intersession
Tuition	\$20,500	\$20,500	\$20,500	\$20,500	\$18,950
Fees	\$335	\$250	\$250	\$500	\$250
Exam Fees	\$0	\$0	\$0	\$0	\$1,525
Technology Fee	\$450	\$450	\$450	\$450	\$450
Med Insurance	\$900	\$900	\$900	\$900	\$900
Room	\$5,220	\$5,220	\$5,220	\$5,220	\$2,610
Board (Food)	\$4,655	\$4,655	\$4,655	\$4,655	\$3,185
Transportation	\$1,750	\$1,750	\$1,750	\$1,750	\$925
Personal	\$950	\$950	\$950	\$950	\$650
Total:	\$34,760	\$34,675	\$34,675	\$34,925	\$29,445
	Semester 5	Semester 6	Semester 7	Semester 8	AUACOM Total
*Tuition	\$27,930	\$27,930	\$27,930	\$27,930	\$212,670
Fees	\$20	\$0	\$0	\$0	\$1,605
Exam Fees	\$400	\$400	\$1,640	\$1,980	\$5,945
**Technology Fee	\$450	\$450	\$450	\$450	\$4,050
Med Insurance	\$900	\$900	\$900	\$900	\$8,100
Room	\$6,000	\$6,000	\$6,000	\$6,000	\$47,490
Board (Food)	\$5,145	\$5,145	\$5,145	\$5,145	\$42,385
Transportation	\$2,000	\$2,000	\$2,000	\$2,000	\$15,925
Personal	\$1,050	\$1,050	\$1,050	\$1,050	\$8,650
Total:	\$43,895	\$43,875	\$45,115	\$45,455	\$346,820

*tuition for AUA-Global Health Track program is an additional \$2,000 per period of MED 1-4 & BSIC

*tuition for FIU students enrolled during semesters 5-8 is an additional \$365 per week

**technology fee 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 details on continuing scholarship eligibility, please refer to the corresponding section in this catalog.

ACADEMIC SCHOLARSHIP AWARDS

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: \$80,000, awarded \$8,000 per period (1-4) plus intersession and \$10,000 per period (5-8)

Eligibility Requirements

- MCAT score of 505 and above (28 and above on scores before 2015)
- Pre-requisite 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.

Total scholarship amount: \$60,000, awarded \$6,000 per period (1-4) plus intersession and \$7,500 per period (5-8)

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.

PHYSICIAN DIVERSIFICATION INITIATIVE SCHOLARSHIP

AUA believes a diverse patient population requires a physician who trained in a diverse community. To embrace a more diverse community, AUA is proud to offer a limited number of Physician Diversification Initiative Scholarships to qualified applicants.

Award Amount: \$50,000, awarded \$5,000 per period (1-4) plus intersession and \$6,250 per period (5-8)

Eligibility Requirements

- Applicants must submit a completed application along with:
 - An essay of no more than 500 word
 - A list of certificates and awards
 - A copy of their passport
 - A letter of recommendation separate from ones used during the enrollment process
- Pre-requisite and undergraduate GPA of 3.25 and above
- Must be a U.S. citizen or permanent resident
- Prove qualification as one of the underrepresented categories as defined by AAMC (<https://www.aamc.org/initiatives/urm>)

ADMISSIONS COMMITTEE 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 Admissions Committee Scholarship.

Award amount: \$25,000, awarded \$5,000 per period (1-4) plus intersession

Eligibility Requirements

- Pre-requisite GPA of 3.25 and above
- Undergraduate GPA of 3.50 and above

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

NEW YORK SCHOLARSHIP

AUA graduates earn more residencies in New York than in any other state. Our graduates are from diverse cultural and economic backgrounds and often pursue much needed primary care fields. In an effort to continue to serve the state of New York with qualified physicians, AUA is pleased to offer the New York Scholarship.

Award amount: \$20,000 awarded \$5,000 per period (1-4) plus intersession

Eligibility Requirements

- Pre-requisite GPA of 3.00 and above

- Undergraduate GPA of 3.25 and above
- Resident of New York State

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

CANADIAN SCHOLARSHIP

AUA is proud to offer a pathway for Canadian students to become licensed, practicing physicians. The Canadian Scholarship, offered to a limited number of incoming, new students, recognizes the academic achievements of exceptional Canadian students.

Award amount: \$36,000, awarded \$4,000 per period (1-4) plus intersession

Eligibility Requirements

- Pre-requisite GPA of 3.00 and above
- Undergraduate GPA of 3.25 and above
- Resident of Canada

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 (1-4) plus intersession

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 Basic 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: \$1,500, a one-time grant awarded during clinicals

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 Dean of Clinical Sciences and the Chair of the Research Committee

CULTURAL AWARDS

CANADIAN CITIZEN'S GRANT

AUA is proud to offer a pathway for Canadian students to become licensed, practicing physicians. The Canadian Citizen Grant is offered to a limited number of incoming, new students to help offset the cost of their medical education.

Award amount: \$20,000, awarded \$4,000 per period (1-4) plus intersession

Eligibility Requirements

- Resident of Canada

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 (1-4) plus intersession

Eligibility Requirements

- Applicants must be the child or the sibling of a physician who holds AAPI membership
- Applicants must submit a completed application along with:

- 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 Basic 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 every 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

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 Basic 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 INDIAN CITIZENS AND RESIDENTS

Award Amount: \$86,500, awarded \$9,500 per period (1-4) plus intersession and \$9,750 per period (5-8)

Eligibility Requirements

- Applicants must submit a completed application along with:
 - Proof of residency in India (no older than two months from the application date)
 - A copy of their passport
 - One-page personal statement indicating why they should be considered for the scholarship
- Applicants who have taken college-level coursework in the United States or Canada are ineligible for this 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.

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 (1-4) plus intersession and \$6,250 per period (5-8)

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

CARICOM TUITION GRANT

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

Award Amount: \$27,500, awarded \$5,500 per period (1-4) plus intersession

Eligibility Requirements

- A copy of passport, birth certificate, and proof of address
- Must be a resident of the CARICOM country and cannot be a US citizen or resident

Before you apply for a scholarship or grant, please review the following:

- Prior to scholarship consideration, all candidates need an acceptance to AUA, a completed scholarship application, and supporting documents where appropriate
- Scholarships may not exceed tuition and do not include room, board, transportation, and educational supplies unless noted below
- Scholarships cannot be combined

Submit scholarship applications to:

Admissions Department

ATTN: Karen Ash

Scholarship Coordinator

Manipal Education Americas, LLC, Representative for: American University of Antigua

One Battery Park Plaza, 33rd Floor

New York, NY 10004

kash@auamed.org

Phone: 212-661-8899 x185

Fax: 973-498-7707

CONTINUING ELIGIBILITY REQUIREMENTS

Cultural or Service Awards

- Cultural and service awards do not have continuing eligibility requirements, and will be automatically renewed each payment period for as long as the student remains enrolled
- If the student fails a class, he or she will receive an additional grant allotment, as listed in the award amount, for the retaken class, in addition to the failed class

Academic Awards

- Students must maintain a High Pass grade during the Basic Sciences for continued eligibility
 - Basic Sciences grades are assessed twice: first upon completion of Med 2, then again upon completion of Med 4. Continuing scholarship eligibility will be assessed only at those times
- If the student fails a class before a grade is officially assigned, he or she will receive an additional scholarship allotment, as listed in the award amount, for the retaken class, in addition to the failed class
- If eligibility is lost, it can be regained if the student earns a High Pass or higher for the next assigned grade

Basic Sciences Integration Course (BSIC): During BSIC, continuing scholarship eligibility will be measured based on the student's official, post-appeals BSIC grade.

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.

OFFICERS AND DIRECTORS

Neal Simon, President and Director
 Seetharaman Vaitheeswaran, Director
 Dr. Ranjan Pai, Director
 Gopal Devanahalli, Chief Executive Officer
 Prabhu Marudheri, Chief Operations Officer and Chief Financial Officer
 Leonard A. Sclafani, Esq., Sr. V.P., and General Counsel
 Vernon Solomon, V.P. for Administration and Community Affairs
 Craig Hauser, V.P. for Academic Administration
 Gerald Wargo Jr., A.V.P. for Student Acquisition
 Andrew Starr, A.V.P. for Operations
 Trinae Mack, A.V.P. for Human Resources

UNIVERSITY ADMINISTRATORS

Dr. Robert Mallin, MD	University Provost
Dr. Seymour I. Schwartz, MD	College of Medicine Provost and Professor of Surgery
Dr. Peter Bell, MD	V.P. for Global Medical Education and Executive Dean, Clinical Sciences
Dr. Samuel LeBaron	Executive Dean of Basic Sciences
Dr. Reza Sanii, PhD	Dean of Students
Dr. James Rice, RhD	Associate Dean of Admissions and Associate Dean of Student Affairs
Dr. Karron James, PhD	Associate Dean of Curriculum
Dr. Juli Valtschanoff, MD	Associate Dean of Evaluations and Academic Outcomes
Dr. Richard Millis, PhD	Associate Dean of Research
Dr. Nandini Rao, PhD	Associate Dean of Faculty Affairs
Dr. William Anthony, MD	Associate Dean, Clinical Affairs
Dr. Kim Mallin, MD	Associate Dean for Wellness and Inclusion

Michael Burtch
Larry McCollum
Melissa Morell
Mamta Purbey
Kelley Taptich
Jessica Ferron
Anita O'Brien
Ajana Wilkinson

University Bursar
Executive Director of Programming and Systems
Executive Director for Clinical Sciences Administration
Executive Director, Enrollment Management
National Director of Admissions
Director of Graduate Affairs
Director of Special Projects
Manager of Financial Aid

FACULTY

BASIC SCIENCES

FACULTY	DEPARTMENT
	ADMINISTRATION
Samuel LeBaron, MD	Executive Dean, Basic Medical Sciences
Solomon, Vernon, LRCP, MSc	VP for Administration Director – Emergency Medicine Training Center
Sanii, Reza, RhD	Dean of Graduate Studies & Student Affairs
Rice, James, PhD	Associate Dean of Admissions and Associate Dean of Student Affairs
James, Karron, PhD	Chair, Curriculum Committee
Rao, Nandini, PhD	Associate Dean for Faculty Affairs
Mallin, Kimberly, MD	Professor & Director – Health Clinic
Balachandran, Bharati, PhD	Co-Director of Faculty Development
Ngorosha, Trevor, PhD	Co-Director of Faculty Development
Fernandez, Neville, MD	Chief Campus Proctor
Cousineau, Laura, M.L.S.	Director – Library Services
Villamil, Elena, PhD	Center for Research and Evaluation
	ANATOMY
Krishnamurthy, Ashwin, PhD	Chair, Assistant Professor
Amiralli, Hassan, MD, MS	Senior Advisor, Professor
D'Costa, Sujatha, MSc. PhD	Professor
Hussein, Noha, MD	Assistant Professor
Omole, Adekule, MD	Assistant Professor
Samuel, Joshua, PhD	Assistant Professor
Ganesan, Shyamala, MSc	Assistant Professor
Aska, Drikecscha, M.D	Instructor

	PATHOPHYSIOLOGY
Agnihotri, Smriti, MBBS	Co-Chair, Professor
Brahmaiahchari Rangachari, MBBS, MD	Co-Chair, Assistant Professor
Sanii, Reza, PhD	Senior Advisor, Professor
Millis, Richard, PhD	Professor
Agnihotri, Arun, MBBS	Professor
Glasser, Steve, PhD	Professor
Gorantla, Vasavi, Msc. PhD	Associate Professor
Crasta, Maxim, M.Sc., PhD	Associate Professor
Vinay, H. Shankar, MBBS, MD	Associate Professor
Chandanathil, Merrin, PhD	Associate Professor
Awosika, Ayoola, MD	Assistant Professor
Shastry, Indira, MBBS, MD	Assistant Professor
	BIOCHEMISTRY & GENETICS & MEDICAL CELL BIOLOGY
Th'ng, John, PhD	Chair, Associate Professor
Shivaraj, Bolanthur, BSc. MSc.PhD	Senior Advisor, Professor
Rao, Nandini, PhD	Professor
Valtschnoff, Juli, MD	Professor
Merrin, Marcus, PhD	Associate Professor (Blackboard Administrator)
James, Karron, PhD	Associate Professor
Rao, Rajashekar, PhD, M.Sc.	Associate Professor
Cross, Joseph, PhD	Assistant Professor
Sebastian, Roopa, PhD	Assistant Professor
	MICROBIOLOGY & IMMUNOLOGY
Fernandez, Neville, PhD	Chair, Professor
Balachandran, Bharati, PhD	Senior Advisor, Professor
Jagadeesh, Ashraya, MBBS	Assistant Professor
Swamy, Nagalakshmi, PhD	Assistant Professor

	PHARMACOLOGY
Sudhakar, Pemminati, PhD	Chair, Associate Professor
Morcos, Hani, MD, PhD	Senior Advisor, Professor
Durgaprasad, Sapalya, MD	Professor
Anand, Nikhilesh, MD	Assistant Professor
	BEHAVIORAL SCIENCES
Jarosinsky, Jeffrey, PhD	Chair, Associate Professor
Rice, James, RhD	Professor
Kastuk, Don, PhD	Professor
	CLINICAL MEDICINE
Mysore, Nagaraj, MD	Chair, Professor
Walwyn, Leslie, MBBS, MPH	Senior Advisor, Professor
Cannon, Jenifer, MD, FACOG	Professor
Amiralli, Waheeda, MD	Professor
Viswanath, Srikanteswara, MBBS, MS	Professor
Eli, Tumba, Tshibwabwa., MD, MMED, PhD	Professor
Kannavar, Sudha, MD OBGYN, ECFMG, CRM	Associate Professor
Mansoor, Edmond, MBBS	Assistant Professor
Williams, Kasim, MD	Assistant Professor
Edmondson, Carolyn, MD	Assistant Professor
Herrera, Jovita, MD	Assistant Professor
Lewis, Courtney, MD	Assistant Professor
Makinde, Helen, MD	Instructor
Solomon, Vernon, LRCP, MSc.	Director – Clinical Simulations

	EDUCATION ENHANCEMENT DEPARTMENT
Sy, Jobila, PhD	Chair, Assistant Professor
Ngorosha, Trevor, PhD	Deputy Chair, Assistant Professor
Ford, Sonya, PhD	Assistant Professor
Lindsay, Vernon, PhD	Assistant Professor
Vaughans, Andrea, MD	Assistant Professor
Tjiparuro, Petjiuaje, MD	Assistant Professor
Modise, Steven, MD	Assistant Professor
Philip, Sherida, MD	Instructor
Roberts, Dawn, MA	Instructor
Belle, Namadi, MD	Instructor
	GRADUATE TEACHING FELLOWSHIP
Hughes, Martizza, MD	Fellow
Stroud, Soren, MD	Fellow
Fariborz, Tehraei, MD	Fellow
Tarron Kayalackakom, MD	Fellow
Devashree Parmar, MD	Fellow
Elisa Cornelius, MD	Fellow
Katrina Soewono, MD	Fellow
Simisola Afolabi, MD	Fellow
Ann-Marie Browne, MD	Fellow
Steven Kebejian, MD	Fellow
Surita Banerjee, MD	Fellow
Melinda Chance, MD	Fellow
Cesil Gonsalves-Barriero, MD	Fellow
Mandeep Chatha, MD	Fellow
Michael Zoueter, MD	Fellow
Rishab Sippy, MD	Fellow
Ofoh, Chiamaka, MD	Fellow

CLINICAL SCIENCES

FACULTY

SPECIALTY

	ADMINISTRATION
Peter Bell, MD	VP Global Medical Education & Executive Dean Clinical Sciences
William Anthony, MD, FACP	Associate Dean, Clinical Affairs
	CLINICAL CHAIR
Sanjeev Nischal, MD	Clinical Chair, Family Medicine
Daniel Castellanos, MD	Clinical Chair, Psychiatry
Pankaj Patel, MD	Clinical Chair, Psychiatry
John Riggs, MD	Clinical Chair, OB-GYN
Teresa Lemma, MD	Clinical Chair, Pediatrics
Alvin Eden, MD	Clinical Chair, Pediatrics
Peter M. DeVito, MD	Clinical Chair, Surgery
William Lois, MD	Clinical Chair, Surgery
Mark Adler, MD	Clinical Chair, Internal Medicine
Matthew Hogan, MD	Clinical Chair, Internal Medicine
	EDUCATION ENHANCEMENT DEPARTMENT
Cecelia A. Downs, MA	Faculty
Nelda Ephraim, PhD, RN	Faculty
Ravenn R. Gethers, MSED	Faculty
	FAMILY MEDICINE
Dr. Christopher Murphy	Adjunct Professor for Clinical Medicine
Dr. Krisemily McCrory	Adjunct Professor for Clinical Medicine
Dr. Daniel J.E. Cunningham	Adjunct Professor for Clinical Medicine
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
Megan McMullan, MD	Adjunct Professor for Clinical Medicine

John Petrillo, DO	Adjunct Professor for Clinical Medicine
Melissa Schiskie, DO	Adjunct Professor for Clinical Medicine
Bridget Foy, DO	Adjunct Professor for Clinical Medicine
Mark Josefski, MD	Adjunct Professor for Clinical Medicine
Wesley Ho, MD	Adjunct Professor for Clinical Medicine
Walter Sperling, MD	Adjunct Professor for Clinical Medicine
John Anderson, MD	Adjunct Professor for Clinical Medicine
Aimee Smith, DO	Adjunct Professor for Clinical Medicine
Kristina Ursitti, DO	Adjunct Professor for Clinical Medicine
Susruth Pinnamaneni, DO	Adjunct Professor for Clinical Medicine
Marek Balutowski, MD	Adjunct Professor for Clinical Medicine
Marta Sanchez, MD	Adjunct Professor for Clinical Medicine
Jincy Cherian, DO	Adjunct Professor for Clinical Medicine
David Cahn, DO	Adjunct Professor for Clinical Medicine
Mohamed Saleh, MD	Adjunct Professor for Clinical Medicine
Mark Warfel, DO	Adjunct Professor for Clinical Medicine
Francis Chabot, MD	Adjunct Professor for Clinical Medicine
Julie Betro Shkane, DO	Adjunct Professor for Clinical Medicine
Tatyana V. Misyulya, MD	Adjunct Professor for Clinical Medicine
Ken Werner, MD	Adjunct Professor for Clinical Medicine
Goutham Malempati, MD	Adjunct Professor for Clinical Medicine
Kareem Hamad, MD	Adjunct Professor for Clinical Medicine
Joseph M. DiMaria, MD, MBA	Adjunct Professor for Clinical Medicine
Donish Siddiqi, MD	Adjunct Professor for Clinical Medicine
Sonia A. Velez, MD, JD	Adjunct Professor for Clinical Medicine
Rodika Coloka-Kump, DO	Adjunct Professor for Clinical Medicine
Paul Rich, MD	Adjunct Professor for Clinical Medicine
Ayan Sanyal, MD	Adjunct Professor for Clinical Medicine
Roman Davidenko, MD	Adjunct Professor for Clinical Medicine
Nikhil Hemady, MD, FAAFP	Adjunct Professor for Clinical Medicine
Benjamin McLaughlin, DO	Adjunct Professor for Clinical Medicine
Joel Panthappattu, MD	Adjunct Professor for Clinical Medicine
Cathy-Anne Charles, MD	Adjunct Professor for Clinical Medicine
Steven Swain, MD	Adjunct Professor for Clinical Medicine
Michelle Kapon, MD	Adjunct Professor for Clinical Medicine
Daniel Miller, MD	Adjunct Professor for Clinical Medicine

Tolga Icli, MD	Adjunct Professor for Clinical Medicine
Szymon Krzyzanowski, MD	Adjunct Professor for Clinical Medicine
Mohammad Momen, MD	Adjunct Professor for Clinical Medicine
Daniel Winkle, MD	Adjunct Professor for Clinical Medicine
Kawarjeet Singh, MD	Adjunct Professor for Clinical Medicine
Mohamed Saleh, MD	Adjunct Professor for Clinical Medicine
LaToya Austin, MD	Adjunct Professor for Clinical Medicine
Jason Ramos, MD	Adjunct Professor for Clinical Medicine
Samuel Sandowski, MD	Adjunct Professor for Clinical Medicine
Scott Ippolito, MD	Adjunct Professor for Clinical Medicine
Anubhav Agarwal, MD	Adjunct Professor for Clinical Medicine
Nelson Giraldo, MD	Adjunct Professor for Clinical Medicine
Emad Hanna, MD	Adjunct Professor for Clinical Medicine
Russell Porter, MD	Adjunct Professor for Clinical Medicine
Linda Roethel, MD	Adjunct Professor for Clinical Medicine
Joyce Robert, MD	Adjunct Professor for Clinical Medicine
Dr. Minéké E. Etienne	Adjunct Professor for Clinical Medicine
	PSYCHIATRY
Katherine Smith, MD	Adjunct Professor for Clinical Medicine
Sabbenahalli Suresh, MD	Adjunct Professor for Clinical Medicine
Guy E. Brannon, MD	Adjunct Professor for Clinical Medicine
Janice Wilson Hollier, MD	Adjunct Professor for Clinical Medicine
Kathryn Kay Kennedy, MD	Adjunct Professor for Clinical Medicine
Lauren Lusk	Adjunct Professor for Clinical Medicine
Daniel J. Feeney, MD	Adjunct Professor for Clinical Medicine
Ruchika Yusufji, MD	Adjunct Professor for Clinical Medicine
Olufemi Ogundeji, MD	Adjunct Professor for Clinical Medicine
Ayodeji I. Jolayemi, MD	Adjunct Professor for Clinical Medicine
Cynthia Ko, MD	Adjunct Professor for Clinical Medicine
Salma Nazneen, MD	Adjunct Professor for Clinical Medicine
Adesanmi Ojo, MD, MBA	Adjunct Professor for Clinical Medicine
Tolulope Abidemi Olupona, MD	Adjunct Professor for Clinical Medicine
Khandaker Abu Taher, MD	Adjunct Professor for Clinical Medicine
Leon P. Valbrun, MD	Adjunct Professor for Clinical Medicine
Janna Volkov MD	Adjunct Professor for Clinical Medicine

Benjamin A. Adewale MD	Adjunct Professor for Clinical Medicine
Karen Alleyne MD	Adjunct Professor for Clinical Medicine
Farooq Mohyuddin, MD	Adjunct Professor for Clinical Medicine
Syed Naqvi MD	Adjunct Professor for Clinical Medicine
Syed I. Zaidi, MD	Adjunct Professor for Clinical Medicine
Jason Addison MD	Adjunct Professor for Clinical Medicine
Benedicto R. Borja, MD	Adjunct Professor for Clinical Medicine
Merle McCann, MD	Adjunct Professor for Clinical Medicine
Joseph Varley, MD	Adjunct Professor for Clinical Medicine
Heather Lewis , MD	Adjunct Professor for Clinical Medicine
Simona Suchan, MD	Adjunct Professor for Clinical Medicine
Silvia Silva Duluc, MD	Adjunct Professor for Clinical Medicine
Rossana Lopez, MD	Adjunct Professor for Clinical Medicine
Archna Sarwal, MD	Adjunct Professor for Clinical Medicine
Joel Idowu, MD	Adjunct Professor for Clinical Medicine
Jonathan Holt, MD	Adjunct Professor for Clinical Medicine
Andrew Warren, MD	Adjunct Professor for Clinical Medicine
Merle McCann, MD	Adjunct Professor for Clinical Medicine
Molly Reeves, MD	Adjunct Professor for Clinical Medicine
Yakir Vaks, MD	Adjunct Professor for Clinical Medicine
Briana Riemer, MD	Adjunct Professor for Clinical Medicine
Iuliana Frank, MD	Adjunct Professor for Clinical Medicine
Silvio Saidemberg, MD	Adjunct Professor for Clinical Medicine
Savitha Puttaiah, MD	Adjunct Professor for Clinical Medicine
Sonia Shah, MD	Adjunct Professor for Clinical Medicine
	OB-GYN
Alberto Dominguez-Bali, MD	Adjunct Professor for Clinical Medicine
Celestino Castellon, MD	Adjunct Professor for Clinical Medicine
Jacques Guillaume, MD	Adjunct Professor for Clinical Medicine
Mario Cordero, MD	Adjunct Professor for Clinical Medicine
Prasanta Chandra, MD	Adjunct Professor for Clinical Medicine
Bala Ravi, MD	Adjunct Professor for Clinical Medicine
Faramaz Zarghami, MD	Adjunct Professor for Clinical Medicine
Michael Cabbad, MD	Adjunct Professor for Clinical Medicine
Joanna Pessolano, MD	Adjunct Professor for Clinical Medicine

Simon Kokkinakis, MD	Adjunct Professor for Clinical Medicine
Rita Shats, MD	Adjunct Professor for Clinical Medicine
Carlos A. Rodriguez, MD	Adjunct Professor for Clinical Medicine
Guillermo Kohn, MD	Adjunct Professor for Clinical Medicine
Jorge Venegas, MD	Adjunct Professor for Clinical Medicine
Ralph L. Ruggiero, MD	Adjunct Professor for Clinical Medicine
Ana Munoz-Matta, DO	Adjunct Professor for Clinical Medicine
Norman Lamberty, MD	Adjunct Professor for Clinical Medicine
Omrou Alchyib, MD	Adjunct Professor for Clinical Medicine
Juana Lucia Cuevas, MD	Adjunct Professor for Clinical Medicine
Daniel Faustin, MD	Adjunct Professor for Clinical Medicine
Emil L. Gurshumov, MD	Adjunct Professor for Clinical Medicine
Vitaly A. Kushnir, MD	Adjunct Professor for Clinical Medicine
Ghadir M. Salame, MD	Adjunct Professor for Clinical Medicine
	PEDIATRICS
Maria V. Fernandez, MD	Adjunct Professor for Clinical Medicine
Edgardo Penabad, MD	Adjunct Professor for Clinical Medicine
Sadhana Bose, MD	Adjunct Professor for Clinical Medicine
Emmanuel Brunot, MD	Adjunct Professor for Clinical Medicine
Edmund J. DiLello, MD	Adjunct Professor for Clinical Medicine
Swati Gandhi, MD	Adjunct Professor for Clinical Medicine
Dilruba Hussain, MD	Adjunct Professor for Clinical Medicine
George Kovacs, MD	Adjunct Professor for Clinical Medicine
Hosnara Masub, MD	Adjunct Professor for Clinical Medicine
Sana Y. Nejmeh-Khoury, MD	Adjunct Professor for Clinical Medicine
Samia A. Tayab, MD	Adjunct Professor for Clinical Medicine
Gaddam D. Reddy, MD	Adjunct Professor for Clinical Medicine
Bolanle A. Olajide, MD	Adjunct Professor for Clinical Medicine
Nayyara Dawood, MD	Adjunct Professor for Clinical Medicine
Abdul Aldousany, MD	Adjunct Professor for Clinical Medicine
Amit Patange, MD	Adjunct Professor for Clinical Medicine
Carolina Collado, MD	Adjunct Professor for Clinical Medicine
Brian McMahan, MD	Adjunct Professor for Clinical Medicine
Marina Levin, MD	Adjunct Professor for Clinical Medicine
Shahed Quraishi, MD	Adjunct Professor for Clinical Medicine

Tatyana Groysman, MD	Adjunct Professor for Clinical Medicine
Sanjivan V. Patel, MD	Adjunct Professor for Clinical Medicine
Patrisha Pickens, MD	Adjunct Professor for Clinical Medicine
Calixto Cazano, MD	Adjunct Professor for Clinical Medicine
Tiffany Wiguna, MD	Adjunct Professor for Clinical Medicine
Taha M. Ahmed, MD	Adjunct Professor for Clinical Medicine
Claudia Arango, MD	Adjunct Professor for Clinical Medicine
	SURGERY
Amadeo Cabral, MD, FACS	Adjunct Professor for Clinical Medicine
Jose R. Lamas, MD, FACS	Adjunct Professor for Clinical Medicine
Juan A. Salazar, MD, FACS	Adjunct Professor for Clinical Medicine
Juan Ojea, MD	Adjunct Professor for Clinical Medicine
Jorge Alvarez Moreno, MD	Adjunct Professor for Clinical Medicine
Carlos Jose Bello, MD	Adjunct Professor for Clinical Medicine
Oscar Mendoza, MD	Adjunct Professor for Clinical Medicine
Ronald Reis, MD	Adjunct Professor for Clinical Medicine
Helen Kay, DO	Adjunct Professor for Clinical Medicine
Michael Cluck, MD	Adjunct Professor for Clinical Medicine
James Smith, MD	Adjunct Professor for Clinical Medicine
Ramon Benedicto, MD	Adjunct Professor for Clinical Medicine
Akella Chendrasekhar, MD	Adjunct Professor for Clinical Medicine
Vijay Saaraswat, MD	Adjunct Professor for Clinical Medicine
Brian Hall, MD	Adjunct Professor for Clinical Medicine
Daniel Rosen, MD	Adjunct Professor for Clinical Medicine
Loren Harris, MD	Adjunct Professor for Clinical Medicine
Mark Broudo, MD	Adjunct Professor for Clinical Medicine
Nidal Masri, MD	Adjunct Professor for Clinical Medicine
Werner Andrade, MD	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
Michael Cluck, MD	Adjunct Professor for Clinical Medicine
Leaque Ahmed, MD	Adjunct Professor for Clinical Medicine
Anna Arsenous, MD	Adjunct Professor for Clinical Medicine
Mark Harooni, MD	Adjunct Professor for Clinical Medicine

Elvita Genelus-Dominique, DO	Adjunct Professor for Clinical Medicine
Ralph P. Pennino, MD, FACS	Adjunct Professor for Clinical Medicine
Robert J. Tripp, MD, FACS	Adjunct Professor for Clinical Medicine
Marguerite Dynski, SSJ, MD, FACS	Adjunct Professor for Clinical Medicine
Timothy P. O'Connor, MD, FACS	Adjunct Professor for Clinical Medicine
Pasquale Iannoli, MD	Adjunct Professor for Clinical Medicine
Louis Eichel, MD	Adjunct Professor for Clinical Medicine
James T. Maxwell, MD	Adjunct Professor for Clinical Medicine
Craig Seablom, DO	Adjunct Professor for Clinical Medicine
James E. Szalados, MD, JD	Adjunct Professor for Clinical Medicine
Shahriyous Andaz, MD	Adjunct Professor for Clinical Medicine
Alexander Axelrad, MD	Adjunct Professor for Clinical Medicine
Kenneth Becker, MD	Adjunct Professor for Clinical Medicine
Chaim Fishfeld, DO	Adjunct Professor for Clinical Medicine
Harmandeep Singh, MD	Adjunct Professor for Clinical Medicine
Charles Sticco, DO	Adjunct Professor for Clinical Medicine
Augusto Bastidas, MD	Adjunct Professor for Clinical Medicine
Sharon L. Koehler, DO	Adjunct Professor for Clinical Medicine
Jesus Lanza, MD	Adjunct Professor for Clinical Medicine
Anthony P. Geroci, MD	Adjunct Professor for Clinical Medicine
Nawaiz Ahmad, MD	Adjunct Professor for Clinical Medicine
Mohammed Selin El-Dahhak, MD	Adjunct Professor for Clinical Medicine
Panagiotis Zenetos, MD	Adjunct Professor for Clinical Medicine
Mahalingham Sivakumar, MD	Adjunct Professor for Clinical Medicine
Jessica W. Lim, MD	Adjunct Professor for Clinical Medicine
Roger Antoine, MD	Adjunct Professor for Clinical Medicine
Colin Woon, MD	Adjunct Professor for Clinical Medicine
Bernard R. Alter, MD	Adjunct Professor for Clinical Medicine
Aron Z. Pollack, MD	Adjunct Professor for Clinical Medicine
Henry S. Partridge, MD, FACS	Adjunct Professor for Clinical Medicine
	INTERNAL MEDICINE
Samuel N. Adler, MD	Adjunct Professor for Clinical Medicine
Zewge Shiferaw-Deribe, MD	Adjunct Professor for Clinical Medicine
Muhammad Dogar, MD	Adjunct Professor for Clinical Medicine
Danilo A. Enriquez, MD	Adjunct Professor for Clinical Medicine

Eric A. Jaffe, MD	Adjunct Professor for Clinical Medicine
Eric L. Jerome, MD	Adjunct Professor for Clinical Medicine
Vijay Gayam, MD	Adjunct Professor for Clinical Medicine
Bordes P. Laurent, MD	Adjunct Professor for Clinical Medicine
Mohamed Mansour, MD	Adjunct Professor for Clinical Medicine
Louis M. Mudannayake, MD	Adjunct Professor for Clinical Medicine
Malar Thwin, MD	Adjunct Professor for Clinical Medicine
Joseph B. Quist, MD	Adjunct Professor for Clinical Medicine
Gerald Posner, MD	Adjunct Professor for Clinical Medicine
Mona Pervil-Ulysse, MD	Adjunct Professor for Clinical Medicine
Mirela Sam, MD	Adjunct Professor for Clinical Medicine
Parvathy Vasudevan, MD	Adjunct Professor for Clinical Medicine
Raveendra Chigurupati, MD	Adjunct Professor for Clinical Medicine
Ravi Jayanti, MD	Adjunct Professor for Clinical Medicine
Sreedevi Ramakrishnaiah, MD	Adjunct Professor for Clinical Medicine
Leon R. Shein, MD	Adjunct Professor for Clinical Medicine
Devendra Shrivastava, MD	Adjunct Professor for Clinical Medicine
Sam Weissman, MD	Adjunct Professor for Clinical Medicine
Oday Z Alhafidh, MD	Adjunct Professor for Clinical Medicine
Mazin Khalid, MD	Adjunct Professor for Clinical Medicine
Isaac Solaimanzadeh, MD	Adjunct Professor for Clinical Medicine
Renuka Bellamkonda, MD	Adjunct Professor for Clinical Medicine
Robert Chow, MD	Adjunct Professor for Clinical Medicine
Shabbir A. Choudhry, MD	Adjunct Professor for Clinical Medicine
Naresh Bassi, MD	Adjunct Professor for Clinical Medicine
Annette Mpacko, MD	Adjunct Professor for Clinical Medicine
Patrick Oguejior, MD	Adjunct Professor for Clinical Medicine
Kofi Owusu-Antwi, MD	Adjunct Professor for Clinical Medicine
Alexis Nworah, MD	Adjunct Professor for Clinical Medicine
Pooja Sharma, MD	Adjunct Professor for Clinical Medicine
Sharad K. Dass, MD	Adjunct Professor for Clinical Medicine
Lawrence Goldstein, MD	Adjunct Professor for Clinical Medicine
Rebecca Bailey, MD	Adjunct Professor for Clinical Medicine
Amrinder Singh Bhatti, MD	Adjunct Professor for Clinical Medicine
Prabhjot Brar, MD	Adjunct Professor for Clinical Medicine
Karthik Vijayan, MD	Adjunct Professor for Clinical Medicine

Kanwaljit Waraich, MD	Adjunct Professor for Clinical Medicine
Calogero Tumminello, MD	Adjunct Professor for Clinical Medicine
Afzal Hossain, MD	Adjunct Professor for Clinical Medicine
Mitchell Fogel, MD	Adjunct Professor for Clinical Medicine
Lyudmila Rubinshteyn, MD	Adjunct Professor for Clinical Medicine
Jay Nfonoyim, MD	Adjunct Professor for Clinical Medicine
Roberto Guerra, MD	Adjunct Professor for Clinical Medicine
Aldo Martinez, MD	Adjunct Professor for Clinical Medicine
Javier Perez, MD	Adjunct Professor for Clinical Medicine
Luis del Prado Rodriguez, MD	Adjunct Professor for Clinical Medicine
Rafael Abreu, MD	Adjunct Professor for Clinical Medicine
Wilfrido Benitez, MD	Adjunct Professor for Clinical Medicine
Emmanuel Reyes Ramos, MD	Adjunct Professor for Clinical Medicine
Joel Kertzus, MD	Adjunct Professor for Clinical Medicine
Michael Valladares, MD	Adjunct Professor for Clinical Medicine
Luis Fernando Montano, MD	Adjunct Professor for Clinical Medicine
Eduardo Reyes, MD	Adjunct Professor for Clinical Medicine
Maray Rocher, MD	Adjunct Professor for Clinical Medicine
Dolores Sanchez-Cazau, MD	Adjunct Professor for Clinical Medicine
Juan Fernandez, MD	Adjunct Professor for Clinical Medicine
Eugenio Guevara, MD	Adjunct Professor for Clinical Medicine
Gabriel Widi, MD	Adjunct Professor for Clinical Medicine
Amnerys Garcia, MD	Adjunct Professor for Clinical Medicine
Ernesto Fonts, MD	Adjunct Professor for Clinical Medicine
Sumanta Chaudhuri, MD	Adjunct Professor for Clinical Medicine
Veeravat Taecharvongphairoj, MD	Adjunct Professor for Clinical Medicine
Frederick E. White, DO	Adjunct Professor for Clinical Medicine
John Yasmer, DO	Adjunct Professor for Clinical Medicine
Ankur Shah, MD	Adjunct Professor for Clinical Medicine
Ratesh Khillan, MD	Adjunct Professor for Clinical Medicine
Jawaharlal Khalikaprased, MD	Adjunct Professor for Clinical Medicine
Raymond E. Kim, MD	Adjunct Professor for Clinical Medicine
Larry Woods, DO	Adjunct Professor for Clinical Medicine
Paul Watanakunakorn, MD	Adjunct Professor for Clinical Medicine
Ritha Kartan, MD	Adjunct Professor for Clinical Medicine
Kapil Kwatra, MD	Adjunct Professor for Clinical Medicine

Sohair Rostom, MD	Adjunct Professor for Clinical Medicine
Mourad Rostom, MD	Adjunct Professor for Clinical Medicine
Glenn Marshak, MD	Adjunct Professor for Clinical Medicine
Isaac Eisenstein, MD	Adjunct Professor for Clinical Medicine
Carlos Rodriguez, MD	Adjunct Professor for Clinical Medicine
Nelli Fromer, MD	Adjunct Professor for Clinical Medicine
Gopi Pudukollu, MD	Adjunct Professor for Clinical Medicine
Joseph Guadalupe, MD	Adjunct Professor for Clinical Medicine
Zeyar Thet, MD	Adjunct Professor for Clinical Medicine
Stella Ilyayeva, MD	Adjunct Professor for Clinical Medicine
Moyna Kapoor, MD	Adjunct Professor for Clinical Medicine
Carol Foster, Md	Adjunct Professor for Clinical Medicine
Tarik Naser, MD	Adjunct Professor for Clinical Medicine
Parvez Mir, MD	Adjunct Professor for Clinical Medicine
Raghav Bansal, MD	Adjunct Professor for Clinical Medicine
Sridhar Reddy, MD	Adjunct Professor for Clinical Medicine
Tanveer Mir, MD	Adjunct Professor for Clinical Medicine
Anton Wray, MD, FACEP	Adjunct Professor for Clinical Medicine
Khin Aung, MD	Adjunct Professor for Clinical Medicine
Jilan Shah, MD	Adjunct Professor for Clinical Medicine
Javier Reyna, MD	Adjunct Professor for Clinical Medicine
Aseem Sood, MD	Adjunct Professor for Clinical Medicine
Aruna Thyagaraj, MD	Adjunct Professor for Clinical Medicine
Khin Mar Ko, MD	Adjunct Professor for Clinical Medicine
Babak S. Jazayeri-Moghados, MD	Adjunct Professor for Clinical Medicine
	OTHER
Avelino Verceles, MD	Adjunct Professor for Clinical Medicine
Ellen Marciniak, MD	Adjunct Professor for Clinical Medicine
Renee Dixon, MD	Adjunct Professor for Clinical Medicine
Montserrat Diaz-Abad, MD	Adjunct Professor for Clinical Medicine
Janaki Deepak, MD	Adjunct Professor for Clinical Medicine
Carlos Rey, MD	Adjunct Professor for Clinical Medicine
Haresh Solanki, MD	Adjunct Professor for Clinical Medicine
Bruce Campbell, MD	Adjunct Professor for Clinical Medicine
Victor Pina, MD	Adjunct Professor for Clinical Medicine

Kavita Kalra, MD	Adjunct Professor for Clinical Medicine
Ravi Anandakrishnan, MD	Adjunct Professor for Clinical Medicine
Heriberto Fernandez, MD	Adjunct Professor for Clinical Medicine
Jaime Campos, MD, FACP	Adjunct Professor for Clinical Medicine
Luis Fernando Montano, MD	Adjunct Professor for Clinical Medicine
Robert Hernandez, MD	Adjunct Professor for Clinical Medicine
Steve Shen, MD	Adjunct Professor for Clinical Medicine
Manuel Garcia-Estrada, MD	Adjunct Professor for Clinical Medicine
Hector Lalama, MD	Adjunct Professor for Clinical Medicine
John W. Stiller MD	Adjunct Professor for Clinical Medicine
Maria Oliver, MD	Adjunct Professor for Clinical Medicine
Wally Kopelowitz, MD	Adjunct Professor for Clinical Medicine
Steven Sherman, DO	Adjunct Professor for Clinical Medicine
Marcus Edelstein, MD	Adjunct Professor for Clinical Medicine
Eneida O. Roldan, MD	Adjunct Professor for Clinical Medicine
Hector Colom, MD	Adjunct Professor for Clinical Medicine
Derek Liang, MD	Adjunct Professor for Clinical Medicine
Osmar Creagh Bandera, MD	Adjunct Professor for Clinical Medicine
Michael G. Ross, MD	Adjunct Professor for Clinical Medicine
Jorge Bordenave MD FACP CHCQM FAIHQ	Adjunct Professor for Clinical Medicine
Michael Hayes, MD	Adjunct Professor for Clinical Medicine
Saul K. Kolansky MD	Adjunct Professor for Clinical Medicine
Javier Flores, MD	Adjunct Professor for Clinical Medicine
John W. Stiller MD	Adjunct Professor for Clinical Medicine
Diane Maloney-Krichmar, PhD	Adjunct Professor for Clinical Medicine
Joseph Varley, MD	Adjunct Professor for Clinical Medicine
E. Kenneth Freiberg, DO	Adjunct Professor for Clinical Medicine
Jaime Avecillas, MD	Adjunct Professor for Clinical Medicine
Henry Mata, MD	Adjunct Professor for Clinical Medicine
Jose Eduardo Barros, MD	Adjunct Professor for Clinical Medicine
Susan Hinkson, RN	Adjunct Professor for Clinical Medicine
Orlando Galindez, MD	Adjunct Professor for Clinical Medicine
Nestor Javech, MD	Adjunct Professor for Clinical Medicine
Sandra Franco, DPM	Adjunct Professor for Clinical Medicine
Carlos Sanchez, MD	Adjunct Professor for Clinical Medicine

Abdullah Nadeem, MD	Adjunct Professor for Clinical Medicine
Shifali Shrivastava, MD	Adjunct Professor for Clinical Medicine
Irina Petrenko, MD	Adjunct Professor for Clinical Medicine
Gustavo DelToro, MD	Adjunct Professor for Clinical Medicine
Sid Danesh, MD	Adjunct Professor for Clinical Medicine
Mary Kasem, MD	Adjunct Professor for Clinical Medicine
Rick Hirsch, DO	Adjunct Professor for Clinical Medicine
William Tsai, DO	Adjunct Professor for Clinical Medicine
Joseph DeSanto, MD	Adjunct Professor for Clinical Medicine
Keerthy Sunder, MD	Adjunct Professor for Clinical Medicine
Hanh Nguyen, MD	Adjunct Professor for Clinical Medicine
Jarrood Shapiro, DPM	Adjunct Professor for Clinical Medicine
Richard Alweis, MD, FACP	Adjunct Professor for Clinical Medicine
Jesus Rivera, MD	Adjunct Professor for Clinical Medicine
Kimberly Howe, PhD	Adjunct Professor for Clinical Medicine
	AUXILIARY FACULTY
Phyllis Levine, MD	Auxiliary Faculty for Clinical Medicine
Mariana Cuceu, MPh	Auxiliary Faculty for Clinical Medicine
Sherine Elsayegh, MD	Auxiliary Faculty for Clinical Medicine
Edward Kalpas, MD, MPh	Auxiliary Faculty for Clinical Medicine
Tamie Proscia-Lieto, MD	Auxiliary Faculty for Clinical Medicine
	GLOBAL HEALTH VISITING FACULTY
Sherri Kay Prosser, PhD	Visiting Faculty for Global Health
Anthony Rossi, MD	Visiting Faculty for Global Health
Aileen Marty, MD	Visiting Faculty for Global Health
Ephraim Back, MD	Visiting Faculty for Global Health
Harold McDonald	Visiting Faculty for Global Health
Colonel Dr. Stefan Goebbels	Visiting Faculty for Global Health
Warren Lavey, JD, MS	Visiting Faculty for Global Health
Jo-Anne Brathwaite-Drummond, MD	Visiting Faculty for Global Health
Juan Acuna, MD	Visiting Faculty for Global Health
Sophie Lanzkron-Salzberg, MD	Visiting Faculty for Global Health
James Wilson, MD	Visiting Faculty for Global Health
Donald DiMarzio, MD	Visiting Faculty for Global Health

Holly Rosencranz, MD	Visiting Faculty for Global Health
Congressman Timothy Bishop	Visiting Faculty for Global Health
Dr. Stanley Lalta	Visiting Faculty for Global Health
David Ramkumar, MD	Visiting Faculty for Global Health
Japhia Ramkumar, MD	Visiting Faculty for Global Health
Michael Talarico, MD	Visiting Faculty for Global Health
Michael Weitzman, MD	Visiting Faculty for Global Health

CONTACT INFORMATION

CAMPUS :

American University of Antigua
College of Medicine
Jabberwock Beach Road
Coolidge, Antigua
1.268.484.8900

CORPORATE OFFICES :

Manipal Education Americas, Representative for
American University of Antigua
College of Medicine
1 Battery Park Plaza, 33rd Floor
New York, New York 10004
1.212.661.8899

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information may be obtained by contacting the Commission at 325 West Gaines Street, Ste. 1414, Tallahassee, FL 32399-0400, toll-free 1.888.224.6684.