

May 26, 2006

NEW YORK STATE EDUCATION DEPARTMENT

Report of a visit to

American University of Antigua College of Medicine  
P.O. Box W1451, Jasmine Court, Friar's Hill Road  
St. John's, Antigua  
January 22-26, 2006

And

Peninsula Hospital  
New York, New York  
Via Conference Call  
March 16, 2006

And

Greater Miami Health Education and Training Campus  
Miami, Florida  
March 30, 2006

And

Administrative Offices  
501 Fifth Avenue  
Suite 1600  
New York, NY 10017  
April 5, 2006

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## Introduction

The objective of the site visit was to evaluate the preclinical component of the program of medical education at the American University of Antigua College of Medicine, the clinical component of the university's program of medical education that takes place in New York State, and the fifth semester program at the clinical sites of the Greater Miami Health Education and Training Center in Miami Florida. The major purpose of the visit to the campus in St. John's, Antigua was to assess that part of the university's program of medical education, primarily the basic medical science that prepares students for clinical training. The purpose of the visit to the Fifth Semester program was to assess the pre-clinical training offered to medical students in preparation for clinical training in affiliated sites in New York State. The purpose of the review of Peninsula Hospital was to assess the clinical training offered to medical students in affiliated New York State health care facilities.

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**The Team**

**Thomas J. Monahan, MA**  
Executive Secretary  
New York State Board for Medicine  
Albany, NY

**Douglas P. Elkins, MS**  
Assistant Executive Secretary  
New York State Board for Medicine  
Albany, NY

**Bernard Pollara, MD, PhD**  
Chief of General Pediatrics  
University of South Florida  
School of Medicine  
Tampa, FL

**Francine Cournos, MD**  
Psychiatrist  
Washington Hghts Community Serv.  
Columbia University  
New York, NY

**Leo Sullivan, MD**  
Consultant in Neurology  
Intervale, NH

**Ian Porter, MD**  
Medical Director, Retired  
Albany Medical College  
Albany, NY

The four consultant members of the visiting team have substantial experience in medical education. All hold or held professorial or administrative rank in United States medical schools.

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### Activities of the Team During the Evaluation

The team members reviewed individually all of the materials provided by the university prior to the visit. These included the Data Base Document, the appendices to it, student and faculty records and curricular materials, and various informational handouts and power point presentations distributed during the site visit. The team inspected academic and hospital facilities in St. John's, Antigua and affiliated hospital facilities in New York State. The team members interviewed administrative officers, faculty members, support staff, and students in Antigua, Miami, in the New York State clinical affiliate, and at the New York City administrative offices.. On the basis of these activities, the following observations related to appropriate sections of the Guidelines for the Evaluation of Medical Programs are presented with the respect to the program of medical education offered by the American University of Antigua.

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## Foreword

In 2004, the College contacted the Department to discuss the approval of the medical education program at the American University of Antigua (AUA) School of Medicine for the purpose of placing students in clinical clerkships in New York State beyond 12 weeks duration. In August 2005, the university formally requested that an evaluation of its medical education program be undertaken. The initial site visit to the university was undertaken in St. John's, Antigua in January of 2006; to the clinical site in NY via conference call on March 3, 2006; to the 5<sup>th</sup> semester in Miami on April 30, 2006; and to the administrative offices in Manhattan on April 5, 2006.

## History of the School of Medicine

As presented by the university, the nation of Antigua has adopted a national mandate to become the preeminent provider of medical services in the Caribbean. The Surgeon General of Antigua and Barbuda conducted a search for an entity to establish a quality Medical Education Institution in Antigua that would integrate with the medical institutions in Antigua. After a search, they chose a group of educators established by Neal S. Simon who subsequently developed an affiliation with Kasturba Medical College, the 3<sup>rd</sup> highest ranked Medical School in India, which was established in June of 1953. Kasturba Medical College, in addition to obtaining approval from the Government of India, has obtained recognition of its MBBS degree program from the Medical Council of Great Britain, the Malaysia Medical Council, the government of Antigua and the State of California and has been approved for clinical clerkships in the state of New York.

The American University of Antigua, College of Medicine provides students with a basic medical education, preparing them to pass the U.S. Medical Licensing Examinations (USMLEs) and for licensure to practice medicine in the United States. The school operates in St. John's, Antigua; Miami, Florida, and in India

Students take their first four semesters of basic sciences courses at the Antigua campus. The Preliminary Clinical Training course during the fifth semester is taught through the auspices of the Greater Miami Health Education and Training Campus (GMHETC). After the fifth semester students take the USMLE Step I, and then proceed to clinical rotations, both required and elective, at AUA affiliated hospitals in the U.S.

American University of Antigua College of Medicine has commenced an affiliation with Kasturba Medical College (KMC) of Manipal, India. According to the affiliation, accepted students will have the option of enrolling at either the basic science campus in Antigua or at the KMC basic science program in Manipal. Students will have the opportunity to complete their clinical sciences at United States teaching hospitals with which AUA has an affiliation agreement, or in India. Students from over 40 nations attend KMC.

Dr. T.M.A. Pai founded Kasturba in 1953 and KMC has developed in many directions and this offers opportunities to AUA students. The Anatomy and Pathology Museum is one of the largest of its kind in the world, with over one thousand specimens available for study by medical students, and a separate section on comparative anatomy with skeletons of both reptiles and mammals. The campus is also the site of a planetarium, science center, swimming

pool, and the KMC stadium. Housing is available on campus. KMC was approved for long-term clerkships by the NY State Education Department in April 2004.

The Government of Antigua and Barbuda have approved AUA and the Education Commission of Foreign Medical Graduates (ECFMG) lists AUA as an approved school and AUA students are permitted to sit for the United States Medical Licensing Examinations (USMLE).

AUA has clinical teaching sites in United States teaching hospitals and in various clinical outpatient programs that are affiliated with medical schools in the United States. In addition, AUA states that its program of medical education is hospital-integrated. Medical school students participate in a hospital-integrated setting beginning with their first semester of medical education. The Government of Antigua is completing the construction of hospital to be called the Mount St. John's Medical Center. When the hospital is complete, AUA students will participate in learning experiences during their basic science years of medical education. AUA also has a fifth semester Introduction to Clinical Medicine Program at the Greater Miami HETC.

The AUA admissions committee reviews every applicant in a comprehensive fashion. It reviews overall GPA, pre-requisite course GPA, science GPA, graduate GPA, test scores, submitted essays, and applicants' experience and knowledge in the medical and other related fields, as well as life experience. Members of the admissions committee and the university's administration acknowledge that an applicant's GPA is not the only criterion for determining whether a student can initiate and complete a medical education program. AUA does not have any application deadlines. The university has a rolling admissions policy and reviews applications on an ongoing basis. The university accepts three first semester classes a year, in January, May, and September. If a class is filled when an application is received, the application will roll over into the pool for the following semester, and the university will proceed to process the application for that semester.

#### The Mission of the University

The stated mission of the University, available to prospective students on the university's website and in printed promotional documentation, promotes the following goals and objectives:

- **The government of Antigua** has adopted a national mandate to become the preeminent provider of medical services in the Caribbean. In 2001, the University's Trustees and Executives initiated a plan to create AUA College of Medicine, modeled on the latest paradigm in U.S. medical education, emphasizing experiential learning. As the only hospital-integrated medical school in the Caribbean, AUA students are provided with hands-on learning from their first semester.
- **The medical school** provides students with a superior medical education, preparing them to pass the U.S. Medical Licensing Examinations (USMLEs) and for licensure to practice medicine in the United States.
- **At the American University** of Antigua College of Medicine, we are dedicated to providing a medical education equal to the highest U.S. medical education standards.
- **The limited number** of spaces in U.S. medical schools prevents many qualified candidates from attending. In fact, approximately 20% of physicians currently practicing in the United States are international medical school graduates. AUA was

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created in response to the seriously growing shortage of U.S.-trained physicians available to fill residency positions.

- **In 1998, Antigua** adopted a national mandate to become the preeminent provider of medical services in the Caribbean. As part of this mission, Antigua is building the most technologically advanced hospital in the Caribbean, the Mt. St. John Medical Center. A group of outstanding medical educators was chosen to create a medical school of the same caliber to affiliate with the new hospital, providing the first hospital-integrated medical education in the Caribbean. The medical school provides students with a superior medical education, preparing them to pass the U.S. Medical Licensing Examination (USMLE) and the Clinical Skills Assessment test (CSA) and for licensure to practice medicine in the United States.
- **AUA provides medical** education in a beautiful environment that includes the familiar modern conveniences of life in the United States.

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## Administration

The university designates the following individuals as comprising the administration of the university:

### **Chief Administrative Officer**

- Neal S. Simon, President

### **Chief Academic Officer and Provost**

- Seymour Schwartz, M.D., F.A.C.S.

### **Dean of Basic Science**

- Peter Bell, MD

### **Dean of Clinical Sciences**

- Rafael Olazadasti, MD

### **Dean for Academic Affairs**

- Steve Glasser, PhD

### **Dean of Library Services and Academic Support**

- Abdulmajid Pathan, PhD

### **Associate Dean of Admissions**

- Andreas Lueck, PhD

### **Associate Dean for Clinical Affairs**

- Scott Ippolitto, MD

### **Assistant Dean of Student Services**

- Sevrine Barrie

### **Director of Pre-med Program**

- Jorge Moreno, PhD

### **Registrar**

- Ms. Karin Vloet

### **Fiscal Officer**

- Mr. Matt Petersen, CFO



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Hospital coordinators (list name, name of hospital and locations):

HOSPITAL COORDINATOR	HOSPITAL	LOCATION
Dr. Mizani, Pedram	Group Medical Center	Atlanta, GA
Cathy Murfitt	Peninsula Hospital	Far Rockaway, NY
Roxanne Liverpool	Harbor Hospital	Baltimore, MD
Dr. Pierre, Larry	Greater Miami Greater Miami Health Education and Training Center	Miami, FL
Belinda Dechellis	Piedmont Hospital	Atlanta, GA
Belinda Dechellis	Dekalb Medical Center	Atlanta, GA
Belinda Dechellis	East Central Regional Hospital	Atlanta, GA

### Clinical Chairs

#### **Clinical Dean**

- Raphael Olazagasti, MD

#### **Clinical chairs**

Michael Steckman, MD

- Internal Medicine

Dominique Delma, MD

- Ob/Gyn

Carlos Valle, MD

- Psychiatry

Gab Aguillar, MD

- Surgery

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The ownership of the school is vested in the shareholders of Greater Caribbean Learning Resources and the Board of Trustees. Members of these two groups are shown in the tables below:

NAME	ADDRESS	EARNED DEGREE (S)	OCCUPATION
Neal Simon	501 Fifth Ave, Suite 1600, NY, NY 10017	B.A., J.D.	Attorney, Educator
Scott Ippolitto	3 Gorham Lane, Dix Hills, NY 11746	M.D.	Physician, Educator
MAHE	Bangalore, India	Corp	Corp
Ramdas Pai*	Bangalore, India	MBBS	Physician, Philanthropist
Ranjan Pai*	Bangalore, India	MBBS	Physician, Philanthropist
Garret Miles	123 Park Ave, Oklahoma City, OK	B.A., M.D.	Architect, Higher Medical School Facilities Specialist
Patricia Stranahan	8260 N.E. 2nd Ave, Miami, FL 33138	M.D., PhD.	Physician, Educator
Jonathan Slade	1747 Pennsylvania Ave NW, Suite 1150 Washington DC, 20006	J.D.	Lobbyist, Educator
Arnold Baskin		M.D.	Physician, Educator
Maxine Paul	501 Fifth Ave, Suite 1600, NY, NY 10017	J.D.	Attorney, Education Executive

\*As Major shareholders of MAHE

#### AMERICAN UNIVERSITY OF ANTIGUA BOARD OF TRUSTEES

NAME	ADDRESS	EARNED DEGREE (S)	OCCUPATION
Benjamin Gillman	1625 Kay Street Suite 270, Washington DC, 20006	LL.B., B.S.	Former Member of U.S. Congress
Peter Deutsch	P.O. BOX 817689, Hollywood, FL 33081	J.D.	Former Member of U.S. Congress
Scott Ippolitto	3 Gorham Lane, Dix Hills, NY 11746	M.D.	Physician, Educator
Gerald Teplitz	5115 Beach Channel Drive, Far Rockaway, NY 11691	D.O.	Physician, Educator
Neal S. Simon	501 Fifth Ave, Suite 1600, NY, NY 10017	J.D.	Attorney, Educator

**Board of Advisors**

The American University of Antigua has members of the United States medical education community serving on its Board of Advisors. The Board of Advisors sits as the executive body whose function is to provide guidance and advice to insure that AUA College of Medicine conducts a program that is comparable to, and maintains the standards of, U.S. medical schools. In addition to their advisory functions, members participate in the education program as visiting faculty members in their respective areas of specialization. The members of the Board of Advisors are:

- Evan Angelakos, MD, PhD;
- Arnold Baskin, MD;
- Jorge Plutzky, MD;
- Seymour Schwartz, MD; and
- Neal S. Simon, JD.

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

NAME OF DEPARTMENT	NAME OF CHAIR
ANATOMY	Dr. Paul Ganguly
BEHAVIOURAL SCIENCE	Dr. Don Kastuk
BIOCHEMISTRY & GENETICS	Dr. Andreas Lueck
ICM	Dr. Peter Bell
MICROBIOLOGY / IMMUNOLOGY	Dr. Olusegun Dipeolu
PATHOLOGY	Dr. Tadepalli Krishna
PHYSIOLOGY / NEUROSCIENCE	Dr. Steven Glasser
LIBRARY	Dr. Majid Pathan
FIFTH (5 <sup>TH</sup> ) SEMESTER PROGRAM	Dr. Patricia Stranahan
PHARMACOLOGY	Dr. Krishna Agrawal*
	*Through Tulane University

The “Administrative” section of the Database submitted by the University also lists the following faculty committees and their respective chairs:

COMMITTEE	NAME OF CHAIR
ADMISSIONS	Dr. Andreas Lueck
CURRICULUM	Dr. William Cain
GRIEVANCE	Dr. William Cain
LIBRARY	Dr. Majid Pathan
PROMOTION	Dr. Steven Glasser

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DEAN COUNCIL	Dr. Peter Bell
FACULTY AFFAIRS	Dr. Peter Bell
EXAMINATION COMMITTEE	Dr. Steve Glasser
INFORMATION TECHNOLOGY	Aucklan Teague

### Resources

The classroom and administrative facilities designated in the database comprise the following buildings:

BUILDING NAME	YEAR COMPLETED	COST	NET USABLE METERS	FUNCTION
1. JASMINE CENTER	2003		8,300 FEET SQ	FACULTY OFFICE STUDENT CENTER
2. WEST CAMPUS A	2005	300,000	15,000	CLASSROOM, ADMINISTRATIO N, LIBRARY, FACULTY OFFICES
3. WEST CAMPUS B	2005	200,000	7,500	LAB BUILDING
4. HOLBERTON HOSPITAL	UNKNOWN	-	200,000+	
5. WIOC			14,236	Classroom Office

Presumably the West Campus B facility is also referred to elsewhere in the database as the East campus. The West campus and East campus contain the classroom and laboratory facilities. The number of seats in each classroom and the availability of audio-visual support are detailed in the following chart:

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NAME	WHICH BUILDING	NUMBER OF SEATS	AUDIO-VISUAL FACILITIES YES OR NO
1. CLASSROOM # 1	EAST CAMPUS	120 (APPROX)	YES
2. CLASSROOM # 2	WEST CAMPUS	100	YES
3. CLASSROOM # 4	WEST CAMPUS	100	YES
4. GROSS ANATOMY	WEST CAMPUS	60	YES
5. HISTO LAB	EAST CAMPUS	50	YES
6. CLASSROOM # 3	WEST CAMPUS	100	YES
7. GROSS LAB	WEST CAMPUS	60	YES
8. MULTIPURPOSE	WEST CAMPUS	60	YES

Laboratory space dedicated to the medical education program was reported as:

- An anatomy dissecting room with 12 cadaver tables
- An anatomy laboratory with 60 seats
- A multipurpose lab with student benches and 75 microscopes
- A histology laboratory with 50 microscopes
- Special resources
  - Tropical Diseases Institute
  - Holberton Hospital

Other supplemental facilities include shops and services in the following areas:

- Photography and illustration
- Computer, data processing
- Printing, duplicating & reproduction shop; and
- Audio visual-multiple media viewing area

Library

The head librarian, Majid Pathan, PhD (Kamatak University), was appointed in 2003 and reports directly to the Dean of the Medical School and to the President of the Medical School, his assistant Vijay Kumar recently received a PhD in library science. There are 8 staff members who work in the library composed of 2 full-time professional staff, 2 full-time non-professional staff, and 2 part-time non-professional staff. The library is open M – F: 8:00 am to 1:00 am and Sat – Sun: 10:00 am to 11:00 pm.

Holdings

	# Volumes End of Year	# Volumes Added this Year	# Serial Titles Received End of Year	Participates in Inter-Library Loans
a. Medical School or Health Center Library	1500	1500	700	YES
b. University Hospital Library	N/a	N/a	N/a	N/a
c. Affiliated Hospital Libraries (please list)	N/a	n/a	n/a	n/a
d. Journals	300	206	311	yes

Library facilities dedicated to medical student use have been reported as:

Library Facilities

	Square Feet	Seating Capacity
a. Reading areas	1800	110+80=190
b. Stacks	360	
c. Offices	350	
d. Staff workspace	300	5
e. Storage, off-site	1,000	
f. Conference rooms	n/a	
g. Audio Visual Rooms	250	20
h. Study carrels	42	42
i. Other		

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Budget:

The current budget allotted to the library is:

- Acquisitions, expenditures. . . . . \$150,000.00
- Salaries, wages, etc. . . . . \$160,000.00
- All other expenses. . . . . \$150,000.00
- **Total expenditures. . . . . \$460,000.00**

Faculty

As indicated by the University, the distribution of the full-time and part-time faculty is

Basic Science	Full-Time					Part-Time (Paid)	Volunteer (Unpaid)
	Professor	Associate Professor	Assistant Professor	Instructor and other	Total Full-Time		
Anatomy	Drs. Stanescu & Ganguly	Dr. Tumkar Munjanath	Drs. Katta & Manjunath		3	Drs. Hannah & Davis	
Biochemistry	Dr. Lueck	Drs. Usharani, Moreno, & Cain.			1	Drs. Sinclair, & Jeffries	
Microbiology	Dr. Oldipeolu	Dr. Cain			1	Drs. Sinclair & Jeffries	
Pathology	Drs. Krishna & Stranahan		Dr. Krishna		1	Dr. Simon	
Pharmacology	Dr. Osharani					Drs. Lertora, Taylor, Clarkson, Beckman, Kadowitz, George, McNamara, & Agrawal	
Physiology	Drs. Sani, Parmar, & Glasser				2	Drs. Wade & McCumbie	
Behavioral Sciences	Dr. Kastuk				1	Dr. Kleinberg,	
ICM	Drs. Bell, Milik, & Aslam				1	Drs. Aguilar, Delma, Steckman, Frontera, Ramaswami, & Rahman	
5 <sup>TH</sup> SEMESTER PROGRAM	Dr. Stranahan				1	Dr. Pierre	

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Neuroscience	Dr. Glasser				1	Drs. Jozefowicz, & Halterman	
Immunology	Dr. Cain				1		
DPS	Dr. Milik				1		
Histology		Dr. Ochoa- Vargas			1	Dr. Davis	
Basic Science Totals	18	6	3			28	

The clinical faculty has been designated as:

Clinical Departments	Full-Time					Part-Time (Paid)	Volunteer (Unpaid)
	Professor	Associate Professor	Assistant Professor	Instructor and Other	Total Full-Time		
Anesthesiology							
Dermatology							
Family Medicine	9						
Internal Medicine	7						
Neurology							
Obstetrics	6						
Gynecology	6						
Ophthalmology							
Orthopedics							
Otolaryngology							
Physical Medicine							
Pediatrics	8						
Psychiatry	5						
Public Health							
Preventive Medicine							
Radiology							
Surgery	7						
Urology							
Other Clinical Depts. (specify)							
Clinical Totals GRAND TOTALS Basic Sci. & Clinical	66						



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The web site available to all applicants, current students, and visitors lists the following as the full-time faculty of the University:

**Dan Abbott, MD**

Professor of Gynecology

**Semour Schwartz, MD**

Provost and Professor of Surgery

**Jason Belizaire, MD**

Professor of Internal Medicine

**Peter Bell, MD**

Dean of Basic Sciences & Professor of Anesthesiology

**William A. Cain, PhD**

Professor of Microbiology

Professor of Biochemistry

**Sharon Cordner, MBBS**

Professor of Internal Medicine

**Olusegun Dipeolu, D.V.M.**

Professor of Microbiology

Director of the Center for Tropical Diseases and International Travel Medicine

**Alix Gay, MD**

Professor of Internal Medicine

**Patricia Greenaway, MB**

Professor of Gynecology

**Steven Glasser, PhD**

Dean of Faculty

Professor of Physiology and Neuroscience

**Richard S. Hannah, PhD**

Professor of Anatomy

**John T. Hansen, PhD**

Professor of Neurobiology and Anatomy

**Don Kastuk, PhD**

Dean of Students

Professor of Behavioral Science

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**Natraj Katta, MD**

Assistant Professor of Anatomy

**Ebrahim Kermani, MD**

Professor of Psychiatry

**Frederick A. King, MD**

Professor of Neuroscience

**Joyce M. Kleinberg, PhD**

Professor of Psychology

**Tadepalli Krishna, MD**

Associate Professor of Pathology

**B. R. Krishnanand, MD**

Acting Chair & Professor of Pathology

**Andreas Lueck, D.N., Sc.**

Professor of Biochemistry and Genetics

**Tumkar Manjunath, MD**

Assistant Professor of Anatomy

**Thomas Martin, MD**

Professor of Pediatrics

**H. Lawrence McCrorey, PhD**

Professor of Physiology

**Herold Merisier, MD**

Professor of Family Medicine and Community Health

**Nagy Milik, MD**

Professor of Clinical Medicine

**Jorge A. Moreno, PhD**

Director of Premed Program

Professor of Biology

**Birgit Nardell, MD**

Professor of Pharmacology

**Gerardo Ochoa-Vargas, MD**

Professor of Histology

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**Rafael Olazagasti, MD**  
Dean of Clinical Science

**Dr. Surendra Parmar, PhD**  
Ph.D. [McGill]

**Majid Pathan, PhD**  
Dean of Library Services and Academic Support

**Laurence Pierre, MD**  
Professor of Community Medicine

**Jorge Plutzky, MD**  
Professor of Cardiology

**Dr. Reza Sanii, PhD**  
Chairman & Professor of Physiology

**Syamal Sen, MD**  
Professor of Anaesthesiology

**Soumitra SenGupta, DDS**  
Professor of Dental Surgery

**Kunwar Singh, MD**  
Professor of Orthopedic Surgery

**Lester Simon, MD**  
Professor of Pathology

**Neal S. Simon, JD**  
President  
Professor of Medical Jurisprudence

**Nicholas St. Clair, MD**  
Professor of Immunology

**Patricia L. Stranahan, MD**  
Professor of Pathology

**Vlad Stanescu, MD**  
Professor of Anatomy

Students

During the visit, the team met with four groups of students from both the preclinical and clinical semesters. The students impressed the team as being sincere, intelligent, and highly motivated. The students expressed satisfaction with the coursework and instructors, both in breadth and depth of instruction. The clinical students said the preclinical coursework was an adequate preparation for their clerkships.

Number of Students

Given the recent founding of the University, enrollment data is only available for 2004, 2005, and 2006. The actual enrollment statistics can be seen in the chart below:

Year	Total	Premed	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	LOA	4 <sup>th</sup> year	Total
2004	127	5	84	38				127
2005	405	34	148	136	46	41		405
2006	491	43	173	107	98	65	5	491

The recent opening of the University of also reflected in the low number of students that have taken Step 1 of the USMLE.

No. taking ECFMG (USMLE/FMGEMS)/Year	Number passed	% passed
4	3	75

The Medical Student attrition rate: students leave the medical education program for a variety of reasons. The table below outlines the reasons given by medical students when leaving the program:

Poor academic standing	1	1	2
Financial reasons		4	4
Temporary withdrawal			
a. To pursue Advanced Study			
b. Leave of absence for other reasons	1	1	2
Transfer to another med. school		1	1
All other reasons	3	3	6
Total students lost/year	5	10	15

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The database reports that 1 student has transferred to another school of medicine since the inception of the program of medical education.

### Admission

The admission criteria are clearly stated, available to current and prospective students in a number of formats (e.g., printed materials and the Internet), and are appropriately and consistently applied during the admission process. Faculty, Administrators, the Board of Trustees, and Board of Advisors establish selection criteria employed in the admission of all students. The database submitted by the University states that the admissions process for transfer students is comparable to that of students applying for initial admissions, except that prior medical school performance and, if applicable, standardized test scores, such as the USMLE could be important criteria

The admission process may be summarized as follows: The admissions committee is made of faculty members, which meets in Antigua to review the documents submitted by applicants and is currently chaired by Andreas Lueck, PhD. The committee reviews the applicant files and rates applicants on a scale from “rejection” to “highly recommended”. The admissions committee decision making process takes into consideration grade point average, MCATS score (if provided), undergraduate institution, interview evaluation, personal essay, work experience, experience in health care, and evidence of motivation.

### Minimum pre-medical school course requirements

The University requires at least 90 credits of college work, but strongly recommends that applicants complete their degrees at an undergraduate college. The coursework should include the following prerequisite courses:

- One Year (8 hours) of Inorganic or General Chemistry (with labs);
- One Year (8 hours) of Organic Chemistry (with labs);
- One Year (8 hours) of General Biology or Zoology (with labs);
- One Year (8 hours) of Physics (with labs);
- One Year (6 hours) of English and
- One Semester (3 hours) of Mathematics (preferably to include Calculus or Statistics).

The University also strongly recommends that advanced science courses be completed in Biochemistry, Anatomy, Physiology, Genetics, Microbiology and other important subjects that may prepare candidates for the basic science program.

The Admissions Committee reviews and discusses each individual applicant, whose file is sent to them from the New York Admissions Office, except when the New York Office makes a determination that an applicant does not have the necessary prerequisites and that there is no evidence in the file that would allow the Admissions Committee to waive the particular requirement.

The New York office, based on the finding of the Admissions Committee, then sends a letter to the applicant advising of the admission decision. In some cases, the letter may recommend courses to be taken that, if completed successfully, could positively impact a new application for admission.

In general the major criteria considered by the Admissions Committee include GPA, personal commitment to succeed and a history that might reflect on applicant's motivation and dedication to becoming a physician.

A complete application is expected to contain the following documents:

- An application fee of \$75.00 US;
- Three official letters of recommendation. One recommendation should be from a pre-medical professor acquainted with the applicant's academic ability. A Pre-Health Committee recommendation package from your college or university will satisfy this requirement. If you wish, you may want to have letters sent on your behalf from employers, medical colleagues and other advisors. All letters must be sent directly to the Admissions Office through the mail;
- Official transcript(s) from each college and/or professional school attended. These must be mailed directly to the New York Office of AUA or be submitted to us in a sealed envelope;
- MCAT Scores if available;
- Official transcript from prior medical school, if applicable. If you are transferring from another medical school we will also need a letter from the Dean of that school submitted on your behalf; and
- Official report of scores on the TOEFL (for applicants whose academic background has been substantially in languages other than English).

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The Curriculum

The chart below represents an overview of the basic science coursework.

SUBJECT	SEMESTER				LOCATION	LAB	CLOCK HOURS LECTURE
	1	2	3	4			
ANATOMY	•						
Microscopic	•				Antigua Campus	2 hr/week	5 hr/week
Gross	•				Antigua Campus	8 hr/ week	7 hr/week
Neuro		•			Antigua Campus	n/a	5 hr week
Embryology	•				Antigua Campus	Incorporated	With Gross
BIOCHEMISTRY		•			Antigua Campus	n/a	9 hr week
NUTRITION		•			Antigua Campus	Incorporated	With Bioche
PHYSIOLOGY		•			Antigua Campus	n/a	6 hr/week
BIOPHYSICS		•			Antigua Campus	n/a	With Physio
EPIDEMIOLOGY	•		•		Antigua Campus	n/a	With Behav
BIOSTATISTICS	•		•		Antigua Campus	n/a	With Behav
BEHAVIORAL SCIENCE	•		•		Antigua Campus	n/a	8 hr/week
PATHOLOGY			•	•	Antigua Campus	4 hr/week	5 hr/week
PATHOPHYSIOLOGY		•	•	•	Antigua Campus	4 hr/week	5 hr/week
MICROBIOLOGY			•		Antigua Campus	3 hr/week	6 hr/week
PHARMACOLOGY				•	Antigua Campus	n/a	6 hr/week
TOXICOLOGY				•	Antigua Campus	n/a	With Pharm
PUBLIC HEALTH	•		•		Antigua Campus	n/a	Micro, Path
PREVENTIVE MEDICINE	•			•	Antigua Campus	n/a	Path, ICM
MEDICAL JURISPRUDENCE			•	•	Antigua Campus	n/a	Behav, ICM
HUMAN SEXUALITY	•	•			Antigua Campus	n/a	Behav, ICM
ALCOHOLISM			•		Antigua Campus	n/a	Behav, ICM
DRUG ABUSE			•	•	Antigua Campus	n/a	Behav, ICM
COST CONTAINMENT	•				Antigua Campus	n/a	Behav, ICM
ENVIRONMENTAL MEDICINE			•	•	Antigua Campus	n/a	Path, ICM
INTRO. TO CLINICAL MEDICINE	•			•	Antigua Campus	12/week	5 hr/week
INTRO. TO PSYCHIATRY	•		•		Antigua Campus	n/a	5 hr/week
PHYSICAL DIAGNOSIS	•			•	Antigua Campus	12/week +	Behav, ICM
CLINICAL DIAGNOSIS	•			•	Antigua Campus	12/week +	Behav, ICM
CLINICAL CORRELATION				•	Antigua Campus	12r/week +	Behav, ICM
CLINICAL PATHOLOGY CONFERENCES		•		•	Antigua Campus	n/a	ICM
OTHER: RESEARCH CONF.	•	•	•	•	Antigua, Miami	n/a	8 hr/sem.
OTHER: 5 <sup>TH</sup> SEMESTER PROGRAM		•			Miami, FL	20/week	12 /week

### Basic Science Course Descriptions

The first five Basic Science semesters follow the format of the basic sciences in medical education. All of the traditional didactic classroom and lab work is conducted in AUA facilities, and clinical experiences begin at the hospital in the first semester.

#### First Academic Period: Semesters I

- **Gross Anatomy/Embryology (9 credits)**

Structure of the human body and the anatomic principles that provide the basis for physical examination, diagnostics, and therapy in clinical practice. Complete dissection of the human body is required.

- **Histology/Cell Biology (7 credits)**

Properties of cells, in particular their interaction with one another as components of the tissues and organs of the body. Correlations are made between structure and function at both the light and electron-microscopic levels as a basis for understanding the physiological and biochemical activities of cells and tissues.

- **Doctor, Patients, and Society (3 credits)**

Conceptual and practical perspectives of the doctor-patient relationship. The basics of medical history, physical examination, and the relationships between patients and disease are explored both individually and jointly. Basic experience in medical interviewing of patients' physical and mental status, examination, human behavior, illness, medical ethics, public health, risk-factor assessment and intervention, and clinical epidemiology. Doctor-patient interaction in both hospital and ambulatory-care settings is discussed.

#### First Academic Period: Semesters II

- **Neuroscience (6 credits)**

Organization of the human central nervous system, with an integration of neuroanatomy, neurophysiology, and neurochemistry. Neurological diseases and their impact on the patient and the family are discussed.

- **Medical Physiology (6 credits)**

This course provides the student with a sound understanding of the mechanisms upon which life depends. Course incorporates an integrated study of all the body's control systems as the regulation of these mechanisms. Somatic and visceral systems are reviewed both as unique functioning entities as well as a single interrelated system.

- **Biochemistry/Genetics (9 credits)**

Basic principles of biochemistry as they relate to the practice of medicine and mechanisms of biochemical reactions in energy production, biosynthesis, and degradation, and their relationship with disease are discussed. Biochemical roles of the major organs, biochemical impact on major pathways, and an overview of the metabolic interplay between organs. Chromosomes, their aberrations, and the disorders that result from them, molecular and clinical genetics, including prenatal diagnosis and genetic screening and an overview of modern genetics, cancer genetics, and gene therapy are discussed in this course.

#### Second Academic Period: Semesters III

- **Behavioral Science (6 credits)**

Analysis of human behaviors that bear most heavily on the practice of medicine. The social science of medicine and social science in medicine and a foundation in behavioral medicine and psychopathology are gained.



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- **Immunology/Microbiology (9 credits)**

Comprehensive look at microbiology and immunology, encompassing the molecular cell biology of microbial agents and the human immune system, and presenting a review of pathogenic bacteria, viruses, fungi, protozoa, and parasites.

- **General Pathology (6 credits)**

Second Academic Period: Semesters IV

- **Pharmacology (6 credits)**

Action of drugs, chemicals, and other biologically active agents on biological processes, drug action; prototype drugs and their co-agents, and how each effects the biochemical and physical process; manner and mechanism whereby drugs can ameliorate or correct pathological processes; clinical toxicology; drugs used in emergency situations are all covered in this basic science course.

- **Systemic Pathology (8 credits)**

Anatomic changes in body tissue occurring in diseased states, and relationships between anatomic changes and clinical signs and symptoms under disease conditions.

Third Academic Period: V Semester

Preliminary Clinical Training

Greater Miami Health Education and Training Campus – This fifth semester program is taught at the clinical sites of the Greater Miami Health Education and Training Center. It is the first semester that is devoted primarily to the clinical sciences. The Fifth Semester acts as a bridge between the basic science curriculum and the clinical science curriculum.

- **Foundations of Clinical Medicine (15 credits)**

The Foundations of Clinical Medicine course is offered as a component of the Fifth Semester Program and is structured to provide AUA students with supervised patient contact in United States clinical facilities. The course concentrates on improving the student's physical examination and diagnostic skills. The course incorporates a review of the basic sciences and their relationship to the practice of medicine, in a clinical setting. The course provides instruction in clinical procedures and various clinical skills that the student will be required to master as the student's medical education continues. The Foundations of Clinical Medicine course provides the student with the necessary skills to appropriately communicate with patients elicit information from patients, and to incorporate that information with the information obtained in the physical examination of the patient. By the end of the course the student is expected to be able to provide an integrated analysis of the patient's symptoms and to be familiar with various treatment options.

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

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NAME OF DEPARTMENT	<u>NAME OF CHAIR</u>
ANATOMY	<u>Dr. Paul Ganguly</u>
BEHAVIOURAL SCIENCE	<u>Dr. Don Kastuk</u>
BIOCHEMISTRY & GENETICS	<u>Dr. Andreas Lueck</u>
ICM	<u>Dr. Peter Bell</u>
MICROBIOLOGY / IMMUNOLOGY	<u>Dr. Olusegun Dipeolu</u>
PATHOLOGY	<u>Dr. Tadepalli Krishna</u>
PHYSIOLOGY / NEUROSCIENCE	<u>Dr. Steven Glasser</u>
LIBRARY	<u>Dr. Majid Pathan</u>
FIFTH (5 <sup>TH</sup> ) SEMESTER PROGRAM	<u>Dr. Patricia Stranahan</u>
PHARMACOLOGY	<u>Dr. Krishna Agrawal*</u>
	*Through Tulane University

The chart below represents an overview of the clinical science coursework and their place in the curriculum:

CLINICAL INSTRUCTION	CLK HRS	LOCATION	WEEKS
INTERNAL MEDICINE	60-80	Atlanta Medical Center	12
NEUROLOGY		Atlanta Medical Center	4
DERMATOLOGY		Atlanta Medical Center	4
RADIOLOGY		Atlanta Medical Center	2-4
FAMILY MEDICINE	48	Peninsula Hospital	6
COMMUNITY MEDICINE		Atlanta Medical Center	4
PEDIATRICS	48	Dekalb Medical Center	6
PSYCHIATRY	48	East Center Regional Hospital	6
OBSTETRICS	48	Atlanta Medical Center	\6
GYNECOLOGY	48	Atlanta Medical Center	/
PHYSICAL MEDICINE		Atlanta Medical Center	4
REHABILITATION		Atlanta Medical Center	4
GERIATRICS		Atlanta Medical Center	4
GENERAL SURGERY	60-80	Peninsula Hospital	12
ANESTHESIOLOGY		Atlanta Medical Center	2-4
OPHTHAMOLOGY		Atlanta Medical Center	4
UROLOGY		Atlanta Medical Center	4
PLASTIC SURGERY		Piedmont Hospital	4
NEUROSURGERY		Piedmont Hospital	4
ORTHOPEDIC SURGERY		Atlanta Medical Center	4
EMERGENCY MEDICINE		Atlanta Medical Center	4
PRECEPTORSHIP		Atlanta Medical Center	4
AMBULATORY MED.		Atlanta Medical Center	4

### Core Clinical Rotations Course Descriptions

#### Semesters VI through X - Clinical Rotations

Upon successful completion of the Basic Sciences curriculum, and the Fifth Semester Program when applicable, students begin their clinical training. Conducted in the United States, this component consists of 75 weeks of clinical clerkships at ACGME-affiliated teaching hospitals.

The Clinical Sciences make up the last five semesters of academic studies and provide a study of clinical skills in the area of patient care, under the direction of medical faculty at affiliated teaching hospitals. Core Rotations total 48 weeks, the remaining 27 weeks are devoted to elective clerkships and required clinical clerkships.

As of August 2005, AUA has clinical affiliations with the following:

- Peninsula Hospital, Far Rockaway, NY
- Harbor Hospital, Baltimore, MD

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- Greater Miami Health Education Training Center, Miami, FL
- Atlanta Medical Center, Atlanta, GA
- Piedmont Hospital, Atlanta, GA
- Dekalb Medical Center, Atlanta, GA and
- East Central Regional Hospital, Atlanta, GA

### **Internal Medicine - 12 Weeks**

Internal medicine is the discipline accomplishing the study and health promotion, disease prevention, diagnosis and treatment of men and women from adolescents through old age during times of health and through all stages of acute and chronic illness. Essential to the discipline is the application of the scientific method of problem solving and decision-making. The practice of internal medicine requires comprehensive knowledge of human biology, behavior, and understanding of the epidemiology and pathophysiology of disease and mechanism of treatment. Internal medicine requires that students master clinical skills in interviewing, physical examinations, differential diagnosis, diagnostic testing strategies, therapeutic techniques, counseling and disease prevention.

### **Surgery - 12 Weeks**

The surgery core rotation provides students with experience in preoperative, operative, and post-operative care for patients in all areas that constitute the principle components of general surgery - specifically diseases of the head and the neck, breast, skin and soft tissues, alimentary tract, abdomen, vascular system, endocrine system, comprehensive management of trauma and emergency operation and surgical critical care. The student will learn how the fundamentals of basic sciences are applied to clinical surgeries. Included, but not limited to the elements of wound healing, hemostasis, hematologic disorders, oncology, shock, percutaneous physiology, surgical microbiology, respiratory physiology, gastrointestinal physiology, surgical endocrinology, surgical nutrition, food and electrolyte balance, metabolic response to injury, applied surgical anatomy, and surgical pathology.

### **Pediatrics - 6 Weeks**

The pediatric core clinical clerkship provides students with a broad exposure to the health care of students and substantial experience in the management of pathologic conditions including experience in child health care supervision and conditions commonly encountered in primary care practice. It includes experience with a wide range of acute and chronic medical conditions of pediatrics in both in-patient and ambulatory settings.

### **Obstetrics and Gynecology - 6 Weeks**

The core clinical rotation includes an introduction to the reproductive healthcare and ambulatory primary care for women. Including health maintenance, disease prevention, diagnosis, treatment consultation, and referrals. Students will participate in patient rounds, case conferences, and the coverage of appropriate basic sciences as they pertain to obstetrics and gynecology.

### **Psychiatry - 6 Weeks**

Students are presented with the diagnosis and management of medical neurological disorders encountered in psychiatric practice, how to take a mental status examination and how to evaluate and treat patients of various stages and a variety of ethnic, racial, social, and economic backgrounds.

### **Family Practice - 6 Weeks**

The family practice core rotation instructs students in the provision of continuity of care and ensures that each student has experience with the interrelating role played by the physician, the patient, the patient's family, the healthcare system, and the community, in optimizing the patients care. Students are presented with the responsibilities that a family practitioner has for total healthcare of individual families, taking into account social, behavioral, economical, cultural, and biological dimensions and the student is provided with patient care experience in varied concepts, such as out-patient/in-patient, home, and long term settings. The family practice core rotation includes the study of human behavior and mental health, adult medicine, maternity and gynecological care, care of surgical patients, emergency care, and care of neonatal, community medicine, care of older patients.

### Course Description of Elective Clinical Rotations

Students can choose from a selection of elective rotations at various clinical sites.

Clinical electives include clerkships in the primary specialties and in their various sub-specialties.

Elective clinical clerkships are most often provided in clinical settings though students may partake in a limited amount of electives in research settings. Some of the more popular clinical electives are listed below; however, the university states that there are other areas of clinical electives available.

- **Anesthesiology**

Anesthesiology electives cover the practice of medicine specializing in the management of patients rendered unconscious or insensitive to pain and stress during surgical, obstetric, and certain other medical procedures. This involves the pre-operative evaluation and treatment of patients in specialized care and pain management, cardio-pulmonary resuscitation, respiratory care problems, and management of critically ill and or inert patients in special care units.

- **Oncology and Immunology**

The Oncology and Immunology elective clerkship encompasses the study of allergic and immunologic disorders including asthma and other related disorders. The student is introduced to the application of immunologic theory principle and techniques in the investigation and diagnosis of a broad spectrum of allergic and immunologic diseases.

- **Cardiology**

Cardiovascular disease is a sub-specialty of internal medicine. This elective clinical clerkship provides an educational experience in the evaluation and management of a wide variety of patients with acute and chronic cardiovascular conditions including coronary heart disease, congestive heart failure, arrhythmia, acute myocardial infarction, and other acute aschematic syndromes, lipid disorders, hypertension, cardio-myopathy, vascular heart disease, pulmonary heart disease, peripheral vascular disease, infectious and inflammatory heart disease, and adult congenital heart disease.

- **Critical Care**

Critical Care, a sub-specialty of internal medicine, provides the student with training in managing critically ill patients and supervising critical care units. Students follow patients throughout the patient's stay in critical care units and monitor the subsequent course of patients

throughout the remainder of their hospitalization. Students are introduced to the various aspects of critical care. Clinical care medicine is multi-disciplinary and major; therefore students may obtain clinical experience with critically ill patients which include surgical patients, shock trauma patients, neurological, neurosurgical patients, pediatrics, intensive care patients, burn unit patients, dialysis unit, anesthesia service, cardiac catheterization, and high-risk pregnancy intensive care patients, as well as transplant patients.

- **Dermatology**

The dermatology elective clinical clerkship provides students with clinical and practical experience in the study of dermatology. The student is introduced to patients with diseases of the skin, hair, and mucous membranes. The student is introduced to the continuum of procedures in allergy and immunology, cryosurgery, dermatologic surgery, derma pathology, clinical pathology, parapsychology, Pap testing, photobiology, topical and systemic pharmacotherapy.

- **Emergency Medicine**

The student who participates in an emergency care elective will be exposed to clinical education in some of the following areas: abdominal congestive intestinal disorders, cardiovascular disorders, coetaneous disorders, endocrine and metabolic and nutritional disorders, head and neck disorders, hematologic disorders, immune system disorders, systemic infectious disorders, musculoskeletal disorders, nervous system disorders, obstetrics, pediatrics disorders, psychiatric and behavioral disorders, renal disorders, thoracic respiratory disorders, toxicology and clinical pharmacology, traumatic disorders, and neurogenital and gynecological disorders.

- **Endocrinology, Diabetes and Metabolism**

This clinical clerkship, a sub-specialty of internal medicine, introduces the student to clinical experience in the field of endocrinology, diabetes, and metabolism. Clinical experience may include the opportunity to diagnose and manage in-patient and outpatient, adolescent and adult patients of both sexes and represent variable acuity and who have a wide variety of endocrine and metabolic diseases.

- **Gastroenterology**

Gastroenterology provides opportunities for the student to participate in clinical training in the field of gastroenterology, including herpetology, clinical nutrition and gastrointestinal oncology. Students who participate in a gastroenterology clinical clerkship will gain experience and expertise of the evaluation in the following disorders: diseases of the esophagus, acid peptic disorders, motor disorders of the gastrointestinal tract, irritable bowel syndrome, disorders of nutrient assimilation, inflammatory bowel disease, gastrointestinal infections, gall stones, alcohol liver diseases, drug induced hepatic injury, chronic liver disease, gastrointestinal manifestation of HIV infections, gastrointestinal neoplastic disease, acute and chronic hepatitis.

- **Geriatric Medicine**

Geriatric medicine, a sub-specialty of internal medicine, provides students with clinical experience in managing elderly patients with a wide variety of medical problems on both an in-patient and outpatient basis. Students receive clinical experience in both primary care and consultation for patients in acute, ambulatory, community, and long-term care settings in order to understand the interaction of natural aging and disease, as well as the techniques of assessment, therapy, and management. Students receive training in the physiology of aging and the pathophysiology that commonly occurs in the older person.

- **Infectious Diseases**

The clinical elective infectious diseases provide students with the opportunity to observe and manage adults with a wide variety of infectious disease of both in-patients and on an ambulatory

basis. Such opportunities encompass experience in a continuum of care to observe the course of illness and the effects of therapy. Therapeutic modalities, including management of antibiotic administration in hospital, office, and other ambulatory care settings, and experience with pediatric infectious diseases is included.

- **Nephrology**

A clinical elective in nephrology, a sub-specialty of internal medicine provides clinical students with experience in both acute and chronic hemodialysis, continuous renal replacement therapy, acute and chronic peritoneal dialysis, and renal biopsy. Students may receive exposure to dialysis and expert corporeal therapies and will observe decision making for patients undergoing such therapies.

- **Neurology**

The clinical elective in neurology is concerned with the diagnosis and treatment of all categories of disease involving the central, peripheral, autonomic nervous system, including their covering, blood vessels, and all effector tissues, such as muscle. The rotation may include both in-patient and outpatient experiences.

- **Oncology**

The oncology elective rotation provides students with the opportunity to become involved in treatment of both acutely and chronically ill patients and to learn the natural history of cancer as well as the effectiveness of various therapeutic programs.

- **Ophthalmology**

The ophthalmology clinical elective introduces students to the care and treatment of a broad range of optomic diseases. The student is also introduced to major technical and patient care responsibilities in ophthalmic surgery.

- **Preventative Medicine**

The elective clinical rotation in preventative medicine primarily focuses on the study of disease processes as they occur in communities and defined population groups. Forging stimulation of practices with respect to the community and the individual that will advance health by promoting health-enhancing environments and behavior. Preventing disease in injury, making possible early diagnosis in treatment, enforcing habilitation and rehabilitation of persons with disabilities.

- **Pulmonary Disease**

The pulmonary disease elective rotation provides students with the opportunity to observe and participate in the management of in-patient and outpatient with a wide variety of pulmonary diseases. The student will learn natural history of pulmonary disease as well as the effectiveness of therapeutic treatment. The clinical student shall expect to be introduced to a broad spectrum of pulmonary disease.

- **Radiology**

The clinical elective experience in radiology encompasses a variety of diagnostic image guided therapeutic techniques, including all aspects of radiological diagnosis, nuclear radiology, diagnostic ultrasound, magnetic resonance, computer tomography, interventional procedures, and the use of other forms of radiant energy.

- **Rheumatology**

The clinical elective in rheumatology, a sub-specialty of internal medicine provides students with an opportunity to participate in the management of both in-patient and outpatient with a wide variety of rheumatic and musculoskeletal diseases, and other illnesses with rheumatologic musculoskeletal manifestations.

- **Orthopedic Surgery**

Orthopedic surgery is a medical specialty that encompasses the study and prevention of musculoskeletal diseases, disorders, and injuries and their treatment by medical, surgical, and physical methods. The student clinical experience will include experience in in-patient care, pre-operative evaluation and postoperative follow-up, as well as evaluation in treatment of patients not requiring surgery. The alternatives to surgery will be discussed.

- **Pathology**

Clinical elective in pathology provides students with the opportunity to acquire an understanding of anatomic and or clinical pathology and techniques and methods of those disciplines.

The database lists the following facilities as sites where clinical education takes place:

<u>LOCATION</u>	DURATION (WKS)	NO. OF STUDENTS	SUBJECTS COVERED
Atlanta Medical Center, Atlanta, GA	12	3	Internal Medicine
	6		Family Practice
	12		General Surgery
	6		Obstetrics and Gynecology
	Length Varies		All Electives
Peninsula Hospital, Far Rockaway, NY	12	1	Family Practice and Surgery
	12		Surgery
Harbor Hospital, Baltimore, MD	12		Internal Medicine
Greater Miami Health Education Training Center, Miami, FL	16		5 <sup>th</sup> Semester
Piedmont Hospital	12	1	Surgery
Dekalb Medical Center	6		Pediatrics
East Central Regional Hospital	6		Psychiatry



### **Visit to the 5<sup>th</sup> Semester Program**

The Miami based program currently has 78 students that are divided into groups of 20. Students spend mornings at clinical sites and afternoons at the Haitian Education Center. The program is described as having three components:

- A series of lectures on physical examination;
- Small group practice in H&P; and
- Observation and clinical experience at various clinical sites throughout the area. These sites currently comprise three area hospitals and 8 -10 physicians' offices

There is considerable variability in the activities at the various clinical sites. Some preceptors are focusing mainly on the technique of H&P and others are more focused on clinical pathophysiology. It is unclear with the anticipated increase in class size how this system will accommodate the additional students.

### **Visit to the Administrative Offices in Manhattan**

Team members visited the administrative offices in New York City and met with Neal S. Simon, President; Corey Greenburg, Chief Operating Officer; Linas Vytuvis, Director of Information Technology and Webmaster; Maxine Paul, Librarian; the Director of Admissions, Registrar, Financial Aid Officer, Bursar and other support and administrative staff concerning the admission of students, financial aid, the placement of students in core and elective rotations, the tracking of students in clinical rotations, recordkeeping for all current and former students, Information Technology, and alumni affairs.

The Manhattan facility has staff that provides adequate support and development to the areas of admissions, financial aid, tracking of students in clinical sites, and marketing of the medical education program.

## Summary

Based on its observations and findings, the team concluded the program of medical education at the American University of Antigua (AUA) is functioning effectively in preparing students to engage in clinical clerkships in New York State, and an adequate clinical training program has been established at Peninsula Hospital Center in Far Rockaway, NY. The strengths in the program noted by the team include but are not limited to:

- An enthusiastic, well prepared, and diverse faculty who support the program of medical education at AUA;
- The university has student support services that offer the students adequate personal health care, an active student government association, access to the faculty, and a safe and secure learning environment;
- The university has comprehensive plans for a new campus building program that will house recreational and dining facilities, faculty and administrative offices, and classrooms;
- Students are committed and enthusiastic about their training and show considerable respect for their faculty;
- The physical plant is well maintained, and meets the educational, recreational, and social needs of the current number of students;
- The on-island hospital is very supportive of the program and offers students the opportunity for hands-on clinical instruction early in the medical curriculum;
- The Student Government Association offers students a number of opportunities for service oriented activities within the Nevis community;
- The university has a cadre of deans and associate and assistant deans who enthusiastically support the program of medical education;
- The process for admission to AUA is clearly stated, available to all applicants, and closely followed by the administration;
- The basic science and clinical faculty is well prepared, motivated, stable, and comprises representatives from a number of disciplines and specialties;
- The supply of cadavers is adequate;
- Faculty members have opportunities for personal and professional development through financial support to attend meetings and other off island events;
- There is an on-going faculty evaluation program in place that involves peer and student evaluations;
- Students feel the twinning program is a significant advantage because:
  - It allows them to qualify for various loan sources,
  - It gives them more flexibility regarding training opportunities, especially for research and
  - It reassures them that AUA will be successful because a prestigious Indian school has confidence in the affiliation
- Students particularly cited the excellence of the physiology and pathology faculty;
- Strong and experienced administration; and
- Strong attempts to integrate the various basic sciences with each other and with clinical sciences.

Areas that could be improved

- Development of clinical affiliations that would permit students to complete all, or nearly all of their core clinical rotations at a single affiliate or a consortium of related affiliates;
- Development of an on-campus faculty development program that is also open to clinical faculty. This should include the enhanced integration of the basic sciences component of the program;
- Development of a more effective system for monitoring clinical sites by clinical department chairs for the purpose of quality assurance;
- Develop guidelines for faculty promotion to be included in the faculty handbook;
- Continue curricular review and attempt to reduce student lecture hours/day;
- Promote the use of shelf exams in all courses;
- Continue to develop cooperative activities between AUA and the island's medical Community;
- Explore introducing evidence-based instruction in all basic science courses; and
- Development of clinical clerkships is at a very early stage:
  - The new clinical chairs were not aware of all current clerkships, and
  - Some of the clinical chairs did not have a complete understanding of the job description of a clinical chair and the time commitment that it might require.
  - Unlike the basic science faculty, most clinical chairs have not done similar work in the past and have numerous other responsibilities;
  - Clinical chairs received objectives from the administration but they had not been involved in their development. The clinical clerkship component of the program should be closely monitored.

Specific recommendations:

- An introduction into the curriculum of coursework in the critical approach to scientific/medical literature;
- Involve clinical chairs more actively in review and evaluation of clinical teaching sites;
- Develop an on-campus faculty development program also open to clinical faculty. This should include the enhanced integration of the basic sciences component of the program;
- Development of clinical affiliations that would permit students to complete all, or nearly all of their core clinical rotations at a Center of Clinical Excellence which could be composed of a single institution or a consortium of institutions;
- Establish a plan to provide for the academic and professional growth of the full-time faculty;
- Students are supportive of the University, its goals, the facilities, the faculty, the curriculum, and the services available to them. However, there is a need for:
  - A director of financial aid as a full-time position on Antigua;
  - A comprehensive plan for improved communication between the students and the various areas of the administration such as financial aid, registration, and the clinical science area;
  - Improved communication for what to expect and what is needed for students to live and attend classes on Antigua;
- Through discussions with faculty and department chairs, the team finds the budget process as vague. Department chairs submit an annual budget request based on the previous years budget and the department's expenditures. However, there are no regular financial reports given to the chairs through the year. Regular status reports on departmental budgets should be given to the chair of each department.
- Place a AUA-supported Director of Medical Education (preferably a physician) at each clinical site for the purposes of scheduling, and testing of the students; quality control; and rapport with the students, preceptors, executive dean, clinical chairs and basic science faculty and administration;
- Hold clinical chairs meetings in person twice yearly – once on Antigua to accelerate the integration between the clinical and basic science faculty – and in the US for individual development and examination of information derived from clinical site analysis. This in addition to established web and telephonic communications;
- Continue to develop cooperative activities between AUA and the island's medical community;
- Develop guidelines for faculty promotion;
- Define the course objectives in more detail to provide guidance to preceptors and enhance uniformity in student experience in the 5<sup>th</sup> semester program;
- Arrange for simulated patients for the teaching of rectal, pelvic and breast exams during the 5<sup>th</sup> semester;
- The pharmacology course has consisted of faculty from Tulane coming a week at a time to teach it. The course would benefit from having a full time person linked to it, and such a person has just been recruited from Kasturba on a one year contract.

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- Provide more direct hands on experience and less observation or shadowing experience for students in the 5<sup>th</sup> semester program;
- Have New York based clinical coordinators visit the Miami site and meet students during 5<sup>th</sup> Semester. This would also provide an opportunity to orient students as to the mechanics of the clinical years; and
- Appoint an experienced and knowledgeable chair of pediatrics by September 1, 2006.

The team recommends a one-year approval and requests that the university furnish the Department with a report by November 1, 2006 on any developments in the medical education program in the university concerning student recruitment, the enrollment, faculty/administration, facilities, curriculum, student services, or clinical education. The report should focus on the areas of concern noted above and the program of clinical education in New York State. An interim site visit may be considered at the time of submission of the report should conditions warrant as determined by the Department.