



SAINT JAMES
SCHOOL OF MEDICINE

Your Future. Our Promise.

STUDENT CATALOG 2025

V2.0



sjsm.org



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A MESSAGE FROM CHAIRMAN OF THE BOARD OF TRUSTEES

Saint James School of Medicine (SJSM) is committed to providing a comprehensive medical education leading to the award of a Doctor of Medicine (MD) degree. As the cost of medical education increases and training institutions limit the number of applicants, SJSM fulfills a vital need by offering individuals throughout the world a chance to pursue their dream of medical career. We use our many years of experience in medical education to help motivated students become outstanding medical practitioners. Enrollment is open to all applicants who have a commitment to practice medicine irrespective of race, color, creed, sex, age or religion.



LUKE B. NELSON, MHA - CHAIRMAN

Luke B. Nelson is a graduate of the University of Colorado – Boulder (BS) and the University of Iowa (MHA) and currently serves as the Director of Graduate Medical Education (GME) for Willis-Knighton Health System. Before joining Willis-Knighton, Mr. Nelson served as the Administrative Director of GME at Mercyhealth. In this role, he led the creation of their Family Medicine and Internal Medicine residency programs and successfully guided the programs through the ACGME accreditation process.

Mr. Nelson is responsible for all administrative, regulatory, financial, and accreditation aspects of the new GME programs at Willis-Knighton. Mr. Nelson brings to the Office of GME a wealth of knowledge, innovative ideas, a team-based approach, and a dedication to physician training.



ABOUT US

Saint James School of Medicine (SJSM) was chartered by the Federal Government of the Netherlands-Antilles in 1999 and became functional in the year 2001 as a combined project between the Government of Bonaire and a consortium of highly experienced medical educators and physicians from universities and colleges in the United States.

Saint James School of Medicine - Anguilla opened its doors to students in January 2010. Saint James School of Medicine - Anguilla quickly distinguished itself as a premium teaching institution in the field of medicine in the Caribbean.

In 2014, Saint James School of Medicine opened its newest campus in St. Vincent and the Grenadines, which was immediately recognized by St. Vincent's National Accreditation Board.

In 2015, the Bonaire campus was merged with the St. Vincent and the Grenadines campus.

In 2024, the school completed the first phase of the construction of its new campus in St. Vincent. Subsequently, the decision was made to consolidate all Basic Science operations into a single campus in St. Vincent, starting in January 2025.

The Doctor of Medicine (MD) Program is comparable to some of the finest medical school curricula in the world and is designed to meet the requirements of the United States Medical Licensure Examinations (USMLE). The medical school is listed in the World Directory of Medical Schools. The World Directory is a joint venture of the World Federation for Medical Education (WFME) and the Foundation for Advancement of International Medical Education and Research (FAIMER), a member of Intealth. The World Directory was created by merging the information contained in FAIMER's International Medical Education Directory (IMED) and WFME's Avicenna Directory.

Full Accreditation by the Accreditation Commission of Colleges of Medicine (ACCM)

ACCM Secretariat

131 Belmont, Southern Cross Road, Bray, Co. Wicklow, Ireland

Phone: +353-87-238-8502 | Email: office@accredmed.org | Website: www.accredmed.org

***FOR ANY ACCREDITATION NON-COMPLIANCE ISSUES, PLEASE CONTACT ABOVE.**

For a list of additional recognitions please visit: <https://www.sjsm.org/about/accreditation/>
Each member of our school is expected to abide by the school Code of Ethics. For the latest version of the Code please visit: www.sjsm.org/about/code-of-ethics/



MISSION STATEMENT

The mission of Saint James School of Medicine (SJSM) is to help motivated students realize their dream of a medical career irrespective of their ethnic, religious, and cultural background.

We use innovative teaching methods to shape the minds and spirits of our students and to help transform them into compassionate healers of the human body and mind. Our students are trained to pursue their profession with confidence, balanced with humility and compassion.

CELEBRATING OVER 25 YEARS OF QUALITY MEDICAL EDUCATION

A LEGACY OF EXCELLENCE

For a quarter of a century, we have been shaping the future of healthcare. Our institution's rich history is a testament to our unwavering dedication to providing students with the highest quality education, ensuring they are well-prepared to meet the evolving challenges of the medical field.

EXCEPTIONAL FACULTY

At Saint James School of Medicine, our esteemed faculty members are not just educators but mentors and role models. They bring a wealth of knowledge and experience to the classroom, ensuring that our students receive the best guidance and support.

DIVERSITY & INCLUSION

We celebrate diversity and foster an inclusive environment, recognizing that different perspectives enrich the field of medicine. Our commitment to diversity extends beyond our student body to our curriculum and research, ensuring that we address healthcare disparities and promote health equity.

COMMUNITY IMPACT

We take pride in our graduates, who are making a positive impact on communities worldwide. Our alumni's dedication to patient care, research, and public health is a testament to the quality of education they receive at Saint James School of Medicine.

As we celebrate 25 years of excellence, we look forward to the next quarter-century of educating compassionate, competent, and visionary healthcare professionals. Join us on this remarkable journey as we continue to shape the future of medicine, one student at a time. Thank you for being a part of our legacy!



NEW CAMPUS

We are thrilled to announce that Saint James School of Medicine has embarked on an exciting new chapter in 2024 as we build a state-of-the-art campus dedicated to advancing medical education. This expansion represents our commitment to providing an exceptional learning environment for future healthcare leaders.

CUTTING-EDGE FACILITIES

Our upcoming campus will feature modern classrooms, advanced laboratories, and simulation centers equipped with the latest medical technology. This cutting-edge infrastructure will empower our students to excel in their studies and clinical training.

ENHANCED LEARNING EXPERIENCE

The new campus will foster collaboration, innovation, and interdisciplinary learning, creating an even more immersive and enriching educational experience. With spacious libraries, research centers, and collaborative spaces, we aim to cultivate the next generation of medical pioneers.

A BRIGHT FUTURE AWAITS

In October 2024 SJSM opened doors to the first building of the new campus. Now is a great opportunity to be part of a thriving community dedicated to pushing the boundaries of medical knowledge and patient care. Your future in medicine starts here!



ACADEMIC INFORMATION

PROGRAM OBJECTIVES

The overall objective of the SJSM medical education program is to instill in students the essential and enduring knowledge, abilities (skills) and behaviors (values, attitudes, dispositions) that will effectively prepare them to enter and complete post-graduate training in the international healthcare environment. At the conclusion of their education, graduates will have a clinical knowledge base appropriate for first-year residents, will be well prepared to provide care to patients in both ambulatory and hospital settings, will be skilled in knowledge acquisition tools required for lifelong learning, will deal professionally with the ethical, legal, and economic realities of twenty-first century medicine and health care delivery systems, qualify for licensure, and be able to provide competent and compassionate medical care or pursue other careers such as research.

Another goal of SJSM is to assure students, parents, patients, postgraduate training directors, licensing authorities, government regulators, and society that its medical programs have met the commonly accepted standards for professional education and that they serve the public interest. Our program is designed to satisfy the competency requirements of professional and academic communities in the United States and internationally.

COMPETENCIES

Upon graduation, SJSM expects its students to obtain competencies in the following areas at the level of a beginning practitioner:

- Integration of Basic Science in medicine.
- Integration of clinical knowledge and skills to patient care.
- Interpersonal and communication skills.
- Professionalism.
- Organization and systems-based approach to medicine.
- Lifelong learning and self-improvement.

SJSM curriculum is based on measurable outcomes. Details of the Institution's Intended Learning Outcomes (ILOs) can be accessed from our website:

<https://sjsm.org/downloads/>

BASIC SCIENCE COMPONENT | SUBJECT-BASED CURRICULUM

The Basic Science Component provides students with the base knowledge required to function competently in clinical medicine. The component of the program is five semesters (20 months) in length. Each semester is 16 weeks long with short breaks in-between. The school's systems-based curriculum covers all major body systems. An excellent student-professor ratio provides ample opportunity for students to interact with their professors on a personal level in addition to the classroom setting.

Basic Science is followed by five semesters of clinical clerkships / rotations at affiliated hospitals in the United States and abroad. The approximate length of the entire MD program amounts to a total of 40-48 months, depending on the time that a student may elect to take in preparation for the USMLE Step 1 and Step 2 examinations.

Clinical integration of the course material begins in the first semester of the Basic Sciences. In addition to didactic lectures, relevant clinical cases are presented and discussed in-depth in each course.

Subject-Based Curriculum will no longer be offered after August 2025. Students who have started their program in the subject-based curriculum will finish the program under the same program.



The following outline represents the typical Basic Science Component along with credit distribution, in our subject-based curriculum.

SEMESTER 1

SUBJECT	CREDITS	GRADE LEVEL
HISTOLOGY	11	MD1
ANATOMY AND EMBRYOLOGY	20	MD1
RHM I (RESEARCH IN HEALTH AND MEDICINE)	1	MD1
CCBS I (CLINICAL CORRELATION OF BASIC SCIENCE)	1	MD1

SEMESTER 2

SUBJECT	CREDITS	GRADE LEVEL
PHYSIOLOGY	10	MD2
BIOCHEMISTRY & GENETICS	14	MD2
NEUROSCIENCES	6	MD2
CCBS II (CLINICAL CORRELATION OF BASIC SCIENCE)	1	MD2

SEMESTER 3

SUBJECT	CREDITS	GRADE LEVEL
PATHOLOGY I	11	MD3
MICROBIOLOGY	10	MD3
EPIDEMIOLOGY & STATISTICS	4	MD3
BEHAVIORAL SCIENCE	8	MD3
CLINICAL CORRELATION OF BASIC SCIENCE III	1	MD3

SEMESTER 4

SUBJECT	CREDITS	GRADE LEVEL
PATHOLOGY II	11	MD4
PHARMACOLOGY	10	MD4
PHYSICAL DIAGNOSIS & CLINICAL MEDICINE	10	MD4
RHM II (RESEARCH IN HEALTH AND MEDICINE)	1	MD4
CCBS IV (CLINICAL CORRELATION OF BASIC SCIENCE)	1	MD4

SEMESTER 5

SUBJECT	CREDITS	GRADE LEVEL
BASIC SCIENCES REVIEW COURSE	30	MD5



CURRICULUM

The curriculum is outcome-based and designed to provide education in both professional and academic medical paths. The structure of the planned educational and assessment activities is such that active learning, evidence-based medicine and appropriate assessment methods are implemented from the beginning. Instructional and learning methods in the Basic Sciences Component encompass lectures (illustrated by the examples of clinical cases) and active learning methods (small-group teaching, problem-based or case-based learning, peer-assisted learning, practical/laboratory exercises, clinical skills, field exercises in the community, and clinical demonstrations by practicing physicians).

The sole language of instruction is English.

COURSE DESCRIPTIONS (BASIC SCIENCE)

SEMESTER I

Histology (11 credits): The Histology course encompasses the study of the microscopic anatomy of human cells, tissues and organs. Emphasis is given to elaborate their functions and clinical significance. The laboratory hours provide students with the opportunity to study stained and mounted sections of tissues and organs. Students also analyze high quality histological sections and electron micrographs projected on the screen.

Anatomy & Embryology (20 credits): This course focuses on the anatomical and embryological basis of clinical medicine. Anatomy and Embryology are fundamental to medical education, providing students with their most basic foundation for medical practice. This anatomical foundation is used throughout their career by practitioners and in virtually every realm of medicine, from research to practice to medical education. The classroom lectures provide both regional and systemic overviews of the human body. Supervised laboratory sessions provide students with the privilege of dissecting the human body and its anatomical structures. They learn from direct experience the structures discussed in lectures and encountered daily in medical practice. The course also incorporates embryology which is divided into General Embryology that deals with the formation and development of germ cells, fertilization and early development of the human embryo; and Special Embryology that deals with the formation and malformations of different organs. This course helps students acquire the ability to understand, analyze and solve problems in other medical courses and in the clinical management of diseases

Research in Health & Medicine I (1 credit): This course has been designed to provide the student with an introduction to research, including principles of research, and literature review. It will consist of weekly two-hour didactic lectures and active learning sessions, during which the student will be introduced to research concepts and the process of searching through medical research literature. The RHM1 course goals are to ensure all students have an understanding of the scientific method and mindset; can design research projects; can critically analyze data; can critically assess publications; can access the scientific literature and source relevant information, and can perform secondary.

CCBS I Clinical Correlation of Basic Science (1 credit): This course has been designed to introduce the student to case-enhanced problem-based learning. In this approach, fundamental knowledge is mastered by the solving of problems. Information is learned or reviewed by the student in an active learning mode and promotes lifelong learning. This case-enhanced style employs student initiative as the driving force for problem solving. The students' groups assume primary responsibility for the process and the professor is a knowledgeable facilitator. Teamwork, open inquiry and critical thinking are emphasized. At this level, the list of clinically oriented cases/topics are taken from the MD1 subjects.

SEMESTER 2

Physiology (10 credits): The Physiology course has been designed to introduce the student to a basic understanding of the concepts and principles of physiology and the basics of pathophysiology. Students also make an oral presentation on an agreed upon medical subject to their peers in the class. By the end of this course, students are expected to demonstrate an understanding of normal functions of the human body that enables them to recognize and deal with pathological conditions.



Biochemistry & Genetics (14 credits): This course has been designed to provide the student with a broad understanding of the concepts and principles of Biochemistry and Genetics, with emphasis on their roles in clinical practice. The course provides students with a strong background in basic components of biochemistry - amino acids, proteins, carbohydrates, lipids, enzymes and nucleotides. They will also learn the biochemical aspects of the functioning of major organs, tissues and systems (e.g., blood, liver, gastrointestinal tract, endocrines). Finally, to bring all the different facets together in a holistic overview, the students will be taught the fundamentals of nutrition. Special lectures on significant topics are provided throughout the course, as will 4 sessions on the practical clinical laboratory applications of the Biochemistry course content. At all stages the clinical relevance of biochemistry will be emphasized to the students, using general examples, specific cases and lectures dedicated to disorders and diseases in each section. Also included in the course are in-depth concepts and principles of genetics, with emphasis on its role in clinical practice. Students are provided with a strong background in the principles of molecular genetics. Other topics include single gene disorders, atypical inheritances, multifactorial inheritances, chromosomal disorders, prenatal diagnosis, treatment of genetic diseases, cancer genetics, gene therapy and genetic counseling. Students are also made aware of the power of DNA technology. Basic concepts of DNA manipulations will be taught and examples of how these manipulations can be used in medicine will be given.

Neuroscience (6 credits): The goal of this course is to provide students with a fundamental understanding of the human nervous system in health and disease, or, more specifically:

- To integrate the knowledge of the anatomic organization, physiology and prevalent neuropathologic disorders of the human nervous system with clinical issues;
- To introduce neurological problem-solving skills and knowledge of electronic resources accessible for lifelong education in basic and clinical neuroscience;
- To explain the essential principles of cellular and molecular neurobiology, neuroanatomy, neurophysiology, neurochemistry, neuropathology, systems neuroscience and higher cortical function (built on the knowledge of the development, histology and peripheral anatomy of the nervous system gained through other courses);
- To provide both a broad conceptual framework and acumen necessary for further clinical study of the normal and malfunctioning nervous system and;
- To explain disorders in terms of neuroanatomical and physiological mechanisms by consistently presenting contrasts between function and dysfunction.

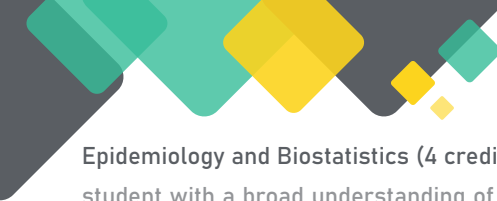
This is accomplished through an integrated series of basic neuroscience lectures with a heavy emphasis on clinical problem-solving skills, self-directed and tutorial-based learning, case study presentations and self-study utilizing internet-based resources and textbooks.

CCBS II (Clinical Correlation of Basic Science) (1 credit): This second course in CCBS further introduces the student to case-enhanced problem-based learning. In this approach, fundamental knowledge is mastered by the solving of problems. Information is learned or reviewed by the student in an active learning mode and promotes lifelong learning. This case-enhanced style employs student initiative as the driving force for problem solving. The students' group assumes primary responsibility for the process and the professor is a knowledgeable facilitator. Teamwork, open inquiry and critical thinking are emphasized. At this level, the list of clinically oriented cases / topics are taken from the MD1 and MD2 subjects.

SEMESTER 3

Pathology I (11 credits): This course is the first of two Pathology courses at Saint James School of Medicine. The first semester deals with the basic concept of the various disease processes in the body, like the causes and mechanisms of disease and the associated alterations in the structure and function of various organs and organ systems.

Microbiology (10 credits): In the Medical Microbiology course, the students are provided with the scientific microbiological approach to infectious diseases, microbiological methods, knowledge, understanding and critical judgment in the field of microbiology and related disciplines (immunology, epidemiology and prevention). At the end of this course, the students are expected to be able to provide detailed descriptions of morphology, culture, spread, biochemical properties, antigenic characters, pathogenesis, laboratory diagnosis, treatment, prevention and control measures (including immunizations), of main microorganisms involved in human diseases, define the organs involved, explain the relationship between the development of the infection and symptoms, and signs and pathology.



Epidemiology and Biostatistics (4 credits): This course has been designed to provide the student with a broad understanding of the concepts and principles of Epidemiology and Biostatistics with emphasis on their role in health, medicine and research. Students will also be taught and involved with data collection, tabulation, summarization, and presentations & reporting of data. Also, special lectures on solving problems are provided throughout the course with four sessions on the practical application of Epidemiology and Biostatistics.

Behavioral Sciences (8 credits): The Behavioral Science course encompasses medical psychology, medical ethics, and psychopharmacology. It is designed to prepare students for the behavioral science section of standardized examinations, with emphasis on the impact on clinical sciences. The learning outcomes for this course include issues of professionalism, confidentiality, doctor-patient relationships, end-of-life issues, patient safety, cultural issues, developmental milestones, behavioral psychology, human sexuality, sleep disorders, substance abuse, and psychopharmacology. This course will have an NBME shelf examination.

CCBS III (Clinical Correlation of Basic Science) (1 credit): This third course in CCBS provides more practice in case-enhanced problem-based learning. In this approach, fundamental knowledge is mastered by the solving of problems. Information is learned or reviewed by the student in an active learning mode and promotes lifelong learning. This case-enhanced style employs student initiative as the driving force for problem solving. The students' groups assume primary responsibility for the process and the professor is a knowledgeable facilitator. Teamwork, open inquiry and critical thinking are emphasized. At this level, the list of clinically oriented cases/topics in the MD1 through MD3 subjects.

SEMESTER 4

Pathology II (11 credits): During this second semester of Pathology, students learn how to apply their knowledge of the pathological mechanisms learned in Pathology I and the physiological changes of organs and organ systems of the human body and their clinical manifestations.

Pharmacology (10 credits): The Pharmacology course is designed to prepare the students for the clinical study of therapeutics by providing knowledge of how drugs modify biological functions. It includes a systematic study of the effects of drugs on different organ systems and disease processes; the mechanisms by which drugs produce their therapeutic effects; and toxic effects and the factors influencing their absorption, distribution and biological actions.

Physical Diagnosis and Clinical Medicine (10 credits): The Physical Diagnosis course serves as an introduction to Clinical Medicine. Students will learn the knowledge and skills essential for eliciting a medical history and conducting a physical examination. The course emphasizes the importance of patient interviewing, acquiring knowledge on symptoms and signs of common and specific diseases and disorders, and performing a comprehensive physical examination for respective diseases.

RHM II (1 credit): This completely redesigned RHM course has been designed to provide the student with experience of how to carry out literature searches, critically assess the literature sourced and present the results of their research in the form of a critical review of a published article on a topic. Simultaneously, students will continue the research project started in RHM1, carry their research proposal to fruition and present it to faculty judges on Science Day.

CCBS IV (Clinical Correlation of Basic Science) (1 credit): This final course in CCBS provides practice in case-enhanced problem-based learning that integrates what has been learned in Basic Science. In this approach, fundamental knowledge is mastered by the solving of problems. Information is learned or reviewed by the student in an active learning mode and promotes lifelong learning. This case-enhanced style employs student initiative as the driving force for problem solving. The students' groups assume primary responsibility for the process and the professor is a knowledgeable facilitator. Teamwork, open inquiry and critical thinking are emphasized. At this level, the list of clinically oriented cases/topics are taken from the MD1 through MD4 subjects.

SEMESTER 5

Basic Sciences Review Course (30 credits): This course is designed to integrate the knowledge, attitude and practices from MD1 through MD4 and apply it in clinical scenarios. Students will be given adequate exposure to various lecture material and active learning which is geared towards the constructive reinforcement of the student's critical thinking and skills required for clinical sciences.

Students will be required to take and pass the NBME Comprehensive Basic Sciences Examination at the end of the semester in order to take the USMLE Step 1 exam.



RESEARCH ACTIVITIES

Research is a critical part of medical learning: American Medical Association states that conducting and publishing research is a great way to deepen the experience as a medical student and stand out to residency programs during the selection cycle. Research has a long tradition in SJSM. SJSM strongly supports research activities, research papers, and presentations by both students and the faculty. For the faculty, research activities are a part of their professional development, and for both students and faculty, research activities are funded and rewarded. Through research, our students develop skills necessary for patient care. They learn how to design, perform, and present the results of their research. They learn how to read and critically analyze scientific publications, assess how robust the evidence is toward specific management options, and choose the best approach to the health issue in an individual or the community. During all four years of their education, in addition to the required research elements of the curriculum, students are actively encouraged to pursue research projects both independently and in conjunction with faculty members or researchers.



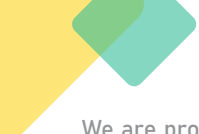
How is research designed in SJSM? There are two main research activities:

- Research activities by the students.
- Research activities by the faculty.

Exposure to research in the Basic Science curriculum is further developed by supplemental readings and incorporating information on the latest developments in medical research into the courses. Students get assignments that require studying and evaluating current literature. Before the beginning of their formal clinical training, students shall complete a research project resulting in papers and posters that are presented during Science Day. Teamwork is encouraged. Some posters and papers are selected for publication in the SJSM online journal: <https://www.sjsm.org/sjscience>. Others are presented at scientific conferences or published in reputable journals. During the clinical part of the Program, students demonstrate the achieved research competencies by preparing case studies, debating different topics of active interest, and conducting either primary or secondary research. Faculty members, Ph. D.s, or practicing physicians interested in research are either mentors of students' projects or principal or co-investigators in their own short-term or long-term projects. Besides local, some projects are conducted on the international level. In all cases, students are actively engaged in collecting, processing, analyzing, and / or presenting the acquired data.

The results of those activities are many publications and presentations <https://sjsm.org/medical-research/>

The quality of publications and presentations is very important. SJSM provides logistics during the whole process of article submission, including establishing the status of publishers, journals, and conferences (predatory or not).



We are proud to announce that more than 90% of the research associated with SJSM is published in reputable journals.

The final demonstration of research competencies is a graduation paper. Students can start it anytime, by submitting a proposal. An accepted research proposal is required for USMLE Step 2 certification and for commencing the research. The graduation paper shall be approved by the mentor and the Research Committee before it is submitted to the SJSM Board for final evaluation.

GRADUATION PAPER

The graduation paper is the work of individual students. It can be either in the domain of experimental research, or observational clinical study, or secondary research demonstrating skills in evidence based medicine and the commitment to lifelong learning.

CREDIT HOURS

The credit hour calculation is primarily based on the length of time students spend attending classroom lectures. Other academic activities like seminars, exams, discussions, research activities and laboratory sessions may also be included in the calculation and all of these are measured in terms of “contact hours.” However, the credit hour value of research and lab session components is fractional compared to lectures, and the school reserves the right to determine the exact credit hour value of each component.

TEXTBOOKS

The latest information on textbooks is available through the library website: www.sjasm.org/library.

Students only need to purchase the main textbooks. Students can also opt to purchase the recommended references. In all cases, students should purchase the latest edition of any textbook, whether or not the upgraded change is indicated on the website. We encourage all new incoming students to purchase their books at their local bookstore or through websites such as Amazon. Saint James School of Medicine reserves the right to change the book list. To prevent unnecessary expenses, students are advised to purchase their books one semester at a time.

SEMESTER 1 - INTEGRATED MEDICAL FOUNDATIONS 1

COMPONENT	PERCENTAGE OF FINAL GRADE
BLOCK 1 - FOUNDATIONS OF MEDICINE	33.3%
BLOCK 2 - IMMUNE SYSTEM	33.3%
BLOCK 3 - HEMATOLOGIC SYSTEM	33.3%
TOTAL	100%

SEMESTER 2 - INTEGRATED MEDICAL FOUNDATIONS 2

COMPONENT	PERCENTAGE OF FINAL GRADE
BLOCK 1 - NERVOUS SYSTEM	33.3%
BLOCK 2 - MUSCULOSKELETAL SYSTEM	33.3%
BLOCK 3 - GASTROINTESTINAL SYSTEM	33.3%
TOTAL	100%

SEMESTER 3 - INTEGRATED MEDICAL FOUNDATIONS 3

COMPONENT	PERCENTAGE OF FINAL GRADE
BLOCK 1 - CARDIOVASCULAR SYSTEM	33.3%
BLOCK 2 - RESPIRATORY SYSTEM	33.3%
BLOCK 3 - RENAL/URINARY SYSTEM	33.3%
TOTAL	100%

SEMESTER 4 - INTEGRATED MEDICAL FOUNDATIONS 4

COMPONENT	PERCENTAGE OF FINAL GRADE
BLOCK 1 - ENDOCRINE SYSTEM	33.3%
BLOCK 2 - REPRODUCTIVE SYSTEM	33.3%
BLOCK 3 - INTEGUMENTARY/BEHAVIORAL SYSTEM	33.3%
TOTAL	100%

SEMESTER 5 - SYSTEMS-BASED REVIEW COURSE

Each block grade includes:

Active Learning (Quizzes, SALs, Participation)

60%

NBME-Style Block Exam

40%



SYSTEMS-BASED CURRICULUM

Saint James School of Medicine has implemented a significant academic transition with the launch of a Systems-Based Curriculum, beginning Fall 2025. This transition represents an important step forward in aligning our medical curriculum with current best practices in clinical integration, licensing exam preparation, and long-term academic success. Starting Fall 2025, all new matriculants will be enrolled in the Systems-Based curriculum.

COURSE DESCRIPTIONS (SYSTEMS-BASED)

SEMESTER 1

Integrated Medical Foundations 1 (IMF-1)- (15 Weeks) 36 Credits: Integrated Medical Foundations 1 (IMF-1) introduces medical students to the core biomedical and clinical sciences through an integrated, system-based approach. Spanning three major blocks—Foundations of Medicine, Immune System, and Hematologic System—this course emphasizes the interconnection of molecular biology, physiology, pathophysiology, pharmacology, and clinical skills. Early exposure to clinical reasoning and professional behaviors prepares students for their future roles as compassionate and competent physicians. In tandem with scientific content, afternoon sessions in Clinical and Evidence-Based Medicine (CEM) introduces students to biostatistics, research design, clinical reasoning, and professionalism, laying the groundwork for scholarly and ethical practice.

SEMESTER 2

Integrated Medical Foundations 2 (IMF-2)- (15 Weeks) 36 Credits: The Integrated Medical Foundations 2 (IMF-2) course continues the system-based integrated approach to biomedical sciences and clinical medicine. It spans three critical physiological systems—Nervous, Musculoskeletal, and Gastrointestinal—and provides a multidisciplinary exploration of anatomy, physiology, pathology, and pharmacology with direct application to clinical medicine. Clinical reasoning, patient-centered care, and ethical decision-making are reinforced through hands-on skills training and team-based case discussions. The integration of clinical correlations, radiologic imaging, and problem-solving exercises helps prepare students for real-world clinical challenges and board exam readiness.

Clinical and Evidence-Based Medicine (CEM) continues in the afternoons with a focus on professionalism, communication, epidemiology, biostatistics, and clinical research skills.

SEMESTER 3

Integrated Medical Foundations 3 (IMF-3)- (15 Weeks) 36 Credits: The Integrated Medical Foundations 3 (IMF-3) course introduces students to three vital organ systems—Cardiovascular, Respiratory, and Renal/Urinary—integrating foundational science and clinical medicine. Students build on their understanding of normal anatomy and physiology to explore pathologic processes and pharmacologic interventions. This semester places significant emphasis on recognizing life-threatening conditions and developing diagnostic reasoning in high-stakes clinical scenarios. Students will engage in skills workshops, ECG interpretation, imaging reviews, and clinical case discussions to consolidate their knowledge and prepare for clinical rotations.

Afternoon Clinical and Evidence-Based Medicine (CEM) sessions continue to focus on applied epidemiology, professional conduct, and the critical evaluation of medical literature. rotations.

SEMESTER 4

Integrated Medical Foundations 4 (IMF-4)- (15 Weeks) 36 Credits: The Integrated Medical Foundations 4 (IMF-4) course rounds out the pre-clinical systems-based curriculum by exploring the Endocrine, Reproductive, and Integumentary systems, alongside Behavioral Science. This course emphasizes hormonal regulation, reproductive health, dermatologic manifestations of systemic disease, and the interplay between biological and psychological health. Through clinical cases and patient-based scenarios, students develop their capacity to integrate physiology and pathology with mental health considerations and patient communication strategies.

CEM sessions continue to reinforce clinical research principles, biostatistics, and professionalism in preparation for MD5's Clinical Integration.

SEMESTER 5

Systems-Based Review Course - (15 Weeks) 36 Credits: This course is designed to integrate the knowledge, attitude, and practices from MD1 through MD4 and apply them in clinical scenarios. Students will be given adequate exposure to various lecture materials and active learning, which is geared towards the constructive reinforcement of the students' critical thinking and skills required for clinical sciences.

Students will be required to take and pass the NBME Comprehensive Basic Sciences Examination at the end of the semester in order to take the USMLE Step 1 exam.



CLINICAL SCIENCE COMPONENT

The Clinical Clerkship Component takes place in affiliated hospitals throughout the United States and other international hospital partners. Students must pass USMLE Step 1 before beginning the 80 weeks of core and elective clinical rotations. Students who are not from United States or Canada, and who do not plan on attempting to obtain licensure in the United States will be required to pass the NBME Examinations with a score set by the school administration in lieu of the USMLE examinations.

The 48 weeks of “core” (required) clerkships are as follows:

INTERNAL MEDICINE:	12 WEEKS
SURGERY	12 WEEKS
OB-GYN	6 WEEKS
PEDIATRICS	6 WEEKS
PSYCHIATRY	6 WEEKS
FAMILY MEDICINE	6 WEEKS
TOTAL	48 WEEKS

The remainder of the clinical experiences consist of elective rotations in the various specialties and sub-specialties of medicine. A partial list of possible elective rotations is provided below.

EMERGENCY MEDICINE*

ALLERGY AND IMMUNOLOGY

NEUROLOGY

CARDIOLOGY OCCUPATIONAL

MEDICINE CRITICAL CARE

MEDICINE ONCOLOGY

DERMATOLOGY

OPHTHALMOLOGY

ORTHOPEDICS

ENDOCRINOLOGY

PSYCHIATRY

FAMILY PRACTICE

PULMONOLOGY

GASTROENTEROLOGY

RADIOLOGY

REHABILITATION MEDICINE

HEMATOLOGY

RHEUMATOLOGY

INFECTIOUS DISEASES

NEPHROLOGY

UROLOGY

SURGICAL SUBSPECIALTIES

*MANDATORY



INTERNAL MEDICINE:

The Internal Medicine Clerkship is 12 weeks long where students deal with the prevention, diagnosis, and treatment of the diseases in adulthood, including the management of undifferentiated and multi-system diseases. Clinical problem-solving in internal medicine is based on the integrated pathophysiological, psychosocial, epidemiological and all other “bedside” information to address urgent problems, manage chronic illness and promote health, using the best scientific evidence for patient care.

The Internal Medicine Clerkship is a student’s main opportunity to improve his or her fundamental skills of data collection, clinical reasoning and understanding of the pathophysiological process in clinical settings, and to become familiar with the common acute and chronic illnesses in adults, their diagnoses and treatment as well as with screening methods and preventive medicine activities.

SURGERY

The 12-week General Surgery Clerkship is designed to be an introduction to surgery and selected surgical subspecialties at our various teaching hospitals. Students are assigned to the inpatient surgical wards and outpatient clinics. The students are taught the approach to the surgical patient and participate in pre- and postoperative care as well as perform certain invasive techniques safely. By the end of the rotation, students are expected to know the indications and the contradictions and the role of ancillary services in managing surgical diseases.

OBSTETRICS AND GYNECOLOGY

Obstetrics and Gynecology is a 6-week core rotation that provides students the opportunity to participate in comprehensive health care for women from childhood through the adolescence, reproductive and menopause years, and beyond.

This clerkship offers both inpatient and outpatient clinical experience and is integrated to provide students with an understanding of routine OB/GYN care performed in the physician's office. The primary focus is obstetrical conditions and gynecological problems commonly encountered by the physician. Students will observe and perform selected procedures necessary to provide antepartum, post-partum, and pre- and post-operative care of gynecological patients. Students will be required to take the call, attend conferences, and read suggested literature under the supervision of residents and attending physicians.

PEDIATRICS

The Pediatric Clerkship is a 6-week course that addresses health care issues unique to infants, children and adolescents. It integrates biology, clinical and behavioral sciences with psychosocial, cultural, family, community and other influences on children's health and well-being, within the framework of expected growth and development. The emphasis is placed on basic issues and commonly occurring illnesses, but other less common problems may sometimes need to be included. Students will have the opportunity to participate in the clinical activities of both general and subspecialty pediatric services, to study the impact of the disease and treatment of the disease on growth and development, and on patient and family and community. They will also have the opportunity to participate in health supervision and recognition of common health problems, in the prevention of disease and injury and in other activities relevant to pediatric issues. Those opportunities will be met by both inpatients and outpatients.

PSYCHIATRY

The Psychiatry Clerkship is a 6-week course. Students will have the opportunity to participate in the studies and treatment of various common affective, behavioral, cognitive and perceptual disorders. Students will achieve the competencies in the field of psychiatry through clinical hands-on experience, directly, or as a part of a consult / liaison team, through patient encounters, through clinical teaching and a structured didactic program and under the guidelines and supervision of the residents and attending physicians. The students' clinical experience will be supplemented by the directed readings, discussions with preceptors, completion of required written reports, case presentations, attendance at grand rounds, medical conferences, team meetings, floor rounds and assignments, didactic presentations and student readings appropriate to the care of the student's patients. Students will get the opportunity to participate in research projects and to present clinical and scientific information, both orally and in writing, to colleagues and other health professionals.

FAMILY MEDICINE

Family Medicine is a 6-week clerkship for third-year medical students. It encompasses continuing, comprehensive care of patients of all ages, both genders, and their families as well. Family medicine integrates biological, clinical, social and behavioral sciences with psychosocial, cultural, family, community and other influences on people's health. Under the guidelines and the supervision of faculty/preceptors and attending physicians, students achieve competencies in the field of family medicine primarily through ambulatory clinical experience, with the main focus on the management of chronic diseases, health maintenance, and undiagnosed new problems. During this rotation, students integrate, expand and refine their clinical skills and become familiar with the coordinated health care provided by a family practitioner. Screening and prevention are very important parts of this rotation. Students may also participate in research activities.

In general, the format of a clinical clerkship or rotation is as follows:

Each student is assigned to physicians (preceptors) in the various affiliated teaching hospitals. These preceptors provide lectures, make teaching rounds with the students, assign patients for each student to “work-up,” and discuss the patients, their clinical and health problems, physical examination, working diagnosis, differential diagnosis, tests, action plan, with the students. The clinical experience has the student observing interactions with patients combined with supervised and independent activities. The students are expected to learn about the patients' problems, the pathophysiology of those problems, and their management. This is all presented to the preceptors and used as the basis for the discussions and learning activities. The preceptors have the students writing the patients notes for the various conditions: acute, chronic, ED visit, follow up visit, etc.

Over time, with the increased complexity of the assigned task, the students will be able to meet the learning objectives noted in the clerkship syllabi.

The preceptor is required to observe and give feedback on the areas that will form the student's strengths and weaknesses as well as evaluation scores: Patient Care, Medical Knowledge, Practice-Based Learning, Systems-Based Practice, Professionalism, and Interpersonal and Communication Skills. These evaluations are combined with the rotation examination scores to determine the student's grades.

Note to students:

All clinical rotations must be officially initiated through the SJSM Clinical Department. Contacting hospital administrators, physicians or others independently, regarding the scheduling, authorization or approval of clinical rotations by students, their families or friends is strictly prohibited. SJSM reserves the right not to issue credit for any rotation that is not initiated through the Clinical Department and approved by the Dean of Clinical Sciences.



GENERAL GUIDELINES FOR CLINICAL SCIENCE COMPONENT OF THE PROGRAM

The student is required to provide all of the following documentation at least 8 weeks before the start of the Clinical Rotations:

1. A brief resume (no more than a page long) - This will serve as a brief introduction of yourself to the hospital administration and preceptors.
2. USMLE Step 1 Score Report.
3. Completed Application for Liability Insurance.
4. Certificate of Immunization with a physical exam: completed by a licensed physician.
5. Proof of Personal Health Insurance Coverage: Not provided by the school.
6. Emergency contact information.
7. Signed student clinical contract.
8. Proof of CPR certification Level C.
9. Completion of the Clinical Onboarding & Post Onboarding Orientation.

Before the student begins his/her first clinical rotation, they must complete an individual orientation with an ODCS member, this will enable the students to ask as many questions as they may have.

The students starting Clinical Clerkship should be aware of the following:

1. Clinical rotations are a full-time commitment. Students are advised to refrain from assuming work obligations that divert time, attention, and energy from the full-time task of training in medicine. A student is not allowed to exceed 80 work hours per week on average over any 4 weeks.
2. Clinical rotations are competitive and limited. Priority is based on seniority and/or performance in prior rotations. In such cases, the student will be notified in advance.
3. Rotations are largely dependent on scheduling and availability.
4. SJSM will do its best to place students in clinical rotations and hospitals while taking into consideration the student's geographic, career and academic preferences, in addition to lodging, family considerations and other personal needs. In this regard, students are asked to be flexible and work with the clinical administration as much as possible.

5. Each rotation must be fully completed to be credited. There is no rigidly established schedule or sequence of clinical medicine rotations. Students may not take, nor will SJSM allow multiple concurrent rotations. No elective rotation may be scheduled for less than four weeks unless explicitly approved by the Dean of Clinical Sciences.
6. The SJSM Clinical Coordinator will provide each student with a schedule of projected rotations for reasonable periods. Changes in this schedule can only be made with the joint approval of the hospital's medical education department and the office of the Dean of Clinical Science/Clinical Coordinator at SJSM. Except under extraordinary circumstances, a student may not drop any rotation within two weeks before the first day of the rotation.

ELECTIVE ROTATION POLICY

Following the completion of core rotations, and preferably after passing the USMLE Step 2, students are required to complete 32 weeks of elective rotations. These rotations should closely resemble the student's career goals. Elective Rotations are governed by the Elective Rotation Policy and SOP. The latest version of this policy can be found on SJSMCentral.com

SETTING UP YOUR OWN CLINICAL ROTATIONS

Students who wish to establish an elective clerkship/rotation on their own must do so in collaboration with the office of the Dean of Clinical Sciences. The Dean of Clinical Sciences must approve each new site for elective rotation and only once the approval has been granted will the student be eligible to start the rotation. This process takes approximately six weeks and students are required to apply for the recognition of the new elective rotation site no less than six weeks before the anticipated start of the rotation. Please contact the Clinical Department for details on getting a rotation site approved by SJSM.

ADMISSIONS

The school year is divided into three semesters: Spring (January to April), Summer (May to August) and Fall (September to December). There are rolling admissions three times a year for the Fall, Spring and Summer semesters.

ADMISSION POLICY

Saint James School of Medicine prides itself in being at the forefront of medical education programs in the Caribbean at an affordable price to those individuals who are passionate about becoming successful physicians, irrespective of their ethnic, religious and cultural backgrounds. We are similarly proud to have one of the most diverse student bodies across the Caribbean. SJSM meets and complies with all equality requirements set forth by different governing bodies across the Caribbean and North America. This includes marketing and recruitment efforts of students from all locations in the U.S. and Canada, with countless life experiences, cultural identities and socioeconomic backgrounds.

SJSM does not discriminate in any manner and opens its admission to students of all races, genders, religions, disabilities, marital statuses, sexual orientations and socioeconomic backgrounds. We at SJSM strongly enforce our admission policy, making sure all applicants are treated fairly and with respect not only during the admission process but throughout the entire duration of their medical education.

Our applicant pools are initially screened by the Admissions Department and then ultimately by the Committee. Candidates must submit the following items for admissions review:

1. Application Form.
2. Academic Records.
3. Interview.
4. Letters of Recommendation.
5. Resumé.
6. Personal Essay.

In addition to the above, all candidates are screened for academic excellence, leadership abilities, research and volunteer work, life experiences, competency and aptitude.

INTERNATIONAL APPLICANTS

The Admissions Committee will evaluate applicants from countries with educational standards comparable to the United States on a case-by-case basis. All coursework and diplomas submitted should be translated into English. Applicants whose native language is not English may be required to take TOEFL (Test of English as a Foreign Language).

TRANSFER STUDENTS

Students from an accredited medical school may be considered for advanced standing in the MD program. Students may transfer into the Basic Science or Clinical Clerkship Components depending on the transfer credits granted by the Admissions Committee. Transfer requests must be supported by original transcripts from the present medical school. In some cases, detailed course descriptions may be required.

SELECTION CONSIDERATIONS

The selection of the applicants by the Admissions Committee depends on the following criteria:

1. Academic performance of the candidate.
2. Exposure to medical field and motivation: health sciences related volunteer work/research, health science careers.
3. Higher degree/s such as MS/Ph.D.
4. Extracurricular accomplishments, and achievements in science like scientific publications.
5. Community involvement and service.
6. Personal qualities/Unique characteristics.
7. While completion of the MCAT is not a requirement for admission, students who did attempt the MCAT are given high regard during the admission process.
8. Our holistic approach to candidate selection also focuses on details written in the personal statement and the letters of recommendation.
9. Details indicating the acumen and acclimation of the student to pursue an MD program at SJSM that entails dedication, commitment and the rigors involved in a medical program are highly valued.
10. Other attributes that encourage diversity are also considered for selection.



ADMISSION PROCEDURES

Students can apply online at www.sjsm.org/apply/. After applying, an admissions advisor is assigned to each applicant. The advisor will guide the prospective student through the rest of the process.

IMMIGRATION

For most students, the immigration process for St. Vincent and the Grenadines is relatively simple. SJSM assists students with the immigration process by collecting documents and sharing them with the island's immigration office. It's important to note that immigration policies can change with little to no notice, so stay in communication with the Enrollment Department. As such, the school requires that students send all of their documents by the indicated deadline on the acceptance letter.

An entry visa is required for students who are citizens of Afghanistan, Cameroon, China, Dominican Republic, Haiti, Iran, Iraq, Lebanon, Nigeria, or Syria. These students must submit an entry visa application 6-8 weeks before matriculation. Please reach out to the Enrollment Department for additional instructions.

Saint James School of Medicine is by no means affiliated with any immigration office and is not accountable for any immigration-related difficulties. Additionally, students traveling to St. Vincent without submitting their immigration documents are doing so at their own risk and may face difficulties. We recommend that students contact the St. Vincent immigration office directly for any questions that SJSM is unable to answer.

POLICY FOR STUDENTS WITH A DISABILITY

Saint James School of Medicine does not discriminate based on race, color, national origin, gender, sexual orientation or disability. Saint James School of Medicine will provide reasonable accommodations to a student's known disability in order to afford him or her an equal opportunity to participate in the medical program and services.

A student with a disability is a student who:

1. Has a physical or mental impairment that limits a major life activity.
2. Has a record or history of such an impairment.
3. Has disclosed this disability during the admission process.

The school has adopted a Disability Technical Standards Policy. Full Technical Standards Policy can be found here: <https://www.sjsm.org/admissions/technicalstandards/>

FINANCIAL ASSISTANCE

All financial assistance programs have varying features and application procedures. To find out more about available financial assistance please contact our Financial Aid Office by calling **1-800-542-1553** or by emailing finance@mail.sjasm.org.

UNITED STATES RESIDENTS

Assistance is now available to United States residents; this information is on our website at: www.sjasm.org/financial-assistance/

CANADIAN STUDENTS

SJSM is a designated educational institution, thus students from most Canadian provinces are eligible to receive Canada Student Loans, including OSAP, Student Aid BC, Alberta Student Aid, etc.

Professional student credit lines offer up to **CAN \$150,000** and have easy application processes, deferred payments on the principal while enrolled and attractive repayment options. Please contact our Finance Department for further assistance and details.



FEES, PAYMENTS AND REFUND POLICIES

The following fees are non-refundable:

- Application fee.
- Reservation fee.
- Administrative surcharge.

All tuition and fees are subject to change without notice. All students enrolled in the Basic Science Program are responsible for their books, transportation, housing rent and living expenses.

A student who withdraws from Basic Science may be eligible for a refund of tuition based on the withdrawal date:

- End of 2nd week of class - 50%.
- Starting the third week of class - No Refund.

Students are billed for the entire semester and not for individual courses they take. If a student takes only a portion of a semester's coursework, the student is responsible for the entire semester's tuition. Late fees of up to \$400 may be assessed for tuition that is not paid in full on or before the due date. Students who do start the semester under a payment plan or other arrangements and do not uphold the agreement are subject to being dropped from the course with an Withdrawn (W) grade given for the course.

Students who default on payment will not be registered for classes. Students who do start the semester under a payment plan or other arrangements and do not uphold the agreement are subject to be dropped from the course with an Incomplete (I) grade given for the course. Official transcripts will not be issued until all tuition due has been paid in full.

Full policy can be found in the Downloads Section of the [SJSMCentral.com](https://www.sjsmcentral.com)

TRANSFER STUDENTS

Students transferring from another accredited institution may be eligible to receive credit for the classes they have already completed. In some cases, a student may finish the program ahead of the scheduled semester. If this occurs, the student is expected to pay the full tuition fee for the semester, if attendance was two weeks or more.

DEFAULT

In the event of a default (payment is past due) on tuition or a payment plan, after proper notice and an opportunity to cure the default has been given, the student's rights will be revoked. Students will lose their My SJSM privileges, access to the internet and printing, as well as blocked/barred attendance from courses and clinical clerkships.

CLINICAL SCIENCE TUITION & REFUND POLICY

THE USMLE PREP FEE PAYMENTS: When students are nearing completion of their MD5, (with about 8 weeks remaining in MD5 in accordance with the Contract dates discussed above), students will receive a Contract for a USMLE Prep Fee for an amount as stated above. Please note that this fee covers USMLE Counseling that the school provides to all students. Any external courses such as Kaplan etc. will be charged separately. The portion of USMLE Prep Fee is NON-REFUNDABLE (\$3,000 Surcharge fee and \$5,000 Student Counseling fee). Four months after the billing of the USMLE Prep Fee, students will also be billed for their first semester of Clinical Sciences. This is required to be paid and is fully refundable should the student not continue with the school into Clinical Sciences (assuming that no other fees or charges have been incurred that would leave an open balance at the time of leaving the school). ON SUCCESSFUL COMPLETION OF USMLE Step 1, THE ENTIRE AMOUNT OF THE USMLE PREP FEE WILL BE CREDITED TOWARDS YOUR FUTURE CLINICAL SCIENCES BILLING. To complete the MD program, after five semesters of Basic Science, students are required to complete 5 semesters (80 weeks) of clinical rotations. Tuition for Clinical Sciences is \$14,500.00 for the 16-week semester. Tuition will be billed to the student and must be paid within the due dates specified on the tuition bill. Clinical Sciences tuition cannot be prorated and once begun, cannot be refunded. Cancellation policy is applied as described in the Clinical Rotations Cancellation Policy.

Rotation repeats or additional clinical coursework beyond the required 80 weeks will be charged at a rate of \$906.25 per week.. Students are required to pre-pay at least 16 weeks and up to 32 weeks of tuition (tuition deposit). Clinical Science Liability Insurance is charged with each Clinical Semester and is included in the Tuition Fee. A late fee of up to \$400 may be charged on late payments. Applicable after the sixth semester drop date. The 6th Semester Drop Dates are as follows:

- Spring billing cycle December 15th
- Summer billing cycle April 15th
- Fall billing cycle August 15th

Surcharge Fee and Counseling Fee are included in tuition for students who complete the program. However, for the students who withdraw, transfer or are expelled before completion of the entire program, these charges will be deducted from the amount of their refund, regardless of whether or not they passed the USMLE exam, and regardless of whether or not they took any rotations. If the student has insufficient tuition credit/deposit on his/her account to cover the applicable fees, no transcript/withdrawal or other requests will be processed until the balance is cleared.

Note:

1. The Clinical Science Liability Insurance Fee is non-refundable.
2. The late fee is non-refundable.

In the event of withdrawal, transfer or expulsion from SJSM prior to the completion of the MD program, a refund for the unused portion of the tuition will be issued. The refund will be calculated by subtracting the following from the amount of money paid towards tuition (or rotations):

- Number of rotation weeks completed, multiplied by the tuition amount that is considered for the refund, divided by 16.
- Surcharge and counseling fee.

CLINICAL ROTATION CANCELLATION POLICY

- If a student cancels/reschedules a rotation for any reason within nine weeks of the start date of the rotation, a rotation cancellation fee of \$1,000 will be charged, plus any third-party fees that the school may be charged as a result of this cancellation. In certain exceptional cases, a student may cancel/reschedule a rotation up to nine weeks before the start of rotation if they provide a valid reason (e.g., sickness, death in the family) that is approved by the Dean of Clinical Sciences. It is at the discretion of SJSM to determine and approve the validity of the reason for cancellation. If not approved, a rotation cancellation fee of \$1,000 will be charged.
- In the event that the student cancels/reschedules the rotation with more than nine weeks notice, a fee of \$500 will be charged to the student's account.



STUDENT SERVICES

LIBRARY

The physical library is a study area that includes a small collection of reference books, computers and a library assistant. The library has an online component (www.sjsm.org/library) that meets the information needs of students and faculty for teaching and research.

Help in locating articles is provided via email or phone (remote reference). Because Saint James School of Medicine has invested in electronic information, the library aims to be mostly electronic and online.

The library provides access to online medical journals and maintains a small collection of medical reference books. Students have access to titles in the collection via the Online Book Catalog. The library also keeps a single copy of each textbook used in the courses. Medical reference services are provided by the medical librarian through the “Ask a Librarian” link on the library website: www.sjsm.org/library/ask.

MEDICAL JOURNALS

The library offers resources with citations, and in most cases, the full-text, to over 11,000 biomedical journals and hundreds of e-books. Students can use their credentials to access the online information offerings from anywhere that has internet access. The students and faculty can therefore get information 24/7, no matter where they are. The library also maintains links to first-rate medical databases and sites such as PubMed and JAMA. Also, the library has an institutional subscription to Science Journal, Science Translational Medicine, Lancet Journal, and gets any articles that cannot be found in our collection; the article will be provided by email through Inter-Library Loan.

A professional librarian is available to help students develop effective search strategies to find high-quality research.

ACCESS MEDICINE

Access Medicine from McGraw-Hill is an online resource that provides students and faculty with access to more than 100 medical titles from the best minds in medicine, up-to-date content, thousands of images and illustrations, interactive self-assessment, case files, time-saving diagnostic and point-of-care tools, a comprehensive search platform, and the ability to view and download content to a mobile device.

Updated frequently and expanded continuously by world-renowned physicians, Access Medicine provides fast, direct access to the information necessary for completing evaluations, diagnoses, and case management decisions, as well as for pursuing research, medical education, or self-assessment and board review.





USMLE COUNSELING SERVICES POLICY

The Counseling Services is designed to provide students with assistance and guidance in further preparation for the NBME Comprehensive Basic Science Exam (CBSE), with the ultimate goal of passing the USMLE Step 1. This is not a review program or a tutoring service, but a counseling service provided by medical graduates (M.D.) who have passed the USMLE Step 1 and Step 2 exams. This service will include the following:

- Individual review of NBME performance with recommendations to improve performance on the next attempts. Students are paired with a counselor who will analyze the student's previous NBME attempts and help the student to improve on subsequent attempts of the CBSE and/or Step 1 exam. This can include working with the student to develop schedules, manage resources, work through problematic areas the student may be facing, mentoring through the board exam and senior student process, and more, based on the needs of the student.
- Videos on cases and high-yield topics and questions in which most students struggle as well as study tips, how to read questions, and more!
- Counseling on best examination preparation practices, study habits, test anxiety, and "words of wisdom" from students who recently passed.
- Moderated discussion boards on specific topics and issues students are facing passing the NBME CBSE.
- Centralized access to resources, both internal and external, on specific subjects and topics that students find challenging.
- Participation in the School's Question Formulation Exercise (QFE), where students are going to be asked to put together USMLE Style questions. By learning to write these questions, the students will be less likely to fall into common traps set by the test writers of the USMLE because they will have a better understanding of how test writers trick students and how to look for these traps in questions.
- Possibility to participate in online tutoring to other students on different topics. Similar to the QFE, this exercise is based on the research-backed idea that you learn something more quickly and more completely by engaging in the learning process and teaching others.
- Provide students with regular access to a medical school graduate/counselor who has completed the USMLE Step 1 and Step 2 exams.

-Please note that students will not have access to your private and confidential information, only the counselors (who are M.D. and employed by the Office of the Dean of Clinical Sciences) will have access to your information.

ELIGIBILITY FOR THE COUNSELING SERVICES PROGRAM

All students are eligible for Counseling Services starting from MD1. Students will need to initiate contact with the counselors, and it is their prerogative and responsibility to create, maintain, and show up for the counseling sessions. We strongly encourage students who are in MD5 to avail themselves of Counseling Services.

COST

If a student successfully completes a grade level and progresses to the next grade level at SJSJ, this service is FREE. The cost of counseling is a \$5,000 one-time fee, which is not charged to students who have successfully passed the NBME CBSE and subsequently the USMLE Step 1 exam. Fees are not required to be paid unless enrollment is terminated. In the event a student leaves the school, fees will then be deducted from any refund owed.

ENROLLMENT INTO SERVICES

Students who complete the MD5 coursework must email usmle@mail.sjsm.org to enroll into our counseling program. All other students who wish to receive counseling services, can also request it by emailing usmle@mail.sjsm.org, but their participation in the program is optional.

Counseling Services are also available for the NBME Comprehensive Clinical Science Exam (CCSE)/and or the USMLE Step 2 CK exams. Please contact a USMLE Counselor for more information.

GETTING IN CONTACT WITH A USMLE COUNSELOR

For more information on getting started with counseling services, a student may contact the USMLE Counselor by emailing usmle@mail.sjsm.org or by calling (847) 375-0543.

ACADEMIC COUNSELING

The Academic Counseling process is overseen and performed by the faculty advisors and Examination Committee throughout all semesters. Academic Counseling services are available to all students, whether the student is facing academic challenges or simply wants to improve his or her performance. Academic Counseling services include:

- All students are assigned to a faculty advisor at the beginning of the program (matriculation).
- Assigning a faculty counselor by the Examination Committee to improve the performance of the students who are failing a course (or courses).
- Counseling by the Dean of Student Affairs.
- Tutoring by upperclassmen/fellow students.
- During clerkships, Academic Counseling is provided by the members of the Office of the Dean of Clinical Sciences (ODCS).
- Required completion of the Pre-Clinical Workshop or other requirements after passing USMLE Step 1.
- Counseling by the Clerkship Directors or the Dean of Clinical Sciences during the clerkships Saint James strives to ensure that every student who enters the program is successful. SJSM reserves the right to add or remove counseling services as it deems necessary. For the latest full policy on Academic Counseling, please contact the Dean of Student Affairs at your campus or the Office of the Dean of Clinical Sciences (ODCS).

CAREER COUNSELING

Identifying career goals in the early stages of medical education helps students focus on the education around a particular aspect of medicine and gives focus to the student. Saint James School of Medicine, as an institution, plays an integral part in helping students understand different career paths in medicine or research with the goal that the student will ultimately make an appropriate career choice to be successful. Saint James School of Medicine also assists students through various means during their residency application process:

- Lectures during the Basic and Clinical Science Components of the program on the availability of services and overview of the careers in medicine.
- Mandatory Clinical Orientation.
- Dedicated email addresses:
careercounseling@mail.sjsm.org and residency@mail.sjsm.org to get the fastest and best responses to inquiries.

- Annual meet-and-greet with the new residents.
- Big Interview Medical- Residency Interview Prep Platform.
- Resi-Ready Program.

Saint James School of Medicine strives to ensure that every student who enters the program is successful. SJSM reserves the right to add or remove counseling services as it deems necessary. For the latest full policy on Career/Residency Counseling, please contact the Dean of Student Affairs at your campus or the Office of the Dean of Clinical Sciences (ODCS). odcs@mail.sjsm.org

PSYCHOLOGICAL COUNSELING AND WELL-BEING

Saint James School of Medicine understands that the transition to island life and the overall burden of the medical program can take a heavy toll on the students. SJSM has developed a system that allows students to get the assistance necessary to cope with any issues typical of a medical student. Students can make use of the following services if they are facing challenges in the school or at home:

- SJSM offers free well-being counseling services on campus. These services are offered to help students with any issues relating to adjusting to the island, issues at home, coping with school/life balance, etc. Reach out to the Dean of Student Affairs to learn more.
- The Dean of Student Affairs is an integral part of student's academic life. Students should feel comfortable discussing issues with the Dean and seeking guidance and direction on how to resolve them.
- Grad Resources – This is a free U.S.-based crisis helpline available 24/7 specializing in addressing common issues students face on a regular basis. All calls are handled by certified counselors and are 100% confidential. Call **1-877-GRAD-HLP (877-472-3457)** or SKYPE **877-472-3457**.
- SJSM is pleased to partner with Perspectives Student Assistance Program to offer mental health services to assist clinical students and their significant others and family members to address the many factors that can affect mental health and success, including school, finances, relationships and beyond. Call **800-456-6327** or log in to your account at <https://allonehealth.com/>

In addition, SJSM often posts tips and best practices on its social media and internal portal regarding handling difficult or stressful situations in the school or at home.

STUDENT SERVICES COORDINATOR

To help ensure students' voices are heard, SJSM has introduced the role of a student services coordinator. The role of the coordinator is to communicate with the student body to understand the needs and struggles students face individually and as a community. By doing so, the Student Services Coordinator is effectively a bridge between the student and administration with the sole job of ensuring student success. To contact the Student Services Coordinator, please log in to the [SJSMCentral.com](https://www.sjasmcentral.com).

DRUG AND ALCOHOL ABUSE POLICY

Alcohol and drug abuse can affect people in a variety of ways and can impact individuals, friends, and family members. SJSM prohibits the use of drugs and alcohol on campus premises and during clinical rotations in the affiliated hospitals. Any student showing signs of drug or alcohol use may be subject to testing and subsequently, disciplinary actions. For detailed policy please visit the download section of [SJSMCentral.com](https://www.sjasmcentral.com).



STUDENT AFFAIRS

DEAN OF STUDENT AFFAIRS

The Dean of Student Affairs is responsible for ensuring that students are aware of all the school's services and are offered all options when facing challenges. The Dean of Student Affairs is also responsible for addressing any disciplinary issues. The Dean guides students in participating in the Student Government Association, organizes tutoring and mentoring, and ensures that students are using all the resources at their disposal during the Basic Science Component. During the Clinical Science Component of the program the role is conducted by the Dean of Clinical Sciences and the Dean's Office.

STUDENT GOVERNMENT ASSOCIATION

Each class elects officers to the Student Government Association (SGA) to coordinate its activities every semester. The SGA members also meet regularly with the Dean of Student Affairs. In addition, the SGA actively serves on a number of school committees, and plans and organizes events such as community outreach programs and cultural events.

ACADEMIC POLICIES AND REGULATIONS

This section explains regulations and policies that affect students after admission, as well as general information. When a student registers at Saint James School of Medicine, s/he accepts the official academic regulations and policies.

ATTENDANCE POLICY

Basic Sciences: Students must attend all lectures, and labs, regularly. All the courses require 70% attendance for each block.

- For all absences, whenever possible, a written request for leave of absence (LOA), with a brief explanation, must be submitted for the approval of the Dean of Student Affairs and Registrar's Office before the start of the LOA. Students must verify that the LOA has been approved before leaving or risk being classified as Absent without Leave. This form is available in the Student Portal under Downloads.
- Suppose a written explanation before leaving of absence is not possible due to an emergency. In that case, students must use their best efforts to inform the Dean of Students of the reasons and duration of their absence, by phone, email, etc., during their absence or immediately upon their return.

- As a courtesy, students should also inform all course directors of their inability to attend lectures, whether their absence is planned or an emergency.
 - If no explanation is received before or after a leave of absence, the student will be classified as Absent Without Leave and will become inactive in the SJSM system. If this student wishes to resume classes, their case must be reviewed by the Examination Committee, which will decide whether they are allowed to continue lessons and under what conditions.
 - Students who come to class more than 15 minutes late will be marked absent for that class.
 - Students who fail to achieve at least 70% attendance in each block will get a 20-point deduction for that block exam if it is a first-time failure to get 70% attendance. Any future failure to achieve 70% attendance will result in exam exclusion.
 - Repeated failure to meet the attendance requirement may result in disciplinary action including but not limited to suspension and/or dismissal.
- All students must attend the first day of class every semester.

All students will be required to attend class on the first day. All students must book their flights back to the island accordingly. Absent students will not be allowed to register for the class, will be Administratively Withdrawn and will have to seek readmission the following semester, provided space is available in that class.

Clinical Sciences:

- Attendance on core and elective rotations is required. This includes both clinical activities and didactic seminars.
- Students are also required to:
 - Be on time.
 - Dress appropriately and professionally.
- Rotations are intended to be scheduled for continuous enrollment. A break between rotations must not exceed twelve weeks.
- Any break beyond twelve weeks must have a written request for leave of absence (LOA), with a brief explanation, which must be submitted for the approval of the Dean of Clinical Sciences before the start of the LOA. Students must verify that the LOA has been approved before leaving or risk being classified as Absent without Leave. This form is available in the Student Portal under Downloads.
- Suppose a written explanation before leaving of absence is not possible due to an emergency. In that case, students must use their best efforts to inform the Clinical Department of the reasons and duration of their absence, by phone, email, etc., during their absence or immediately upon their return.

- If no explanation is received before or after a leave of absence, the student will be classified as Absent without Leave, become inactive in the SJSM system and be Administratively Withdrawn from the program. If this student wishes to resume rotations, their case must be reviewed by the Examination Committee, which will decide whether they are allowed to continue and under what conditions.
- The Clinical Department will note poor or tardy attendance at clinical activities or didactics in student evaluations. The Curriculum and Exam Committees may consider it evidence of a student's inability to meet the essential requirements for graduation.
- The following constitute acceptable reasons for being absent from core and elective rotations:
 - Personal illness or illness in an immediate family member.
 - To seek health-related care.
 - Death in the family.
 - Religious holiday observance.
 - Participation in a conference where the student is the lead author/presenter and directly participates in the conference presentation. Absenteeism from rotations cannot exceed three days in one year of rotations. All request forms can be found in SJSM Central.
- No later than 30 days before the start of the clerkship during which the conference will take place, the student should email the Clerkship Director of the rotations and the SJSM Office of the Dean of Clinical Sciences (odcs@mail.sjsm.org). This email must include the completed form, "Request for Conference Absence from a Clerkship". For an absence during the first rotation of the clerkship year, the request should be submitted as soon as the student's clerkship schedule is known.
- A student may take only one absence to participate in a research conference in a clerkship year. The clerkship director must review requests for additional conference-related absences in conjunction with the faculty for this rotation and the Dean of Clinical Sciences or their designee. LOA is granted only to students who either present a poster or give an oral presentation approved by SJSM research committees beforehand. Research committees' satisfy SJSM publication requirements, including authorship and affiliation with SJSM.



TRANSFER OUT POLICY

SJSM defines a transfer student as a student who intends to seek admission to a medical program at another medical school within one year of leaving SJSM. In order for an SJSM student to transfer from Saint James to another medical school, the student must first apply for transfer. The appropriate steps for transferring are outlined below:

1. The student must first schedule an exit meeting by emailing:

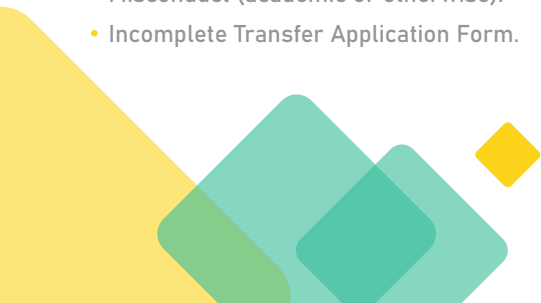
studentstatus@mail.sjasm.org.

The student will then be provided with the Transfer Request Form. All transfer applications are to be sent to the SJSM registrar's office in the U.S. Transfers are not automatically approved. In his or her application for transfer, the student must state the reasons necessary for the transfer along with any supporting documentation.

2. Transfer applications are reviewed by a committee and each application is either accepted or denied on a case-by-case basis. Students will be notified whether their transfer application was approved or denied. Transfer applications may take up to 3 weeks to review and process.

If a student is denied for transfer, the student will not be issued a transcript, either official or unofficial. In such cases, the student has the option of continuing at SJSM or applying for withdrawal. The definition and terms of withdrawal are given on the next page.

Possible reasons for denial of an application for transfer to another medical school may be, but are not limited to, the following:

- Misrepresentation of the circumstances surrounding the transfer.
 - Misconduct (academic or otherwise).
 - Incomplete Transfer Application Form.
- 

REQUEST FOR WITHDRAWAL

SJSM defines a withdrawn student as a student who is currently enrolled at SJSM, wants to discontinue enrollment, and does not intend to seek admission in any other medical degree program or medical school for up to one year from the date of withdrawal.

Student may request Withdrawal by scheduling an exit meeting with:

studentstatus@mail.sjasm.org and completing the Withdrawal Request Form.

SJSM may permit a withdrawn student to obtain a copy of their official transcripts within the one year following withdrawal if they are seeking admission to a non-medical program. In such cases, a Transcript Request Form would have to be submitted as described below. If a student requests a transcript to be sent to another medical program, their status will be updated to transfer.

REQUEST FOR TRANSCRIPTS

SJSM has partnered with Parchment and we electronically deliver secure, high-quality PDF transcripts upon request. To obtain an official record of grades received for all completed courses, students need to request a transcript through the Parchment portal and pay a \$25 fee (www.parchment.com).

REQUEST FOR GRADES

Generally, grades for the past semester will be posted on the school notice board or made available to students online during the first 4 weeks of the semester. All discrepancies and changes must be addressed to the involved faculty member in within 30 days of posting. The faculty member will then advise the administrative office in the U.S., in writing, whether or not there is a change in grade. A direct request from a student for the change of a grade will NOT be entertained by the administrative staff on campus or in Chicago. In rare cases, a student may request a copy of their grades to be communicated to their parents, spouse, or sponsor. These are dealt with strictly on a case-by-case basis.

DROPPING A CLASS

Students in Basic Sciences have the right to drop a course they are taking for the first time before the drop dates. There are two Drop Dates in each semester. The first Drop Date will be the end of the second week of classes. Dropping the course at this point would result in the course being eliminated from the transcript as if it was never taken. The student would be eligible for a refund only per billing policy. Semester tuition does not get prorated.

The second Drop Date is considered the end of the 9th week of the semester. Dropping a course prior to this drop date, but after the end of the third week of class will result in a Withdrawal (W) grade for the course and would not impact the overall GPA of the program. The student would not be eligible for any refund. The student would be placed on Academic Probation and the next enrollment of the course would be considered a repeat. In the case of a failure of a repeat course, the student would be dismissed as per school policy with the ability to appeal the decision. The student would be charged the Repeat Rate tuition for the semester he decides to take this course again. Dropping a course after the second drop deadline would result in an assignment of the course grade based on the performance for the entire semester, including missed periods. The student is not allowed to drop a course s/he is repeating. To drop a course a Course Drop Request Form (available for download in the student portal) must be filled out and taken to the Dean of Basic Sciences for approval and signature and sent to the Registrar Services Department for filing. Dropping a course in the Basic Sciences will require approval of a Leave of Absence. Dropping out from a clerkship in Clinical Sciences is not allowed except under extreme circumstances. Students in Clinical Sciences are not allowed to drop a clerkship once the clerkship has started. For cancellation prior to the start of the clerkship, the Rotation Cancellation Policy applies.

GRADING POLICY AND SYSTEM


SUBJECT-BASED CURRICULUM

The Exam Committee reviews every student's grades during and at the end of each semester. There are either two or four block examinations in Basic Sciences. The assessment methods are adjusted to an educational concept that emphasizes active learning and evidence-based medicine. The final grade takes into account four multiple choice exams in addition to practical assignments. Multiple choice questions are USMLE-style: clinical vignettes with 5 choices as possible answers. Practicals are demonstration methods of active learning and could be in the form of: lab exam, an article, a written assignment, thesis, paper or a draft, design or research assignment, participation in fieldwork.

SYSTEMS-BASED CURRICULUM

Starting Fall 2025 new cohorts will be enrolled into a Systems-Based Curriculum. This means that the grading system will be different. The grading system under the subject-based curriculum is split into modules. Each semester will have three modules, and the final course grade will be the average of the three modules. Each module will have the following grade components:

- Active Learning (Quizzes, SALs, Participation): 60%
- NBME-Style Block Exam: 40%



To pass Basic Science courses, the final cumulative average must be equal to or greater than 70%. Basic Science grading will be as follows:

A \geq 90 • B \geq 80 • C \geq 70 • F $<$ 70

The Committee may place a student on academic probation in the event that s/he fails a course or clerkship.

CORE CLERKSHIP GRADING POLICY

- 60% of the grade is derived from the preceptor evaluation.
- 30% from NBME shelf exams.
- 10% from OME.


Grading for clinical is Pass (greater than 70% cumulative marks)/Fail (less than 70% cumulative marks).

The Committee may place a student on academic probation in the event that s/he fails a course or clerkship.

Further, students are required to complete their logbook and clinical case requirements in every core clerkship before the grade for that clerkship is finalized.

Logbook: Students are required to complete logbook entries during their core rotations. Specific details about the logbook entries, instructions and policies will become available at the time of enrollment into a core clerkship.

Each student is required to complete the required OnlineMedEd (OME) core clerkship pathway. These materials are designed to further improve student's knowledge of clinical medicine and to improve critical thinking. All pathways must be completed before the last day of each respective core clerkship.



RETAKE EXAMS

Retake exams may be offered to students who fail a given course in Basic Sciences. All decisions on academic probation and retake exams will be determined by the Exam Committee. All decisions made by the Exam Committee are final.

RETAKE EXAM POLICY

1. The students may be given an opportunity to take a retake exam in a course in which they have a failing grade (i.e. the student's final average is below 70%).
2. The student must retake an exam corresponding to the lowest-scoring block of the semester and the retake score will replace the original lowest block score, and the three blocks will be re-averaged.
3. After re-averaging, if the new average is $\geq 70\%$, the student will be deemed to have passed the course with a "C" grade. If the re-averaged score remains below 70%, the student will be required to repeat the course as per the Examination Committee's guidelines.
4. If a student fails the retake exam, s/he is required to repeat the entire course.
5. Retaking courses will require the student to stay an additional semester. Current SJSM policy requires students to pay a fee per repeated course. Please refer to the appropriate section in the school handbook for the most up-to-date fee schedule.
6. The student who fails the exam after repeating the course will be dismissed from the school.
7. The student can ask for reinstatement by writing an appeal to the Exam Committee. The Exam Committee can re-admit the student who has failed the same course twice if they feel that the student has the ability to complete the course at the third attempt. The Exam Committee will make a re-admission decision on a case-by-case basis. Students repeating a course are not allowed to take a retake in that course.

8. Should a student pass a retake exam, they will be awarded a grade of C in the respective course. However, if the student has repeated the entire course and has maintained a minimum of 70% attendance, his or her grade for the course will be based upon the grading format for the course and can be an A, B, C or F.
9. No student may miss an exam (final or retake) unless a leave of absence form is submitted and approved by the Dean of Student Affairs and the Registrar prior to the date of the exam. A leave of absence form is available fupon request by creating a support desk ticket at support.sjasm.org. The student should ensure that s/he has a copy of the approved LOA form prior to going on leave.
10. The retake examination will be comprehensive based on the content of the syllabus.
11. The retake examination will be scheduled on the Orientation day of each new semester. Students who miss the retake exam will be treated as having failed the retake exam, as per Item 5, and are not entitled to reschedule the exam.
12. Faculty members have been advised to put up a preliminary list of grades on My SJSM after the exam. However, it remains the student's responsibility to find out if s/he has failed a final exam, and whether s/he will need to take a retake exam. Travel plans must be made and altered accordingly. Arrangements for such alterations will be the sole responsibility of the students.
13. Make-Up Exam: Any student missing an exam must be cleared by the Dean(s) before they are eligible for a make-up exam. This requires the student to provide appropriate documentation as per LOA policy. The Dean will clear the student for the exam(s) and contact the course director to inform him/her that the student is eligible for the make-up exam. No make-up exam should be scheduled unless the student has an approved LOA or an approved medical note for the day of the exam.
14. Students are required to complete all MD1-MD4 coursework successfully before being allowed to register for the 5th semester courses. MD 5 students are not offered a retake exam for the BSRC course.



ACADEMIC PROBATION

Any student who fails a course is automatically placed on academic probation. All transfer students admitted with advanced standing will be placed on academic probation for their first semester of enrollment in the school. Students on academic probation are reviewed each semester and may be removed from academic probation if they have demonstrated improved academic performance.

STUDENT GRIEVANCE POLICY

Saint James School of Medicine encourages a positive learning experience and provides an opportunity for students who may wish to report dissatisfaction with respect to all types of grievances in a fair, prompt and unbiased manner. The student may follow these procedures if they feel that they have been mistreated academically or otherwise; or the student believes SJSM policies were violated by students, staff or faculty. These grievances may vary, but can include the following:

- Academic grievances such as, but not limited to:
 - Problems having to do with the academic organization of the curriculum.
 - Problems with course/clerkship structure.
 - Problems regarding a specific grade/mark in a course/clerkship.
- Nonacademic grievances such as, but not limited to:
 - Discrimination based on race, religion, gender, sexual orientation, disability, etc.
 - Sexual harassment from students, staff or faculty.
 - Faculty or student abuse verbal or physical.

Student Grievance Procedure:

- Basic resolution should be the first measure when appropriate. This can include discussing with students, class representatives, basic science/clinical faculty, or course/clerkship directors.
- If the basic resolution is not successful, students must file an official written grievance to the Dean of Student Affairs for those students in the Basic Sciences or the Dean of Clinical Science for those students in the Clinical Sciences. The written grievance must be submitted within 30 calendar days from the grievance and an explanation of the solution that is sought.
- The official written grievance shall be communicated to the appropriate party. The applicable party will work to resolve the problem. Escalation to a higher level will not be considered until the previous level has had ample opportunity to achieve a solution. The goal is to resolve the grievance in a mutually satisfying solution for the student and the school.
- Resolution of a written grievance will be communicated by the Dean of Student Affairs or the Dean of Clinical Science if appropriate.
- If the decision from the Dean of Student Affairs or the Dean of Clinical Science or committee is unsatisfactory to the grievance, he/she may choose to send an appeal in writing within 10 calendar days to the Provost.
- In such a case, the decision from the Provost will be deemed final and binding.
- Students with a specific course or clerkship grievances may seek redress by presenting the problem for resolution in the order as noted:
 - The course faculty or clerkship faculty member in a conference with the clinical coordinator as appropriate.
 - The Dean of Student Affairs or Clinical Sciences as appropriate.
- A student who wishes to appeal a grade received in a course or clerkship must seek resolution through the following channels in order as noted:
 - The course faculty/Director or clerkship faculty member in a conference with the clinical coordinator as appropriate.
 - The Dean of Basic Sciences or Clinical Sciences as appropriate.

CONFIDENTIALITY OF STUDENT RECORDS

Saint James School of Medicine students have the right to review, inspect and challenge the accuracy of information kept in the cumulative file by the institution. Records that may be released to the student for review include grade reports and transcripts that relate to student progress. Student progress notes held by individual faculty members are not part of the student's official file and cannot be released. Students who want to have their academic records accessed by another person have to fill out and submit a Student Record Release Form, which is located in the [SJSM Central](#).

LEAVE OF ABSENCE

Students are not encouraged to take a leave of absence from their studies. Preparation for the USMLE is best accomplished by completing the program in the allotted 20 months followed by the clinical rotations. Therefore, a leave of absence (LOA) from school may be granted only under extraordinary circumstances. The following guidelines must be followed when applying for a leave of absence:

During Basic Sciences, the Dean of Basic Sciences must be consulted prior to applying for a LOA. During the Clinical Sciences, the Registrar's Office should be contacted prior to applying for a LOA. An LOA may be granted for a maximum of one semester (16 weeks) at a time. The application for an LOA is available for download in the student portal. Valid documentation supporting the need for an LOA must be submitted with the completed application (e.g., medical report, legal notice/documents). The completed application for an LOA must be submitted to the Office of the Registrar at least 6 weeks prior to the start of the anticipated LOA. Failure to do so may result in denial of LOA.

After the completion of the 5th semester, the student is expected to be inactive for some time until s/he has registered for and completed the USMLE Step 1. No LOA will be granted during this period. Billing will resume as per the policy.

The refund policy of the school will apply if a LOA is taken after the start of the semester. Please refer to the refund policy that can be found on the school website in the Tuition section. If an LOA is approved, the student should inform their respective professors. Please inform the Dean of Basic Sciences of your intention to return to classes the week before the start of the semester. Only in extraordinary circumstances will a student be granted an extension of an LOA into the next semester. This is dealt with on a case-by-case basis. A new LOA application must be completed and supporting documentation must be submitted to the Registrar's Office for approval when requesting an extension of an LOA. The final decision pertaining to an LOA request will be at the discretion of the Office of the Registrar.

MD5 PROGRESSION POLICY

The MD5 semester is a 16-week course commonly referred to as the Basic Science Review Course (BSRC) that needs to be completed before appearing for the USMLE Step 1.

1. **The course consists of various assessments that include:**

- An NBME Basic Science Comprehensive Diagnostic Test.
- Biweekly quizzes.
- A graded mid-term and a penultimate test that is an NBME Customized Assessment Service Test (NBME CAS).
- The final exam is the NBME Comprehensive Basic Science Exam (NBME CBSE), where the student needs to attain a requisite score.

Note: Although the score on the NBME CBSE does not contribute towards the students' final grade, it is required that the student attain a requisite score to complete the course and be certified for Step 1.

Please note that until and unless the student obtains the requisite score on the final NBME Comprehensive, the course is not deemed to be complete, the student shall not receive a grade on their transcript, and the student will not be certified for the USMLE Step 1.

Furthermore, a student is not allowed to commence their Clinical Rotations until and unless they pass the USMLE Step 1. As a student progresses through MD5, there are certain requirements that must be met before moving on to the next stage of the program and entering Clinical Sciences. To see the full MD 5 Progression Policy, please visit the Downloads section of the SJSMCentral.com portal.





ACADEMIC FREEDOM

The Saint James School of Medicine guarantees faculty members academic freedom in teaching, research and publication as defined by the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure, and the Association's 1970 Interpretive Comments on that statement.

STUDENT CONDUCT

From the day of enrollment into medical school, students are considered to be junior colleagues in the medical fraternity. They are an integral part of the treatment team and must exhibit conduct consistent with the ideals of the profession. Students are expected to uphold the standards of SJSM and its hospital affiliated. Students have to sign an honor code and follow the Code of Ethics policy and other written policies provided to them at the time of matriculation or after they are enrolled. The student's personal life will be in harmony with the conduct expected by the school. The students are expected to:

- Treat all fellow students, teachers and staff with respect and fairness.
- Treat all fellow students, faculty, staff and visitors equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
- Commit the time and energy to their studies necessary to achieve the goals and objectives of each course/clerkship.
- Be on time for lectures, investigational, and clinical encounters.
- Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment respectfully and professionally.
- Show good behavior during teaching and assessment periods.


ACADEMIC DISHONESTY/POLICY VIOLATION

In an academic community, honesty and integrity must prevail if the work accomplished and the honors awarded are to receive respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members. Students are also expected to follow all policies and procedures put forth by the school.

Definition: Academic honesty requires the presentation of one's own work for evaluation and credit, not the work of others. In general, academic dishonesty includes cheating on an examination of any type, or giving, receiving, offering or soliciting information on any examination. More specifically, this includes:

- Copying from another student's paper.
- Use of prepared materials, notes or texts other than those specifically permitted by the instructor during the examination.
- Collaboration with another student during the examination.
- Buying, selling, stealing, soliciting or transmitting an examination or other people present at your site during remote proctoring of any exams or any other material purported to be unrealized contents of an upcoming examination or the use of any such material.
- Substituting for another person during an examination or allowing such substitution for oneself.
- Bribery of any person to obtain examination information.
- Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged.
- Such acknowledgment should occur whenever one quotes another person's actual work or whenever one appropriates another person's ideas, opinions or theories, even if they are paraphrased, and whenever one borrows facts, statistics or other illustrative materials unless the information is common knowledge.
- Collusion is a collaboration with another person in the preparation or editing of notes, themes, reports or other written work or in laboratory work offered for evaluation and credit unless such collaboration is specifically approved in advance by the instructor. Credential misrepresentation is the use of false or misleading statements in order to gain admission to Saint James School of Medicine. It also involves the use of false or misleading statements in an effort to obtain employment or university admission elsewhere, while one is enrolled at Saint James School of Medicine.

Violation of policies stated in this document, Code of Ethics or other published documents are viewed negatively by the administration and may result in disciplinary action against the student.



The Disciplinary Committee deals with cheating or other unethical academic conduct demonstration of behavioral or emotional instability, which impairs judgment and/or represents a potential compromise to patient care or violation of the Honor Code or other policies of Saint James School of Medicine. Actions of the Disciplinary Committee include but are not limited to:

1. Community service for minor offenses.
2. Suspension from the School of Medicine.
3. Dismissal from the School of Medicine.

Examples of actions that will lead to disciplinary action include cheating, plagiarism, fighting, causing disturbances in or around campus, making defamatory statements about the school or its faculty and staff, falsification of documents used to gain admission, public drunkenness, the use or possession of illegal drugs, failure to carry out assigned duties in the academic program, Physical Diagnosis or Clinical Medicine, and lastly, failure to be available when on-call.

FACULTY RESPONSIBILITY

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation that may differ from the generally stated policy. S/he should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

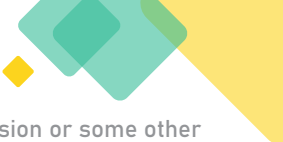
STUDENT RESPONSIBILITY

It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he or she should consult with his or her instructor or dean.

PROCEDURES

Upon encountering a violation of academic honesty by a student, a faculty member should:

- Confront the student and make the charges known.
- Discuss the matter thoroughly with the student so that each position is delineated.
- Notify the Dean who will refer the case to the Disciplinary Committee if he judges the case to have sufficient merit. The student should be suspended, pending the decision of the Disciplinary Committee.



The decision of the Disciplinary Committee may be dismissal, suspension or some other penalty. The Disciplinary Committee Standard Operating Procedure can be found on the SJSM student portal.

APPEAL PROCEDURE

Should the student desire to appeal the decision for punitive action, s/he shall notify the Dean and provide a written reason for the appeal, along with any supporting documents related to the appeal for review by the Provost (Chief Academic Officer) or his or her designee.

DRESS CODE

Attire both on- and off-campus is generally informal, however, students are required to be presentable in keeping with the standards of future physicians, especially when managing patients. (Please refer to Section 2 of this policy). The appropriate dress also connotes high standards of discipline. Students are expected to come to school in appropriate attire for classroom learning.

Details: (non-clinical hours and school hours)

DO's:

1. Trousers, jeans, dress shorts, shirts, t-shirts and modest length skirts/shorts.
2. Formal/semi-formal attire on occasions like the white coat ceremony.
3. Running shoes, sandals, sneakers.
4. Strapless dresses with light jackets.
5. Clothing must always be clean, pressed/ironed, fit appropriately and free of holes, tears and stains.
6. Have your hospital ID with yourself while on the premises.

DON'Ts:

1. Recognize that clothes such as shorts, tube tops, net tops, bare midriff tops, halter tops, spaghetti straps, tight and skimpy bottoms and see-through garments are not appropriate.
2. No beach wear or flip-flops.
3. Students shall wear their pants properly at the waist. No sagging.

4. Any clothing, jewelry or accessories with decorations, patches, lettering advertisements, etc. that may be considered obscene or offensive are not to be worn to school. This includes criminal street gang identifiers, accessories that may be used as weapons, and accessories having drug, sex, tobacco, or alcoholic beverage references or designs.
5. The display of cleavage is unacceptable. Low-cut blouses, tops and sweaters with plunging necklines (front and/or back) are not allowed.
6. Hats and other belongings with profanity or advertisements of tobacco, alcohol, or violence are prohibited. Baseball caps are not permitted in classrooms.
7. Transparent and/or see-through material is considered unacceptable.
8. Dresses, Skirts, Skorts: The length of a skirt must be a minimum of half the distance between the fingertips and the top of the knee when the student's hand is fully extended down the side of the student's leg. When measuring skirts, dresses or skorts that have slits, the length will be determined by measuring from the top of the slit. Shorts: The minimum length of shorts must be no shorter than the tip of the longest finger with the student's hand fully extended down the side of the student's leg.
9. Pants torn, cut/slashed or frayed material that reveals any area of skin or undergarment above the knee is considered inappropriate.
10. No pajama bottoms, sleepwear or lounge-wear.

White Coat Ceremony: Business attire: Typically ladies are in dresses and men wear ties.

Personal Hygiene and Grooming/Accessories: (Students are expected to meet the following standards or guidelines with respect to personal grooming and hygiene upkeep)

1. Consistent bathing.
2. Change into clean clothes every day.
3. Use perfumes/deodorants to avoid body odor.
4. Oral hygiene.
5. Fingernails must be short, clean and well-trimmed.
6. Hair should be kept neat, clean and reasonably styled.
7. Facial hair should be neat, clean, closely trimmed and not be a distraction to the learning environment.
8. Chains or spiked jewelry are unacceptable.
9. Body piercings other than earrings, and visible tattoos are strongly discouraged and may be deemed inappropriate.
10. Any kind of religious exceptions must be cleared by the Dean.

Standards for appearance and apparel: (clinical sciences)

At all times, students of SJSJ are expected to maintain an appearance that is consistent with the highest professional standards and project a public image of cleanliness, competence, and professionalism. Good taste indicates that haircuts, hairstyles, and personal grooming be neat and conservative rather than ostentatious. Grooming and style should also be practical so as to enable one's duties to be performed without embarrassment, inconvenience, or threat to safety.

Specifically: (1) Hair must be clean and neat avoiding radical styles. (2) Mustaches and beards must be clean, neat, and trimmed. (3) Cosmetics and perfumes should be inconspicuous. (4) Most hospitals discourage the wearing of jewelry. (5) Fingernails should be maintained in a professional manner, be closely trimmed, and should not interfere with patient care or professional duties. For clinical appointments, and whenever students are in the clinical sites, clean, white coats with approved name tags and school logo are to be worn at all times. Acceptable attire is usually business casual. Shoes are considered standard apparel. Thongs or sandals are not appropriate in any clinical facility. Some clinical sites may have dress requirements that are more specific than those listed here.

Compliance: If a student is not dressed appropriately for school, s/he will be asked to change clothing and may be subject to disciplinary action. The standards set forth in this policy may be reviewed and/or revised as deemed necessary.





INFECTIONS/COMMUNICABLE DISEASES POLICY

SJSM has adopted the Infectious/Communicable Diseases Policy that is meant to provide more information on educating students on the issue of Communicable Diseases as well as to spell out processes and procedures for handling incidents involving infectious and communicable diseases. For the entire policy please visit the Downloads section of the school's website.

NBME EXAM POLICY

Saint James School of Medicine utilizes NBME exams to assess students during their Basic Science coursework, clinical clerkships, and readiness for the USMLE Step 1 and Step 2 exams. During the Basic Science portion of the program, students will take NBME - CAS exams for each module in the MD1, MD2, MD3 and MD4 semesters. These exams are conducted on campus at the conclusion of the semester. When preparing for the USMLE Step 1 exam, students must take and pass the NBME Comprehensive Basic Science Exam (CBSE) as a prerequisite. This examination is taken at the conclusion of the MD5 coursework. There is a stipulated NBME passing score and testing frequency requirement before you are allowed to appear for the USMLE Step 1.

The policy in its entirety is available in SJSM Central under Downloads.

USMLE STEP 1 CERTIFICATION PROCESS

PRE-EXAM REQUIREMENT

Upon completion of the 5th semester, students will be required to pass a proctored NBME Comprehensive Basic Science Exam to be certified for USMLE Step 1.

For more details on each exam and available dates, please visit:

<https://sjsmcentral.com/prequal-exam-information>.

The school reserves the right to change the exam offerings and required passing scores.

STUDENTS WHO MEET THE PRE-EXAM REQUIREMENT

Students who meet the Pre-Exam Requirement are entitled to be certified for the USMLE Step 1. Instructions for the Step 1 application are sent to the student upon obtaining the requisite Pre-Exam score. The result from the Pre-Exam Requirements is only valid for 30 days (45 days for the first time USMLE Step 1 applicants). This means that students who did not get certified within 30 days from the successful completion of the Pre-Exam Requirement will have to fulfill the requirement again.

AFTER THE USMLE STEP 1 FIRST ATTEMPT

Upon receiving the results from the USMLE Step 1:

Students who successfully pass the exam are required to send in a copy of their score report to the Clinical Department. Once the report is submitted, the student must complete the Pre-Clinical Workshop, after which they may begin the process of scheduling core and elective rotations with the Clinical Department.

STUDENTS WHO DO NOT SUCCESSFULLY PASS THE EXAM

Students who do not successfully pass the USMLE Step 1 should follow the MD5 progression policy.

AFTER THE USMLE STEP 1-SECOND ATTEMPT

Students who successfully pass the exam are required to send in a copy of their score report, after which they may begin the process of scheduling core and elective rotations with the Clinical Department. Students are allowed to be verified only two times for USMLE Step 1, If after the second verification the student is unable to provide a successful passing score, the student will be academically dismissed from the school.



USMLE STEP 2 CERTIFICATION PROCESS

The passing of the USMLE Step 2 (Clinical Knowledge) is a requirement for graduation. Students are eligible to take the USMLE Step 2 CK once all six core clerkships have been successfully completed. Before a student is allowed to be certified for the USMLE Step 2 CK, the student is required to pass the proctored NBME Comprehensive Clinical Science Exam. All six core rotations will have to be with a school approved score before the student is allowed to take the pre-qualifying examination for USMLE Step 2 CK. The results of this exam are valid for 30 days from the receipt of the score. If the student has not applied for the certification within that time frame, the student will have to take the exam again. The School reserves the right to change the required passing score or the requirements as necessary. Additionally, before the student is allowed to take the NBME Comprehensive Clinical Science Exam, the student must provide proof of submission of the Graduation Paper Proposal to the Head of Research.

USMLE STEP 2 CK ATTEMPT LIMITS

Students are allowed to be verified only four times for the USMLE Step 2 CK. If after the fourth verification, the student is unable to provide a successful passing score, the student will be academically dismissed from the school.

The policy in its entirety is available in SJSJ Central under Downloads.

RESIDENCY

Applying for residency is a lengthy process that is usually completed no later than July 15 of the year of the submission of the residency application. Residency slots around the United States are typically filled through the National Residency Matching Program (NRMP) (www.nrmp.org). Residency applications are made through the Electronic Residency Application Services (ERAS) (www.aamc.org/students/eras). Among other documents, students are required to complete USMLE Step 1 and 2 and submit at least letters of recommendation from professors and/or preceptors. SJSJ will provide official transcripts and the Medical Student Performance Evaluation (MSPE). It differs from the Dean's letter in that it is not a recommendation letter but a detailed evaluation of the student's complete medical school career at SJSJ.

MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE)

Each 4th year medical student has a MSPE sent to the residency training programs to which s/he is applying. This MSPE summarizes the student's academic performance, reflects extracurricular achievement, and provides the School's recommendation for continued training. Each student participates in the preparation of his or her MSPE and has an opportunity to help shape its content. Though intended to be a supportive document, the MSPE reflects a fair and accurate picture of the candidate as a potential resident and the MSPE Committee (and ultimately the Dean) retains sole responsibility for its final content and recommendation. Any written materials in the student's permanent medical school file may be used in the MSPE. The Committee will make every effort to see that the information is used in the fairest and most positive manner possible. Any academic, physical, or personal problem that has resulted in an interruption or extension of the student's progress through medical school will be noted in the letter. Any written commentary documenting academic, professional, or behavioral problems during medical school may be included in the letter. Students are encouraged to periodically review their files and to initiate appeals in a timely manner when appropriate. A review may be initiated by contacting Registrar Services at records@mail.sjasm.org. More detailed information is available on the ERAS website (www.aamc.org/students/eras).


GRADUATION REQUIREMENTS

Upon passing the Step 1 Exam students will automatically be put into a graduating class determined at the time the student provides their Step 1 Exam score report.

The graduating classes will be on December 31st, April 30th, and August 31st. In order to graduate from Saint James School of Medicine, a student must meet the following requirements:

1. Has successfully completed the Basic Sciences, and all core and elective rotations.
2. Passed USMLE Step 1..
3. Passed USMLE Step 2 CK.
4. Met all financial obligations for tuition and other charges.
5. Be in good academic and disciplinary standing.
6. Filed all required paperwork, including test scores, immunization records and evaluations.
7. Submitted an acceptable graduation paper and evaluations that was reviewed and approved by the preceptor and the SJSM faculty.
8. Paid Required Graduation Application Fee.





Please note that failure to fulfill any of the above requirements will deem the student ineligible for graduation. In order to apply for graduation the student must complete and send in the “Application for Graduation” form which is available in the downloads section of the School’s website. On approval of the application for graduation, the MD degree will be awarded to the student. Graduation is approved three times a year; April, August and December.

GRAD CENTRAL

We’re excited to introduce Grad Central, your new online platform to connect with SJSJ alumni and peers. This is your opportunity to tap into a wealth of experience, guidance, and support as you navigate your medical journey.

Why join Grad Central?

- **Get Advice:** Ask questions and learn from alumni who’ve been in your shoes.
- **Make Connections:** Build your network with future colleagues and mentors.
- **Access Resources:** Stay informed with insights, tips, and shared experiences.

To start, please visit sjsmalumni.com

INTELLECTUAL PROPERTY

All course and school material obtained during the course of studies with the school are the intellectual property of the school and the faculty that created the material. Sharing, posting on the internet or uploading to third party websites are strictly prohibited and will be punishable to the fullest extent allowed by the law. Sharing school materials through private messaging apps, encrypted chats, or social groups also constitutes a violation of this policy.

ACCEPTABLE USE OF COMPUTING & INFORMATION TECHNOLOGY RESOURCES

PURPOSE

This policy describes the acceptable use of computing and information technology resources which includes equipment, software, networks, data and communications.

APPLICABILITY

This policy applies to all users of Saint James School of Medicine computing and information technology resources including faculty, staff, students and alumni.

ACCEPTABLE USES

In general, uses that do not significantly consume resources, or interfere with other users, are acceptable (with exceptions specified below), but maybe restricted by Information Technology Services. The campus network is a shared resource; therefore, network uses or applications, which inhibit or interfere with the use of the network by others, are not permitted. For example, applications that use a high percentage of network bandwidth, thus inhibiting the use of the network by others, are not permitted and may be controlled.

THE FOLLOWING USES ARE PROHIBITED:

1. Viewing obscene materials that could be construed as harassment.
2. Copying or transferring materials that do not honor U.S. copyright laws (e.g., copyrighted files downloaded from P2P or any type of Virtual Private Network (VPN).
3. Participation in online activities during class time, when said activity does not relate to the educational objectives. Such activities include, but are not limited to the following: use of online music, games, video, Skype, Snapchat or any other major bandwidth-consuming activity.
4. Harassing, libeling, slandering or threatening others.
5. Using someone else's access credentials to access the networks or printing services.
6. Updating personal devices during school hours (e.g., smartphones, tablets, laptops, etc.)
7. Any applications found circumventing SJSJ restrictions.
8. Other uses deemed inappropriate by the IT Department.

SANCTIONS FOR VIOLATIONS

The Saint James Information Technology staff consistently monitors all internet traffic from all computers using our resources; this includes personal computers using school WiFi. Any member of the Saint James School of Medicine community found using computing and information technology resources in violation of this policy may be denied access to the school's computing resources for an amount of time determined by the IT department based on the severity of the infringement and may be subject to disciplinary action, both outside and within the school, including, without limitation: suspension of internet privileges, expulsion from school, termination of employment and/or legal action as may be appropriate. Saint James School of Medicine has the right to terminate internet access from anyone who is abusing their network privileges.

CONTACTING THE INFORMATION TECHNOLOGY DEPARTMENT

To contact the IT Department, visit support.sjsm.org, click “Create Ticket”, then fill out the form. You will receive a response during the business hours which is Monday–Friday, 9:00 AM–5:00 PM (AST). By accessing the School’s network you agree to abide by this policy!

POLICY ON THE USE OF AI IN THE ACADEMIC SETTING

Saint James School of Medicine has adopted a policy on the use of Artificial Intelligence chatbots and services in the academic setting. All students are required to familiarize themselves with the policy. This policy defines appropriate and inappropriate uses of the AI technology for the academic purposes. The latest version of the policy is available in [SJSM Central](#).

IMAGE RELEASE

Students authorize Saint James School of Medicine and its designee(s) to photograph and/or video record students and/or their families at school sponsored or sanctioned events. Saint James School of Medicine has the right to broadcast, exhibit, market, and otherwise distribute the photos/video recordings, either in whole or in parts, and either alone or with other products, for commercial or non-commercial purposes that Saint James School of Medicine or its designees, in their sole discretion, may determine. This grant includes the right to use the photos/video recordings for promoting or publicizing the school. If a student objects to a specific photo/video recording, he/she may contact the administrative office at info@mail.sjsm.org.

LIABILITY WAIVER

Saint James School of Medicine does not accept any responsibility or liability for any loss of, or damage to, the personal property of any individual while they are on the campus or at an affiliated clinical site. Saint James School of Medicine does not accept any responsibility or liability for any injuries sustained by any individual while they are on the campus or at an affiliated clinical site.



USEFUL INFORMATION FOR TRAVELERS TO ST. VINCENT

LANGUAGE

English is the official language of St. Vincent and the Grenadines.

POPULATION

The total population of St. Vincent and the Grenadines is approximately 109,000.

GEOGRAPHY

The main island, St. Vincent, is 133 square miles. St. Vincent is the largest of the 32 islands that make up St. Vincent and the Grenadines. St. Vincent is located 100 miles west of Barbados.

BANKING

The official currency is Eastern Caribbean Dollar. The exchange rate is EC \$2.68 to US \$1. The US Dollar is widely accepted.

ELECTRICITY

220 volts. US standard appliances (110 V) work with a transformer.

WEATHER

The climate is hot year-round with average temperatures between 75 and 85 degrees Fahrenheit.

HOLIDAYS

New Year's Day

National Heroes & Heroines Day (December 19th)

Good Friday, Easter Monday

Labor Day (May 1st)

Whit Monday (May 29th)

Emancipation Day (August 1st)

Independence Day (October 27th)

Christmas Day, Boxing Day (December 26th)

St. Vincent and the Grenadines also celebrate a variety of music, food and art festivals.

TELEPHONE

Hotels have direct dialing worldwide. There are three major mobile service providers: Digicel SVD Ltd, Karib Cable and LIME.

AIRLINES

St. Vincent can be reached by connecting flights through St. Lucia, Barbados, Jamaica, Trinidad, Grenada and the Dominican Republic. Flights leave regularly from New York, Houston, Miami, Atlanta, and North Carolina to these destinations. St. Vincent's airport is Argyle International Airport. Argyle has started direct flights from the US and Canada.

HEALTH SERVICES

The population of St. Vincent is mainly served by Milton Cato Memorial Hospital, Georgetown Hospital and Chateaubelair Hospital. These hospitals are equipped for providing primary and other non-emergency services. There are also several other private clinics and practices, which are supported by a few pharmacies on the island. We encourage students to do their research prior to their arrival at the local facilities in St. Vincent and the neighboring islands.



OVER
25
YEARS



SAINT JAMES
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Your Future. Our Promise.®

THANK YOU!

FOR BEING A MEMBER OF THE
SAINT JAMES SCHOOL OF MEDICINE
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847-298-2375



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