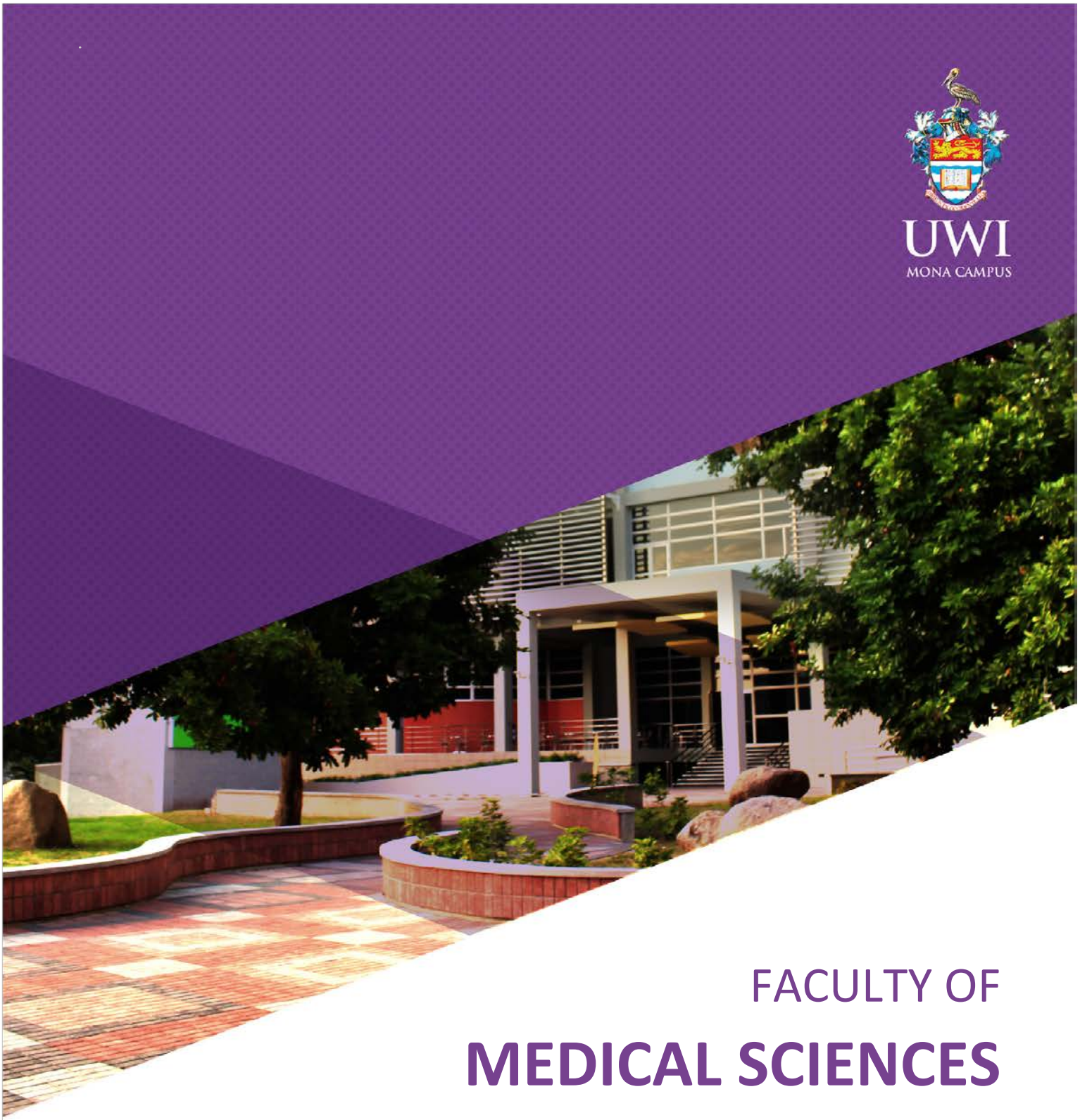
UWI
MONA CAMPUS



FACULTY OF

MEDICAL SCIENCES

2024/2025

CONTENTS

DISCLAIMER/LEGAL NOTICE

The Faculty of Medical Sciences (FMS) handbook is intended to provide current and prospective students and members of staff with information about the regulations, policies and guidelines that govern programmes offered within the faculty. It also provides a general description of the programmes offered at the Mona Campus and Western Campus (WJC) in Jamaica.

This is the first edition of the FMS Handbook. A concerted effort was made to eliminate errors and ensure accuracy, but students **must** check the Faculty's website and their departments at the start of the semester and during the academic year for updates as well as corrections of any errors or omissions that have come to light subsequent to the finalisation of the Handbook. Students should always check with the latest Faculty Handbook, and that of other Faculties, when considering programme alternatives and for course offerings.

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PURPOSE OF THE HANDBOOK

Purpose and Scope

This Undergraduate Handbook is intended for use by:

(i) Prospective students and stakeholders

(ii) New and continuing students

(iii) Staff

This handbook is designed to equip the reader with information about the various aspects of studying within the Faculty of Medical Sciences and may be used as a reference handbook, prospectus or a guide for orienting the stakeholders referred to above. It is intended to serve as a general source of information for the regulations, policies, procedures and the programme offered by the FMS. The regulations and guidelines provided are selective, so reference should be made to the official sources of The University of the West Indies policies and procedures for a fulsome representation. Information is also provided on a variety of services, including services such as disability, academic support, and personal and professional development.

The programmes of study requirements outlined in this Handbook are to be followed by:

i. Newly admitted students, i.e., students accepted to the Faculty during the 2024-2025 academic year.
ii. Students who transferred into the Faculty during the 2024-2025 academic year.
iii. Students approved for a change of Major/Specially admitted during the 2024-2025 academic year.
iv. Students who have been readmitted to the University after being unregistered for no less two semesters or one academic year, where necessary.

Organisation and Layout of the Handbook

To ensure the information is easily accessible, the Handbook has been divided into eight main sections. They are as follows:

Part I: Introduction to the Faculty

Part II: Campus Services

Part III: Faculty and Programme Regulations

Part IV: Programmes of Study

Part V: Awards, Honours, Scholarships, Clubs and Societies

Part VI: Information for Prospective Students

Part VII: Appendices

Part I: Commences with an historical overview of the Faculty, its mission, vision and core values, followed by the messages from the Dean and the FMS Guild Representative. This Section also contains information

that will be useful to prospective applicants who intend to pursue a programme of study in the Faculty of Medical Sciences. It provides information on the programmes of study, the admission requirements, Faculty and departmental key contacts as well as services offered by the Faculty versus departments.

Part II: Contains information on key student affairs contacts to help prospective students navigate the spaces on the Mona Campus as well as information on the support services available at the Mona Campus.

Part III: Contains general information relating to the degree regulations for the undergraduate programmes offered by the Faculty, exemptions and general regulation governing the examinations processes, transfers, exchanges, leave of absence as well as the requirements to withdraw.

Part IV: Provides greater details pertaining to the programmes of study. Each section begins with a welcome message from the Head of Department followed by information and guidelines specific to each programme/ department/school. Requirements for programme; course offering for the current year, course description, anti-requisites and pre-requisites are also stated.

Part V: This section outlines the anti-requisite courses and provides a list of all courses offered in alphabetical order with brief descriptions.

Pat VI: This section highlights the areas of recognition within the Faculty and the requirements for those recognitions. It also lists clubs and societies organized by the various student groups. These are as follows:

(i) Dean's list and the criteria for inclusion
(ii) List of Faculty and departmental prizes and awards
(iii) Overview of the Faculty's Honour Society
(iv) Clubs and societies organized by students in the Faculty

Part VII: This section is designed to promote appropriate standards of attitudes and behaviours in your programmes of study. It outlines the University's rules and responsibilities, the code of conduct within the faculty, and guidelines for use of the University and Faculty facilities.

Part VIII: This section contains information that will help prospective students determine whether the Faculty of Medical Sciences is the right choice for them based on their desired academic/professional aim. It provides details on the career opportunities as well as the professional training outcomes/possibilities for each programmes.

Part IX: This section contains documentation, as appendices, to support your advancement in your academic and social activities within the University.

Students are strongly encouraged to explore the Faculty of Medical Sciences' website, for regularly updated information on the programmes of study, Faculty events, resources, and student enrichment opportunities - https://www.mona.uwi.edu/fms/undergraduate-resources-0

GLOSSARY

Glossary of terms used in these Regulations:

Anti-requisites refer to courses where content overlap precludes courses being taken together for credit. Students are urged to view the listing in Part III of this Handbook and consult their Departments for guidance.

Core/compulsory courses vs elective courses: Programme requirements consist of compulsory and elective courses. All courses listed in the programmes' requirements are compulsory. However, an elective is a period that allows students to independently explore any particular area that interests them whether inside the faculty or out.

Additionally, MB.BS students have an elective period that allows them to explore any area of specialization they have an interest in.

Course substitution refers to cases where a course is used to replace a compulsory or core course in a student's programme requirements. Students must seek and obtain approval of replacement courses.

Credit refers to a unit of study counting towards a degree or diploma. Undergraduate courses in the Faculty usually carry a weighting of three (3) credits. However, there are courses within the programme requirements that carry a weighting of six (6) credits.

Exemption with credit refers to cases where a student is granted exemption from UWI courses because the student has already passed courses in other programmes at the UWI or passed courses of similar content at other recognized institutions. Students **are not required** to take replacement courses. Requests should be made via the Automated Student Request System (ASRS) accessed via the Student Administrative System (SAS).

Exemption without credit refers to cases where a student is granted exemption from UWI courses because the student has already passed equivalent courses/subjects at other recognized institutions or from other examination bodies. Students granted *exemption without credit* **are required** to take replacement courses. Requests should be made via the Automated Student Request System (ASRS) accessed via the Student Administrative System (SAS).

Leave of absence is granted to a student who is unable to continue his/her studies for a semester or more for financial, work related, personal or medical reasons. Permission must be requested using the Automated Student Request System (ASRS) accessed via the online portal Student Administrative System (SAS).

Year represents the different standard of courses that must be completed in the degree programme. There are three to five years, namely year 1, year 2, year 3, year 4, and year 5 representing the three to

five years for completion of the degree programmes. These are designated by the first numeral in the course code, e.g., PHTH1012, BAMS2003, DIMA3006, NURS4037 and MDSC5001.

Pre-requisites are courses which must be completed before being permitted to register for a higher level course in subsequent years, e.g. composite restoration (DENT4417) must be completed before moving to coronal restoration (DENT4418).

Foundation Courses in MB.BS: Students are required to complete all foundation courses during stage 1 of the programme which is from years 1 to 2.

Course: This is an individual subject component that contributes to the completion of a University academic programme/degree.

Clerkship/rotations**:** During the clinical aspect of the MB.BS programme, a period of time is spent focusing on one of the areas of specialization within the medical specialties offered in the MB.BS programme. During the 4th year of the programme a 5 weeks block is allotted for each rotation and some rotations are paired. The final year has 10-week blocks, with the exception being the Community Health and Elective blocks which are 5 weeks.

Internship**:** A period of one year spent working at a hospital immediately following completion of the MBBS degree. The graduate will be required to complete and submit the internship form to the Dean's Office for submission to either the Ministry of Health (MOH) or the University Hospital of the West Indies (UHWI). The form is available on the FMS website.

Stage: This refers to the division of the MB.BS programme into two sections: the basic sciences of two and a half years and the clinical aspect which is two and a half years. Stage one commences in year one and ends in semester 1 of year three. Stage 2 commences in the second semester of third year and goes to the end of the programme.

Assessment: At the end of the elective period in the 4th and 5th years of the MB.BS programme an assessment is conducted. The assessment form is provided by the Dean's Office which is completed by the consultant to indicate the student's performance and then returned to the Dean's office.

Face-to-Face Course: A course in which teaching takes place mainly in the physical classroom based on course contact hours standards.

Online course: A course in which all instruction takes place online in a virtual classroom or virtual learning environment. An online course may be delivered synchronously or asynchronously.

Blended course**:** A course that combines physical classroom-based instruction and learning activities with online instruction.

***Online programme*:** A programme in which all the courses are delivered online. An online programme may be delivered synchronously or asynchronously.

***Blended programme*:** A programme which consists of a planned mix of course delivery modalities, including face-to-face, blended and/or online courses as defined above. Any programme in which less than 100% of courses are online is categorized as a blended programme.

Synchronous delivery: With synchronous delivery information exchange takes place in real time. An example of synchronous delivery is the use of video-conferencing or web-conferencing with the support of tools such as Blackboard Collaborate to deliver "live" lectures to students in a remote location.

***Asynchronous delivery*:** With asynchronous delivery, a virtual learning environment, such as Moodle, is used to facilitate information exchange without the constraints of time and place. This approach combines self-study with time-independent interactions to promote learning.

ACADEMIC CALENDAR

All students and members of staff are encouraged to take note of the following dates to guide your preparations for the academic year.

Semester One

(i) Semester One commence on August 25, 2024

(ii) Course registration period is between **July 1, 2024** and **September 14, 2024**

(iii) Registration Centre (Assembly Hall) operates from August 22, 2024 to September 13, 2024, 9:00-4:00pm

(iv) Semester One Fees are due by August 30, 2024

(v) Teaching begins on September 2, 2024

(vi) Applications for Payment Plans opened on **August 5, 2024**

(https://apps.mona.uwi.edu/bursary/admin/login.php

(vii) The Matriculation and Welcome Ceremony is on **Thursday, September 5, 2024 at 3:30am**

(viii) The deadline to enter into an approved payment plan for Semester One is **September 13, 2024**

(ix) Late fines will be charged to outstanding balances for Semester One starting **September 30, 2024**.

(x) Late Course Add/ Drop period **with penalty**:

a. September 15 – 21, 2024 – Fine of **J$1,000**
b. September 22 – 28, 2024 - Fine of **J$2,000**
c. September 29 – November 23, 2024 - Fine of **J$4,000** (Dropping not permitted)
d. November 24 – December 20, 2023 - Fine of **J$8,000** (Dropping not permitted)

(xi) The deadline for the following activities is **Friday, September 27, 2024**:

a. Dropping Semester One courses
b. Requesting Leave of Absence (LOA)
c. Requesting Voluntary Withdrawal (VW)

(xii) UWI- Mona Graduation Ceremonies are on **October 31**, November **1 & 2, 2024**

(x) Teaching ends - **Friday, November 22, 2024**.

(xi) The Final Assessment period - **December 2 - 20, 2024**.

(xii) Semester I ends - **Friday, December 21, 2024.**

(xiii) Semester One examination results will be released on **Friday, January 17, 2024**.

Semester Two

Semester two commences on January 19, 2024

(i) Semester Two Fees are due by January 17, 2025.

(ii) Teaching begins on January 2, 2025.

(iii) Applications for Payment Plans opened on January 7, 2025

https://apps.mona.uwi.edu/bursary/account/login.php)

Please visit The UWI's Registry website for information about the important dates by each semester, at https://www.mona.uwi.edu/registry/about-office-campus-registrar. Additionally, the Mona Messaging is an avenue used to update the Mona Campus at large of important activities and events to which students should pay close attention

Important Events in the **Faculty of Medical Sciences** are as follows:

(i) Annual Awards Ceremony will be in **October 10, 2024**

(ii) Annual Research Conference will be on **November 14, 2024**

(iii) The Bi-Annual Pledge Ceremony is held twice yearly in **July and December 2024**

Students are encouraged to visit the Faculty's website and read the notices on the Mona Messaging for information on these and other related events held by the FMS-UWI.

PART I

Introduction to the Faculty

- FACULTY OVERVIEW
- MISSION, VISION AND CORE VALUES
- MESSAGE FROM THE DEAN
- MESSAGE FROM THE FMS GUILD REPRESENTATIVE
- PROGRAMMES OF STUDY
- ADMISSION REQUIREMENTS
- DEFERRAL AND RE-ADMISSION
- FACULTY AND DEPARTMENTAL KEY CONTACTS
- SERVICES OFFERED BY THE FACULTY OFFICE vs DEPARTMENTS

FACULTY OVERVIEW

The Faculty of Medical Sciences (then Faculty of Medicine) was the first to be established at The University of the West Indies. It began its life at Mona as an overseas college of the University of London, admitting its first 33 students in 1948. At that time, all students were required to complete one premedical and two preclinical years before entering the three-year hospital based programme. Clinical teaching began first at the Kingston Public Hospital but later moved to the University College Hospital, which opened in 1952 with 200 beds. In October 1954, fifteen students of that first batch sat the first final examination for the MB.BS. Thirteen were successful and were granted the MB.BS (UCWI Lond.). In 1962 the College achieved full University status and graduates now receive the MB.BS (UWI).

Over the years, the Faculty has maintained a reputation for excellence and its graduates continue to distinguish themselves both within and outside the region. In 2006, the UWI's MB.BS undergraduate medical programme became the first regional programme to be fully accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP). Regular quality assurance reviews and accreditation exercises since that time help to ensure that international standards are met and that the curriculum continues to adapt itself to the needs of the people it serves.

The Faculty of Medical Sciences comprises seven clinical departments and The UWI School of Nursing located in facilities across the campus and adjacent to the University Hospital of the West Indies. In addition to Medicine and Nursing, the Faculty offers professional training programmes in Dentistry, Physical Therapy, Pharmacy and Diagnostic imaging (now Radiological Sciences).

The Faculty administrative offices are located in the Faculty of Medical Sciences Teaching and Research Complex at the northern perimeter of the campus.

The Western Jamaica Sciences

Training in Nursing is also being conducted at the Western Jamaica Campus, Montego Bay. Curriculum delivery is managed by a resident coordinator with support from the Faculty Administration at Mona.

MISSION, VISION AND CORE VALUES

VISION STATEMENT

To be a Faculty of excellence rooted in the Caribbean for education, training, research and service in health and well-being.

MISSION STATEMENT

To advance learning, create knowledge and foster innovation in health for the positive transformation of the Caribbean and the wider world.

CORE VALUES

- **Integrity** - The FMS would perform in an honest, caring, ethical and trustworthy manner, and inculcate a culture of accountability in its management practices to ensure that these values are sustained.
- **Excellence** -The FMS would serve its internal and external stakeholders by delivering consistently high-quality service and relevant research, benchmarked against international standards and operational best practices.
- **Gender Justice** - The FMS would actively create and sustain a social, academic, and administrative culture that supports and promotes gender equality and justice within its environments.
- **Diversity** - The FMS would foster a culture and environment that is open and welcoming to different ideas and perspectives, acknowledges and values diversity, is inclusive of and respects the dignity of all persons regardless of race, socio-economic status, age, sex, gender identity, physical and mental ability, sexual orientation, family or marital status, national origin, language, political or religious persuasion, health status, or other unique characteristic.
- **Student Centredness** - The FMS would ensure that its policies, governance and daily operations are geared towards the delivery of an exceptional teaching and learning experience for all students.
- **Social Accountability** - Through its varied educational, research and service activities the FMS would foster a culture of social responsibility and accountability that demonstrate its commitment to address the priority health concerns of the Caribbean region which the Faculty was mandated to serve.
- **Professionalism** - In all of its operations, educational programmes, health care services and research, the FMS would promote a culture of compassion, understanding, empathy, honesty, competence, commitment and inter-professional collaboration.

MESSAGE FROM THE DEAN

Dean's Message to Undergraduate Students in 2024/25

The Faculty of Medical Sciences (FMS) is a diverse Faculty offering seven (7) dynamic undergraduate professional programmes - Bachelors of Basic Medical Sciences, Dentistry, Medicine, Nursing, Pharmacy, Physical Therapy and Radiological Sciences - that are interrelated. None of these professions can survive without each other delivering a holistic approach to caring for our patients and clients. We also offer postgraduate programmes such as Professional certificates, Diplomas, Master of Sciences and Doctorial programmes.

We encourage and nurture the growth of our staff and students in their professional and academic capacities. As the flagship Faculty of The University of the West Indies (The UWI), Mona, we have grown from a Faculty of 33 students to a Faculty now comprising ten departments with over 4000 students. The UWI-FMS is situated on three campuses (Cave Hill, Mona and St Augustine) and a School of Clinical Medicine and Research situated in the Bahamas. The UWI is a regional entity that aims to operate interdependently as we strive to harmonise the operations of The UWI-FMS. This allows The UWI-FMS to have a regional reach, which provides the opportunity for collaboration among staff and offers the students the opportunity to engage in educational advancement. We welcome students from the entire region and internationally.

Given that our stakeholders are global and diverse, we seek to develop in keeping with the highest of standards to remain competitive and offer our graduates world-class degrees. Amidst challenges that may occur we see these obstacles as opportunities to think outside the box and to address them while holding to our core business. This includes teaching and learning, conducting research and delivering services to the Region. We expect challenges in the future, but as a resilient group we will continue to execute our duties.

To our new and prospective students, I invite you on an exciting journey. This fulsome experience that you will undergo while pursuing your academic development will push you emotionally and physically. To our returning students I encourage you to continue pursuing your goals, we take pride in assisting to ensure their realization. Whether prospective, new or returning I encourage you to create your vision for your future and utilize the resources available here at The UWI to chart a clear path. Engage with our

Personal and Professional Development Officers (PPDO) and create for yourselves balanced lives that allow for the fulfillment of your dreams in entirety.

Academics are the main focus, become analytical and critical thinkers, synthesize and evaluate the information you are given to develop your minds. Engage in rich discussions about your areas of study and develop a querying mind. Work life balance is necessary for a full and enriching life, thus I would like to encourage you to become involved in extracurricular activities as the Mona Campus has over 120 clubs and societies. Attending University is much more than what you learn in a classroom, and dare I say what you will learn outside of the classroom may be more impactful that what you learn inside. At The UWI you will meet persons from all over the Caribbean bringing with them their various cultures to share in the melting of the Mona Campus. This will no doubt enrich your experience.

Develop lifelong skills and create lifelong bonds, because your classmates today are your colleagues of tomorrow. Treasure these friendships and make time to develop them, but this must come with scheduling and time management. Just as you create your study timetable, so too, must you schedule time for yourself. Set yourself realistic goals so that you do not frustrate yourself and follow through with your plans. Further develop your organisational skills because this will serve you now and in the future as you build your career.

We welcome you, our students, and salute our hard working members of staff, to The UWI Mona and the Faculty of Medical Sciences. The UWI, an institution of excellence has been ranked as the number one university in the Caribbean and is ranked in the top 3% in the world. As our Motto states "**Oriens Ex Occidente Lux**" "Light rising from the West". This is our place to let our light shine!

Professor Minerva Thame
Dean

MESSAGE FROM THE FACULTY GUILD REPRESENTATIVE

Message to Undergraduate Students in 2024/25

Welcome to the esteemed Faculty of Medical Sciences. Undoubtedly, your hard work and dedication have secured you a well-deserved place here. The countless hours of studying and that extra ounce of determination, have culminated into this significant achievement. Take pride in this milestone, as you now join the ranks of one of the most competitive faculties on the UWI Campus. Be reminded that you may experience moments of self-doubt, however, this is only natural, even among the most confident individuals, simply due to the rigorous standards of our faculty. It is crucial to recognize that your admission here validates your potential to succeed, both here and in your future endeavours.

As you embark on this new journey, expect challenges that will test your limits. Amidst these challenges, embrace small victories. Meet new people, try new things! Be uncomfortable- as this is where true growth lies! You are here to get your degree, but this is also an opportunity to become a better version of the person reading this today. No one achieves greatness alone, so don't hesitate to seek support when necessary

Together we thrive as we are- better together!

Mr. Devonte N. Jackson
FMS Guild Representative
2024-2025

PROGRAMMES OF STUDY

The Faculty of Medical Sciences offers seven undergraduate degree programmes in professional practice, as a health care provider or a career which supports the practice of health care. The programmes are designed to equip graduates to be critical and creative thinkers with strong disciplined leadership, people skills, strong ethical values, effective communicators, innovative and entrepreneurial, socially, culturally, and environmentally responsible and to promote life-long and self-motivated learning. The undergraduate programmes are as follows:

❖ BACHELOR OF BASIC MEDICAL SCIENCES

The Bachelor of Basic Medical Sciences (BBMedSc) programme is structured to have a broad-based interdisciplinary curriculum in the basic medical sciences. The programme aims to offer training to students in the fundamentals and practical applications of the basic medical sciences so that they can exploit the technological potential of the disciplines for further training and employment in research, product development, and service delivery. Graduates of the programme are expected to be suitable candidates for postgraduate training in Anatomy, Pharmacology, Physiology and related sciences.

The programme is offered over three years on a full-time basis. All students in the programme will register for the same BBMedSc courses in Year 1. In the second and third years of the programme students will choose courses according to their major in either Anatomy, Pharmacology or Physiology.

❖ DOCTOR OF DENTAL SURGERY

The DDS programme is a five-year long programme which aims to produce professional and ethical dentists. Learning is integrated across the dental and medical disciplines and between years as understanding and knowledge are built progressively in a relevant context. Tutorials will also form the basis of the students' learning. Students are challenged to identify key issues for learning and to seek out and share knowledge. This will be done in groups, as group work prepares students for working in dental teams or multi-disciplinary groups in practice. The learning process provides the background necessary for reasoning through issues and applying knowledge to resolve clinical problems in practice. It is essential that students progress systematically to become independent learners. They must be able to evaluate their own strengths and weaknesses realistically, and to identify personal learning needs. Those skills underpin successful professional practice and life-long learning.

The Core Dental Curriculum

The first two years are based on an understanding of the basic medical sciences which will help illustrate important scientific concepts in health and disease. Most lectures and laboratory sessions will be shared with medical students and with other students from different disciplines. Some classes, seminars and practical sessions, however, are specifically designed for dental students.

The latter three years will be regarded as competency development training periods where practical clinical experience will form the substrate for learning in the latter two years. The development of the skills needed will be done in a systematic and sequential competency-based manner from a laboratory setting where pre-clinical competencies will be the focus, to a clinic setting wherein comprehensive care will be delivered to patients.

Clinic-based activities, under supervision, will dominate in the final year. Students will be exposed to dental problems of progressive complexity where they will be expected to progressively apply the skills of evaluation to issues of diagnosis and management relating to individual patients in practice settings.

The development of clinical competency will also be supervised on medically-compromised and physically-challenged patients as encountered in daily community or hospital practice, in order to reinforce and apply earlier learning. The hospital experience will offer particular opportunities for students to gain experience in medical as well as in dental settings.

Structure of the DDS Programme

The Doctor of Dental Surgery (DDS) programme is a 5-year accredited dental programme divided into two Stages. There are three content areas: Basic Medical Sciences, Basic and Advanced Dental Sciences, and Clinical Dental Sciences. In the Basic Medical Sciences content area, the programme shares the same courses with the MB.BS Programme.

❖ Stage I

1. Courses

   Stage I courses extend over the first two years and comprise a series of courses which specify and integrate dental content into the disciplines of Human Anatomy, Biochemistry, Physiology, Community Medicine, Pathology, Microbiology and Pharmacology and include early exposure to medical and dental patients and the teaching of basic clinical medical and dental examination skills. Specific dental courses and special study modules in dentistry are included in the Stage I offerings.

   Students are required to complete three (3) foundation courses /nine (9) credits.

   - Two (2) foundation courses/six (6) credits are to be completed by the end of Year 2.
   - One (1) foundation course/three (3) credits is to be completed in Year 3.
   - Please see the course offerings below or consultant with The School of Dentistry for further guidance on the Foundation course requirements for the DDS programme.

Note: i. *Caribbean Sign Language, another of the possible Foundation courses, is a mandatory course in Year 3 and must not be done in years 1 or 2 for DDS students.*

i. *(MB.BS BMedSic & DDS students are not allowed to do the FOUN1014 course in Semester 1; it is to be done in Semester II).*

In order to proceed to Stage II, students are *inter alia* required to successfully complete all prescribed courses in addition to two of the three Foundation courses.

2. Assessment & Examinations

Assessment will be designed for students to meet the goals of the programme. By emphasising support for learning, the assessment system ensures that students achieve an acceptable level of competence. The emphasis is thus an ongoing formative assessment that provides appropriate, sensitive and timely feedback to individuals and groups but does not determine progression.

Courses are assigned a credit value, and are assessed by a combination of course work, written, and practical examinations.

On the basis of performance in the Stage I courses, to include the Foundation Courses, candidates shall be assigned a grade point average (GPA). The grades from courses designated as pass/fail shall not be included in the calculation of the GPA. Candidates shall normally be required to maintain a GPA of 2.0 or above.

Candidates whose cumulative GPA consistently falls below 2.0 may be required to withdraw from the programme by the Academic Board on the recommendation of the Faculty Board.

A candidate who has not obtained the required number of credits by passing all the prescribed courses or whose grade point average is less than 2.0 shall not be permitted to proceed to Stage II.

At the end of Year 1 students are required to pass all courses and modules on offer. Students who are not successful in all courses and modules will be assessed individually, and if supported may be permitted to Year 2 if the credit value of failed courses in Year 1 does not exceed a total of nine (9) credits.

Candidates who fail any course shall be required to re-sit the examination for that course at the next available opportunity. Students who are required to repeat a failed course shall normally be allowed a maximum of two further attempts at that failed course. Students who do not pass a failed course after a total of three attempts shall normally be required to withdraw from the programme.

Students must normally pass all Stage I courses within eighteen months after the minimum time of 24 months for completion of the courses.

Students who fail to complete Stage I within this time may be asked to withdraw from the programme.

Students who are required to withdraw may apply to be considered for re-entry after one (1) year has elapsed since their withdrawal.

❖ Stage II

1. Courses

Stage II Courses extend over the last three years and are divided into two parts.

i. Part 1 covers Years 3 & 4, and is comprised of a series of Basic and Advanced Dental Sciences courses which include Dental Anatomy, Dental Materials, Operative Dentistry, Oral & Maxillofacial Surgery, Oral & Maxillofacial Radiology.

ii. Part 2 covers Years 4 & 5, and is comprised of clinical practice and a dental research project. These courses are all designed to achieve competency in these areas, and are all integrated on the academic-pre-clinical-clinical competency attainment continuum.

2. Assessments & Examinations

At the end of Part 1 of Stage II, i.e. the end of Year 4, students will sit the Stage II-Part 1 Examination.

i. In order to sit the examination, candidates must have satisfactorily completed all Stage I courses and all the Stage II - Part 1 Basic and Advanced Dental Sciences courses, and all three Foundation Courses.

ii. Candidates for the examination must also be certified in Basic Life Support.

iii. The examination consists of manikin-based practical examinations and structured examinations in specified dental specific areas.

At the end of Stage II - Part 2, i.e. the end of Year 5, students will sit the Stage II-Part 2 Examination.

i. In order to sit the examination, candidates must have satisfactorily completed all Stage I and Stage II courses, all the Foundation Courses, be certified in Basic Life Support, and passed each section of the Stage II-Part 1 Examination.

ii. Students shall not be permitted to sit the Stage II-Part 2 Examination if they have failed any section of the Stage II-Part 1 Examination.

iii. The Stage II - Part 2 Examination will consist of clinical examinations and written/oral components in specified areas.

Course Offering

Level I

DDS Mona Stage 1 - Year 1 (Semester I)				Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**Code (as of 2021/2022**	**P/F Courses**	**Contrib. GPA**
Fundamentals of Disease and Treatment	MDSC1000	DENT1000	DENT1000		6
The Digestive System	MDSC2104	DENT2104	DENT2104		6
Introduction to Embryology & Histology	MDSC1103	DENT1103	DENT1103		2
The Endocrine System and the skin	MDSC2201	DENT2201	DENT2201		3
Introduction to Molecular Medicine	MDSC1104	DENT1104	DENT1104		2
				0	**19**
				19	

DDS Mona Stage 1 - Year 1 (Semester II)				Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**Code (as of 2021/2022**	**P/F Courses**	**Contrib. GPA**
Neuroscience 1	MDSC1206	DENT1206	DENT1206		3
Neuroscience 2	MDSC2203	DENT2203	DENT2203		9
The Respiratory System	MDSC1205	DENT1205	DENT1205		3

The Cardiovascular System	MDSC2103	DENT2103	DENT2103		
Haematology & Reticuloendothelial System	MDSC1204	DENT1104	DENT1104		3
Foundation Course- Critical Reading & Writing in Science & Technology	FOUN1014	FOUN1014	FOUN1014		3
				0	21
				21	

DDS Mona Stage 1 - Year 1 (Semester II)			**Mona Credit Values**	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
The Cardiovascular System	MDSC2103	DENT2103		6
Clinical Haematology & Reticuloendothelial System	MDSC3101	DENT3101		3
Understanding Research	MDSC3200	DENT3200		3
Introduction to Medical Practice 1	MDSC1202	DENT1202	3	
Introduction to Medical Practice 2	MDSC2202	DENT2202	3	
Foundation Course- Caribbean Civilization or Law, Governance, Economy & Society	FOUN1101 FOUN1301	FOUN1101 FOUN1301		3
			0	**21**
			21	
Year 1 Total			**61**	

Level II

DDS Mona Stage 1 - Year 2 (Semester I)			Mona Credit Value	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Oral Physiology & Biochemistry	DENT3003	DENT3003		2
Dental Practice	DENT3007	DENT3007	4	
Dental Materials Sciences	DENT3008	DENT3008		4
Oral and Dental Anatomy	DENT3001	DENT3001		3
Oral Histology & Embryology	DENT3002	DENT3002		2
Head and Neck Anatomy	DENT3004	DENT3004		2
Foundation Course-Caribbean Sign Language	LING1819	LING1819		3
Foundation Course-Critical Reading & Writing in Science & Technology & Medical Sciences	FOUN1014	FOUN1014		3
SSM- Community Service				
SSM – Clinical Dental Observation				
			4	**19**
			23	

DDS Mona Stage 1 - Year 2 (Semester II)			Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**

Oral & Maxillofacial Pathology	DENT3005	DENT3005		3
Oral Medicine	DENT3006	DENT3006		2
Occlusion	DENT3009	DENT3009		3
Core Radiology	DENT2010	DENT2010		3
Dental Ethics	DENT2012	DENT2012		3
Preventive Dentistry	DENT2013	DENT2013		2
Dental Auxiliary Utilization	DENT4421	DENT4421		2
Sign Language for Medicine & Dentistry	LING2821	LING2821		2
SSM- Clinical Dental Observation				
SSM – Dental Practice				
			0	**20**
			20	

DDS Mona Stage 1 - Year 2 (Semester 3)			**Mona Credit Values**	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Diagnostic Imaging	DENT3011	DENT3011		4
Removable Prosthodontics	DENT3014	DENT3014		5
Dental Jurisprudence	DENT4102	DENT4102		2
Amalgam Restorations	DENT3210	DENT3210		5
Evidence Based Dentistry	DENT3016	DENT3016		2
Pain Management	DENT4100	DENT4100		2

SSM – Dental Practice				
SSM- Clinical Practice				
SSM – Social Accountability				
			0	**20**
			20	
Year 2 Total			**4**	**59**
			63	

Level III

DDS Mona Stage 2 - Year 3 (Semester I)			**Mona Credit Values**	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Composite Restorations	DENT4417	DENT4417		4
Periodontology	DENT4308	DENT4308		4
Dental Public Health	DENT4202	DENT4202		3
Orthodontics	DENT4307	DENT4307		4
Exodontia Techniques	DENT4501	DENT4501		3
Clinical Dental Pharmacology	DENT4316	DENT4316		2
SSM – Dental Practice				
SSM- Clinical Practice				
SSM – Social Accountability				
			0	**20**

	20

DDS Mona Stage 2 - Year 3 (Semester II)			**Mona Credit Values**	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Year 3				
Composite Restorations	DENT4418	DENT4418		4
Endodontics	DENT4517	DENT4517		4
Special Needs Dentistry	DENT4420	DENT4420		2
Dental & Medical Emergencies	DENT4503	DENT4503		2
Dental Practice Management	DENT4422	DENT4422		3
Paedodontics	DENT4419	DENT4419		4
SSM – Dental Practice				
SSM- Clinical Practice				
SSM – Social Accountability				
			0	**19**
			19	

DDS Mona Stage 2 - Year 3 (Semester III)			**Mona Credit Values**	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Pre-Clinical Elective	DENT4425	DENT4425	4	
Fixed Prosthodontics	DENT4411	DENT4411		4
Implant Prosthodontics	DENT4410	DENT4410		3
Forensic Dentistry	DENT4311	DENT4311		2
Surgical Technique	DENT4502	DENT4502		3
SSM – Dental Practice				
SSM- Clinical Practice				
SSM– Social Accountability				
Quality Assurance Examination				
			4	**12**
			19	

LEVEL IV

DDS Mona Stage 2 - Year 4 (Semester I)			Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Clinical Preparation	DENT4423	DENT4423		5
Clinical Practice	DENT5424	DENT5424		8
Clinical Elective	DENT5425	DENT5425		
Quality Assurance Examination				
SSM – Social Accountability				
			0	**13**
			13	

DDS Mona Stage 2 - Year 4 (Semester II)			Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Clinical Practice	DENT5424	DENT5424		15
Clinical Elective	DENT5425	DENT5425		
Quality Assurance Examination				
SSM-Social Accountability				
			0	**15**
			15	
DDS Mona Stage 2 - Year 4			**Mona Credit Values**	

Course/Clerkship Name	Code (as of 2009/10)	Code (as of 2015/16)	P/F Courses	Contrib. GPA
Clinical Practice	DENT5424	DENT5424		15
Clinical Elective	DENT5425	DENT5425	6	
Quality Assurance Examination				
SSM-Social Accountability				
			0	**15**
			15	
			6	**43**
Year 4 Total			**49**	

LEVEL V

DDS Mona Stage 2 - Year 5 (Semester I)			Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Clinical Practice	**DENT5424**	**DENT5424**		15
Quality Assurance Examination				
SSM-Social Accountability				
			0	**15**
			15	

DDS Mona Stage 2 - Year 5 (Semester II)			Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Clinical Practice	DENT5424	DENT5424		15
Quality Assurance Examination				
SSM-Social Accountability				
			0	**15**
			15	

DDS Mona Stage 2 - Year 5 (Semester III)			Mona Credit Values	
Course/Clerkship Name	**Code (as of 2009/10)**	**Code (as of 2015/16)**	**P/F Courses**	**Contrib. GPA**
Clinical Practice	DENT5424	DENT5424		7
Quality Assurance Examination				
SSM-Social Accountability				
DDS Final Examination- Oral Disease		DENT5900		
DDS Final Examination – Conservative Dentistry		DENT5910		
DDS Final Examination – Child Dental Health		DENT5920		
			0	**7**
Total				**37**

❖ BACHELOR OF MEDICINE, BACHELOR OF SURGERY (MB.BS)

The MB.BS degree programme is an accredited medical undergraduate programme providing a broad education for the study of health and disease. In addition to medical training, students experience university life and the beginnings of professional development in preparation for a career in medicine. The award of a UWI medical degree entitles graduates to be registered with the medical councils of the English-speaking Caribbean for internship and for later independent practice or specialist training.

Overview of the Programme

The MBBS programme is five years long and is followed by twelve months of supervised pre-registration house officer training (internship). Graduates then become eligible for full registration but normally undertake work in clinical posts to gain experience before embarking on formal specialty training or independent practice. The curriculum has been organized to encourage integration of the basic medical sciences with the clinical disciplines and places more responsibility on you, the learner. The approach to teaching and learning is designed to be more student-centered to encourage students to become life-long learners, even in situations in which you are not supervised.

The Core Medical Curriculum

The core curriculum is made up of two Stages and comprises a series of required courses designed in a spiral fashion with gradually increasing emphasis on clinical application of the basic medical sciences. Stage 1 is done during the first two and half years, using a system-based approach, with courses designed to encourage integration between the basic medical science subjects and the clinical disciplines. Courses covering basic health care concepts and the individual's relationship with the environment and community are also taught in the first three years along with a basic course in research methods. These courses are followed in the fourth and fifth years by practical exposure to the delivery of health care in community settings. Students must be successful in all Stage 1 courses before moving on to Stage 2 which has a stronger clinical focus. During the final two years, students rotate through the main clinical disciplines, with emphasis on general training rather than on specialist hospital practice.

Structure of the MB.BS Programme

The first two years of the programme are fully semester based while the first semester in year three is extended using a portion of the summer vacation. The curriculum is structured so as to place emphasis on clinical skills training, an important strength of the UWI medical programme.

Stage 1: This stage spans 3 years (Year 1, Year 2, and Year 3). The courses in Stage 1 follow the regular UWI Semesters' based approach. In this stage students are exposed to a number systems based courses, each employing a multidisciplinary approach to learning and aims to provide students with a comprehensive knowledge base of the structure and functioning of the human body systems and how these relate to each other in health and disease. Each course is delivered by a combination of didactic lectures and practical laboratory work with tutorials on areas of special interest, complexity or importance. Case-based studies are used to highlight basic science principles underlying clinical problems and students work in groups to discuss the cases under supervision of staff moderators.

Stage 1 culminates with a series of **Introductory Clerkships**/rotating clerkships designed to hone basic clinical skills and to widen students' diagnostic approach to patients, including appropriate use of investigative laboratory services.

- Junior Medicine
- Junior Surgery
- Aspects of Family Medicine (child health, psychiatry, community medicine)

During these rotations, students are assigned in small groups to individual clinical services and participate in patient care under the supervision of the academic and resident staff.

Stage 2: Students must successfully complete all Stage 1 courses in order to proceed to the final two years of their undergraduate programme. Stage 2 comprises the final two years (Year 4 and Year 5) and consists primarily of hospital based clerkships with at least one rotation in a rural community setting and a 5-week elective.

In Year 4 students rotate through a series of specialty and sub-specialty disciplines. The emphasis is on special examination techniques and modes of investigation. In support of this, students also spend ten weeks in the laboratory disciplines under supervision of the Departments of Pathology and Microbiology.

The final year (Year 5) of training is designed to prepare students for their internship. A series of clerkships in core disciplines provides students with experience in the overall care and follow-up of patients with common and important conditions. Students participate in all the activities of the clinical service to which they are attached and much of their learning takes place during informal bedside teaching. Attention is paid by tutors to appropriate attitudes and behaviour as well as clinical competence. When students complete all of the required rotations satisfactorily, the programme concludes with the sitting of the written and clinical components of the final MB.BS examination.

At this time, award of the MB.BS Degree from the University of the West Indies entitles the graduate to provisional registration in the health services of most English speaking Caribbean territories. Provisional registration (Internship) is a limited licence to practise under supervision and graduates may only undertake work in posts recognized for this purpose.

Satisfactory completion of the pre-registration period entitles graduates to full registration and a licence to practise medicine independently within the English speaking Caribbean and/or to pursue further postgraduate training.

Curriculum Outline

MB BS Mona Stage 1		
Course/Clerkship Name	**Code (As of 2009/2010)**	**Contributing GPA**
Year 1 (Semester 1)		
Fundamentals of Disease & Treatment	MDSC1000	6
Introduction to Embryology & Histology	MDSC1103	2
Introduction to Molecular Medicine	MDSC1104	2
The Musculo-skeletal System	MDSC1105	3
Cell Biology	MDSC1201	year-long
Introduction to Medical Practice 1	MDSC1202	year-long
Foundation Course		
Year 1 (Semester 2)		
Cell Biology	MDSC1201	4
Introduction to Medical Practice 1	MDSC1202	
Health Care Concepts	MDSC1203	4
Basic Haematology & Reticuloendothelial System	MDSC1204	3
The Respiratory System	MDSC1205	3
Neuroscience 1	MDSC1206	3
Health & the Environment	MDSC2105	year-long
The Cardiovascular System	MDSC2103	year-long
Foundation Course		
Year 1 Totals		**30**
Year 2 (Semester 3)		

The Cardiovascular System	MDSC2103	6
The Digestive System	MDSC2104	6
Health & the Environment	MDSC2105	3
The Endocrine System & the Skin	MDSC2201	3
Year 2 (Semester 4)		
Neuroscience 2	MDSC2203	9
Introduction to Medical Practice 2	MDSC2202	
The Genito-Urinary System	MDSC3102	year-long
Foundation Course		
Year 2 Totals		**21**
Year 3 (Semester 5) - June to August		
Clinical Haematology & Reticuloendothelial System	MDSC3101	3
The Genito-Urinary System	MDSC3102	9
Human Nutrition	MDSC3103	3
Health Services Management (Web-based)	MDSC3104	3
Understanding Research	MDSC3200	3
Year 3 (Semester 6) - September to March		
Medicine 1 (Junior) Clerkship (8 weeks)	MDSC3201	9
Surgery 1 (Junior) Clerkship (8 weeks)	MDSC3202	9
Aspects of Family Medicine - Community Health/Psychiatry (4weeks) - Peadiatrics (4 weeks)	MDSC3203	9
Year 3 Totals		**45**
Total Credits Stage 1		**96**

MB BS Mona Stage 2		
Course/Clerkship Name	**Code (As of 2009/2010)**	**Contributing GPA**
Year 4 - April to April		
Elective 1	MDSC 4000	
Anaesthesia Clerkship	MDSC 4001	3
Community Health Junior Clerkship	MDSC 4002	3
Dermatology Clerkship	MDSC 4003	3
Emergency Medicine Clerkship	MDSC 4004	3
Medicine & the Humanities Clerkship	MDSC 4005	
Obstetrics & Gynaecology Clerkship	MDSC 4006	3
Ophthalmology Clerkship	MDSC 4007	2
Orthopaedics Clerkship	MDSC 4008	3
Otolaryngology Clerkship	MDSC 4009	3
Pathology & Microbiology Clerkship	MDSC 4010	9
Psychiatry Clerkship	MDSC 4011	3
Radiology Clerkship	MDSC 4012	2
Year 4 Totals		**37**
Year 5 - April - April		
Elective 2	MDSC 5000	
Child Health Clerkship	MDSC 5001	9
Community Health Senior Clerkship	MDSC 5002	6
Medicine Clerkship	MDSC 5003	9
Obstetrics & Gynaecology Clerkship	MDSC5004	9
Surgery Clerkship	MDSC 5005	9

Year 5 Totals		**42**
TOTAL PROGRAMME GPA		**175**
MB BS Final Stage		
Medicine Final Exam	MDSC5553	
Obstetrics & Gynaecology Final Exam	MDSC5554	
Surgery Final Exam	MDSC5555	

❖ DOCTOR OF PHARMACY

The Doctor of Pharmacy programme is designed to provide students with the requisite skills and competencies to enable them to provide effective pharmaceutical care.

Aim

The PharmD programme will produce graduates who, as Clinical Pharmacists, will significantly enhance the well-being of West Indian people, and by their ability to provide effective pharmaceutical care, they will significantly impact public health and reduce health care costs in the West Indies. Additionally, the PharmD programme is in accordance with the university's transformation plan, which seeks to identify programmes that are meaningful to the development of the region.

On completion of this programme students will be able to:

- Utilise their extensive basic sciences knowledge and apply it to the resolution of therapeutic problems in the provision of effective patient-centred pharmaceutical care.
- Actively participate in the design of health and wellness programmes which are designed to enhance the quality of life of individuals and communities.
- Exhibit critical thinking skills in the resolution of a variety of therapeutic problems.
- Effectively communicate to all stakeholders of the health care system.
- Interact with all stakeholders of the health care system with consummate respect and empathy.
- Demonstrate a zeal for life-long learning and professional development.
- Exhibit ethical behaviour
- Exude professionalism.

Curriculum

The curriculum is designed to be completed in five years on a full-time basis. The pre-clinical (mainly didactic) component can be completed in three years and the fourth and fifth years (clinical component) are devoted mostly to clinical (experiential) education, in the form of advanced pharmacy

practice experiences (APPEs). After successfully completing three (3) years, students desiring not to proceed to the clinical component will be awarded a Bachelor of Science degree in Pharmaceutical Sciences, which will not make them eligible to practise as a pharmacist.

Curriculum Outline Stage 1 - Preclinical

Year 1 Semester 1 (Sep-Dec)			Year 1 Semester 2 (Jan – May)		
Course Code	Course	Credit	Course Code	Course	Credit
CHEM1810	Introductory Chemistry 1	2	CHEM1910	Introductory Chemistry III	2
CHEM1811	Introductory Chemistry Lab 1	2	CHEM1911	Introductory Chemistry Lab II	2
CHEM1820	Introductory Chemistry II	2	CHEM1920	Introductory Chemistry IV	2
PHYL1010	Human Physiology (year long)	3	PHYL1010	Human Physiology (year long)	3
BIOC1020	Cellular Biochemistry	3	MICR1010	Introductory Microbiology & Molecular Biology	3
BIOC1021	Practical Biochemistry	2	MICR1011	Practical Microbiology & Molecular Biology	2
FOUN1014	Critical Reading & Writing	3	PHAR1002	Clinical Pharmacy I: Pharmaceutical Calculations	3
			PHAR1011	Human Gross Anatomy	3

Total Credits = 17	Total Credits = 20

Year 1 Semester 3 (May-Jul)		
Course Code	Course	Credit
PHAR1000	Profession of Pharmacy	3
Pre-IPP Rotation: (40 hours)	Community Pharmacy Job Shadowing [Special Study Module]	

Year 2 Semester 1 (Sep-Dec)			Year 2 Semester 2 (Jan – May)		
Course Code	Course	Credit	Course Code	Course	Credit
PHAR2004	Pharmaceutics I with lab	6	PHAR2012	Pharmaceutics II with Lab	6
PHAR2000	Organic Chemistry I for Health Care Majors	4	PHAR2008	Organic Chemistry II for Health Care Major	4
PHAR2006	Pathophysiology I	4	PHAR2014	Pathophysiology II	4
PHAR2003	Human Immunology	3	PHAR2002	Pharmacokinetics	3
LING1819	Beginner's Caribbean Sign Language	3	PHAR2017	Biostats and Research Methodology for Pharmacy	3
Total Credit = 20			Total Credit = 20		

Year 2 Semester 3 (May – Jul)

Course Code	Course	Credit
PHAR2030 - IPPE	Community Pharmacy (4 weeks rotation)	4
Total Credits = 4		

Year 3 Semester 1 (Sep – Dec)			Year 3 Semester 2 (Jan – May)		
Course Code	Course	Credit	Course Code	Course	Credit
PHAR3000	Medicinal Chemistry I	4	PHAR3012	Medicinal Chemistry II	4
PHAR3010	Pharmacology	4	PHAR3014	Pharmacology II	4
PHAR3004	Toxicology	4	PHAR3018	Clinical Pharmacy III: Communications in Patient Care	4
PHAR3006	Clinical Pharmacy II: Interpretation of Lab value, medical charts, SOAP Concepts	4	PHAR2030	Biopharmaceutics and Clinical Pharmacokinetics	4
PHAR3031	Pharmacognosy	3	PHAR3022	Pharmaceutical Sales & Marketing Operation	4
Total Credit = 19			Total Credit = 20		

Year 3 Semester 3 (May – July)		
Course Code	Course	Credit
PHAR3016	Pharmacotherapy I	4
PHAR3008	Pharmacy Law and Ethics	4

PHAR3030	IPPE II: Hospital/Institutional Pharmacy	4
Total Credit = 12		

Stage 2 - Clinical

Year 4 Semester 1 (Sep – Dec)			Year 4 Semester 2 (Jan – May)		
Course Code	Course	Credit	Course Code	Course	Credit
PHAR4002	Health Care Administration/Management I	4	PHAR4010	Pharmacotherapy III	4
PHAR4000	Pharmacotherapy II	4	PHAR4012	Health Care Administration/Management II	4
PHAR4008	Patient Care Management Lab I	4	PHAR4014	Clinical Pharmacy VI: Patient Assessment, Data Collection, Therapeutics	4
PHAR4004	Clinical Pharmacy IV: Drug Information, Informatics and Literature Evaluation	4	PHAR4018	Patient Care Management Lab II	4
PHAR4020	Pharmacy Law and Ethics II	2	PHAR4006	Clinical Pharmacy V: Non Prescription therapies	4
Total Credit = 18			Total Credit = 20		

Year 4 Semester 3 (May – Jul)		
Course Code	Course	Credit
PHAR4016	Pharmacotherapy IV	4
PHAR4030	Seminar I	1

PHAR4024	APPE II Community Pharmacy	5
Total Credits = 10		

Year 5 Semester 1 (Aug – Dec) One week break between rotations			Year 5 Semester 2 (Jan – Jul) One week break between rotations		
Course Code	Course	Credit	Course Code	Course	Credit
PHAR5008	Seminar I	1	PHAR5018	Seminar II	1
PHAR4022	APPE I Ambulatory Care I	5	PHAR5010	APPE VI: Infectious Disease	5
PHAR5002	APPE III: Hospital/Institutional	5	PHAR5012	APPE VII: Paediatric	5
PHAR5004	APPE IV: Internal Medicine	5	PHAR5014	APPE VIII: Selective	5
PHAR5006	APPE V: Acute Patient Care	5	PHAR5016	APPE IX: Elective	5
APPE Project	Clinical Pharmacy Improvement Research Draft		APPE Project	Clinical Pharmacy Improvement Research Final Paper	
Total Credit = 21			Total Credits = 21		
			** Selectives can be chosen from: Geriatric Pharmacy, Nuclear Pharmacy, Home Infusion Pharmacy, Oncology Pharmacy, Psychiatry Pharmacy or Drug Information* ***Electives can be chosen from: Hospital/Administration Pharmacy, Industrial Pharmacy, Compounding Pharmacy,*		

	Academic Pharmacy or Social and Administrative Pharmacy

❖ BACHELOR OF SCIENCES IN PHYSICAL THERAPY

The Bachelor of Sciences (BSc) in Physical Therapy is a three-year course of study designed to teach students to diagnose and manage movement dysfunction and to enhance physical and functional abilities. The educational process will be directed to all aspects of health care delivery in the profession – corrective, preventative, consultative and any other service for the purpose of reducing the incidence and severity of physical disability and movement dysfunction. Management of movement dysfunction will include restoration, maintenance and promotion of optimal physical function, wellness, fitness and quality of life as it relates to movement and health.

Overview of the Programme

The B.Sc. Physical Therapy programme at The UWI, Mona Campus, Jamaica is the only such programme in the English-speaking Caribbean. Most of the graduates are Jamaicans, although students from as far in the north as the Bahamas to as far south as Guyana have also been among our graduates. The programme aims to prepare the entry level Physical Therapist with the required knowledge, skills, attitudes and techniques to deliver quality health care, competently and effectively to appropriate clientele, in order to improve the level of health care available in the Caribbean.

Objectives of Curriculum

At the end of the programme, the Physical Therapist will be able to:

1. Demonstrate competence in evaluating referred individuals with a view to applying appropriate physical therapy intervention and/or initiate appropriate referral.
2. Provide safe and competent physical therapy care to clientele of all age groups in a variety of settings.
3. Develop strategies such as counselling and preventive techniques, which will facilitate the accessibility of rehabilitation services.
4. Demonstrate concern for the individuality and rights of man in relation to health care.
5. Demonstrate basic understanding of scientific inquiry in order to facilitate the use of critical inquiry as a basis for action.
6. Apply knowledge gained by analysing the context in which Physical Therapy is practised in order to provide services which are cost effective and economically sound.

7. Demonstrate self-directedness in pursuing personal and professional growth through lifelong learning.
8. Apply research, knowledge and skills to study and solve Physical Therapy practice problems and initiate change to improve the quality of Physical Therapy care.
9. Utilise the principles of management and administration in the delivery of Physical Therapy care.
10. Collaborate and communicate effectively with clients, individuals, families and other members of the health care team in achieving well-defined health goals.
11. Practice Physical Therapy within a context that is congruent with the Code of Ethics that governs Physical Therapy.
12. Demonstrate an understanding of various values and beliefs in order to enhance cultural growth.
13. Make meaningful contributions to the quality of life of the people of the Caribbean.

Outline of the Degree Programme

The B.Sc. Physical Therapy is awarded on the basis of a programme of study comprising professional, medical and rehabilitation science courses together with certain Foundation Courses, as prescribed by the school taking into consideration those mandatory Foundation Courses outlined from The UWI.

The following types of courses, which may consist of both theoretical and practical parts, are offered:

a) Courses taught by the Faculty of Medical Sciences;

b) Approved out-of-faculty courses offered by other faculties;

c) Foundation Courses which are given throughout the University to augment the general education of students.

Each course normally extends over not more than (1) semester, but in some cases may extend over two (2) semesters. The weighting of a course is expressed in terms of credits.

Course Offerings

The course offerings are organised in four main categories (Basic Science, Rehabilitation Science, Professional and General Education). They are further arranged in a logical sequence (table shown on next page), from basic to advanced, providing the learner with an opportunity to build on prior knowledge. The underlying theme throughout the course of study is the maximising of movement and functional ability throughout the lifespan.

BACHELOR OF SCIENCES IN PHYSICAL THERAPY ORGANIZATION OF COURSES			
CATEGORY	**YEAR I**	**YEAR II**	**YEAR III**
Basic Science	• Human Gross Anatomy • Applied Anatomy • Physiology • Basic Medical Science 1 and 2	• Neurophysiology • Neuroanatomy • Medical Science 2	• Medical Science 3 • Selected Clinical Topics
Rehab. Science	• Biomechanics • Musculoskeletal Rehabilitation 1	• Physical Agents in Rehabilitation • Lifespan • Cardiopulmonary Physical Therapy • Applied Exercise Physiology • Musculoskeletal Rehabilitation 2	• Orthotics • Scientific Enquiry • Neurological Rehabilitation
Professional	• Evaluative Skills • Clinical Practice 1	• Professional Socialization • Clinical Practice 2	• Clinical Practice 3 & 4
General Education	• Writing in the Disciplines • Introduction to Psychology	Introductory Statistics	• Administration & Management • Law, Governance & Society

Award of Degree

In order to be eligible for the award of the degree, candidates must:

a) Have been in satisfactory attendance equivalent to at least six (6) semesters of full-time study; and

b) Have obtained passes in courses equivalent to a minimum of one hundred and sixteen (116) credits from Levels I, II and III courses, and Foundation Courses, as follows:

Levels	**Credits**
Level I	38

Level II	38
Level III	31
Foundation Courses	9
Total Credits	**116**
***All courses are compulsory**	

c) On successful completion of Levels, I, II and III, all candidates are required to sit a Professional Qualification Examination. This examination consists of two (2) parts: theory and practical. Both components of this examination are graded by an external examiner.

Progression through the Programme

a) All applicants admitted to the programme must register for all courses as well as the necessary Foundation Courses.

b) In order to satisfy the minimum requirement for entry to Level II, a student must record passes in Level I courses equivalent to a minimum of thirty eight (38) credits in courses other than Foundation Courses.

c) In order to satisfy the minimum requirement for entry to Level III, a candidate must record passes in Level II courses other than Foundation Courses, provided that a student who trails not more than one course, equivalent to not more than three (3) credits for which a re-sit has been granted may be admitted to Level III.

d) A student who fails a course or courses equivalent to more than three (3) credits will be required to repeat the course or courses as the case may be.

e) Exemptions from some courses may be obtained (see relevant section of this Handbook).

f) The maximum number of credits for which a candidate may register in Level II, Semester I or Semester II is twenty four (24), including credits from Foundation Courses and a course in respect of which a candidate is required to re-sit an examination.

Award of Degree

Having satisfied the programme and UWI requirements, candidates will be awarded the degree of B.Sc. in Physical

❖ BACHELOR OF SCIENCE IN NURSING

The Bachelor of Sciences in Nursing (B.Sc. Nursing) programme is offered at:

(i) The UWI Mona Campus
(ii) The UWI Western Jamaica Campus (WJC)
(iii) Tertiary Level Institutions that are connected to The UWI

The purpose of the programme is to provide the educational and experiential foundation for entry level professional nursing practice and to provide a base on which to build a career through graduate-level study in specialist areas such as midwifery, nurse practitioner, clinical specialists and nurse administrator and educator. The aim of the curriculum is to prepare professional nurses who possess leadership skills and have the necessary competencies to meet the demands in a growing and changing health care system.

Aims of the UWI School Of Nursing

1. Provide a state of the art centre for scholarship, research and clinical specialisation.
2. Prepare motivated nurses for leadership within the health care and related services of the region and global economy.
3. Provide appropriate, stimulating, practical experiences in teaching, administration/management, clinical nursing and research to develop high-powered practitioners.
4. Deepen, strengthen, and broaden knowledge and skills in clinical and functional nursing while facilitating the development of effective critical thinkers who are geared to apply evidence-based practice in their areas of specialty.
5. Provide stimulating opportunities to develop creative, transferable skills in clinical specialisation, teaching, administration/management and research.
6. Provide a unique baccalaureate programme to prepare caring nurses to begin practice in the multifaceted health care environments and to facilitate eventual advancement to graduate education.
7. Engage graduate nursing students in critical analysis of national, regional and global nursing and health issues/problems, while exploring solutions within economic, geopolitical and social environments.
8. Expose graduate students to a variety of teaching and learning experiences/environments through multidisciplinary educational and clinical interactions.
9. Strengthen/foster personal, interpersonal, and professional values and attitudes through continuing education with particular reference to individuals, their families, the community, and the health team.
10. Integrate ethical principles, legal accountability, and accepted responsibility in the delivery of evidence-based nursing care to individuals, families, and community.

Programme Summary

The four-year B.Sc. Nursing programme consisting of 139 credits is offered by The UWI School of Nursing, Mona, over four academic years and three summers (summers commencing in the second year) as a full-time programme only. The four-year programme commenced in August 2011. There are no accelerated pathways for this programme at this time.

The purpose of the programme is to provide the educational and experiential foundation for entry level professional nursing practice and to provide a base on which to build a career through graduate-level study in specialist areas such as midwifery, nurse practitioner, clinical specialists and nurse administrator and educator. The aim of the curriculum is to prepare professional nurses who possess leadership skills and have the necessary competencies to meet the demands in a growing and changing health care system.

The programme is in line with The UWI's mission to prepare graduates who are career-ready, exceptionally well-grounded in their discipline, articulate and possess superior problem-solving and critical thinking skills.

The programme will prepare graduates who will:

a) be eligible to apply for entry to the General Registry for Nurses of the Nursing Council of Jamaica or any other nursing legislative body in the CARICOM region;
b) display professional responsibility and accountability for safe nursing care to individuals, families and communities along the wellness-illness continuum and at any stage of the life cycle;
c) apply evidence-based nursing care to clients/patients and their families at any stage of the life cycle, in primary, secondary, tertiary or extended care facilities with respect for individuals rights.

The curriculum content is designed to enable students to develop critical thinking, and interpersonal relationship skills as well as receive education and training in biological, behavioural, social and nursing sciences. In year 1, students are introduced to social and medical sciences that impact nursing practices.

In years two to four, the curriculum focuses on nursing science and the emphasis moves from the classroom to various healthcare settings. Students become exposed to clinical skills, nursing theory and varying nursing roles. Courses include adult and paediatric care, medical and surgical nursing, community health, mental health care, leadership, management and health promotion. Clinical teaching and learning are carried out in a range of settings including hospitals, clinics, community and social care agencies. In the final semester, students will undertake a clinical internship to assist in consolidation of clinical competencies and the transition from student to "real life" practice as a Registered Nurse.

Outline of the Degree Programme

a) The Bachelor of Science degree in Nursing (B.Sc.) is awarded on the basis of a programme of study comprising a total of not less than 139 credits in courses covering both theory and practice and will be offered on a full-time basis. The programme consists of courses covering both theory and clinical practice.

b) Each course normally extends over not more than one (1) semester, but in some cases may extend over two (2) semesters.

c) In order to be eligible for the award of the degree, candidates must have obtained passes in courses equivalent to a minimum of one hundred and thirty-nine (139) credits from Levels I, II, III and IV, as follows: -

Levels	**Credits**
Level I	39
Level II	35
Level III	34
Level IV	31
Total	139

d) All nursing courses are compulsory. Currently courses from levels 2-4 are calculated in the degree GPA.

e) All students must complete the three foundation courses listed in the programme plan. Students who do not have the prerequisites (i.e. ELPT 1; CSEC/GCE grade '1' or 'A' respectively or CAPE Communication Studies grades 1 and 2) should register for the yearlong foundation course Critical Reading and Writing in the Disciplines. The course code for this year long course is FOUN1019. Students who have the prerequisites should register for FOUN1014 in the first year of the programme (as per programme plan).

f) The general elective must be completed by the second semester of year three. N.B. If Sign Language is chosen as an elective, LING1819 Beginner's Caribbean Sign Language MUST be completed in Year one, Semester two in order to sit LING2821 Sign Language for Medicine and Dentistry in Year two, Semester one.

Course Offerings

YEAR ONE SEMESTER ONE			YEAR ONE SEMESTER TWO		
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
NURS1108	Anatomy & Physiology 1	3	NURS1109	Human Anatomy & Physiology 2	3
NURS1014	Biochemistry	3	NURS1114	Health Informatics	3
NURS1111	Microbiology	3	SOCI1002	Sociology for the Caribbean	3
FOUN1014	Critical Reading and Writing in Science and Technology and Medical Sciences	3	NURS1113	Epidemiology	3
PSYCH1000	Introduction to Psychology	3	SOCI1005	Introductory Statistics for the Caribbean	3
FOUN1101	Caribbean Civilization	3	NURS1013	Nutrition	3
			LING 1819	Beginner's Caribbean Sign Language	3
			OR FOUN1031	Law, Governance, Economy & Society in the Caribbean	3
Total Credits		**18**	**Total Credits**		**21**

YEAR TWO SEMESTER ONE			YEAR TWO SEMESTER TWO		
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
NURS2117	Health Assessment	3	NURS2010	Pharmacology and Therapeutics in Nursing	3
NURS2118	The Nursing Process	3	NURS2011	Health Promotion	3
NURS2124	Human Pathophysiology	3	NURS2112	Patient & Health Care Worker Safety	3
NURS2015	Introduction to Professional Nursing	3	NURS2020	Concepts Applied to Nursing Clinical Practicum	3
NURS2019	Concepts Applied to Nursing	3	LING 2821	Sign Language for Medicine and Dentistry (FREE ELECTIVE) prerequisite LING 1819	3
Total Credits		**15**	**Total Credits**		**15**

YEAR TWO SUMMER		
Code	**Course**	**Credit**
NURS2213	Nursing Care of Adults	**4**
NURS2214	Nursing Care of Adults Clinical Practicum	**4**
Total Credits		**8**

YEAR THREE SEMESTER ONE			YEAR THREE SEMESTER TWO		
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
NURS3136/NURS3015	Mental Health Nursing/Nursing Care of Older Adults	3	NURS3000	Parent Child Nursing	3
NURS3137/NURS3016	Mental Health Nursing Clinical Practicum/ Nursing Care of Older Adults Clinical	3	NURS3001	Parent Child Nursing Clinical Practicum	4

	Practicum				
NURS3018	Diet Therapy	3	NURS3019	Community Health Nursing	3
NURS3017	Principle of Life Support and First Aid	3	NURS3020	Community Health Nursing Clinical Practicum	3
NURS3030	Research Methodology	3			
Total Credits		**15**	**Total Credits**		**13**

YEAR THREE SUMMER		
Code	**Course**	**Credit**
NURS3015/NURS3136	Nursing Care of Older Adults/Mental Health Nursing	**3**
NURS3016/NURS3137	Nursing Care of Older Adults Clinical Practicum/ Mental Health Nursing Clinical Practicum	**3**
Total Credits		**6**

YEAR FOUR SEMESTER ONE			**YEAR FOUR SEMESTER TWO**		
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
NURS4010	Nursing Care of Children & Adolescents	**3**	NURS4015	Leadership & Management in Nursing	**3**
NURS4011	Nursing Care of Children & Adolescents Clinical Practicum	**4**	NURS4016	Leadership & Management in Nursing Clinical Practicum	**4**
NURS4014	Research Project	**3**	NURS4012	Nursing Care of Patients in Specialized Care Settings	**3**
	FREE ELECTIVE (if not done already)	**3**	NURS4013	Nursing Care of Patients in Specialized Care Settings Clinical Practicum	**4**
Total Credits		**13**	**Total Credits**		**14**

YEAR FOUR SUMMER		
Code	**Course**	**Credit**
NURS 4017	Clinical Internship	**4**
NURS 4018	Senior Nursing Review	**0**
Total Credits		**4**
TOTAL PROGRAMME CREDITS		**139**

Progress through the Programme

a) Candidates admitted to the programme are encouraged to register for all courses as well as the necessary foundation courses at the beginning of the school year, as outlined in the Curriculum. N.B. Registration for the summer semester will be done prior to the beginning of the semester.

b) Candidates must meet all prerequisites and co-requisites requirements to access courses for which these are stated.

c) Candidates must attend at least 85% of both theoretical and clinical courses, to be allowed to proceed to the examination. The pass mark for each nursing course is 50%. Candidates will be allowed a maximum of three (3) attempts at any nursing course.

d) Candidates who achieve a GPA of less than 2.00 within any one semester will be placed on academic warning in-keeping with the UWI GPA regulations. This warning will be removed if the students' GPA improves in the successive semester.

e) Progression of students from one level to the next is based on success in the theory and clinical practice.

i. **Progression from Level I to II**
In order to satisfy the minimum requirement for entry to Level II, a candidate must attain passes in ALL Level I courses including all foundation and supportive courses.

ii. **Progression from Level II to III**
Promotion to Level III will be granted ONLY if passes have been attained in all Level II courses. N.B. NURS2117 Health Assessment and NURS2118 the Nursing Process are prerequisites for Year Two Semester Two.

iii. Progression from Level III to IV

Promotion to Level IV will be granted if passes have been attained in all Level III courses. Candidates will ONLY be eligible for NURS4017 Clinical Internship and NURS4018 Senior Nursing Review, if they are successful in ALL COURSES (including foundation and support courses).

f) Candidates will be asked to withdraw from the Faculty if:
   i. his/her GPA remains below 2.00 for two consecutive semesters
   ii. he/she has failed a nursing course on the third attempt
   iii. he/she has failed all courses taken in Semester I, Year 1.

❖ BACHELOR OF SCIENCES IN RADIOLOGICAL SCIENCES

The Bachelor of Science in Radiological Sciences (revised from the Bachelor of Diagnostic Imaging), and is designed to provide fundamental and advanced didactic and practical experience in diagnostic and therapeutic radiography, nuclear medicine, ultrasonography and radiotherapy. As of academic year 2023/2024 all new applicants are considered for the revised BSc in Radiological Sciences programme only. This is a full-time programme which will be delivered in a blended modality for the duration of 4 or 5 years based on the specialisation.

This new programme offers both 4-years and 5-years majors. All students, regardless of the concentration being pursued, will sit the first 3 years together and complete the same requirements within the first 3 years of the degree. After the first 3 years students will choose from one of the following 5 majors:

Outline of the Degree Programme

1. Students enrolled in the revised B.Sc. in Radiological Sciences, must complete all RDSC courses applicable to your major along with the requisite UWI Mona Foundation courses.
   - B.Sc. Radiological Sciences (X-Ray and CT) – 4-year programme (160 Credits).
   - B.Sc. Radiological Sciences (X-Ray and MRI) – 4-year programme (157 Credits).
   - B.Sc. Radiological Sciences (X-Ray and Nuclear Medicine) – 5-year programme (207 Credits).
   - B.Sc. Radiological Sciences (X-Ray and Radiotherapy) – 5-year programme (202 Credits).
   - B.Sc. Radiological Sciences (X-Ray and Ultrasonography) – 5-year programme (203 Credits).

2. Students enrolled in the existing 3-year BSc in Diagnostic Imaging must complete all DIMA, Foundation, and any other required university course credit requirements for levels 1-3 of the 3-year programme to be eligible for award of the degree in Diagnostic Imaging. Students completing the BSc Diagnostic Degree programme are encouraged to contact the Programme Head or their academic advisor on the related matters.

3. The programme consists of courses or clerkships including lectures, conferences, seminars, tutorials, self-study, the use of learning aids (including information technology), practical and demonstrations including clinical bedside teaching.
4. The student's progress in each course or clerkship is assessed on the basis of his or her performance in a combination of course-work and written, practical, clinical and oral examinations.
5. The programme will involve the placement of students at various clinical sites across the island of Jamaica. Applicants are to be aware that the programme will require him/her to be present at these locations for learning purposes. The programme is not responsible for student's accommodation or transportation to these sites or any other learning site throughout the duration of the programme.
6. All successful applicants are required to possess an electronic device in working condition that will allow them to utilise the requisite digital tools that will be used for learning. At minimum a tablet is required.
7. Candidates who successfully complete their programme of study will be awarded a Bachelor of Science degree in their registered major.
8. All students are required to complete their major.

Programme Structure and Content

The BSc. Radiological Sciences consist of the following courses:

YEAR 1 Semester I	Credits	YEAR 1 Semester II	Credits
Anatomy & Physiology 1	3	Anatomy & Physiology 2	3
General & Radiation Physics	2	General Patient Management & Psychology 2	2
Introduction to Medical Imaging Modalities	2	Principles of Radiographic Exposure	2
Medical Law & Ethics	2	Radiographic Positioning & Procedures 2	3
General Patient Management & Psychology 1	2	General Radiation Protection, Biology & Dosimetry 2	2
Practicum Simulation 1	2	Practicum Simulation 2	2
Radiographic Positioning & Procedures 1	3	FOUNDATION COURSE *(ALL students must complete the required number of Foundation courses by the end of Year 3 of the programme)*	

General Radiation Protection, Biology & Dosimetry 1	2		
FOUNDATION COURSE *(ALL students must complete the required number of Foundation courses by the end of Year 3 of the programme)*			
Total Credits	**18**	**Total Credits**	**14**
Year 1 Semester 3		**Credits**	
Clinical Practicum 1		6	
Total Credits		**6**	
YEAR 2 Semester I	**Credits**	**YEAR 2 Semester II**	**Credits**
Cross Sectional Anatomy 1	3	Cross Sectional Anatomy 2	3
Clinical Education & Image Analysis 1	3	Clinical Education & Image Analysis 1	3
Radiographic Equipment & Maintenance 1	3	Radiographic Equipment & Maintenance 2	3
Radiographic Imaging & Quality Management 1	2	Radiographic Imaging & Quality Management 2	2
Radiographic Positioning & Procedures 3	3	Radiographic Positioning & Procedures 4	3
Epidemiology, Community Health & Health Education (O)	2	Pharmacology & Venepuncture	2
Practicum Simulation 3	2	Practicum Simulation 4	2
FOUNDATION COURSE *(ALL students must complete the required number of Foundation courses by the end of Year 3 of the programme)*		FOUNDATION COURSE *(ALL students must complete the required number of Foundation courses by the end of Year 3 of the programme)*	
Total Credits	**18**	**Total Credits**	**18**
Year 2 Semester 3		**Credits**	
Clinical Practicum 2		7	
Total Credits		**7**	

YEAR 3 Semester I	**Credits**	**YEAR 3 Semester II**	**Credits**
Clinical Practicum 3	12	Radiological Pathology and Diagnosis	3
Interventional Radiology	3	General Pathology	2
FOUNDATION COURSE *(ALL students must complete the required number of Foundation courses by the end of Year 3 of the programme)*		Healthcare Management	2
		Clinical Practicum 4	12
Total Credits	**15**	**Total Credits**	**19**
Year 3 Semester 3	**Credits**		
Clinical Practicum 5	4		
Total Credits	**4**		

Course offerings for year 4 based on streams.

Major 1: BSc. Radiological Sciences (X-Ray – CT)

YEAR 4 Semester I	Credits	YEAR 4 Semester II	Credits
CT Physics and Instrumentation 1	3	CT Physics and Instrumentation 2	3
Patient Care & Radiation Protection in Computed Tomography 1	2	CT Imaging Procedures 2	4
CT Image Acquisition and Post Processing (Planar and Volumetric) 1	3	Patient Care & Radiation Protection in Computed Tomography 2	2
CT Imaging Procedures 1	4	CT Image Acquisition and Post Processing (Planar and Volumetric) 2	3
CT Pathology 1	3	CT Pathology 2	3

Clinical Research/Case Study	0	Clinical Research/Case Study	3
Total Credits	**15**	**Total Credits**	**18**
Year 4 Semester 3		**Credits**	
Clinical Practicum CT		8	
Total Credits		**8**	

Major 2: BSc. Radiological Sciences (X-Ray – MRI)

YEAR 4 Semester I	Credits	YEAR 4 Semester II	Credits
MRI Physics and Instrumentation 1	2	MRI Physics and Instrumentation 2	2
Patient Care and MRI Safety 1	2	Patient Care and MRI Safety 2	2
MRI Image Acquisition and Post Processing 1	3	MRI Image Acquisition and Post Processing 2	3
MRI Imaging Procedures 1	3	MRI Imaging Procedures 2	3
MRI Pathology 1	2	MRI Pathology 2	2
Free Elective	3	Clinical Research/Case Study	3
Clinical Research/Case Study	0		
Total Credits	**15**	**Total Credits**	**15**
Year 4 Semester 3		**Credits**	
Clinical Practicum MRI		8	
Total Credits		**8**	

Major 3: BSc. Radiological Sciences (X-Ray and Nuclear Medicine)

YEAR 4 Semester I	Credits	YEAR 4 Semester II	Credits
Patient Care in Nuclear Medicine 1	3	Patient Care in Nuclear Medicine 2	3

Instrumentation in Nuclear Medicine 1	3	Radiobiology in Nuclear Medicine 2	3
Radiobiology in Nuclear Medicine 1	3	Diagnostic Procedures in Nuclear Medicine 2	3
Radiation Protection in Nuclear Medicine 1	3	Radiation Protection in Nuclear Medicine 2	3
Physics in Nuclear Medicine	3	Instrumentation in Nuclear Medicine 2	3
Diagnostic Procedures in Nuclear Medicine 1	3	Nuclear Pharmacy and Pharmacology	3
Total Credits	**18**	**Total Credits**	**18**
Year 4 Semester 3		**Credits**	
Clinical Practicum Nuclear Medicine 1		9	
Total Credits		**9**	
YEAR 5 Semester I	**Credits**	**YEAR 5 Semester II**	**Credits**
Patient Care in Nuclear Medicine 3	3	Patient Care in Nuclear Medicine 4	3
Systems Based Practice in Nuclear Medicine	2	Diagnostic Procedures in Nuclear Medicine 4	3
Diagnostic Procedures in Nuclear Medicine 3	3	Theranostics (Radionuclide Therapy) 2	3
Theranostics (Radionuclide Therapy) 1	3	Clinical Research/Case Study	3
Emerging Technologies in Nuclear Medicine	2	Medical Informatics in Nuclear Medicine	2
Clinical Research/Case Study	0	Pathophysiology in Nuclear Medicine 2	2
Pathophysiology in Nuclear Medicine 1	2		
Free Elective	3		
Total Credits	**18**	**Total Credits**	**16**
Year 5 Semester 3		**Credits**	

Clinical Practicum Nuclear Medicine 2	**9**
Total Credits	**9**

Major 4: BSc. Radiological Sciences (X-Ray and Radiotherapy)

YEAR 4 Semester I	**Credits**	**YEAR 4 Semester II**	**Credits**
Imaging and Processing in Radiation Oncology 1	3	Patient Care in Radiation Therapy 2	3
Operational Issues in Radiation Therapy 1.	2	Imaging and Processing in Radiation Oncology 2	3
Medical Terminology in Radiation Therapy	1	Quality Management in Radiation Therapy 1	2
Principles and Practice of Radiation Therapy 1	3	Operational Issues in Radiation Therapy 2	2
Orientation to Radiation Therapy	3	Principles and Practice of Radiation Therapy 2	3
Patient Care in Radiation Therapy 1	3	Physics in Radiotherapy	2
		Treatment Planning 1	3
Total Credits	**15**	**Total Credits**	**18**
Year 4 Semester 3	**Credits**		
Clinical Practicum Radiation Therapy 1	9		
Total Credits	**9**		
YEAR 5 Semester I	**Credits**	**YEAR 5 Semester II**	**Credits**
Pathophysiology in Radiation Therapy 1	2	Pathophysiology in Radiation Therapy 2	2
Principles and Practice of Radiation Therapy 3	3	Principles and Practice of Radiation Therapy 4	3
Quality Management in Radiation Therapy 2	2	Quality Management in Radiation Therapy 3	2

Patient Care in Radiation Therapy 3	2	Patient Care in Radiation Therapy 4	2
Treatment Planning 2	3	Treatment Planning 3	3
Clinical Research/Case Study	0	Clinical Research/Case Study	3
Quality Management in Radiation Therapy 2	2		
Free Elective	3		
Total Credits	**17**	**Total Credits**	**15**
Year 5 Semester 3		**Credits**	
Clinical Practicum Radiation Therapy 2		9	
Total Credits		**9**	

Major 5: BSc. Radiological Sciences (X-Ray and Ultrasonography)

YEAR 4 Semester I	**Credits**	**YEAR 4 Semester II**	**Credits**
Pathophysiology in Ultrasound 1	4	Pathophysiology in Ultrasound 2	4
Physics & Instrumentation in Ultrasonography 1	3	Physics & Instrumentation in Ultrasonography 2	3
Ultrasonography Procedures 1	5	Ultrasonography Procedures 2	5
Patient Care in Ultrasonography 1	3	Patient Care in Ultrasonography 2	3
Total Credits	**15**	**Total Credits**	**15**
Year 4 Semester 3		**Credits**	
Clinical Practicum US 1		9	
Total Credits		**9**	
YEAR 5 Semester I	**Credits**	**YEAR 5 Semester II**	**Credits**
Pathophysiology in Ultrasound 3	4	Pathophysiology in Ultrasound 4	4
Ultrasonography Procedures 3	5	Ultrasonography Procedures 4	5
Patient Care in Ultrasonography 3	3	Patient Care in Ultrasonography 4	3

Clinical Research/Case Study	0	Clinical Research/Case Study	3
Physics & Instrumentation in Ultrasonography 3	3	Clinical Practicum US 2	3
Free Elective	3		
Total Credits	**18**	**Total Credits**	**18**
Year 5 Semester 3		**Credits**	
Clinical Practicum US 3		9	
Total Credits		**9**	

Progress through the Programme

1. **Radiological Sciences Course**
   - Students are required to ascertain all information regarding their programme of study from the department office or the Student Administration System (SAS).
   - All students in the BSc Radiological Sciences will sit the same courses for the first 3 Levels of the programme.
   - Students must complete all courses from Level 1 to 3 before being eligible to advance to Level 4.
   - Students must complete all foundation courses as required by The UWI Mona before he/she will be allowed to advance to Level 4.
   - On successful completion of all required Level 1 to 3 courses, students will then sit only the courses relevant to his/her respective major.
   - Students who fail any course will be given the requisite grade as determined by the University's grading rules.
   - Students who are required to repeat a failed course shall normally be allowed a maximum of two further attempts at that failed course.
   - Students are required to pass the pre-requisite of a course before they will be permitted to do it. Override of this is subject to lecturer's approval.
   - Students who do not pass a failed course after a total of three attempts shall normally be required to withdraw from the programme by the Academic Board on the recommendation of the Faculty Board, with the ability to appeal for a waiver.
   - A student whose performance in any course is considered unsatisfactory based on on-going or examination performance shall be required to repeat the course and/or the examination/coursework. Repetition of any part of the course may necessitate a delay in completion of the overall programme. Each student pursuing a 4 years major will normally be given 7 years to complete the programme, and for each student pursuing the 5 years major an allotment of normally 8 years will be given for completion of the programme.
   - The calculation of students' GPA will be done in accordance with the University's GPA calculation regulations.

- Record of failed courses on a transcript will be in accordance with the University's regulation.

2. **Unsatisfactory Performance**
   - A student's performance is considered unsatisfactory if he or she displays either poor academic performance or unprofessional behaviour.
   - A student's academic performance is considered unsatisfactory if he/she has failed any form of assessment, examination or on-going evaluation in any specified course, clerkship or learning unit which is a required component of the BSc Radiological Sciences programme.
   - A student's behaviour is considered unprofessional if he/she displays inappropriate or unethical behaviour in his/her interpersonal contacts especially in relation to patients or their families, colleagues, or members of the University or hospital staff.
   - Where unsatisfactory performance is felt to be serious or is, for any other reason, considered to be a cause for concern, the matter should be reported in writing to the Dean and copied to the candidate.
   - The student shall be given an appointment to be interviewed by the Dean or the Dean's nominee who shall arrange for appropriate remedial action to assist the candidate, followed by re-evaluation.
   - The Faculty Board shall consider a written report on the result of the remedial action and shall make a recommendation to the Academic Board as to whether or not the student may proceed to the next phase of the programme at that time.
   - A student who fails to attend the interview or to participate in the remedial measures or the re-evaluation may be barred by the Academic Board, on the recommendation of the Faculty Board, from continuing in the programme.
   - Where unprofessional misconduct is serious, the Dean shall refer the matter to the Office of the Principal and the disciplinary procedures should be followed as per "The Code of Principals and Responsibilities for Students".
   - Where poor academic performance is repetitive or where unprofessional misconduct is serious, the Dean shall convene a committee to examine the case and to provide a report to the Faculty Board. The committee shall include staff members from at least three different Departments. The student concerned shall be given an opportunity to be heard and may be accompanied by another member of the student body selected by the candidate.
   - The Faculty Board shall consider the report of the committee and may make a determination that no further action is required or may submit the matter to the Academic Board for its decision, with a recommendation as to the measures to be taken. Such measures may include:
     i. the institution of further remedial measures (which may include professional counselling).
     ii. leave of absence for a period of up to one year.
     iii. withdrawal from the BSc programme.
       - The decision of the Board for Undergraduate Studies or the Faculty Board as the case may be, shall be conveyed to the student in writing and the student shall have the right to appeal the decision by application to the Board for Undergraduate Studies and Senate as appropriate.

- Students required to withdraw from the Faculty because of poor performance may be considered for readmission to the BSc Radiological Sciences degree programme after at least one year has elapsed since their withdrawal.
- Students who voluntarily withdraw from the programme must inform the Head of Programme in writing and apply through the ASRS link on SAS.
- Students will not be allowed to progress to the next level of the programme where the student fails 3 or more RDSC courses at the end of the academic year and possesses a GPA less than 2.0.

Award of Degree

Graduates will be awarded their degrees in accordance with the GPA Regulations of The UWI, provided that the graduates satisfied the following:

i. Completed the full credit load of the programme.
ii. Attainment of a minimum GPA of 2.0.
iii. Having no outstanding clinical records.

ADMISSION REQUIREMENTS

1. GENERAL UNIVERSITY MATRICULATION REQUIREMENTS

- Applicants who wish to begin the degree programme must fulfill the general University regulations concerning matriculation and, in addition, the specific requirements of the Faculty set out below.

- Applicants must have passes in at least five (5) subjects at CXC (CSEC) General Proficiency (Grades I or II pre-1998 and I-III from 1998) or GCE O-levels or BSCSE (Grades A-C) or approved equivalents, which must include English Language, Mathematics, Chemistry, Biology, and Physics (for further details see the University's Matriculation requirements: https://www.mona.uwi.edu/admissions/firsttime.php).

1.2 ENGLISH LANGUAGE REQUIREMENT

- English Language is compulsory for admission to all programmes. The English Language Proficiency Test (ELPT) is used to assess whether persons applying to pursue undergraduate degree programmes at The UWI, Mona Campus possess a satisfactory level of writing and reading proficiency in English for university academic purposes. The results of applicants who pass the test will remain valid for a period of five (5) years.
- For information pertaining to the registration and sitting of this test, please contact the UWI's Admissions Office in the Registry on the Mona Campus.
- For information on test registration procedures and test format, candidates should contact the Admissions Section of the Registry on the Mona Campus.

1.3 FACULTY ADMISSION REQUIREMENT

- In addition to the University's University Matriculation requirements for entry to a degree programme admission to all undergraduate degree programmes in the Faculty will be on a competitive basis. Therefore, the fulfilment of the mandatory minimum requirements does not guarantee admission.
- The minimum requirements for full-time 3 years, 4 years and 5 years admission to the undergraduate programmes in the Faculty of Medical Sciences are set out below.

1.4 BACHELOR DEGREE PROGRAMMES

- In the Faculty of Medical Sciences, we are committed to focusing on students' individual requirements to help them make the most of their potential. The FMS offers rewarding professional programmes which are very structured as well as programmes that allow for more flexibility, such as BSc. Degrees from among the following categories: Major, Double Major, Major and Minor, and Minor.

a) Major – A Major is made up of a minimum of thirty (30) credits in the subject area at level II and III.
b) Double Major – A Double Major is made up of a minimum of thirty (30) credits each in two (2) subject areas at levels II and III.
c) Major and Minor – A Major/Minor comprises a minimum of thirty (30) Level II and III credits in the subject area of the Major and fifteen (15) levels II and III credits in the subject area of the Minor.
d) Minor – A Minor comprises a minimum of fifteen (15) credits in the subject area at levels II and III.

1.5 Degree Programme Offerings 2023-2024

The right degree programme will offer the combination of courses required for the realisation of your career goals. The faculty offers both rewarding, structured professional programmes, as well as, flexible degree programmes. Make the right choice from the degrees listed below.

Key: Cave Hill (CH) l St Augustine (SA) l Western Jamaica Campus – Montego Bay (WJC) l School of Clinical and Medical Research (SCMR)

The following Professional programmes are heavily focused on their Majors/Core courses. As such, a Major is available from the following areas, but would not allow for double Major and/or Minor. These include:

- Bachelors of Medicine, Bachelors of Surgery (MBBS) – (SA, CH, SCMR / partial completion at WJC)
- Doctor of Dental Surgery (DDS)
- Doctor of Pharmacy (PharmD)
- BSc. Diagnostic Imaging
- BSc. Physical Therapy
- BSc. Nursing

The following programmes allow for majors or minors in other areas.

- BSc. Pharmacology
- BSc. Anatomy
- BSc. Biology

How to apply Visit the University of the West Indies website at http://www.mona.uwi.edu. At the top right corner of the home page the icon for “Apply Now” will allow the applicant to click on the tab which brings you to the

application page. Create an application account and fill in the information required based on the programme you desire to apply for. The list of required items will be listed in the portal and will allow you to upload the documentation. Note also that the hard copies of these documents should be submitted at the admissions office at the University of the West Indies Campus.

2. PROGRAMME SPECIFIC ADMISSION REQUIREMENTS

2.1 Bachelor of Basic Medical Sciences (BBMedSci)

Programme Duration: Three years Full-Time

(Options for Major: Anatomy, Physiology and Pharmacology)

2.1.1 Academic Requirements

- Five CSEC (General Proficiency Grades I-III) and/or GCE O'Level/BGCSE subjects (Grades A-C) in English Language, Mathematics, Biology, Chemistry and Physics

  AND

- Two double Units CAPE subjects or 2 A- Level subjects chosen from Chemistry, Biology/Zoology, Physics/Mathematics OR UWI Preliminary Pure and Applied Science Courses – Chemistry, Life Sciences, Physics, Mathematics OR Equivalent qualifications (as determined from transcripts).

  OR

- UWI Preliminary Pure and Applied Science Courses – Chemistry, Life Sciences, Physics, Mathematics OR Equivalent qualifications (as determined from transcripts).

NOTE: Students registered in the Bachelor of Basic Medical Sciences Programme cannot transfer to the MB.BS Programme. However, on completion can apply to the MB, BS Programme where credits may be granted.

2.2 Bachelor of Medicine, Bachelor of Surgery (MB.BS) and Bachelor of Basic Medical Sciences Degree (BMedSci)

Five years Full-Time (applicants must be at least 18 years old in year of admission)

2.2.1 Applicants must normally have attained a minimum age of 18 years old by December 31 of the year of entry.

2.2.2 Applicants must submit their applications to the Senior Assistant Registrar, Student Affairs, the University of the West Indies on the relevant Campus by the end of the second week of January each year. For procedures concerning applications and for further information candidates should write to the Senior Assistant Registrar, Student Affairs.

2.2.3 The academic requirements for admission to the MB BS Degree Programme are based on the applicant's proficiency and attainment in any of the following, hereinafter referred to as "approved examinations":

- Caribbean Advanced Proficiency Examinations (CAPE)/General Certificate of Education Advanced ("A") Level Examinations or their equivalent.
- UWI Preliminary or Introductory Level Courses in the appropriate subjects in the Faculty of Science and Technology or the Faculty of Food and Agriculture (St. Augustine) (see Regulation 2.3 and 2.4 below).
- Programmes/Courses which are considered equivalent at institutions recognised by the University of the West Indies (see Regulation 2.9 below).

2.2.4 The applicant must have obtained three (3) passes in the approved examinations including Biology/Zoology and Chemistry. The third subject can be Physics, Mathematics or any other approved subject including one from the humanities or social sciences provided that passes have also been obtained in Physics and Mathematics at the CSEC(CXC) or GCE O Level or any other equivalent qualifying examinations.

2.2.5 Applicants holding UWI first degrees in the natural sciences with a minimum qualification of lower second class honours (GPA 2.5) may be considered for entry.

2.2.6 Applicants holding professional degrees in allied Health disciplines may also be considered for entry provided that they have attained a minimum grade of B+ or GPA of 3.3 in the appropriate science subjects during their degree programme or Grade 3 passes in Biology/Zoology and Chemistry at Unit 2 CAPE /A Level or equivalent.

2.2.7 Applicants holding degrees other than degrees in the natural sciences may also be considered provided that they have attained a minimum grade of B+ or GPA of 3.3 in the appropriate science subjects during their university programme or Grade 3 passes in Biology/Zoology and Chemistry at Unit 2 CAPE/A Level or equivalent.

2.2.8 Applicants with first degrees from institutions other than the UWI shall also be considered provided that:

- The programme of study has been accredited by a relevant body or agency and is considered acceptable by the UWI.
- Credits have been obtained in Biology/Zoology and Chemistry.
- A minimum GPA of 3.0 or its equivalent has been obtained.

2.2.9 All applicants are required to submit a short 250 - 300 word autobiographical summary outlining the reasons for their career choice.

2.2.10 An applicant's proof of involvement in extracurricular activities will be taken into account. Accordingly,

- Each activity should be listed on the application form and must be accompanied by original letters of certification from principals, supervisors or employers for each activity. Both the duration of involvement and the level of responsibility of the applicant in each activity shall be taken into consideration and certifying documents must state these clearly.
- In considering these activities, the University places emphasis on an applicant's voluntary participation in community/social projects although consideration shall also be given to other extracurricular activities, experiences and abilities (such as music, sports, drama, and debating or proficiency in a foreign language).
- An applicant may also be required to attend an interview to assess soft skills such as ethics, empathy and professionalism.

2.2.11 Technical Standards for Admission to, advancement in and Graduation from Medical School

In addition to the academic requirements for admission, students in medicine must also meet the technical standards that are deemed essential for training and practice in the profession. Note that the use of intermediary, a person trained to perform essential skills on behalf of the student, or a person used such that a student's judgement must be mediated by someone else's power of observation and selection, is not permitted. These standards are outlined under the following heading:

- **Observation**: a student must be able to observe demonstration and experiments in the basic sciences including but not limited to anatomic dissection, microscopic studies and patient demonstration. A student must be able to visually interpret presented information requiring the functional use of vision, hearing, touch, and sometimes smell.
- **Communication:** a student must be able to communicate effectively and sensitively to patients, caregivers, faculty/staff and all members of the healthcare team. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive both verbal and non-verbal communication. A student must be able to communicate effectively and efficiently in oral and written English with all members of the healthcare team.
- Sensory/Motor: The student must have sufficient motor function and skills necessary to perform basic tasks in the practice of medicine. Examples of such tasks include anatomic dissection, basic microscopy, physical examination, auscultation, palpation, percussion, venipuncture, suturing, and the provision of basic life support. Such activities require the coordination of both gross and fine motor movement, equilibrium and functional use of the senses.

- Intellectual (Conceptual Integrative and Quantitative Abilities): A student must have the ability to accurately, competently and independently measure, calculate, reason, analyze, synthesize and integrate data and information relevant to patient care. In order to deliver appropriate patient care, students must be alert and attentive at all times in clinical settings and use their skills in a timely manner to formulate a logical diagnosis and an effective treatment plan.
- Behavioural/Social: A student must be of sufficient emotional health to utilise fully his or her intellectual abilities, the exercise of good judgement, and prompt completion of all patient care responsibilities in the interest of patient safety. A student must possess the ability to develop mature, sensitive and effective relationships with patients, including those whose gender, ethnicity, culture, socioeconomic background, sexual orientation or belief are different from their own. A student should be able to work effectively and respectfully as a part of a healthcare team, be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. A student should be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. A student must possess compassion, integrity, high moral character, interpersonal skills and motivation to excel in the practice of medicine. A student must abide by the law of the country and adhere to the code of conduct of the Medical School and the University.

  https://sta.uwi.edu/resources/documents/conduct.pdf;

  https://www.cavehill.uwi.edu/gradstudies/researouces/documentslibrary/codesprncples3_000.aspx

- Health: Certain illnesses may impair a student's performance, these include but are not limited to active drug and/or alcohol addiction, severe depression and other psychiatric illnesses or severe medical illnesses. A student must strive to maintain the highest quality of personal health to demonstrate to patients and to the public that they are able to provide the highest quality of medical care.

2.3 DOCTOR OF DENTAL SURGERY (D.D.S)

Programme Duration: Five years Full-Time (applicants must be at least 18 years old in year of admission)

2.3.1 Academic Qualifications

The academic requirements for admission to the UNDERGRADUATE DENTAL PROGRAMME is based on the applicant's proficiency and attainment in any of the following, hereinafter referred to as "approved examinations":

- Caribbean Advanced Proficiency Examinations (CAPE)/General Certificate of Education Advanced ("A") Level Examinations or their equivalent.
- The International Baccalaurette (IB) Programme Examinations.
- UWI Preliminary or Introductory Level Courses in the appropriate subjects in the Faculty of Science and Technology (Mona, Cave Hill, St. Augustine).
- Programmes/Courses which are considered equivalent at institutions recognized by the University of the West Indies.

- Five CSEC subjects (General Proficiency Grades I-III) and/or GCE O'Levels/ BGCSE (Grades A-C) in English Language, Mathematics, Biology, Chemistry and Physics

  AND

- Three double Units CAPE subjects or 3 A- Level subjects including Chemistry, Biology and any other subject.

  NOTE: Physics and Mathematics are compulsory at the CSEC/BGCSE level, whereas Biology and Chemistry are compulsory at CAPE/A-Levels

  OR

- UWI Introductory year in Science & Technology Courses in Biology, Chemistry and one other subject **OR** Triple Major Associate from an approved community college degree majoring in Biology, Chemistry and one other subject with GPA greater than 3.5.

- Students currently studying at The UWI in the Faculty of Science and Technology (Mona, St. Augustine, and Cave Hill) seeking to be transferred to the UNDERGRADUATE DENTAL PROGRAMME shall only be considered from the Preliminary and/or Introductory level courses in Chemistry, Biology and one other subject. If the third subject is not Physics, then this must have been passed at CSEC (CXC)/ GCE O-Level/ BGCSE. The student must have obtained passes at Levels I & II in Chemistry, Biology and any other subject in the Pre-Science programme (Faculty of Science and Technology). The academic standard for entry will be based on the cumulative GPA in the three (3) courses.

- Applicants holding UWI first degrees in the natural sciences from the UWI's Faculty of Science and Technology/ Pure and Applied Sciences/ Science and Agriculture may be considered for entry. The academic standard for entry will be based on the cumulative GPA and performance in Chemistry, Biology and one other course. If the third subject is not Physics, Physics must have been passed at the CSEC (CXC)/ GCE O' Level / BGCSE.

- Applicants holding UWI first degrees from the BBMedSci Degree Programmes with a minimum of lower second class honours may be considered for entry. The academic standard for entry will be based on the cumulative GPA.

- Applicants holding professional degrees in Allied Health disciplines may also be considered for entry provided that they have attained a minimum average grade of B+ or grade point of 3.30 in the appropriate science subjects during their degree programme.
- Applicants in Pre-Health Professional programmes may also be considered for entry provided that they have attained a minimum cumulative GPA of 3.30 and a minimum grade of B+ in each of the appropriate science subjects.

- Applicants holding degrees other than degrees in the natural sciences may also be considered provided that they have attained a minimum average grade of B+ or grade point of 3.30 in the appropriate science subjects during their university programme, and provided that the university which granted the degree is recognized as competitive, and that credits have been obtained in Chemistry and Biology and one other subject over two semesters during the university programme OR at least grades I/II in Chemistry and Biology at CAPE Units I & II or GCE A' Level or approved equivalent.
- Applicants with first degrees from institutions other than the UWI shall also be eligible provided that:

  a) The programme of study has been accredited by a relevant body or agency and is considered acceptable by the UWI. Credits have been obtained in Biology/Zoology and Chemistry. A minimum grade point average of 3.30 or its equivalent has been obtained.
  b) A triple major Associate Degree in Science from an approved Community College with a GPA greater than 3.8.
  c) Applicants with appropriate experience may be considered under the Mature/Prior Learning qualifications matrix of the University.

2.3.2 Non-Academic Considerations

- All candidates are required to submit a short autobiographical sketch outlining the reasons for their career choice (300 words or less) Candidates must also produce evidence of their involvement in relevant extra-curricular/co-curricular activities, socially-oriented projects and voluntary community service in the year prior to their application.

- Applicants must normally have attained a minimum age of 18 years at the commencement of the academic year of entry to the UNDERGRADUATE DENTAL PROGRAMME.

- An applicant's chances of entry will be enhanced by documented and certified involvement in extracurricular activities in the years prior to his/her application. Each activity should be listed on the application form and must be accompanied by original letters of certification from principals, supervisors or employers for each activity. Both the duration of involvement and the level of responsibility of the applicant in each activity shall be taken into consideration and certifying documents must state these clearly. In considering these activities, the University places emphasis on applicant's voluntary participation in community/social projects, although consideration shall also be given to other extracurricular activities, experiences and abilities (such as music, sports, drama, and debating or proficiency in a foreign language).

- Applicants may also be required to attend an interview.

- Applicants may also be required to take a psychometric test.

- Applicants may also be required to take a manual dexterity test.

- Applicants who are successful and registered must sign the professional behaviour and fitness to practise documents.

- Applicants must present a Police Certificate of Character

- Applicants must complete and submit a Work Observation Form

[A committee will review each certificate to ensure fairness in the adjudication of any student's application which has attached to it a certified negative character reference]

2.4 B.Sc. NURSING

Programme Duration: Four Years Full-Time (applicants should be at least 17 years old at the time of admission)

2.4.1. Academic Requirements

- Five CSEC subjects (General Proficiency Grades I-III) and/or GCE O'Level/BGCSE subjects (Grades A-C) which must include English Language, Biology/Integrated Science/Human and Social Biology, Mathematics and two other approved subjects AND

- Two double Units at CAPE (one subject from Mathematics, Physics, Biology, and one subject from any of the other subject areas, as specified by the Nursing Council of Jamaica).

2.4.2 Non Regional Qualifications

- International Baccalaureate (IB)
- SAT/ Advanced Placement

- ACT
- Ontario Secondary School Diploma (OSSD)

2.4.3 Non-Academic Requirement

- Applicants should be at least 17 years old at the time of application.
- Applicants may be required to attend an interview.
- All applicants are required to submit a short 250 - 300-word autobiographical summary outlining the reasons for their career choice.
- An applicant's chances of entry will be enhanced by documented and certified involvement in extracurricular activities in the years prior to his/her application. Each activity should be listed on the application form and must be accompanied by original letters of certification from principals, supervisors or employers for each activity. Both the duration of involvement and the level of responsibility of the applicant in each activity shall be taken into consideration and certifying documents must state these clearly.
- In considering these activities, the University places emphasis on applicant's voluntary participation in community/social projects although consideration shall also be given to other extracurricular activities, experiences and abilities (such as music, sports, drama, and debating or proficiency in a foreign language).
- Applicants may also be required to sit for a psychometric test.

2.5. Bachelors of Science in Physical Therapy (BScPT)

Programme Duration:Three academic Years, Full-Time (nine semesters)

2.5.1 Academic Requirements

- Five CSEC subjects (General Proficiency Grades I-III) and/or GCE O'Level /BGCSE subjects (Grades A-C) which must include English Language, Mathematics and Biology AND Two double Units CAPE subjects or 2 A- Level subjects, chosen from Physics, Chemistry, Mathematics, Biology.

- In addition to English Language, and Mathematics, applicants will be required to have a GCE (or equivalent) A' Level pass in two of the following subjects: Physics, Chemistry, Mathematics or Biology. Preference is given to persons with grades 1-3 in these subjects.

2.5.2 Non-Academic Requirements

- Be at least 18 years old at the time of admission to the programme.
- Complete, at the time of admission to the programme, sixty (60) volunteer hours in a physical therapy department. At least thirty (30) of these hours must be spent in an acute general hospital. Candidates must make their own arrangements for doing voluntary hours.
- Submit to a personal interview.

- Sit the UWI English proficiency test (where necessary).

2.5.3 Personal Qualifications

Certain characteristics are extremely important in the individual who chooses physical therapy as a career. It is important that you consider these also in assessing your suitability for the profession. These characteristics include:

- Integrity and honesty
- Ability to instruct, motivate and be patient with other people.
- Ability to express warmth and understanding through a helping, caring relationship
- Ability to assume responsibility and use initiative
- Willingness to accept direction and instruction and assume responsibility for own actions
- Ability to express self adequately, orally and in writing.
- Firm commitment to the successful study of physical therapy.

2.6 Bachelor of Science Radiological Sciences

Programme Duration: Three academic years Full-Time

2.6.1 Academic Requirements

- Entrants must possess a minimum of six (6) Caribbean Examination Council Certificate (CSEC) subjects (General Proficiency), with passes at levels 1- 3 or six (6) General Certificate of Education (GCE) ordinary level subjects, at grades A -C or other equivalent examination. The following subjects are compulsory: Mathematics, Physics, Biology and English Language.
- Any two [2] additional CSEC subjects (preferably Science-based) or equivalent qualification completes the basic requirements.
- Passes in Caribbean Advance Proficiency Examination (CAPE) Science subjects (both units) or advanced level or equivalent in Biology, mathematics or Physics and one other subject. Communication Studies (grades 1-3) provide an advantage in the selection process.

2.6.2 Non-Academic Requirements

- Applicants must attend an interview in order to be granted admission.

2.7 DOCTOR OF PHARMACY (PHARMD)

Programme Duration: The curriculum is designed to be completed in five years on a full-time basis. The pre-clinical (mainly didactic) component can be completed in three years and the fourth and fifth years (clinical component) are devoted mostly to clinical (experiential) education in the form of advanced pharmacy practice experiences.

2.7.1 Academic Requirement

The academic admission to the Doctor of Pharmacy Degree Programme is based on the applicant's proficiency and attainment in any of the following, hereinafter referred to as "approved examinations":

- Caribbean Advanced Proficiency Examinations (CAPE) (1 & 2)/General Certificate of Education Advanced ("A") Level Examinations or their equivalent.

The applicant must have obtained three (3) passes in the approved examinations Biology/Zoology, Chemistry and Physics with a pass in Mathematics at the CSEC(CXC) or GCE O Level. CAPE 1 & 2/GCE Advanced Level Mathematics will be accepted instead of Physics provided that a pass has also been obtained in Physics at the CSEC(CXC) or GCE O Level. The **minimum** academic standard for entry is an average of four 3s and two 2s in the required subjects at Units 1 & 2 CAPE or one B and two Cs at GCE Advanced Level.

- UWI Preliminary or Introductory Level Courses in the appropriate subjects (minimum two courses in each required subject) in the Faculty of Science & Technology or the Faculty of Medical Sciences (Mona, Cave Hill or St. Augustine) with a GPA of 3.3 or higher.

Students currently studying at UWI in the above mentioned Faculties seeking to be transferred to the Doctor of Pharmacy Degree Programme shall only be considered from the Preliminary and/or Introductory level courses. All such students must complete and submit a Transfer Form by the end of the second week of January in the calendar year of proposed entry.

- Programme/Courses which are considered equivalent at institutions recognized by the University of the West Indies with a GPA of 3.3 or higher.

Applicants holding UWI first degrees in the natural sciences with a minimum of lower second class honours may be considered for entry.

Applicants holding professional degrees in Allied Health disciplines may also be considered for entry provided that they have attained a minimum average grade of B+ or grade point of 3.3 in the appropriate science subjects during their degree programme or Grade 3 passes in Biology/Zoology, Chemistry and Physics/Mathematics at Unit 2 CAPE /A Level or equivalent.

Applicants holding degrees other than degrees in the natural sciences may also be considered provided that they have attained a minimum average grade of B+ or grade point of 3.3 in the

appropriate science subjects during their university programme or Grade 3 passes in Biology/Zoology, Chemistry and Physics/Mathematics at Unit 2 CAPE/A Level or equivalent.

Applicants with first degrees from institutions other than the UWI shall also be eligible provided that:

- The programme of study has been accredited by a relevant body or agency and is considered acceptable by the UWI.
- Credits have been obtained in Biology/Zoology, Chemistry and Physics/Mathematics.
- A minimum grade point average of 3.3 or its equivalent has been obtained.

Applicants who have earned a BSc. in Pharmacy degree from the University of Technology (UTECH) in Jamaica or the University of the West Indies, St. Augustine Campus, will be considered for admission at the **fourth** year level of the proposed Pharm.D. Programme. **Therefore, pharmacy graduates of UTECH and UWI, St. Augustine will be eligible for advanced standing in the Pharm.D. Programme.**

2.7.2 Non-Academic Considerations

All applicants are required to submit a short 250 - 300 word autobiographical summary outlining the reasons for their career choice.

An applicant's chances of entry will be enhanced by documented and certified involvement in extracurricular activities in the years prior to his/her application.

- Each activity should be listed on the application form and must be accompanied by original letters of certification from principals, supervisors or employers for each activity. Both the duration of involvement and the level of responsibility of the applicant in each activity shall be taken into consideration and certifying documents must state these clearly.
- In considering these activities, the University places emphasis on applicant's voluntary participation in community/social projects although consideration shall also be given to other extracurricular activities, experiences and abilities (such as music, sports, drama, and debating or proficiency in a foreign language).
- Applicants will be required to attend an interview either in person or virtual.
- Documentary evidence of capability to satisfactorily cover program fees for the duration of the program.
- Two letters of recommendations from individuals who can attest to the candidate's character, scientific ability and work experience.

DEFERRAL ENTRY

3. Generally, a candidate who does not wish to commence studies during the year he/she was offered a place in the Faculty may apply for deferral of entry through the Admissions Section of the Registry.

3.1. There are specific requirements for candidates to the **MB.BS programme**, as follows:

a) Where a candidate applied and is accepted to the MB.BS sponsored (Government funded) programme such candidate may apply and be granted deferral of entry up to two consecutive years.

b) Where a candidate applied and is accepted to the MB.BS Self-financancing (non Government funded) programme such candidate will either have to accept the offer and remain in that programme for the duration of the training or decline the offer.

RE-ADMISSION

4. Students who are required to withdraw from the Faculty for failing to complete any degree programme within the stipulated time or because of poor performance may be considered for re-admission to the respective programmes after at least one year has elapsed since their withdrawal.

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Pathology

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Dr. Tracey Gibson
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Surgery, Radiology, Anaesthesia & Intensive Care

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Dr. Williams Aiken
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Mrs. Coretta Moncrieffe
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School of Dentistry

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Dr. Thaon Jones
Senior Lecturer & Head
Undergraduate Programme Coordinator
Chair, FMS Social Accountability Committee
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Miss Trudy-Ann Campbell
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School of Nursing

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Email:nursing@uwimona.edu.jm

Dr. Dawn Munroe, PHD, RN, RM
Lecturer and Head
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Miss Celecia Lennon
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Miss Shantanna Sayles
Administrative Secretary
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SERVICES OFFERED BY THE FACULTY OFFICE

PERSONAL AND PROFESSIONAL DEVELOPMENT

Your success is of paramount importance to us. Our Personal and Professional Development Officers (PPDO) are here to help you realize your potential and get the most out of your university experience. We are committed to helping you with whatever unique challenges you have and will work with you to explore your situation and help you make an appropriate solution.

We want you to get the most out of your time here and feel supported to reach your optimal potential. The ebb and flow of university can be daunted. In the Faculty of Medical Sciences, we provide a range of support to all our students so that you can stay well academically and emotionally while you are here.

The Personal Professional Development services is to enable you to be the best version of yourself while at the UWI, and to prepare for your future career. The following provides a breakdown of what the services involve and how you can get support from a PPDO or self-help resources, in three important areas: academic, career, and mental health.

1. **Academic Support:**

- Studying Smart: Learning is not just about studying harder but studying smarter. Find effective study techniques that work for you, like creating study schedules, using flashcards, or joining study groups.
- Seek Help: Do not be afraid to ask for help when you are struggling with your coursework. Your teachers, tutors, and classmates are there to support you. Take advantage of office hours and tutoring services.
- Set Goals: Set clear academic goals for yourself. What do you want to achieve in each class or semester? Having goals can keep you motivated and focused.

2. **Career Support:**

- Explore Interests: Take time to explore your interests and passions. What kind of job or career do you envision for yourself in the future? Research different fields and industries to get a better idea.
- Internships and Volunteering: Consider internships or volunteer opportunities related to your field of interest. They provide hands-on experience and can help you build valuable skills and connections.
- Networking: Connect with professionals in your desired field through social media, networking events, and career fairs. Networking can open doors to job opportunities.
- Resume Building: Start building your resume early. List your academic achievements, extracurricular activities, and any part-time jobs or internships. Tailor your resume for each job application.

3. **Mental Health Support:**

- Self-Care: Taking care of your mental health is essential. Practice self-care routines, like exercise, meditation, or hobbies you enjoy, to reduce stress and maintain balance.
- Talk About It: Do not keep your feelings bottled up. Talk to friends, family, or a counselor if you are feeling overwhelmed or stressed. Sharing your concerns can provide relief.

- Time Management: Learn effective time management skills to avoid last-minute stress. Use calendars or apps to organize your schedule and prioritize tasks.
- Balance: Find a balance between your academic, social, and personal life. It is okay to take breaks and have fun to avoid burnout.

Remember, personal and professional development is a lifelong journey. It is about continuously learning, growing, and adapting to new challenges. Seek out the support you need in each of these areas to help you to become the successful and well-rounded individuals you aspire to be.

Reach out to one of our Personal and Professional Development Officers today via email at fmsppdo@gmail.com or fmsppdo.02@gmail.com

OTHER STUDENT RELATED SERVICES

The Faculty Office offers various services to MB.BS students who are enrolled in the programme as well as tho those who completed the programmes. The services include the following:

- Requests for Waiver of Requirement to Withdraw from Programmes
- Internship Applications
- Verification of Documents
- Transfer Requests

Students are encouraged to visit the Faculty's website for more details on the services and processes to be engaged.

SOCIAL ACCOUNTABILITY (OUTREACHES)

The essence of Social Accountability for Health Professional Schools is engaging, partnering with, and responding to the needs of their communities, regions and nation. Some activities may involve all three levels, whereas others may predominantly involve one or two of the different levels - community, or region, or nation. The Social Accountability services was formalised in 2015 through the formation of the Beyond Flexner Alliance, with its theme of Social Mission in Health Professions Education. The mission of the Beyond Flexner Alliance (now the Social Mission Alliance) is to elevate social mission in health professions education by mobilising and amplifying learners, teachers, community leaders, policymakers, and their organisations to advance equity in education, research, service, policy, and practice. The development of Social Accountability in the Faculty was initially focused on the Inter-professional Outreaches, and on participation in conferences and publishing research. It is guided through the Social Accountability Committee which has representatives from programmes, in order to ensure inclusivity. Each year at least four outreaches are organised and students from all programmes are engaged in the process.

All students are encouraged to visit the Social Accountability page on the FMS Website for more details and updates, and to identify how you can become involved in maximising your development as a socially accountable health professional.

SERVICES OFFERED BY DEPARTMENTS

1. **Administrative Support**

Students are given assistance with matters pertaining to the general administration of their respective programmes. This covers a wide range which may include the following areas:

- **Course registration information**: Students may receive information of which courses they should register for in a specified period and should communicate with their departments as well as the Registry Information System(RIS) for guidance should issues arise while trying to register.
- **Course Overrides**: Students may require overrides for various reasons, including that the course/s exceeds the allotted number of credits they are allowed to be registered for in a semester or there may be a possible restriction.
- **Communication Bridge**: The departmental offices may act as a bridge between students and their lecturer/tutors/coordinators and aid in facilitating communication regarding their requests as well as to provide pertinent programme materials.
- **Coordination of Examination**: Students who may have issues in relation to their scheduled examination should contact the department and/or the examinations section in advance to address these matters.
- **Course selection**: Guidance may be given from the department regarding the specific courses which students should select in a given year and/or semester depending on their progress in the programme.
- **Academic Advising**: The Deputy Dean for Student Success in collaboration with the Deputy Dean for Teaching and Learning and the Personal Professional Development Officer offers guidance to the students regarding their chosen career path and/or possible changes.

PART II

Campus Services

- KEY STUDENTS AFFAIRS CONTACTS
- SUPPORT FOR STUDENTS

KEY STUDENT AFFAIRS CONTACTS

Student Affairs (Admissions and International Office)

Tel: (876) 927-2779|(876) 878-0047|(876) 878-0053|(876) 852-0160|(876)890-1579
Websites: https://www.mona.uwi.edu/admissions/ | https://www.mona.uwi.edu/iso/
Email: admissions@uwimona.edu.jm | isomona@uwimona.edu.jm

Dr. Marsha Morgan-Allen
Senior Assistant Registrar
Email: marsha.morganallen@uwimona.edu.jm

Mrs. Donna Lafayette-Foster
Senior Administrative Assistant (Admissions)
Email: donna.foster@uwimona.edu.jm

Mr. Jamani Dunn
Assistant Registrar (International Students Office)
Email: jamani.dunn@uwimona.edu.jm

Ms. Hermine Tyrell
Senior Administrative Assistant (International Students)
Email: hermine.tyrell@uwimona.edu.jm

Registry Information Systems

Tel: (876) 970-4472
Website: https://www.mona.uwi.edu/ris/
Email: ris@uwimona.edu.jm

Mr. Leighton Chambers
Information Systems Manager
Email: leighton.chambers@uwimona.edu.jm

Ms. Shakira Caine
Administrative Assistant
Email: shakira.caine02@uwimona.edu.jm

Examinations

Tel: (876) 977-3544
Website: https://www.mona.uwi.edu/exams/
Email: examinations@uwimona.edu.jm

Mr. Kevin Tai
Senior Assistant Registrar
Email: kevin.tai@uwimona.edu.jm

Ms. Jillian Gordon
Senior Administrative Assistant
Email: jillian.gordon@uwimona.edu.jm

Office of Student Financing

Tel: (876) 702-4646 | Website:
https://www.mona.uwi.edu/osf/
Email: stufinc@uwimona.edu.jm

Ms. Shana Hastings-Edwards
Manager
Email: shana.hastings@uwimona.edu.jm

Office of Student Services

Tel: (876) 970-2739|3880|
Website: https://www.mona.uwi.edu/oss/
Email: student.services@uwimona.edu.jm

Mr. Jason McKenzie
Director, Student Services

Mrs. Rasheen Roper-Robinson
Administrative Officer

Student Administrative Services

Tel: (876) 970-6756
Website: https://sas.mona.uwi.edu/
Email: customer.services@uwimona.edu.jm

Ms. Stascia Gordon
Manager, Bursary-Billings and Collections
stascia.gordon02@uwimona.edu.jm

SUPPORT FOR STUDENTS

Security- Personal Safety Security

Your safety is important to us!

Visit the campus security website for general guidance on safety protocols for the Mona Campus https://www.mona.uwi.edu/security/?q=campus-security-overview

- be alert
- avoid dark areas on campus
- walk in groups

- review our "Student Safety Handbook"
https://www.mona.uwi.edu/security/sites/default/files/security/handbook/index.html

Scholarships, Meal Plans and Book Grants

Please visit the website for more information https://www.mona.uwi.edu/osf/node/821

Disability Support

If you have been diagnosed with a disability or you are experiencing difficulties studying and suspect that these are the result of a Specific Learning Difficulty (SpLD) we strongly recommend that you disclose your difficulties to the Disabilities Centre or make an appointment with the University Counselling Services. This provides us with the opportunity to investigate your difficulties, as well as put the relevant support in place so that you can make the most out of your time with us. Students are encouraged to the visit the website for the Office of Special Student Services or the Centre for Disabilities Studies for further details on the various services at: https://cds.mona.uwi.edu/office-of-student-services

Office of Student Finances: Payment Plans

We know that finances may be a major source of stress for some students. Feel free to explore the payment plan option. Application for this service should be done online at Bursary Online Student System (BOSS), within the time specified by the Bursary at:

https://apps.mona.uwi.edu/bursary/admin/login.php

Office of Student Services

Explore the Office of Student Services for other personal and professional development services at the UWI, Mona. These include Accommodation Services, Gym, Academic Support, Mentorship and so much more: https://www.mona.uwi.edu/oss/about-us-0

University Health Centre Services

The UWI, Mona offers a range of health and wellness services to students. These include: Nursing Services, Medical Consultation, Dental Services, Public Health, Counselling and many more. Please see website for more information: https://www.mona.uwi.edu/healthcentre/

Counselling and Psychological Services

We understand the value of being heard and being understood by someone. Take advantage of our Counselling and Psychological Services that are offered as part of the University Health Centre Services. Our experienced counsellors and psychologists can help you understand your thoughts, feels and behaviors so that you can make the best decision and help you live your best life. Find out more by visiting their website using the link: https://www.mona.uwi.edu/healthcentre/counsellingunit/

PART III

FACULTY AND PROGRAMME REGULATIONS

- ORIENTATION AND ACADEMIC ADVISING
- CODES OF CONDUCT AND RESPONSIBILITIES (AND DRESS CODE)
- REGISTRATION REGULATIONS
- PRE-REQUISITE & ANTI-REQUISITE
- FULL-TIME & PART-TIME REGULATIONS
- CO-CURRICULAR CREDIT REGULATIONS
- FOUNDATION COURSE REGULATIONS
- FOREIGN LANGUAGE REQUIREMENTS
- EXEMPTIONS
- REMOTE/ONLINE LEARNING
- CHANGE OF MAJORS/SPECIALS
- EXAMINATION REGULATIONS
- CHEATING AND ACADEMIC INTEGRITY
- ACADEMIC FORGIVENESS
- TRANSFERS
- EXCHANGE AND STUDY ABROAD
- LEAVE OF ABSENCE
- WARNINGS AND WITHDRAWALS

1. ORIENTATION AND ACADEMIC ADVISING

1.1 Attendance at orientation by newly-admitted students is **strongly encouraged**. During orientation, students will meet the staff, learn about the Faculty, and receive information about their programme of study.

1.2 Academic advising, though available to all students throughout the course of study, is particularly emphasized for new students. Its primary purpose is to assist students in planning, monitoring, and successfully managing their chosen field of study, in relation to clear career objectives.

1.3 All new students are assigned advisors with whom they are encouraged to discuss academic progression and factors which may impact performance. Workshops, group and individual sessions promoting personal wellness are offered in support of student success. Staff is supported in this endeavour through discussion and recognition of factors which may impact their students' experiences through University. This process is monitored by the Faculty Academic Advising & Mentoring Committee (AAMC) was established in 2018 to meet the needs of its students by ensuring the provision of student support and guidance.

1.4. Students who are transferring to the Faculty from another on any UWI campus must also attend orientation and obtain academic advising to identify any specific requirements that must be satisfied to complete the programme to which s/he has been accepted.

1.5 Students who have been readmitted under Academic Forgiveness having been Required to Withdraw, should also ensure that they attend Orientation to: (1) confirm the courses that they are being allowed to bring over; (2) apply for Exemptions for the courses; and, (3) confirm the outstanding courses required to complete the programme to which you have been readmitted. Students in this situation should note that they will be readmitted into the currently offered programme closest to their most recent programme, where relevant.

2. CODE OF CONDUCT AND RESPONSIBILITIES OF STUDENTS

2.1. UWI CODE OF PRINCIPLES AND RESPONSIBILITIES FOR STUDENTS

2.1.1 As a student you are a member of the University community, achieving learning objectives, discovering new values and points of view of the world, and deepening relationships. This high energy and close proximity characteristic of student life require extra care in a wide range of areas of daily living and contact which include relationships, respect for the dignity and worth of the individual and respect for the privacy, property and personal safety of others. As such students' behaviours are guided by the Code of Principles and Responsibilities for Students, which sets out the ground rules considered consistent with goals and well-being of the University, for the conduct of all students who belong to the University community.

2.1.2. All students are encourage to become familiar with the Code which can be accessed via UWI's Admission's website at https://www.mona.uwi.edu/registry/sites/default/files/registry/uploads/UWICodeOfPrinciples%26Responsibilities2018%20%281%29_0.pdf

2.1.3 All students are guided to accept responsibility for their learning, development and experiences, as such students should be mindful to manage their time and familiarise and observe the academic and behavioural regulations and guidelines of the FMS and UWI.

2.1.4 Students are encouraged to seize opportunities to become involved and foster growth during your time at the University.

2.1.5 Familiarize yourself with your instructors as this relationship will become valuable when an academic reference is needed for a job or postgraduate learning. Instructors prefer to write recommendations for students they know.

2.1.6 Seek assistance with psychological and academic issues when needed. Seek to have queries, concerns and complaints addressed through the appropriate channels in a timely manner. In-course matters should be brought to the tutor or lecturer firstly. If unresolved student/s may contact the programme coordinator/director individually or as a group. If unresolved contact can be made with the HOD or FMS Deputy Dean concerned and subsequently the Dean.

2.1.7 Students should not remove furniture from their prescribed locations. This includes removing chairs and/or tables from classrooms, benches from usual positions, etc. An exception may be made in the case where the movement of furniture is necessary to facilitate the instructional programme/process, so long as the furniture is replaced in its original position thereafter. Additionally, permission may be granted in the case of approved events which necessitate the shifting of furnitures, however, these should be returned to appropriate locations afterwards.

2.2 FMS CODE OF ETHICS (FITNESS TO PRACTICE AND STATEMENT OF RESPONSIBILITIES)

2.2.1 The programmes in the Faculty of Medical Sciences provide a broad education for the study of health and disease and is the first stage in a lifelong career commitment. As such, students enrolled in the various programmes will experience university life, education, training in health care services and the beginning of professional development that will help to shape your future profession.

2.2.2 Students will be studying for a university degree leading to professional practice as health care providers or careers that support the practice of health care. Your training is therefore conducted in an environment that requires you to behave at all times in ways that are consistent with the principles and professional standards of the healthcare profession.

2.2.3 Before embarking on this career, it is important for students to appreciate that becoming a healthcare provider is not only about acquiring knowledge and skills. During your period of training you will necessarily come into close, and sometimes intimate, contact with members of the public who may, because of personal or family illness, be vulnerable or distressed. It is therefore essential that, at all times, you behave in a manner that will not lessen the trust that sick people and their relatives place in you.

2.2.4 As future health care service providers students are required from the outset to conform to certain standards of behaviour. As such, at the beginning of your respective programmes all student are required to sign the Code of Ethics: Professional Behaviour and Fitness to Practice-Statement of Responsibilities for Students of the Faculty of Medical Sciences at the University of the West Indies (UWI) Form, as your commitment to conform to the required standards. A ***copy of the form is included in the appendices*** within this Handbook for reference. However, you can visit the student resource page on the Faculty's website where you can retrieve a copy of the form.

3 DRESS CODE REQUIREMENTS FOR ALL PROGRAMMES

3.1 Most students in the Faculty of Medical Sciences are pursuing professional programme as health care providers which requires contact with patients. The public has expectations of health care provided and you will become part of a healthcare team. It is important therefore that that while you seek to behave in a professional manner you are also requires, in some instance as early as the first semester, that you dress at all times in a manner which will identify you as a member of the profession to which you are aligned, and to enable the comfort of your patients.

3.2 Students are encouraged to visit the Faculty's website and/or consult with the relevant Departments to obtain guidance on the relevant dress code applicable to the various programmes.

3.3 PROGRAMME SPECIFIC DRESS CODE AND REQUIREMENTS

3.3.1 BACHELORS OF MEDICINE BACHELOR OF SURGERY (MBBS)

3.3.1.1 Dress Code

a. Students are likely to be in contact with patients from as early as the first semester of the clinical aspect of the Programme. The public has expectations of a doctor and in these circumstances, you will be regarded as a member of the healthcare team. It is important therefore that you dress and behave at all times in a manner which will identify you as a member of the profession and allow patients to feel comfortable in your presence.

b. Whether attending lectures or visiting patients, you should always appear neat and tidy, wearing reasonably smart, but appropriate clothing. Being a medical student should always be a matter of pride for you. The following dress code made in consultation with the Medical Students' Association (MSA) and Faculty administration includes the wearing of name tags and IDs and is applicable to all medical students at all times both full-time and electives.

c. **For all academic activities which do not involve contact with patients in any setting**:
Males: Long pants, sleeved t-shirt or shirts, shoes (Please note that hats, tams, slippers, tank-tops or earrings (for men) are NOT acceptable)
Females: Modest clothing

d. **For activity involving contact with patients in a hospital, clinic, and office setting or during home visits**:
Males: Short sleeved white bush jackets - no other colour is acceptable, dark pants/trousers, dark shoes and socks, no earrings.
Female:
- **Blouse**: "break-neck" blouse are only acceptable when used with the open type jackets. Colours are to be modest. Bright and loud colours are acceptable.
- **Jacket**: Two acceptable styles have been adopted.
- **Pants/Skirts/Dresses**: Dark skirts are to be below the knee. Dark pants are to be at the ankle. Dark dresses may be worn with open jackets and must be below the knee. Splits on the dresses/skirts must be modest and not exceedingly high.

Other:
- Dress shoes are preferred, but modest, comfortable shoes can also be worn.
- Modest jewelry.

Please Note: Dark refers to the following colours: Black, brown, navy, blue, green and modest patterns.

Unacceptable: Tube tops, t-shirts, beach sandals, sportswear, jeans, slippers. Long short pants and short long pants.

3.3.1.2 Confidentiality

a. In the course of your duties, patients will inevitably share personal information with you. Patients have a right to expect that you will not disclose any such information, unless the patient gives you explicit permission to do so.

b. Without assurances about confidentiality, patients may be reluctant to give medical students (and doctors) the information they need to understand how to provide good care. Moreover, the reputation of the health profession may be tarnished by un-confidential behaviour of any of its members. For these reasons:

- When you are privy to confidential information, you must make sure that the information is effectively protected against improper disclosure when it is stored, transmitted, received or otherwise disposed of;
- When a patient gives consent to disclosure of information about him or her, you must make sure that the person understands what will be disclosed, the reasons for the disclosure and the likely consequences;
- You must make sure that patients are informed whenever information about them is likely to be disclosed to others involved in their health care, and that they have the opportunity to withhold permission, where appropriate;
- You must respect requests by patients that information should not be disclosed to third parties, save in defined exceptional circumstances (e. g. where the health or safety of others would otherwise be at serious risk);
- If you disclose confidential information you should release only as much as is necessary for the purpose;
- If in doubt about the practice of confidentiality, do not hesitate to discuss the matter with one of your lecturers or with another professional person.

c. The expectations of students enrolled in the MB BS Programme regarding professional behaviour and fitness to practice are explicitly detailed in the Honour Code that you were asked to sign on entry to the medical programme. These responsibilities are not be taken lightly. They speak to the high standards of the medical profession and what is expected of you now and in the future.

3.3.1.3 Attendance & Punctuality

a. It is to your advantage to attend all lectures, laboratory sessions, ward rounds, field trips and other teaching/learning activities. Punctuality is expected and in certain courses/clerkships, attendance at a fixed proportion of classes may be a requirement for passing.

b. It is very important that students doing remedial courses seek and follow all instructions concerning requirements for attending remedial sessions prior to repeat examinations.

3.3.2 BACHELOR OF SCIENCE NURSING (BScN)

It is imperative for students to adhere to the guidelines of the UWI Code of Principles and Responsibilities for students which can be located at:

http://sta.uwi.edu/resources/documents/conduct.pdf

3.3.2.1 General Conduct

a. Attendance is absolutely essential for ALL aspects of the BScN programme. These include classroom activities, nursing arts and science laboratories, clinical teaching/learning activities and special assignments wherever and whenever these are organised, and special educational/clinical activities at departmental or faculty level, such as research conferences, which are designed to enhance the programme.
b. Students are required to maintain at least 85% attendance per course. Absenteeism in excess of 15% in any course may result in students being barred from final examinations and from the Regional Examination for Nurse Registration (RENR).
c. Students with repeated incidences of absence/lateness will receive advice and counselling to facilitate improvement in attendance pattern. Students who, having been counselled, continue to be habitually late/absent will be required to undergo disciplinary proceedings.
d. Students are required at all times to conduct themselves professionally and observe the regulations prescribed by the University, the UWI School of Nursing, Mona and the Nursing Council of Jamaica.
e. Candidates may choose to spend their internship in fourth year at another UWI campus country or at an approved tertiary level institution pursuing course(s) that would have been offered in that semester at Mona. This is at the candidates' expense and must be arranged in accordance with the procedure laid down in the course outline.

3.3.2.2 Specific Guidelines for Attending Classroom Sessions

a. Students are required to be seated at the time of commencement of each class.
b. Students who arrive after the designated time for commencement of a class will be noted as late (L) and/or Absent (A) in the course register.
c. Students who arrive after fifteen minutes into the start of the session are deemed to be absent. Where lateness is anticipated, the student must communicate in writing (email, texts or WhatsApp) with the course leader at least one hour prior to the scheduled start time of class.
d. Where lateness is anticipated, the student must telephone the course leader prior to the scheduled start time of class.
e. In the event of absence due to illness, a medical certificate must be submitted to the University Health Centre to verify illness at the earliest opportunity.

3.3.2.3 Guidelines for Use of Electronics Device

a. All cellular phones and other electronic devices must be placed on silent to prevent disruption of teaching /learning activities.
b. In the event of emergencies, students must inform the lecturer, nursing skills facilitator, nurse in charge and/or preceptor as appropriate. These calls must be taken outside of the teaching learning environment.

3.3.2.4 Dress Code

The official uniforms of the UWISON are as follows:

a. The official UWISON Polo shirt
b. Candy striped uniform dress
c. White bush jacket and black pants for male students
d. Mufti (The UWISON Polo Shirt available from specify retailers)

The attire will vary according to the teaching/learning environment.

3.3.2.5 Uniform: Female Students

a. Uniform dresses should be made according to specifications and worn at three (3) inches below the knee, having considerations for the bending and stretching that nursing entails.
b. Aprons must be the same length as the dresses, and are worn on duty in the wards, when accompanying patients to other departments outside of the hospitals, on some educational visits, and in the skills laboratory.
c. Stripes are to be securely sewn on the left sleeve, the first being 2.5 cm. (1 inch) above the cuff and succeeding ones being 1.25 cm (½ inch) apart.
d. Each female student should have at least 2 pairs of white duty shoes:

    - Heels and toes of shoes to be closed
    - No tennis shoes
    - No clogs with heel strap
    - Heels should not be higher than 2 inches.

e. Stockings are optional, but when worn must be flesh coloured
f. Red or white cardigan, can be worn with uniform but not whilst attending to patients.
g. **Make-up:** Should be discreet when worn. Tattoos must not be visible.
h. **Finger Nails:** Should be kept rounded, short and clean. No nail polish is allowed whilst in uniform.
i. **Hair:** Should be neatly groomed. It should not rest on the collar. Hair accessories should be black or brown only for holding hair in place. Decorative hair accessories are not allowed e.g. beads, colourful braids, wigs and weaves such as purple, blue, pink, green, red and blonde.

3.3.2.6 Uniform: Male Students

a. White bush jacket and black pants.
b. Black shoes and black socks.
c. Tattoos must not be visible.

3.3.2.7 Jewellery: Female Students

The only jewellery to be worn whilst on duty (or in uniform) are:

a. A pair of small crystal, gold or silver knobs or a pair of sleepers of diameter not wider than 1 cm. NO MORE THAN ONE in each lobe.
b. A wedding band is the only ring to be worn while in uniform or on the ward.
c. A watch which has capacity for monitoring time in seconds. The watch should not be worn on the wrist whilst working in the clinical area or skills laboratory, but should be securely fastened in or on the pocket of the uniform dress/shirt.

NO OTHER JEWELLERY is to be worn whilst in uniform or on duty. This includes tongue and nose rings.

3.3.2.8 Jewellery: Male Students

The only jewellery to be worn whilst on duty (or in uniform) are:

a. A wedding band is the only ring to be worn while in uniform or on the ward.
b. A watch which has capacity for monitoring time in seconds. The watch should not be worn on the wrist whilst working in the clinical area or skills laboratory, but should be securely fastened in or on the pocket of the uniform shirt.

NO OTHER JEWELLERY is to be worn whilst in uniform or on duty. This includes tongue, nose, facial piercing and necklaces.

Students (both female and male) should at all times be in possession of a stethoscope, a watch (previously described), a pair of blunt ended scissors, red and black pens.

3.3.2.9 Identification

Identification is issued to each student by The University of the West Indies and must be worn face forward at all times. If it is lost, it should be reported immediately and must be replaced. The student is required to pay a fee for replacement of ID cards. Students without ID cards are not normally allowed entry to teaching-learning activities.

3.3.2.10 Dress Code – Mufti

a. Polo shirts with the School's Crest
b. Mufti and lab coats – Students will be required to wear short sleeve lab coats over mufti prior to the deadline for acquisition of uniforms (in semester 1, year 1) and at scheduled times

during the programme. On any such occasions, mufti must meet the standard previously stipulated.

c. Mufti and shoes – Flip flop rubber slippers must not be worn to the classroom or the skills laboratory. On occasions such as those stated above, only closed shoes (covered at heels and toes) must be worn. Clogs with heel straps are not allowed.

3.3.2.11 Health and Illness

a. All students are expected to be in good physical and emotional health. Students are required to attend the UWI Health Centre in the event of illness and other personal challenges that can impact their health.
b. Health and Personal Insurance (See UWI Handbook).
c. Services at the Health Centre: Students are urged to acquire and read the Health Centre Handbook for details on all its available services (including emergencies).
d. In the event of visits to a private physician resulting in absence from teaching-learning activities, students are required to request that the physician communicate the same in writing to the Director of the Health Centre who will then verify students' absence for health reasons, while maintaining student confidentiality.

3.3.2.12 Guidelines for Attending Clinical Practice & Laboratory Experience

a. Students must be attired in full uniform prior to entering the Clinical Learning Centre and clinical settings.
b. General guidelines for lateness/absenteeism from the Clinical Learning Centre sessions are the same as those for classroom sessions.
c. It is compulsory that students be present and on time for **ALL** Clinical Learning experiences; at the Clinical Learning Centre or within the clinical areas.
d. Students must communicate with the School within 24 hours if and when occasions of absence/lateness arise.
e. Students must complete all nursing skills relevant to their respective years in order to proceed to clinical courses at the next level.
f. Students pursuing the clinical aspects of the programme in designated institutions are required to be suitably attired, have appropriate material UWISON/ equipment for their clinical activities, are to be punctual and remain for the specified time.
g. Insofar as it may be necessary to use the institution's or client's/patient's property in their clinical learning process, students are expected to exercise due care. Students are not to remove any patient records from the clinical area to which the patient is admitted.
h. Students may not ask the designated institution for time to pursue courses other than the clinical objectives they are assigned to pursue. In the case of emergency, requests are to be directed to the Nurse in Charge, and the course lecturer/preceptor in charge of the clinical/field activity.
i. In circumstances of actual or impending disaster students will follow the directions given by the authorised person or group.
j. Students are required to be polite to all employees and particularly to the clients and patients with whom they interact. In addition to the relevant University/Faculty/Departmental

regulations, students must observe those of the designated place to which they are assigned including legal requirements.

k. Students' assignment to the clinical areas will be for learning purposes. Students will not assume employee responsibility while on clinical placements.

3.3.3 BACHELOR OF RADIOLOGICAL SCIENCES

3.3.3.1 Student Conduct

SMRT seeks to foster and maintain a professional image and a suitable scholastic environment at all times. All students are expected to conduct themselves in a manner 40 that is socially accepted and befitting a health professional. Boisterous, vulgar and aggressive behaviour will not be tolerated. Such behaviour may be subject to disciplinary action.

3.3.3.2 Responsibilities of the Head of Programme

The Head of Programme has the responsibility of ensuring that high standards of discipline, conduct and productivity are maintained at the School, and must take appropriate action whenever there is breach of standards. When punitive action must be taken, it must be immediate and in accordance with the following guidelines: The following are classified as breaches of the school's disciplinary code and will require disciplinary action.

1. Gambling or organising gambling on the UWI campus.
2. Failure to carry out reasonable and lawful instructions given by supervisors, and failure to follow hospital/school/University rules and regulations.
3. Immoral conduct or indecency on the hospital/ UWI compound.
4. Violation of hospital/school dress code; failure to wear/display ID while in school.
5. Creating or contributing to unsanitary conditions.
6. Any action by the student that may be deemed to affect the standard of patient care or is compromising to the reputation of the school/hospital/ UWI in any way.
7. Reporting to school in an intoxicated state, or under the influence of alcohol or drugs.
8. Provoking a fight or involvement in a fight in circumstances other than self-defense; striking or physically assaulting patient, visitors, employees of the hospital or fellow students on the hospital compound.
9. Use of expletives and/or derogatory terms to patients, visitors, supervisors, hospital employees, fellow students.
10. Willful damage to hospital employees', patients', visitors' or fellow students' property.
11. Willful failure to report damage, or any incident/situation causing harm to patients or destruction of hospital /UWI property.
12. Negligence and/or professional/technical incompetence and/or professional misconduct.
13. Disclosure of confidential information (patient/personnel records) to unauthorised person/s.
14. Making false or malicious statements about patients, visitors, employees of the hospital, or fellow students.

15. Stealing or removing hospital or other person's property without permission.
16. Personal use of hospital property, without authorization.
17. Any fraudulent act.
18. Any case where the student has been charged with any offence and is under investigation by the law.
19. Any act resulting in conviction in a court of law.
20. Falsification of hospital records.
21. Possession of dangerous weapons, or sale/transfer or use of illegal/controlled substances on the hospital premises and any other act endangering the life and safety or health of others.

3.3.3.3 Procedures in the Event of Breach of Conduct

a. Minor Incidents

A written account of the incident is to be submitted to the Head of Programme who will interview the student(s) and any other party/parties concerned. Where the incident is resolvable, the report and outcome of the discussions will be filed.

b. Major Incidents

These will require presentation of the facts of the case to the Dean of the Faculty of Medical Sciences. Action to suspend or terminate the student's training will be decided based on the nature of the offence. Disciplinary action will be more severe in cases of repeat offence.

3.3.3.4 Attendance

1. Attendance at lectures (online and face-to-face) and assigned clinic sites is compulsory. Students are required to be present in the classroom and/or clinic site at least five minutes before the commencement of the lecture or clinical assignment. School regulation allows a grace period of no more than 15 minutes after the designated starting time for lectures and clinical assignments for students who are unavoidably late. If a student arrives after that period, attendance at a lecture/clinic will be at the discretion of the lecturer/clinical liaison.
2. Students are required to inform the Student Liaison Officer in the clinical setting if, for any reason, they need to leave the department during a time of clinical assignment outside of lunch/coffee breaks.
3. If a student is unable to attend school or the assigned x-ray department, or attend on time, relevant school or x-ray department personnel must be notified promptly. Missed clinical hours must be completed at a later date to be arranged by the Clinical Coordinator.
4. Students may be asked to make allowance for late lectures, tutorials, demonstrations and weekend lectures or demonstration sessions.
5. Students may be required to do late, weekend, and on-call duty as a normal requirement according to the exigencies of the situations which may arise.
6. Students are required to attend 75% of lecture time. Lecturers may assign a portion of coursework grade for attendance (online or face-to-face).
7. 90% clinical attendance is required to be eligible to sit Final Clinical Practical Examinations.
8. Regulations governing leave of absence shall be as per UWI guidelines.

9. Students returning from leave of absence must inform the Head of Programme in writing.
10. Point of resumption must be determined by the program where students proceeded on leave of absence with failed courses.

3.3.3.5 Dress Code

Students are expected to be well groomed at all times while in school/clinic, and to observe the highest standards of personal hygiene, workplace safety, and professionalism.

All students are required to wear the prescribed uniform, as follows:

a. **Males**:

- White bush jacket (as per prescribed uniform pattern)
- Black, navy blue, grey or dark brown pants
- Black or brown closed shoes (no sneakers, crocs and sandals are allowed)
- Student identification badge
- Clinical settings implement and enforce their own dress codes for clinic attendance; students are required to comply with the codes.

b. **Females**

- White top (as per prescribed uniform pattern)
- Royal blue skirt or pants (as per prescribed uniform pattern)
- Black / dark brown closed shoes (no sneakers, crocs, or sandals are allowed)
- Student identification badge
- Clinical settings implement and enforce their own dress codes for clinic attendance; students are required to comply with the codes.

c. **Additional Requirements**

- All students must be attired in the prescribed uniform for clinics, and uniform or ASR shirts in the classroom setting.
- Jeans are allowed with ASR shirts in the classroom setting. No distressed jeans are allowed. No jeans are allowed in the clinical setting.
- Females:

    i. Hair should be kept neat. Long hair or attachments and locked hair past the shoulders must be controlled in a tie-back and bun for the safety of patients and self.
    ii. No colourful scarves, bands (except black or uniform-matching colours) or other adornment should be worn in the hair.
    iii. Hair colouring must be restricted to black or brown only.
    iv. Hair must be styled appropriately, so that in conjunction with the prescribed uniform, a professional appearance is maintained.

- Males:

  i. Hair should be kept low. Where long hair is worn, it must be controlled in a tie-back for safety of patients and self.
  ii. Hair colouring must be restricted to black or brown only.
  iii. Hair must be styled appropriately, so that in conjunction with the prescribed uniform, a professional appearance is maintained.
  iv. If a beard is worn, it must be neatly trimmed.

- Dress must be clean, neat, and tidy. Shoes should be properly cleaned.
- No high-heels, sandals, slippers, crocs or sneakers will be permitted.
- "Distressed jeans" are strictly prohibited.
- No excessive jewellery or immodest make-up will be permitted.
- Uniforms should fit comfortably to allow for the ease of manipulation of equipment and patients in the clinical setting.
- Nails should be clean and trimmed low to avoid injury to patients. Only clear or near-to-natural nail polish is to be worn.

3.3.3.6 Rules for Clinic Attendance

Each cohort of students will be assigned to a clinical site, either for clinical practice or for observation. The following rules apply according to the program of enrollment.

1. Each student must be in the Radiology Department of assignment according to specified time. Lateness will not be tolerated.
2. Students attending a clinic site for the first time must first report to the Senior Radiographer or office staff, then sign the attendance register.
3. Students should only engage in activities for which they are deemed.
4. While gathering practical experience in diagnostic radiography, assisting the assigned Radiographer is part of the training process. This will include room preparation, gathering accessories, assisting the patient with dressing/undressing/other.
5. No student is allowed to expose the patient to x-rays without consulting the Radiographer with whom he/she is working. Every radiograph taken by the student must be checked by the Radiographer/Quality Control Officer/Radiologist, before the patient is allowed to leave the department.
6. Examination of members of staff, and private patients is at the discretion of such patients and permission should be sought by the student to conduct such examinations.
7. No student should begin an x-ray examination on a patient and leave the patient unattended before the examination is completed.
8. It is the duty of each student to tidy the room in which he/she has worked.
9. Insolence to staff members of any hospital or clinic will not be tolerated. Any report made of such will become a disciplinary matter. All reasonable instructions given by staff, in the interest of the patient/department/hospital must be carried out promptly.
10. If a student is experiencing difficulties in the clinical setting, he/she is advised to go directly to the Student Liaison Officer/Clinical Instructor. If recourse cannot be had at this

level, the student should go to any member of the academic/clinical staff, or to his/her assigned counsellor at the School. Differences of opinion should not be expressed in the presence of patients.

11. Students should not take the responsibility of drawing up contrast media or drugs for injection.
12. Students should not administer contrast media or any drug during radiographic procedures.
13. Students should not attempt to undertake repairs to any hospital equipment, including electrical or mechanical devices. Any equipment malfunction must be reported to the Student Liaison Officer/Clinical Instructor/Head of the Department, without delay.

4. PROFESSIONAL BEHAVIOUR AND FITNESS TO PRACTICE

Statement of Responsibilities for Students of the Faculty of Medical Sciences at the University of the West Indies

Introduction

The University of the West Indies (UWI) Faculty of Medical Sciences, through its programmes, provides a broad education in the study of health and disease, and is the first stage of a lifelong career commitment to health.

As a student within the Faculty of Medical Sciences at the UWI, you are studying for a university degree leading to professional practice as a health care provider, or a career that supports the practice of health care. You will experience university life, education, training in health care services and professional development that will help to shape your future profession. Your training is therefore conducted in an environment that requires you to always behave in ways that are consistent with the principles and professional standards of the health care and allied professions.

As you embark on this career, it is important for you to appreciate that becoming a healthcare provider, is not solely about acquiring knowledge and skills; professionalism and good ethical conduct are very important pillars in this career path. During your period training, you will come into close, and sometimes very intimate contact with members of the public. They are likely to be vulnerable and/or distressed, because of personal or family illness. Your behaviour must always be caring and must encourage the trust that sick patients and their relatives will accord to you.

The Faculty of Medical Sciences selects students whom it believes will demonstrate appropriate standards of attitude and behaviour, and includes in its curriculum, opportunities to facilitate their achievement. Students who have difficulty in achieving the required standard will be offered support and guidance, and if they do not meet these requirements the faculty will make every effort to identify alternatives within or outside of the UWI, and to facilitate the student's redirection.

The award of your degree may entitle you to be provisionally registered by the different professional councils of the English-speaking Caribbean, and to practise initially under supervision. By awarding you a degree, The University of the West Indies states that it considers you fit to practise to the high standards laid down by the respective profession.

As a future health care or allied service provider you are required from the outset to conform to certain

standards of behaviour. Such professions have a respected position in society with privileged access to patients and patient information, and the University has a duty to ensure that no member of the public is harmed because of you participating in the professional training programmes.

Statement of Responsibilities

As a student at the UWI, in the Faculty of Medical Sciences, you are expected to fulfil the following responsibilities. You are expected to:

- Demonstrate respect for patients and patient information that encompasses diversity of background and opportunity, language, culture, and way of life.
- Treat patients politely and considerately, respecting their dignity and their right to refuse to take part in teaching activities.
- Treat information about patients as confidential, taking all reasonable precautions to ensure the security of personal data about patients. This includes, but is not limited to, not discussing patients with others outside the clinical setting, except anonymously and for educational purposes.
- Be aware of the limits of confidentiality (e.g. where a patient may be putting self or others at risk).
- Cherish a patient's trust and never abuse it (e.g. by engaging in improper personal relationships with patients or their relatives).
- Be aware that certain conditions (mental and physical) may affect your studies, pose risk to patients or colleagues, and require modifications to the way you practise. If you believe that you have, or later develop such a condition, it is your responsibility to seek information and guidance. This will allow the University to meet its obligation to provide information and support, and to facilitate (if necessary) an assessment of your fitness to practise.

The University regulations include rules and disciplinary procedures for dealing with serious breaches of conduct. Should your conduct as a student fall below the high standards of honesty or behaviour that the public has a right to expect from the medical and allied professions, you may be required to undergo disciplinary proceedings (Faculty Reg. 7, 8) which, in exceptional cases, could result in termination of your course.

I Certify that I have read and understood the above “Statement of Responsibility” governing professional conduct and agree to abide by them at all times.

_____	_____	_____
Student Name (Block Capital)	Signature	Date

5. REGISTRATION REGULATIONS

5.1 Students must register for courses at the beginning of each academic year unless they wish to take leave of absence or voluntarily withdraw – both of which must be applied for on the ASRM

5.2 Students undertaking clinical clerkships, such as in the MB.BS programme which usually begin during a semester, are required to do site selection for the relevant clerkship to facilitate the registration process.

5.3 Registration for a course constitutes registration for the examinations in that course. Beyond specified dates students will be financially obligated for courses on their registration that have not been dropped.

5.4 A student who has successfully completed a course will not be permitted to re-register for that course for any reason inclusive of trying to improve his or her GPA.

5.5 A student is deemed to have completed registration for a course when his/her financial obligations to the University have been fulfilled.

5.6 Deadlines for changes of registration including withdrawal from or addition of courses will be as prescribed in the University Regulations.

5.7 Applications for late registration, late adjustment to registration and retroactive registration and adjustment (i.e., for a semester that has ended) may be subject to a fine to be determined by the Academic Board.

5.8 Applications for late and retroactive registration and late adjustment to registration (with waiver of penalty or removal of course) require Academic Board approval.

5.9 Students shall not be permitted to change Major/Special or add Major/Minor(s) in their first year (i.e. year of admission).

5.10 All optional courses (electives) listed in the various degree programmes in the Faculty Handbook will not necessarily be available in any one year.

5.11 Unless a student registers expressly “not for credit”, the student may not subsequently have such credit status altered.

5.12 UWI undergraduate students cannot register simultaneously in two UWI undergraduate programmes without the permission of the Board for Undergraduate Studies (BUS).

5.13 Course Registration Requests/Queries

(a) Faculty Office is responsible for the processing of requests for:

- additional courses or credit limit exceeded

- late adjustment to registration
- exemptions including those related to readmission/carry over of courses

(b) Department offices are responsible for all other indications of non-approval for course registration such as:

- pre-requisites not satisfied
- course/clerkship quota limit reached
- special approval for entry
- change of Major, Special

6. PROGRAMME SPECIFIC REGISTRATION

6.1. School of Medical Radiation Technology

a. Applications for late registration, late adjustment to registration and retroactive registration and adjustment (i.e. for a semester that has ended) are required to do so online via the Student Automated System. Late registration may be subject to a fine to be determined by the University's main administration.
b. Applications for late and retroactive registration and late adjustment to registration (with waiver of penalty or removal of course) require Academic Board approval.
c. Students in the School of Medical Radiation Technology (SMRT) programme are required to register for the DIMA courses in each semester. Where there are schedule clashes between DIMA and non-DIMA courses, students are required to register for other streams of the non-DIMA courses that do not conflict.

6.2 BACHELORS OF PHYSICAL THERAPY (BScPT)

a. A candidate pursuing the programme of study for the B.Sc. Degree in Physical Therapy must register as a full-time student.
b. Candidates must register for courses at the beginning of the academic year. Changes in registration may be effected up to the end of the third week of Semester I for Semester I courses and up to the end of the second week of Semester II for Semester II courses.
c. Registration for any course implies that the candidate concerned has entered for the associated examinations, and will therefore be deemed to have failed the course if he/she does not attend the examinations without previously having withdrawn from the course, or without having tendered evidence of illness at the time of the examinations, certified by a medical practitioner recognized by the University.
d. A candidate registered for a course may withdraw from it by submitting the Change of Registration "Add/Drop" Form to the Campus Registrar through the Dean. In the absence of exceptional circumstances, such notification must reach the Dean by the end of the fourth week of the Semester in which the course is offered.
e. Where the procedure for registration set out in these regulations differs from or conflicts with the procedure for registration set out in guidelines issued by the Campus Registrar, the procedure set out in the guidelines shall prevail.

f. A candidate who has recorded a pass in a course will not be permitted to re-register for that course.
g. A student may be denied permission to register for a course if he/she fails that course on two (2) occasions. Such a student shall be required to withdraw but may be allowed to apply to return to the course.

7. PRE-REQUISITE/ANTI-REQUISITE COURSES

7.1 Students pursuing programmes/courses within the FMS should be guided by the anti/pre-requisites courses, that **CANNOT BE TAKEN TOGETHER FOR CREDIT**.

- **Anti-requisites:** Where a student completed courses with content that overlaps with a course being offered, they would be precluded from taking the course for academic credit. Students are required to consult with departments for guidance.
- **Pre-requisite:** A course which must be completed before registration for another course is permitted.

8. FULL-TIME AND PART-TIME REGULATIONS

8.1 All students in the Faculty initially registered as full-time students, may apply to the Faculty Office via the online student portal, SAS, to change their enrolment status if:

- the student was unsuccessful in a course and wishes to repeat such course, provided that the student is not required to register for any other course/clerkship.
- the student is specially admitted, having been required to complete specified courses/rotations.

8.2 The Faculty's programmes are generally full-time. Part-time registration may be supported depending on the circumstances, such as students repeating courses but are not required to pursue other courses/clerkships.

8.3 Full-time students are required to register for predefined a minimum of twenty-four (24) and a maximum of thirty (30) credits in an academic year.

9. CO-CURRICULAR CREDIT REGULATIONS

9.1 The Faculty of Medical Sciences supports the personal development of all students. However, the various curricula in the respective programmes are not designed to facilitate co-curricular activities as part of their formal training outcomes. Nevertheless co-curricular activities are encouraged and students are recognised for their achievements, where applicable.

10. FOUNDATION COURSES REGULATIONS

10.1 Registered students at The UWI are required to complete a minimum of nine credits of Foundation Courses (inclusive of Language Courses). These Level I courses are designed to improve academic writing and promote sensitivity to and awareness of distinctive features of Caribbean cosmologies, identities and culture.

10.2 The Foundation courses are:

(a) FOUN1013: Critical Reading and Writing in the Social Sciences
(b) FOUN1019: Critical Reading and Writing in the Disciplines
(c) FOUN1101: Caribbean Civilization
(d) FOUN1201: Science, Medicine & Technology in Society
(e) FOUN1301: Law, Governance, Economy and Society
(f) Any Foundation (and Language) Course approved by the Board of Undergraduate Studies, and/or prescribed by the programme of study.

10.3 Students registered in the Faculty of Medical Sciences:

(a) Are required to do FOUN1013 or FOUN1019; FOUN1101 or FOUN1201; and, a Foreign Language course (see prescribed list of courses). It is strongly recommended that students complete FOUN1013 or FOUN1019 during the first year of their degree programme.

(b) Have OBUS approval for two courses to be used as substitutes for non-English Language Foundation courses. These are LING1819 Beginners Caribbean Sign Language and LING2821 Sign Language for Medicine and Dentistry. LING1819 is a prerequisite for LING2821. Below are their descriptions.

10.4 Exemption in whole or in part from the requirements of any foundation courses may be granted by the Board for Undergraduate Studies.

10.5 ALL Faculty of Medical Science students who have been accepted into The University of the West Indies in the academic year 2023/2024 to read for an undergraduate degree are required to register for and successfully complete a prescribed three (3) credit Foreign Language, Sign Language or Caribbean Creole course instead of one of the non-language Foundation Courses (i.e. FOUN1101 or FOUN1201).

10.6 Foundation courses shall be included in the calculation of semester GPAs but do not count in the calculation of Degree GPA.

10.7 Course Substitution

Only two of the three foundation courses can be substituted with modern language courses or sign language:

- FOUN1101 – Caribbean Civilization
- FOUN1301 – Law, Governance, Economy & Society

Only students in the MB.BS, and DDS and PharmD programme are allowed to do Sign Language as a substitute course. Additionally, DDS students are only allowed to do Sign Language in Year Three (3), semester one (1) and not in Years One (1) or Two (2).

Grades from the Foundation Courses do not contribute to your degree GPA, however, students must complete these courses due the UWI's regulations. Students in the FMS are encouraged to complete these courses as soon as possible, preferably in their first two years of study. Students who have completed any of the required courses while pursuing another UWI degree may request a transfer of their grades.

10.8 Programme Specific Requirements for Foundation Courses

1. FOUN1014: Critical Reading & Writing in Science, Technology & Medical Sciences (3 Credits)
2. FOUN1301: Law, Governance, Economy & Society in the Caribbean (3 Credits)
3. FOUN1101: Caribbean Civilization (3 Credits)
4. A foreign language course at Level 1 (exemptions may apply if previously qualified) (3 Credits) BACHELOR OF BASIC MEDICAL SCIENCES (BBMEDSCI)

N.B.: FOUN1301 or FOUN1101 may be substituted by the foreign language course.

b. BACHELOR OF MEDICINE, BACHELOR OF SURGERY (M.B.B.S)

Certain foundation courses are compulsory for all undergraduate students and must be completed before a degree is awarded. The required courses are listed below although a modern language course can be substituted for either FOUN1101 or FOUN1301.

- FOUN1101 - Caribbean Civilization
- FOUN1301 - Law, Governance, Economy and Society
- FOUN 1014 - Critical Reading and Writing in Science & Technology and Medical Sciences)

Grades from the Foundation Courses do not contribute to your degree GPA for the award of the MB.BS but it is a University regulation that they are completed satisfactorily before a degree can be awarded. The Medical Faculty recommends that students aim to complete these courses as soon as possible, preferably within the first two years.

Students who have successfully completed any of the required courses while pursuing another UWI degree programme may apply for exemption through the Automated Student Record System (ASRS). However, in cases where students seek exemption for completing similar courses at another institution, they are required to submit the transcripts and course outlines from the other institution along with their application on the ASRS. In either case, students are responsible for checking on the system to confirm that the requested exemption has been granted.

11. FOREIGN LANGUAGE REQUIREMENT

11.1 ALL students who have been accepted or readmitted into The University of the West Indies in the academic year 2023/2024 to read for an undergraduate degree and whose native language is English are required to register for and successfully complete a prescribed three (3) credit Foreign Language, Sign Language or Caribbean Creole course.

11.2 The courses recommended to satisfy this requirement are:

- CHIN1001 Chinese (Mandarin) 1A
- FREN0101 Beginners' French
- JAPA1001 Japanese Language 1
- LING1819 Beginners' Caribbean Sign Language
- SPAN0101 Beginners' Spanish

11.3 ALL regional students who matriculated into The University with a foreign language obtained at the Caribbean Examinations Council with CSEC (Grade 1, 2 or 3) or CAPE Unit l or ll (Grades l to 5) or an equivalent, are eligible for an exemption from this requirement but shall receive no credit.

11.4 Eligible students must apply for Exemptions without Credit on the Automated Student Request System (ASRM) via the SAS portal. When making the request, students must use the relevant course code from the list provided above that matches the language passed/spoken excepting those with a pass in CAPE Spanish/French and must make the request using SPAN1000/FREN1000, respectively. To fulfill the necessary Level I credits, students have the option to select any two out of the following three courses: (i) FOUN1101, (ii) FOUN1301, and (iii) one Level I Free Elective.

11.6 ALL international students whose first language is not English and who matriculated into The University with English as a Second Language qualification shall be exempted and shall receive no credit.

11.7 The University may require students who do not possess a certification in a foreign language but might have pursued a foreign language to take a diagnostic test in the Modern Language and Literatures Department in the Faculty of Humanities and Education. Once proficiency is established, students must apply for Exemptions without Credit on the Automated Student Request System via the SAS portal.

11.8. Students are exempted based on CSEC/CAPE Spanish or French and opting for the same language as their Level I Free Elective should follow the recommended course registration below:

- CSEC Spanish, must take SPAN1000 instead of SPAN0101
- CAPE Spanish, must take SPAN1001 instead of SPAN0101

- CSEC French, must take FREN1000 instead of FREN0101
- CAPE French, must take FREN1001 instead of FREN0101

11.9 Students who meet the criteria for an exemption from the Foreign Language Requirement and yet have a preference for studying a different language to fulfil the requirement are advised not to proceed with applying for the exemption. Instead, they must select a language course at Level one (1).

11.10 Students in the FMS that do FOUND1019 and two language courses satisfies both the Foundation Course and the Foreign Language Requirement. These requirement should be fulfilled in the first stage/phase of their respective programmes.

12. EXEMPTION REGULATIONS

The guidelines for granting exemption and credit exemption are:

12.1 Exemption with Credit

Refers to cases where a student is granted exemption from UWI courses because the student has already passed courses in other programmes at the UWI or passed courses of similar content at other recognized institutions. Students are not required to take replacement courses.

12.2 Exemption without Credit

Refers to cases where a student is granted exemption from UWI courses because s/he has already passed equivalent courses/subjects at other recognized institutions or from other examination bodies. Students granted exemption without credit are required to take replacement courses.

13. REMOTE/ONLINE LEARNING

13.1 We do not currently offer any programme that is solely online within the Faculty of Medical Sciences. However, within select programmes there are courses that may be offered in a blended learning format of both face to face and online.

13.2 The Doctor of Dental Surgery Programme offers blended learning as an integral aspect of their programme. This method is done through years 2 - 4 through three methods. Firstly is the recorded lecture format where the lecturer records with the students in view, the lecturer will hold a review zoom session to evaluate the course content afterwards. Secondly a recorded presentation is done for students to watch after which the lecturer holds a review zoom session with the students to answer questions and address pertinent areas of the

lecture. Lastly, there is a live session format where students are having a live lecture and then afterwards. The school continues to have all dental specific courses online.

13.3 The School of Medical Radiation Technology offers blended learning for some courses where lectures may offer the lectures as a mix of online and face to face courses.

14. CHANGE OF MAJORS/SPECIALS

14.1 A student may, with permission from the Head of Department, change Major/Special within the Faculty. Once approved, the student must pursue the programme requirements outlined in the Handbook for the year approval was granted. Students are required to apply to and receive approval from their Faculty before being eligible to pursue a Major/Special. The University reserves the right not to declare a Major/Special if approval was not granted by the Faculty to pursue the Major/Special even if the requisite conditions have been satisfied. Please note that this only applies in instances where a student is changing from the major that they were admitted into the University to pursue or if they want to pursue a Major/Special along with their substantive Major.

14.2 The Faculty of Medical Sciences is limited in its offering of majors/specials as most programmes in the Faculty are professional and do not facilitate a switch of major without changing the programme of study completely. The exception to this is the Basic Medical Sciences undergraduate programme.

15. EXAMINATION REGULATIONS

a. Students will be examined during each semester and the summer semester/semester three for DDS & MBBS during which they are registered.
b. A course may be examined by one or more of the following methods:
   (i) coursework, (ii) oral, (iii) practical examination, (iv) written examination papers, (v) online examination and (vi) class participation as a component of other assessment
c. A student who does not take an examination in a course for which he/she is registered is deemed to have failed that examination unless permission to be absent has been granted. The student will be required to register for, and repeat the course in its entirety when it is next offered.
d. A student who, on grounds of illness or in other special circumstances fails to take an examination in a course for which he/she is registered, may be given special consideration by the Board of Examiners to take the examination at the next available opportunity, without penalty.
e. Except where otherwise prescribed in the Faculty's regulations, a student whose GPA for a given semester is less than 2.0 shall be deemed to be performing unsatisfactorily and

shall be placed on warning. A student warning whose GPA for the succeeding semester is less than 2.0 shall be required to withdraw.

f. Programme Coordinators are usually the first point of contact for questions related to guidance on registration and examination regulation.

15.1 Coursework

a. In the case of examination by coursework only, a student gaining an overall mark higher than 50% but passing in only one component will be required to repeat at the next available sitting the component that was failed.

b. Students are asked to pay attention to Examination Regulation 13, which states: "*All registered students are required to attend prescribed lectures, practical classes, tutorials, or clinical instructions. Students with unsatisfactory class attendance [who have been absent from the University for a prolonged period during teaching of a particular course year for any reason other than illness or who have failed to submit any assessments set by his/her Examiner, are subject to debarment by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examination. Procedures to be used to measure attendance and assessment shall be prescribed by the Faculty.*"

15.2 Carryover Coursework Grades

If a student misses an examination for reasons including (b) above he/she may request, through the Faculty, to have the coursework/mid-semester marks applied at the next sitting of the course. If approval is granted, the student will only write the final exam. Thus, a student who has completed all the components that constitute the final mark for a course, including final exam is not eligible to carry over coursework.

15.3 Oral Examination for Final Year Students

a. The Board of Examiners may recommend to the Department concerned that a student who has marginally failed the last one or two course(s) required to complete the degree at the end of their final year an oral examination in those one or two courses. This is provided that he/she has obtained in each instance a mark within the F1 range that is no less than 45% in each course.

b. If an oral examination is granted the student may choose to decline the offer and opt for Exams Only instead.

c. The oral examination will be held as soon as possible after the previous examination and within the academic year in which the student is expected to graduate. The student must immediately contact the department concerned so that arrangements can be made.

d. The oral supplemental will concern the course as a whole and not be restricted to the questions set in the examination which the student did. The first examiner and at least one other examiner must be present at an oral examination.

e. If the examination is passed the student can be awarded a mark higher than 50% for the course, as the final grade is the averaged percentage from both the pass and failed scores.

f. The student is allowed one oral examination for any one course.

15.4 Examination Only Status

A student will be eligible for "Examinations Only" in the following circumstances:

a. He/she has failed one or two of the final courses required to complete the degree at the end of their final year and obtained a mark within the F1 range that is no less than 45% in each course.
b. Students in the MBBS programme who fail on their first and second attempt at a course will automatically be given a FWR (fail with repeat) status, after which the student should send an email to the fmsundergrad@uwimona.edu.jm email requesting a status change to "examination only" for the given course.
c. He/she has obtained a medical excuse, certified by the University Health Centre, for not having attempted an exam.

15.5 Deferral of Sitting Examination

In exceptional circumstances, the Dean may grant a student a deferral from sitting an exam and permission to take it on subsequent occasion, by virtue of special assignments overseas for an employer, being selected to represent the country on a national team, or on compassionate grounds. In all instances, formal letters will have to be provided by an employer/national association or relevant institution.

15.6 Grading/Marking Scheme (GPA)

Grade	GPA Quality Point	%Range	Definition	FMS Category
A+	4.3	90 - 100	Exceptional	Distinction
A	4.0	80 - 89	Outstanding	Distinction
A-	3.7	75 - 79	Excellent	Distinction
B	3.3	74 - 70	Very Good	Honours
B	3.0	65 - 69	Good	Pass
B-	2.7	60 - 64	Satisfactory	Pass
C	2.3	55 - 59	Fair	Pass
C	2.0	50 - 54	Acceptable	Pass
F1	0.0	45 - 49	Unsatisfactory	Fail
F2	0.0	40 - 44	Weak	Fail
F3	0.0	0 - 39	Poor	Fail

- ❖ The following GPA scheme shall be applied to all undergraduate students. Students who have marginal failures (F1), but who are otherwise progressing well, will have an opportunity to recover from those failures and attain the minimum Grade Point (2.0) to continue, because qualifying points will be awarded for marginal failures.

15.6.1 The Grade Point Average (GPA) system

The Grade Point Average (GPA) system was introduced in 2003 in an attempt to better measure student performance, and to improve global graduate marketability. The Faculty and the University engaged in another major change in the GPA system in which the pass-mark for all courses was changed from the old British tradition of a 40% threshold to 50%. This change affected new students of the Faculty of Engineering who registered for the first time as of Academic Year 2014/2015. Students who registered before the 2014/2015 Academic Year continue to be assessed using the old GPA system.

Level or Category of Degree	**Description**	**Cumulative Grade Point Average**
Honours Degree with Distinction	Demonstrates an outstanding and comprehensive grasp of the knowledge, skills and competencies required.	3.7 and above
Honours Degree	Demonstrates an excellent grasp of the knowledge, skills and competencies required.	3.3 - 3.6
Pass	Demonstrates a satisfactory grasp of knowledge, skills and competencies required	2.0 - 3.2

15.7 PROGRAMME SPECIFIC EXAMINATION REQUIRMENTS

15.7.1 Bachelor of Medicine, Bachelor of Surgery (M.B.B.S)

a. Assessment of students in the medical undergraduate programme may take the form of written, practical, clinical, and in some cases, oral examinations. Coursework, projects and other in-course assessments may also contribute to overall course grades where appropriate.
b. Although there will be increasing emphasis on continuing assessment you will still be required to sit important examinations at the end of your courses and at the end of the programme. These examinations are aimed at ensuring that your level of knowledge and your competency in the skills required for the practice of medicine are adequate and meet the standards required for safe and effective care of patients.
c. The Faculty carries out a meticulous process of setting and marking examinations which is aimed at ensuring fairness to all candidates. In addition to internal examiners appointed by the University, the final examination requires the appointment of an external examiner from another university outside of the region. The purpose of this examiner is not only to ensure fairness to the candidates, but also to provide an external review of the standards of teaching and assessment in the Faculty. External Examiners may be involved in the setting and marking of written papers and may participate in the process of oral, practical or clinical examination of candidates.
d. In addition, they are asked to review the record and examinations of students who it is felt may not have achieved a satisfactory standard and those who have attained honours or distinction grades.

15.7.2 Doctor of Pharmacy (PharmD)

The procedures and regulations for student assessment in the Faculty of Medical Sciences are governed by the general University regulations for examinations which can be obtained on request from the Examinations Section of the Registry.

a. Registration for a course constitutes registration for the examination in that course. Registration for courses in both stages takes place during the first week of the first semester of each academic year.
b. The candidate must attempt, at the same sitting, all required Parts, Sections or Components of the Examinations for which he or she has been registered. A candidate must attend all the written, practical, clinical and oral sections of the Examinations for which he or she has registered, and that are applicable in his or her case.
c. A candidate who fails to attend any written, practical, clinical or oral section of any Examination for which he or she has registered and that is applicable in his or her case shall be recorded as having failed the Examination. (Regulations governing absence due to illness can be found in the general University regulations governing examinations.)
d. A candidate who fails any required examination on his or her first attempt shall be required to sit the examination at the next available opportunity, unless otherwise directed by the Academic Board, Mona, on the recommendation of the Board of Examiners and the Faculty Board.

e. A candidate who applies to re-sit an examination must attempt all the required sections or components of the Examination at the same sitting.
f. A candidate may be awarded a pass, honours or honours with distinction, depending on the standard that he or she has attained during the programme, provided that honours or honours with distinction will be awarded only in the case of his or her first attempt at the final examinations in courses.
g. Candidates shall be notified of the results of examinations as soon as possible, subject to ratification by the Board of Undergraduate Studies.

15.7.3 Bachelor of Physical Therapy (BScPT)

The examination for each course shall be conducted mainly by means of written and/or practical papers. Such examination will normally be taken at the end of the Semester in which the candidate has registered for the course concerned.

1. (a) As indicated in the syllabus for a course, the following may be taken into account in assessing the final grade:
   - An oral examination
   - Course work in the form of essays
   - In-course tests
   - Research papers
   - Projects
   - Continuous assessment of theoretical and/or practical work.

   (b) When an examination consists of theory and practical components, candidates must obtain a passing grade in each component to be considered to have satisfactorily completed the course. Failure by a candidate to obtain a passing grade in either component will mean that the candidate will be allowed a supplemental examination for the particular component. In this instance, the candidate will receive an incomplete grade and the grade for the supplemental examination will be used to compute the final course grade.

2. A student who fails to obtain a passing grade for any Level I course may be granted permission by the Board of Examiners to sit a supplemental examination for such course. No supplemental examination will be set for any Level II or Level III courses except in circumstances as outlined in Regulation

3. A candidate is eligible to sit the Professional Qualification Examination upon successful completion of all courses. A candidate who marginally fails either the theory or practical component of the Professional Qualification Examination and who, as a result of such failure would, but for this regulation fail to graduate, will be allowed a supplemental examination.
4. A candidate who:
   a) Does not obtain permission under Regulation 2 to sit a supplemental examination
   b) Fails a supplemental examination for a course in Levels I, II or III

c) Fails the Professional Qualification Examination, may be given permission by the Board of Examiners to re-sit the examination on a subsequent occasion.

5. The Academic Board, on the recommendation of the Faculty Board, may debar a candidate from writing the examination associated with a course, if the candidate attends less than 85% of the total period of the course. A candidate debarred under this Regulation is required to withdraw from the course concerned.
6. Candidates are required to complete 100% of the clinical practice hours assigned. Absence due to illness must be certified by a medical practitioner recognized by the University. Where absence is due to reasons other than illness, Academic Board, on the recommendation of the Faculty Board, will make a decision as to the effect of the absence.

15.7.4. Bachelor of Science Nursing (BScN)

15.7.4.1 Registration for a course constitutes registration for the examinations in that course. Students will be examined during and/or at the end of each semester and the summer sessions in the course(s) for which they are registered. A course may be examined by one or more of the following methods:

i. Written examinations – with essay and/or objective type questions
ii. Oral examinations
iii. Practical Clinical examinations
iv. Coursework (which shall include written in-course tests, practical work, essays, projects, studies and other forms of coursework exercises as approved by the Faculty Board or the Campus Committee on Examinations, as the case may be)
v. In-course examinations may constitute up to 50% of the marks for the final grade. They are conducted similarly to end-of-semester examinations and are to be similarly observed
vi. All coursework assignments must be submitted on the stipulated date. Any request to do otherwise must be submitted in writing with appropriate justification, at least 48 hours before the due date, addressed to the Dean, through the Head of School and the course lecturer. The Dean will consider the request and make a determination. Any requests less than 48 hours of the due date of an examination will be considered only in circumstances of accident, illness, hospitalisation, death of spouse, child, parents or guardians.
vii. Candidates will be asked to withdraw from the Faculty if he/she has failed a nursing course on the third attempt.

15.7.4.2 Conditions for Supplemental Examinations

If, in the final year of the programme a candidate achieves the prescribed standard in all but one course for the entire programme and his/her failure in this course is within five (5) points of the prescribed pass mark; such a candidate may be allowed a supplemental examination. Supplemental examinations are only offered once for a course. The supplemental examination will take the form decided on by the School and will be a written and/or oral and/or clinical.

a. The candidate will be notified of the date, time, place and nature of the examination.
b. A candidate who fails to attend a supplemental examination, other than for some justifiable reasons such as sudden illness or death of a loved one will be deemed to have failed the examination. Evidence of the extenuating circumstances must be presented in writing to the Head of School within seven (7) working days following the date of the examination.
c. If a candidate attains the prescribed standard on the supplemental examination, that candidate will then be deemed to have satisfied the examiners and will receive the credits for the course.
d. If a candidate does not attain the prescribed standard on the supplemental examination, that candidate will be required to repeat the course(s) and examination(s) at the next available opportunity.

e. Finalising students in the **SMRT** programme who fail a maximum of 2 final year courses may be allowed to sit supplemental written examination in the failed courses. This will only apply if the student is not trailing any level 1 or 2 course(s). To qualify for a supplemental, the student must have attained a failure grade of no less than 45%.

15.7.4.3 Failed Courses

a. A candidate who fails a course or courses for the first time, having achieved an overall score of 45-49%, is eligible to sit the final examination only.
b. A candidate who fails a course or courses for the second time is required to repeat the entire course, which includes attending classes, completing coursework, and final examinations.

N.B. Candidates are encouraged to liaise with course leaders prior to registration for the next sitting in order to be appropriately advised.

c. Candidates who fail a clinical course are required to repeat clinical experiences based on the following:-

I. Clinical courses requiring 189 hours (27 days)

- 45–49% repeat 5 days
- 30–44% repeat 10 days (usually has to repeat case study or course work)
- 1–29% ALL 27 days (all course requirements).

II. Clinical courses requiring 126 hours (18 days)

- 45–49% repeat 5 days
- 30–44% repeat 10 days (usually has to repeat case study or course work)
- 1–29% ALL 18 days (all course requirements)

15.7.5 Bachelor of Science Radiological Sciences

a. The procedures and regulations for student assessment in the Faculty of Medical Sciences are governed by the general University regulations for examinations which can be obtained on request from the Examinations Section of the Registry.
b. A candidate must attend all the written, practical, clinical and oral sections of the Examinations for which he or she has registered, and that are applicable in his or her case.
c. A candidate who fails to attend any written, practical, clinical or oral section of any Examination for which he or she has registered and that is applicable in his or her case shall be recorded as having failed the Examination. (Regulations governing absence due to illness can be found in the general University regulations governing examinations).
d. A candidate who fails any required examination on his or her first attempt shall be required to sit the examination at the next available opportunity, unless otherwise decided by the Academic Board, Mona, on the recommendation of the Board of Examiners and the Faculty Board.
e. A candidate who applies to re-sit an examination must attempt all the required sections or components of the Examination at the same sitting.
f. Candidates shall be notified of the results of examinations as soon as possible, subject to ratification by the Board for Undergraduate Studies.

15.7.6 Doctor of Dental Surgery (DDS)

Final Examination

The Final Examination will consist of clinical examinations and written/oral components in specified areas covered as outlined in the Final Examinations Guidelines for the university.

i. Registration for the Final Examination follows the general university regulations and procedures for examinations.

ii. Students shall not be permitted to sit the Final Examination if they have failed any section of the Stage II-Part 2 Examination.

iii. The candidate must achieve a pass in each specified section in order to pass the overall examination.

    a. Candidates who fail any section shall be required to re-sit the section of the examination in the discipline that they have failed.

b. A candidate who fails the examination in any discipline shall be required to follow a prescribed remedial course of study and to re-sit the examination at the time prescribed

c. Further attempts shall only be allowed on recommendation.

A candidate who has not successfully completed the UNDERGRADUATE DENTAL PROGRAMME Final examination within eighteen months after the minimum time for completion of the UNDERGRADUATE DENTAL PROGRAMME will be asked to withdraw for failure to progress. The foregoing provision shall not apply in a case where subsequent attempts have been allowed.

16. CHEATING AND ACADEMIC INTEGRITY

The University of the West Indies views cheating as is any attempt to benefit oneself or another by deceit or fraud, and this constitute a major offence under the UWI Regulations

a. Candidates are required to deposit all unauthorised material including bags, briefcases, folders, clipboards, pencil cases, notebooks, scrap paper, alarm watches, earphones, mobile telephones, pagers or any other electronic or communication device including electronic calculators, hand-held computers or any electronic or communication device capable of wireless access to the Internet at the place provided for this purpose before the start of each examination. Where a candidate fails to comply with this Regulation a report shall be made to the Campus Registrar who shall report the matter to the Chair of the Campus Committee on Examinations.
b. Any candidate who fails to comply with subsection (a) above may be regarded as attempting to cheat and if so an inquiry shall normally be conducted as provided under Regulation 104.
c. Any candidate who fails to comply with subsection (a) above may be disqualified from the examination by Academic Board or fined a sum not exceeding BDS$500.00, or its equivalent by a Campus Committee constituted as in Regulation 104.

16.1 Cheating Regarding Examinations

a. A candidate must not directly or indirectly give assistance to any other candidate, or permit any other candidate to copy from or otherwise use his/her papers as this constitutes cheating.
b. A candidate must not directly or indirectly accept assistance from any other candidate or use any other candidate's papers as this constitutes cheating.
c. Any writing or drawings or other work found with a candidate during an examination other than in his/her answer-book or supplementary answer book may be regarded as cheating.

d. If a candidate is suspected by an Invigilator of cheating, he/she shall be warned by the Chief Invigilator that the matter will be reported to the Campus Registrar. The candidate shall be allowed to continue the examination.

16.2 UWI Assessment Regulations

a. Where any candidate is suspected of cheating, the circumstances shall be reported in writing to the Campus Registrar. The Campus Registrar shall refer the matter to the Chair of the Campus Committee on Examinations. If the Chair determines that the matter has merit, the Committee shall invite the candidate for an interview and shall conduct an investigation. If the candidate is found guilty of cheating, the Committee may impose a fine not exceeding BDS$500.00, or its equivalent or recommend to Academic Board that the candidate be disqualified from the examination concerned, or disqualified from all his/her examinations taken in that examination session; or disqualified from all further examinations of the University for any such period of time as it may determine.

b. If the candidate fails to attend the scheduled interview without offering a satisfactory excuse prior to the scheduled date of the interview, the Committee may hear the matter in the candidate's absence.

c. When investigating allegations of cheating the quorum of the meeting of the Campus Committee on Examinations shall include the Chair of the Campus Committee on Examinations, at least two (2) other members of the Campus Committee, the student representative on the Campus Committee or, in his/her absence a student nominated by the President of the Student Society, and one experienced member of the Campus Committee from another Campus. In the event that the Chair of the Campus Committee on Examinations is unable to attend, the Campus Principal shall appoint an Acting Chair. The Campus Registrar shall be the Secretary to the Committee.

d. Appeals against decisions of the Campus Committee on Examinations or Academic Board must be received by the Campus Registrar within two weeks of the date on which the decision is communicated. Such appeals shall be heard by an Appeal Committee of Senate. The Appeal Committee may uphold or reverse the decision and may vary the penalty in either direction within the limits prescribed in (a) above. The decisions of the Appeal Committee of Senate shall be final

16.3. Plagiarism

Plagiarism is a form of cheating. According to the UWI regulations, plagiarism is "… *the unauthorized and/or unacknowledged use of another person's intellectual efforts and creations howsoever recorded, including whether formally published or in manuscript or in typescript or other printed or electronically presented form and includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s), using the conventions for attributions or citing used in this University.*"

(a) Plagiarism also involves the case of material taken from the internet without acknowledging the source or giving proper credit - cyber cheating or cyber plagiarism.

(b) Students have the responsibility to know and observe the Regulations of the Faculty and the University of the West Indies as it relates to plagiarism, falsification of information and academic dishonesty. This information is contained in the relevant UWI Examinations

Regulations for First Degrees, Associate Degrees, Undergraduate Diplomas and Certificates Including GPA and Plagiarism Regulations.

17. ACADEMIC FORGIVENESS

17.1 Academic Forgiveness is normally applied to students who withdraw either voluntarily or because the University required them to withdraw. The Guiding Principle is to preserve the integrity of the programme the student is expected to complete.

17.2 To obtain academic forgiveness students required to withdraw must remain out of the UWI system for a minimum of **one** year if the student intends to remain in their original Faculty. Students who are ineligible for a waiver must transfer to another Faculty and complete their degree in that new Faculty if they are not willing to remain out for a year whilst needing Academic Forgiveness.

17.3 When students who have been granted academic forgiveness are re-admitted to UWI, the Dean of the Faculty will determine which courses, if any, may be used as transfer credits. The maximum number of transfer credits is 30 credits which would normally be Level 1 in accordance with Statute 47.

17.4 The Dean,with permission of the Board for Undergraduate Studies (BUS), may determine which Level II or III courses may be considered for exemption WITH credit when a student was previously withdrawn. A maximum of two (2) Level II/III courses can be considered and both must have a minimum grade of B-; these two courses are part of the 30 credits referenced above.

17.5 When a student either transfers from one Faculty to another(see Cross Faculty and Cross Campus Transfers, section 14), he/she can benefit from academic forgiveness without waiting out one year. Exemptions will be determined by the Faculty to which he/she has been accepted. Where a student is granted a waiver of the requirement to withdraw, without remaining out of the UWI system for a minimum of **one** year, s/he is considered a continuing student and is ineligible for academic forgiveness.

17.6 Where students are to benefit from the exemptions indicated above, they must apply on the Automated Student Request Module at the point of readmission in order to ensure that their record is fully updated and to facilitate the credit check/degree audit process.

18. TRANSFER

18.1 Students enrolled may be eligible for inter and intra-Faculty/campus transfer depending on their programme of study.

18.2 Applications for transfer must be submitted to the Admissions Office of any Campus with sufficient time to allow for the intake period of the campus they wish of each academic year

18.3 **MBBS programme**: Students currently studying at UWI in the Faculty of Science and Technology or the Faculty of Food and Agriculture (St Augustine) seeking to be transferred to the MB BS Degree Programme shall be considered only from the Preliminary and/or Introductory level courses. All such students must complete and submit a Transfer Form by the end of the second week of January in the calendar year of proposed entry. The minimum grade point average (GPA) is 3.5 and there should be a minimum grade of B in Chemistry, Biology and one other subject. If the other subject is not Physics, students must have attained Physics at the CSEC (CXC) or GCE O Level or any other approved equivalent qualifying level.

18.4 Applicants who are accepted into the three-year Bachelor of Basic Medical Sciences (BBMedSci) Degree programme shall not be permitted to transfer to the MB.BS Degree programme at any time during their course but may apply to enter the MB.BS Degree programme in any subsequent year after obtaining the Degree. In such cases, exemptions (as outlined in the relevant regulations) may be granted.

19. INTER AND INTRA FACULTY TRANSFER

a. Any candidate registered in the University who has successfully completed at least one semester's academic work on the first attempt, and has attained a GPA of 3.0 or above may request a transfer to the BScN programme. Such a candidate must meet the matriculation requirement to study for the BScN degree in Nursing.
b. Any credits relevant to the BScN would be recognized in these circumstances. This includes any University foundation courses the candidate has successfully completed.
c. If the candidate has no credits relevant to the BScN, then all BScN credits will have to be completed.

20. EXCHANGE AND STUDY ABROAD

20.1 Students seeking to participate in an exchange to another university:

a. Should be registered as a full-time undergraduate student.
b. Should have spent at least one academic year at the UWI, but not yet be in the last semester of his/her final year of study;
c. Have attained at least a GPA of 3.0;
d. Have not been the subject of any disciplinary action and have no such action pending against him/her;
e. Should consult with the International Students' Office.

20.2 Student exchange may be arranged for a maximum of two semesters which must not include the final semester of full time study.

20.2 Students must have the course they intend to do at the overseas university assessed for equivalence and approved by the relevant department and Dean before proceeding abroad.

20.3 Students should communicate with their programme coordinators to ascertain whether their respective programme allows for the exchange.

20.4 Students should register for the approved Mona-equivalent courses at the beginning of the semester for which they were approved for exchange. Results received will be awarded to the Mona courses assessed and approved by the Board for Undergraduate Studies (BUS).

20.5 The letter grade duly awarded for a course offered by an approved overseas university shall be accepted without change. Where an institution does not offer letter grade, a determination is made by the Dean.

21. LEAVE OF ABSENCE

21.1 A student who, for good reason, wishes to be absent from an academic programme for a semester or more must apply for formal leave of absence using the Automated Student Request System (ASRS).

21.2 Leave of absence may be granted for one semester or for an academic year in the first instance however, leave will not be granted for more than two academic years or four semesters over the life of a student's programme.

21.3 Applications for leave of absence (LOA) for semester I and Semester II must be made before the end of the first week of October and before the end of week 2 in February, respectively.

22. WARNINGS AND WITHDRAWALS

22.1 Students may withdraw at any point in time from a course, or all courses in their respective programmes of study during the normal registration period. After the normal registration period has passed students who wish to withdraw from a course may request to drop the course using the Automated Student Request System (ASRS). The request may be granted if no coursework was completed and be subject to a late fine as determined by the University's Administration.

22.2 Students who wish to withdraw from their programme of study may request this in writing addressed to their Dean.

PART V
Programme Requirements

- COURSE DESCRIPTION

COURSE DESCRIPTIONS

NOTE: The weighting for each course varies, as outlined in the Programme Requirements

ANAT1011: HUMAN GROSS ANATOMY

Physical therapists are required to be competent and knowledgeable in their particular field. A sound understanding of the gross anatomy of the human body is a core foundation for all clinical competencies that the students are required to develop throughout the programme of training. Therefore, the course is designed to offer the opportunity for each student to understand the structure and function of the human body. This course covers histology, embryology and the gross anatomy of the upper limb, thorax, the lower limbs, lumbar spine and abdomen.

ANAT2010: NEUROANATOMY

This course exposes students to anatomical exploration of the human nervous system in preparation for exposure to a wide variety of neurological pathologies encountered throughout the practice of Physical Therapy. This course will equip the student to assess and manage patients with neurological conditions such as cerebro-vascular accidents (CVA), cerebral palsy, multiple sclerosis and other pathologies which originate from injuries and diseases of the central nervous system.

This course examines the morphology of the Central Nervous System, Peripheral Nervous System and Autonomic Nervous System. This information will help to form the framework on which the study of neurological conditions and the treatment of neurologically damaged patients will be built.

MDSC/DENT2203: Neuroscience 2 -

This course takes an in-depth look at the structure and function of the central nervous system (the brain and spinal cord), and introduces students to important diseases affecting the central nervous system, the methods used in investigating patients, and the treatment modalities employed, including pharmacotherapy.

DENT3001: ORAL AND DENTAL

This course is designed to give the student a clearer understanding of the relationships between development and structure, and structure and function in the embryological, histological and physiological development of the oral cavity. This is done through a combination of lectures and laboratory sessions that are designed to deliver to dental students a comprehensive understanding of the basic anatomical, biological and physiological processes related to the healthy and diseased states of the dentoalveolar structures of the oral cavity. The anatomical structures of the teeth and other associated structures of the oral cavity are discussed. Dental terminology, tooth identification, dental morphology and comparative anatomy and the relationships of morphology to functional occlusion are some of the specific areas. The sum total of the student's learning will result in them becoming competent in understanding and interpreting the normal anatomical structures, histological features and physiological differences in the dentoalveolar structures. The student will gain knowledge of the histology, embryology, physiology, and cell biology as they relate to the development, organization, and function of oral tissues

DENT3002: ORAL HISTOLOGY AND EMBRYOLOGY

This course designed to give the student a clearer understanding of the relationships between development and structure, and structure and function in the embryological, histological and physiological development of the oral cavity. The course focuses on the development, histology, microbiology and function of the dentoalveolar structures. The underlying fact that the structures that come to define our dentoalveolar structures are determined at conception will be discussed, along with the systematic development changes and their clinical correlation to dental treatment. The composition, function and development of the tissues in the oral cavity and related structures form the core of the information delivered. Specific content includes craniofacial development, the development of the teeth and palates; and the histology of hard and soft tissues of the oral and perioral regions. The sum total of the student's learning will result in them becoming competent in understanding and interpreting the normal anatomical structures, histological features and physiological differences in the dentoalveolar structures. The student will gain knowledge of the histology, embryology, physiology, and cell biology as they relate to the development, organization, and function of oral tissues.

DENT3003: Oral Physiology & Biochemistry

This course is designed to give the student a clearer understanding of the relationships between development and structure, and structure and function in the embryological, histological and physiological development of the oral cavity. The course is designed to deliver to dental students a comprehensive understanding of the basic anatomical, biological and physiological processes related to the healthy and diseased states of the dentoalveolar structures of the oral cavity. This course brings into sharp focus the physiological and biochemistry concepts that underpin the oral cavity structures and their associated functions. The sum total of the student's learning will result in them becoming competent in understanding and interpreting the normal anatomical structures, histological features and physiological differences in the dentoalveolar structures. The student will gain knowledge of the histology, embryology, physiology, and cell biology as they relate to the development, organization, and function of oral tissues.

DENT3004: HEAD AND NECK ANATOMY

The purpose of this course is to focus the student on the direct and indirect head and neck anatomical structures that will inform their practice of dentistry. The course will give students a deeper and more focused insight into the direct relationship between location, structure, function and clinical applications. This course completes the anatomy content deliverables in the programme following on the gross and head and neck anatomy content that was delivered in the basic medical sciences courses. The macroscopic anatomy of the head and neck is reviewed with particular emphasis on those areas relevant to the practice of dentistry. Gross anatomy of head and neck, including the nervous system, bones and joints, muscles, nerves, blood vessels, and the associated lymphatics are some of the major topics that are covered in greater depth.

DENT3005: ORAL AND MAXILLOFACIAL PATHOLOGY

The course in Oral and Maxillofacial Pathology culminates the students learning in the discipline of pathology. Having covered the general and systems pathology in their pathology lectures in their first two years, this course will provide the students with further specific knowledge and understanding of oral diseases. The clinical and histological features of these diseases, along with how the different diseases are diagnosed and managed are imparted to them. Included in the course is the pathogenesis and prognosis of these diseases. The oral manifestations and implications of these diseases are also included. This course assists the students in developing their critical thinking skills such that they will be able to differentially

diagnose oral manifestations of diseases such that they will be better able to develop more specific treatment plans for their patients.

DENT3006: Oral Medicine

The course is designed to provide basic knowledge of common systemic conditions and their impact on dental treatment. Common medical problems affecting dental management are discussed and illustrated using case reports. The purpose is to both understand patients' chronic conditions as well as to have an approach to treating patients with chronic medical conditions. The relevance of the illnesses to the practice of dentistry is emphasized throughout the course. The lectures focus on the systemic diseases as they affect the mouth and jaws, their clinical diagnosis, management of oral disease and the oral manifestation of systemic conditions. The pathology, clinical aspects, differential diagnosis and management of these conditions are discussed. The seminars are used to integrate knowledge of pathology with oral medicine and to impart a system of diagnosis and treatment based on the understanding of disease.

DENT3007: Dental Practice

This course seeks to develop specific psychomotor and cognitive skills through the use of virtual-reality-based training that will enhance and augment future skills acquisition in Restorative Dentistry courses. This course is a combination of introducing the student to the history of dentistry, to the dental profession, its specialist areas, and a hands-on course in which students will work in the Dental Simulation Laboratory to develop the proper ergonomic and psychomotor skills that will inform their competency-based pre-clinical laboratory training. The Dental Simulation Laboratory is designed to simulate a dental care environment using computerized patient mannequins, dental instruments, and software that tracks and offers feedback to the students as they perform specific manikin-based dental procedures. Technical skills are developed in operative and fixed prosthodontics dentistry through the learning of basic intra-coronal and extra-coronal preparation with a high-speed handpiece and advanced simulation. Dental and occlusal terminology and anatomy will be applied to the theory of all basic tooth preparations. The required operative skills, knowledge, and ergonomics will be emphasized for the successful transition into the formal pre-clinical restorative and prosthodontics courses, and to the development of self-evaluation and critical thinking skills.

DENT3008: DENTAL MATERIALS

This course is designed to enable students to develop a solid foundation in dental biomaterials, such that they can understand biomaterial concepts, evaluate and optimize the selection and manipulation of clinical dental materials during clinical practice. Students are introduced to the dental materials commonly used in dental practice. A basic program to familiarize students with the terminology and theoretical concepts of dental materials used in clinical dentistry, as well as the safety issues concerning dental materials is followed. The properties, chemistry, compatibility and manipulative variables of different dental biomaterials are discussed.

DENT3009: OCCLUSION

Occlusion is defined as the study of the stomatognathic system, i.e. the jaw-joint-muscle-tooth system. How these components relate to each other from their embryonic, through their anatomic development

until their functional maturity is discussed. Armed with this information, the students will be taught how to apply this knowledge of the principles of intermaxillary occlusion to understanding the occlusal relationships in their patients and to how to correct any malocclusions that they may encounter. Topics that will be discussed include bruxism, clenching, trauma from occlusion, occlusal adjustment and occlusal equilibration. Additional topics include a study of the system's basic physiology, an analysis of mandibular movement, and an examination of masticatory functions. The course is designed to enable students to attain a comprehensive understanding of the functions and dysfunctions of the craniofacial system and how to incorporate optimal occlusal concepts into all aspects of their oral health care treatment.

DENT3010: CORE RADIOLOGY

This course is designed to begin the preparation of the student to take diagnostic radiographs by developing the necessary core competencies in preparation, application and use of the necessary diagnostic equipment such that the student can use this diagnostic information to inform and develop a comprehensive, properly sequenced treatment and alternative plan treatment plans for each patient. Through a series of lectures and laboratories the student will be exposed to the elementary principles of dental radiology, radiation physics, radiation biology, imaging techniques, x-ray equipment, radiographic interpretation, and radiation protection. The course will expose the students to normal radiographic appearances in the jaws as well as the radiographic manifestations of disease processes and enable them to differentiate between these appearances in both the pre-clinical and clinical phases of their education and training and learn how to develop differential diagnoses for the radiographic appearances that they see.

DENT3011: DIAGNOSTIC IMAGING

A series of lectures and laboratories will introduce the student to the imaging techniques, x-ray equipment, radiographic interpretation, and radiation protection. Students will learn to distinguish between normal tooth anatomy and teeth with caries, and between normal and disease affected surrounding dentoalveolar structures through the taking, processing and interpretation of various intra-oral and extra-oral imaging modalities. The intra-oral imaging techniques will include periapical, bitewing, and occlusal radiographs, and the extra-oral techniques will focus on the panoramic and cephalometric techniques. The students will be exposed to both the conventional silver-halide-based film imaging and digital imaging techniques and to the paralleling and bisecting angle techniques.

DENT3012: DENTAL ETHICS

The focus is on dental ethics where currently accepted standards of conduct and behaviour for members of the dental profession will be discussed. Subjects covered include basic concepts in dental ethics, the profession's Code of Ethics, and professional conduct. Ethical questions and dilemmas will be posed to the students in an attempt to get them to practically demonstrate the knowledge they have learnt. The course targets third year dental students and exposes them to the content through lectures, individual and group work and small group discussions. They will be guided to practice professionalism, patient confidentiality, and ethical behavior on a daily basis in the class. They will develop the skills to organize information in a scientific and effective manner so as to assist in developing critical thinking and problem solving skills in order to inform better patient care. Students' understanding of the ethical principles common in dentistry to which they can first compare and contrast their own ethical beliefs ahead of systematically applying these standards to ethical dilemmas that they will face aptly sums up what this course is about.

DENT3013: PREVENTATIVE DENTISTRY

This course is intended for third-year dental students who have successfully completed Stage 1 of their programme. The information hub of this course is centered on dental caries, its nature, prevalence, clinical presentation, epidemiology, and methods of prevention. The understanding and knowledge acquisition of the clinical and public health procedures that are carried out for caries prevention are facilitated through a series of lectures and case presentations that aim to assist the students in developing the competency to carry out both primary and secondary preventive measures first in their clinical practice sessions and later in private and public dental practice. The students also develop the skill of writing lesson plans and programme plans.

DENT3014: REMOVABLE PROSTHODONTICS

The course focuses on the oral rehabilitative techniques that are used to replace missing teeth. Prosthodontics combines basic and advanced dental sciences, and focuses on educating pre-clinical third and fourth year dental students in the laboratory procedures required to facilitate the clinical treatment and management of patients who require dental appliances in order to restore form, esthetics and oral function. The knowledge learnt in the students Basic Medical Sciences courses forms the substrate on which the specific competencies are grown. The laboratory procedures form the major part of the course, and student's become competent in taking impressions, pouring cast models and subsequently fabricating removable prostheses as needed by the patient. The course is facilitated by specialists and generalists with experience, and is designed to enable the student to perform all the required laboratory procedures that they will need to evaluate, design, and fabricate and deliver partial and complete removable appliances in their patients.

DENT3210: AMALGAM RESTORATIONS

This is the first of three introductory preclinical courses in Operative Dentistry which will prepare the student for clinical restorative care of patients. This course introduces the biomechanical principles and techniques of tooth preparation and restoration with silver amalgam. Practical exercises will be done both on bench-top and will continue on manikins or simulators once acquired, simulating the clinical situation. Students will work on extracted natural carious teeth, plastic and 'situation' teeth in a preclinical environment. Both modern and traditional concepts will be stressed. Moisture control and concepts of ergonomics including proper operator/patient posture and positioning and will be further developed in this course.

DENT3016: EVIDENCE BASED DENTISTRY

The aim of the course is to lay the platform for students to develop a further interest in dental research through their understanding of the direct role that improvements in patient care are products of scientific research. This course provides an introduction to the principles underlying an evidence-based approach to clinical decisions and starts with an overview of the 5 different levels of evidence. Additional topics related to reliability of clinical decisions include the formulation of Patient & Problem-Intervention-Comparison-Outcome (PICO) questions, temporality, data torturing, formulation of research questions, refutation, placebo effects, and scientific conflicts of interest.

DENT4425: PRECLINICAL ELECTIVE

The dental students have a three-week (15 working days) elective period in Year 4 of the dental curriculum where they spend time in a dental setting under the supervision of a licensed and approved dental surgeon. The purpose of the elective is educational rather than vocational and students are encouraged to spend time in an area of dentistry in which they may be interested for future practice. The students choose the dentist from a list, and once certified their interaction with clients is mainly observational and assisting within the limits of their training, and as specified by the dentist. During the elective period, the dentists evaluate the students based on three main categories: attitudes and behaviour, clinical skills and knowledge. An evaluation form is provided that is completed by the preceptor and returned to the faculty.

DENT4100: PAIN MANAGEMENT

This course introduces dental local anaesthesia to the student through the umbrella heading of local anaesthesia and pain control. The student is provided with the knowledge of how to deliver dental care to a conscious patient who is free from pain and apprehension. The student is also exposed to the other pain management techniques involving conscious sedation and general anaesthesia. Lectures, field trips to hospital and private sector dental clinics provide the medium through which the information is delivered to fourth-year students.

DENT4102: DENTAL JURISPRUDENCE

This course enables students to under-stand the local and regional legal systems and their role and application to the practice of dentistry as one of the licensed health professions. Students develop an appreciation of the legal responsibilities in fulfilling their obligations to patients, the profession, and the community. The course exposes students to the legal statutes and principles common in dentistry in a manner that they can systematically apply these standards to medico-legal dilemmas, and medico-legal situations that they will face. Students are exposed to the legal system in Jamaica and to the tenets of the dental laws of Jamaica, both in the public sector and in the private sector and in selected regional countries.

DENT4308: Periodontology

Students will be introduced to the science and art of periodontics in general, and specifically to the anatomy of the normal periodontium, the classification and epidemiology of periodontal diseases, and to the clinical overview of the etiology of periodontal diseases through discussion, student-centred learning, and simulated training. The course is designed to educate and prepare students to be competent to carry out periodontal procedures associated with general practitioners of dentistry in an ethical and professional manner, and to stimulate them to consider the field of specialty training in periodontics where they will be able to more competently serve the public in the areas of prevention, recognition and comprehensive diagnosis and treatment of periodontal diseases. This course places the anatomy of the periodontium and the etiology and pathogenesis of periodontal diseases at its foundation, and builds from this to cover the classification of periodontal diseases; the clinical, histopathologic, radiographic features of various periodontal diseases; the principles of preventive periodontics; the initial examination of the periodontium; periodontal prognosis; periodontal treatment planning, and non-surgical periodontal therapy. Through lectures and laboratory classes this course integrates didactic and preclinical elements

into preparing the students for their clinical practice course. The lectures seek to develop clinical decision-making skills in the students, while the laboratory classes develop the pre-clinical competencies needed to deliver quality periodontal care to patients. Both surgical and non-surgical treatment modalities are discussed, with dental plaque, calculus, clinical pathogenesis of gingivitis and periodontitis, risk assessment, tobacco use, and systemic diseases correlation being some of the topics of exposure.

DENT4202: DENTAL PUBLIC HEALTH

The principles of how dentistry is carried out in the interests of the public, i.e. dental public health, is the focus of this course. Principles of oral health promotion, epidemiology, dental public healthcare and prevention are the key topics. The needs of underserved populations, health education, disease prevention, epidemiology and biostatistics, healthcare systems, access to care and evidence-based health care are the key components.

DENT4307: Orthodontics

The knowledge and skills necessary for the analysis and treatment of malocclusion is the axis on which this course is built. Each student will develop the necessary skills to recognize, diagnose, and manage dentofacial abnormalities in the primary, mixed, and permanent dentitions. The student will learn principles of facial growth, occlusal development, biomechanics during orthodontic treatment, and diagnosis of the different types of malocclusion. In this course the basic principles of pre- and post-natal growth and development are integrated with the recognition, analysis and treatment planning of problems encountered in dental and skeletal malocclusions. Basic knowledge of normal and abnormal maxillo-facial growth and development, simulated diagnosis and treatment planning of simple and complex orthodontic cases, and simulated treatment and management of manageable orthodontic cases will be discussed and demonstrated. The biomechanics of basic orthodontic techniques are given to the students to prepare them for their later clinical experience and practice in preventive, interceptive and limited corrective orthodontic treatment. The students are exposed to the basics of case presentation and patient evaluation and to the multidisciplinary and ethical aspects of orthodontic dental treatment. In addition the fabrication and management of simple Orthodontic appliances will be taught. The delivery methods will include lectures and laboratory instruction. Lectures are aimed at providing the student with a strong foundation for comprehensive care of the child, adolescent and adult patient. Laboratory instruction will relate to diagnostic procedures like facial, cephalometric and models analysis and their integration to diagnosing and treatment planning orthodontic patients.

DENT4501: EXODONTIA TECHNIQUES

This course integrates the knowledge gained from basic medical sciences courses into the theoretical approaches to extracting teeth which upon completion will result in the student developing the clinical patient skills to extract teeth. Students are provided with the core theoretical knowledge, and through practical competencies develop the basic surgical skills and sterile techniques they will need to remove affected teeth. Students would have been taught basic techniques to safely administer local anaesthetics, and now they will apply that knowledge to exodontia. The course also imparts the knowledge of how to prevent and manage intra-operative and post-operative complications, and how to select appropriate analgesic and antibiotic medications to manage pre-operative and post-operative infections. The ethical and professional standards involved in delivering this type of care to patients will also be imparted through lectures, laboratory demonstrations, simulation practice and field trips. The course outline will see the student being able to recognize and manage emergencies which may arise as a consequence of treatment.

The didactic and clinical curriculum will foster the culture of life-long learning within the student, and encourage them to look at post-graduate training in oral and maxillofacial surgery as a possible career option.

DENT4417: COSMETIC

This course deals with the processes involved in restoring teeth with tooth-coloured materials called Composites. The principles of cavity preparation for composite restorations are discussed, as is the relationship between the physical properties of the restorative material to the anatomy and histology of the dental tissues. The relationship between this specific type of restorative procedure and prevention of further disease is stressed. Lectures on instrumentation, cavity preparation and restoration are supplemented by group instruction in the laboratory. The laboratory sessions will utilize ivorine and natural tooth typodonts in phantom heads specially designed to simulate the clinical condition. These sessions will also see the student treating simulated caries lesions on ivorine teeth and actual caries on extracted teeth. Emphasis is given to the diagnosis of initial and recurrent caries, provision of conservative restorative therapy and the decision making process related to replacement therapy. Upon completion of the course students should possess the appropriate theoretical and practical knowledge, and should have developed the manual expertise to provide patients with the majority of single tooth restorative services required in modern dental practice.

DENT4418: CORONAL RESTORATIONS

This preclinical course introduces the student to the basic biomechanical principles of tooth restoration, and prepares students for clinical practice by making them competent in restoring teeth to structural, functional and aesthetic acceptability. This course continues the development of the fourth-year student's manual dexterity skills using rotary and hand instruments that was started in the Introduction to Dental Practice course. Students are taught the principles, which govern the need for initial and retreatment restorative therapy, the criteria for long-term clinical acceptability and the reasons for restorative failure. The focus is on preparations for laboratory-fabricated inlays and onlays restorations. The laboratory sessions will utilize ivorine and natural tooth typodonts in phantom heads especially designed to simulate the clinical condition.

DENT4517: ENDODONTICS

This course of study in endodontics looks at dental pulp related injuries in teeth and their management. The course is divided into a series of lectures which are delivered concomitantly with a set of pre-clinical laboratories in which students begin to develop the practical competencies needed to treat these injuries on a dental manikin prior to doing these competencies clinically in a comprehensive care setting. The lectures outline the biology, pathology, diagnosis, basic rationale, treatment materials, treatment techniques, and treatment outcomes of injuries to the dentin-pulp complex and from pulpal-related peri-radicular pathology. In the pre-clinical laboratory component the students transfer the theoretical knowledge from their lectures into practical application where they will carry out endodontic treatment techniques on extracted and artificial teeth from each of the different tooth groups. The course prepares students for specialisation in this field and through their selection of cases they will understand the difference between the scope of practice of the general practitioner and the specialist and know when to refer. The inter-disciplinary approaches between endodontics and periodontics, endodontics and oral and maxillofacial surgery, and endodontics and prosthodontics are also discussed.

DENT4420: SPECIAL NEEDS

This course introduces students to the different groups of special needs dental patients who either have an intellectual disability, or who are affected by other medical, physical, or psychiatric issues, and to develop in them the dental knowledge and skills that they will need to treat these patients. This course seeks to teach students how to render comprehensive oral health care and teach prevention to a dynamic, diverse and growing special needs dental patient population. Students learn about the different categories of special needs patients-geriatric, medically compromised, deaf, physically challenged, and mentally challenged. The complexity of each group and the dental treatment modalities that can be used with each group are also discussed. The course outlines how quality clinical services are to be delivered to these groups, along with outlining preventive education programs that can be delivered to these presently underserved populations. The course hopes to engender in the students the understanding that they can help to maintain a good quality of life in each special needs dental patient through the dental treatment that they will render that will restore their masticatory function and maintain oral health. Information Technology enhanced lectures and Field Trips to some of these institutions will be the main mode of content delivery.

DENT4503: DENTAL & MEDICAL EMERGENCIES

Students will be exposed in a theoretical manner to different scenarios of medical and dental emergencies in the dental office for which they will learn the procedural steps of how to treat them. The course design will enable them to discuss the differential diagnoses, and select the appropriate diagnosis and treatment of common dental and medical emergencies. Students will be exposed to basic life support and cardio-pulmonary resuscitation for which they will require certification in prior to entering the clinics. This certification will be achieved through their attending a mandatory BLS certification course that forms part of the course. Through detailed didactic and simulated scenarios, students will be instructed in the management of medical emergencies in the dental environment, including prevention and treatment. Students will receive hands-on instruction using a medical emergency kit and manikins as they develop the skills required to manage each scenario.

DENT4316: CLINICAL DENTAL PHARMACOLOGY

This course aims to equip dental students with clinical pharmacology relevant to dental practice. The design of the course looks to increase the comfort level of the students with pharmacological information, provide them with background knowledge to enable them to make appropriate decisions involving the use of dental medications in patient care, and instil in them the curiosity that will encourage them to stay current in this ever changing field. The course encompasses the broad concepts of pharmacology, and then focuses on the pharmacological action of those particular drugs that are used in dentistry. The course exposes students to the theoretical concepts behind prescription writing, and lays the basis for them to apply this knowledge in a practical way during their delivery of comprehensive dental care to patients in the clinical setting in their final year. Overall, the student will better understand the drugs used in dental practice to treat patients. The course will focus on a series of Problem Oriented Learning sessions and guest presentations from the pharmaceutical production and marketing companies. The course requires successful completion of all Level I and II courses and therefore no student will be facilitated without these pre-requisites. The credits will be completed mainly through the use of Case Base Learning.

DENT4502: SURGICAL TECHNIQUES

This course aims to develop a body of knowledge and expose the students to the necessary skill sets in the surgical realm of Oral and Maxillofacial Surgery such that they will be able to enable to confidently treat those surgical cases which lie within their acquired competencies, and which will enable them to recognise and appropriately refer surgical problems outside of their scope. The course imparts the terminology, instruments, and sequential steps that are needed to perform surgical dental extractions, suturing and other minor surgical procedures. These competencies will be developed on laboratory simulation models and through increasingly complex clinical problem solving cases that will also focus students on understanding how patients have to be managed differently depending on the case. The advanced aspects of oral and maxillofacial surgery will be delivered in theoretical applications such that the students will be able to diagnose the associated conditions that would result in these procedures having to be carried out. The students will develop the diagnostic competence to approach these more advanced aspects which are under the purview of the Oral and Maxillofacial Surgeons. Lectures and demonstrations will be used to introduce these concepts and those concepts that deal with managing patient apprehension through the use of various techniques of conscious sedation. The indications, advantages and disadvantages, and complications of the various conscious sedation techniques are discussed, but nitrous-oxide/oxygen inhalation sedation will be the focus. Other topics that will be discussed are temporomandibular disorders, orofacial pain orofacial infections, major maxillofacial surgery (i.e., cleft palate surgery, preprosthetic surgery, orthognathic surgery, maxillofacial traumatology, etc.), and the surgical management of head and neck cancers.

DENT4411: FIXED PROSTHODONTICS

This is a competency based course that introduces the fourth year dentistry student, through a series of lectures and laboratory instruction, to the basic fixed prosthodontic principles and techniques required to prepare teeth, fabricate provisional and final restorations, and to demonstrate competency in the required laboratory procedures. This course prepares the students for their practical exposure in their clinical practice course which will include them providing fixed prosthodontic care to patients. Specific areas of competency development include the preparation and restoration of teeth needing full coverage i.e. crowns utilizing dental simulation units; the replacement of missing teeth with fixed prosthesis i.e. bridges; and the treatment and restoration of teeth that have received endodontic treatment, i.e. post and cores. Students are also introduced to the treatment planning and sequencing involved in the delivery of fixed prosthodontic units in the clinical setting, and to the rehabilitative steps required to properly restore a tooth with conventional fixed restorations.

DENT4410: IMPLANT PROSTHODONTICS

Students will develop an understanding of the scientific basis of implant dentistry and how to structure implants into their diagnosis and treatment planning of patients. This course provides fundamental and foundation knowledge relevant to simple surgical and prosthodontic procedures in implant dentistry. Through an integrated programme of lectures and practical sessions students will develop the knowledge and acquire the skills required to plan and treat patients requiring dental implants in the clinical phase of their training. The lectures in the course will describe the biology of osseointegration, the principles of implant prosthodontics, the surgical placement of fixtures, and the restorative options and procedures. The laboratory sessions will demonstrate the various implant components and provide clinical simulations of the treatment options. This course is intended for fourth year dental students on the cusp of entering their clinical phase of training.

DENT4311: FORENSIC DENTISTRY

This course examines the field of forensic science with a particular focus on dentistry with the primary goal being to expose the students to the relationship between forensics and dentistry, with the secondary goal being to prepare the student for further studies in Forensic Dentistry. The course introduces students to the basic principles of forensic science with an emphasis on forensic odontology. This course describes the scope of forensic dentistry, forensic dental examination, and odontology guidelines. Specific topics include the significance of bitemarks, the role of DNA in dental identification, dental identifications in mass disasters, and the preparation of a professional opinion and scientific evidence for the legal system. Lectures, seminars, field trips and case studies will be used, with the latter drawing on the use of forensic dentistry in solving cases

DENT4422: DENTAL PRACTICE MANAGEMENT

This course focuses on dental practice in public health dentistry or in private practice. The student will be exposed to the principles and practices of dental practice management and as a result, deepen their understanding of the management and administration of a dental practice. This course is also designed to assist them to overcome the start-up challenges and assist them with understanding the nuances of the public dental sector. Guest lecturers will use lectures and seminars to discuss relevant topics such as financing, accounting, taxation, leases, contracts, partnerships and associateships that relate more so to private practice, and conversely, other visiting presenters will introduce the terms of employment, clinical and hospital regulations and administrative organisational structures that are inherent to public sector dentistry. All in all, the students will leave this course armed with information and guidance that will better enable them to have a smoother transition to private and public dental practice. Students will also experience the practice of dentistry through external rotations to dental offices and hospitals and dental clinics. These rotations will provide students with first-hand knowledge of efficient and effective clinical operatory practice in both the public and private sectors and stimulate their minds to pursue dentistry in a more professional and ethical manner.

DENT4421: DENTAL AUXILIARIES UTILISATION

Dental Auxiliary Utilization (DAU) is the first experience the student will have in the team approach to dentistry. Students initially simulate working with a dental assistant, before assisting other students in the clinics. Students are trained to perform the duties of a dental assistant such that they can assist other students and learn the rudiments of clinical practice through observation.

DENT4419: PAEDODONTICS

This course provides the student with the knowledge and skills required to provide basic dental care to children in general practice. The central theme of this course is dentistry for children, and in looking at this theme, the focus is on the total dental care of the child and adolescent during growth and development from birth to adolescence. The course introduces the student to the key aspects involved in treating children with dental problems, and strives to introduce students to various aspects of basic paediatric dentistry and integrates these aspects into the development of the pre-clinical skills in other areas. The skills required for clinical diagnosis and restorative treatment of the primary and young dentition are developed. Students will gain knowledge of the development, morphology, and eruption of the dentition. The differences between primary and permanent dentition and how these apply to restoration procedures are covered. A basic knowledge of space maintenance and basic management skills are introduced. The students will gain clinical knowledge of subjects such as traumatic injuries to primary and young permanent teeth, child growth and development, and behaviour management. In

addition, issues that are related to adolescent patients with handicapping conditions, medical issues, developmental issues such as speech, and the use of sedation and other modalities are explored.

DENT4423: CLINICAL PREPARATION

This course uses a problem-based approach to prepare students for managing patients in a clinical practice setting, first in their clinical practice sessions and later in a future dental practice. The design of the course provides the student with the knowledge required to manage a group of diverse patients during the clinical program by introducing them to the basic concepts of diagnosis and treatment planning, and through a progressive series of lectures, seminars and clinical sessions students will be taught a system of diagnosis of dental and oral disease such that they will integrate and apply fundamental knowledge learned in previous courses to clinical experience. Lectures and practical sessions with multidisciplinary faculty emphasize the systematic approach to history taking, patient evaluation, examination, diagnosis, treatment planning, treatment and patient management. Students are also introduced to laboratory testing, record systems, regulatory frameworks, risk management strategies, patient financial account management and contemporary biohazardous materials compliance guidelines. Basic methodology in assessing the oral health status, caries susceptibility, periodontal health status, patient education and communication are imparted. The clinical sessions provide practical application of the material covered in the lecture/seminar component of the course and prepare students for the more detailed treatment planning sessions involved in the diagnosis, initial treatment planning of oral and dental disease and the actual provision of comprehensive care. Students will also learn the impact of medical conditions on treatment planning and provision of dental care. They will also learn how to request and evaluate medical information from their patient's physicians or hospitals.

DENT5424: CLINICAL PRACTICE

The major goal of this course is to adequately prepare students for general practice through the development of technical and clinical competencies on patients. Under supervision, fourth and fifth year students will deliver comprehensive management of dental conditions to patients with varied oral health needs in clinical sessions. The course introduces students to clinical dentistry in a multidisciplinary environment with emphasis on information gathering, history-taking, diagnosis, treatment planning and acquisition of basic clinical skills as a prelude to their entering either private practice or public sector dentistry. This course is designed to give the student the clinical proficiency expected of a general practitioner in the dental disciplines. The patients will be drawn from a diverse patient population pool, which will include an identified group of special needs patients, and students are rotated to different community based health centres and hospitals in an effort to assist with the development of the empathetic dentist that the programme is trying to engender. The students' clinical experience will also include the completion of a Dental Research Project in which they will prepare both a research paper and a Table Clinic.

DENT5425: DENTAL ELECTIVE

The purpose of the elective is educational and vocational, and the goal of this elective is to give the participant understanding and practical experience in clinical dentistry. The dental students have a five-week (25 working days) elective period in Year 5 of the dental curriculum where they have a second opportunity to gain experience in a dental setting under the supervision of a licensed and approved dental surgeon. The student will have the opportunity to perform/observe a variety of dental procedures. The students choose the dentist from an approved list, and once certified their interaction with clients is within

the limits of their training, and as specified by the dentist. During the elective period, the dentists evaluate the students based on three main categories: attitudes and behaviour, clinical skills and knowledge. An evaluation form is provided that is completed by the supervisor. At the completion of the elective, the student will provide a report of his observations and experiences in the form of a daily log, case report, and a summary report. The student will present the Case Report before a panel.

FOUN1101: CARIBBEAN CIVILIZATION

This course is designed to give students a survey of the Caribbean's history and culture, commencing with the arrival of the Neo-Indian peoples (ca. 5000BCE) through to the present day Caribbean. The course stresses the commonality of the region, comprising more than individual island nations or linguistic groups. The idea of civilization is key to comprehending the Caribbean's progression through time and will play an important role in understanding the cultural, economic, social and intellectual trends and their supportive institutions that have emerged in the Caribbean. While the course focuses on the similarities in the Caribbean, it also highlights the differences that have emerged because of colonialism, demography, climate and historical progress. The course aims to stimulate students' interests in the concept of a Caribbean civilization and places it within the context of understanding their individual lives and the lives of those around them.

FOUN1014: CRITICAL READING AND WRITING IN SCIENCE AND TECHNOLOGY AND MEDICAL SCIENCES

Designed to help students to critically engage with texts, research and write effective essays for academic audiences, and participate intelligently in oral and written discussions on a variety of topics, while developing an understanding of the linguistic context in which they operate in the Caribbean. Students in the social sciences are expected to demonstrate an awareness of the emphasis and perspective. This course is an important introduction to the integrated approach used in the delivery of the courses in Stage 1. It provides a prologue to understanding basic disease processes such as infection, inflammation, genetic disorders, tumour pathology and disorders of growth which is important in assisting students to appreciate how these affect the different organ systems later in the programme. In addition, it provides an introduction to the chemical structures and families of drugs used in the treatment of patients and how they work to modulate disease processes.tive of their discipline.

FOUN1031: LAW, GOVERNANCE, ECONOMY AND SOCIETY IN THE CARIBBEAN

This is a multi-disciplinary course designed to introduce students to some of the major institutions in Caribbean society with exposure to both the historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed.

FOUN 1301: Law, Governance, Economy & Society in the Caribbean

This course examines four fundamental areas: law, governance, economy, and society. This course is multipronged in exploring the universal themes of human rights protection, democracy, governance, history, power, gender, and development. It also introduces students to some of the major institutions in Caribbean society. The course addresses a wide range of historical and contemporary social, economic, legal, and political forces that continue to shape the evolution of the Caribbean region. It sheds light on these issues using both international and domestic law. In addition to this, the course covers some of the main challenges faced by Caribbean countries in deciphering if globalization has compounded the level of vulnerability of these states.

LING1819 BEGINNERS' CARIBBEAN SIGN LANGUAGE.

The languages of Deaf communities represent important linguistic minorities in the Caribbean. This course aims to expose students to the visual-gestural languages in CARICOM, with the primary sign language in the course being the language of the territory of the campus. At Mona, the focus is on Jamaican Sign Language. Students will acquire basic conversation skills, and beginners' level insights in the structure of the language. Jamaican Sign Language is largely mutually intelligible with other sign languages of the Anglophone Caribbean.

LING2821: SIGN LANGUAGE FOR MEDICINE

This course is designed for students in the Faculty of Medical Sciences entering the Clinical Practice phase of their training. LING2821 is intended to specifically address the management of Deaf patients and provides an opportunity to learn signs for the healthcare domain and to obtain fluency by practicing the use of sign language in immersion-type settings.

This course allows students to acquire advanced communication skills for use when dealing with patients with hearing loss by using a Team Approach coupled with immersion-type language acquisition techniques, demonstrations and projects to enable them to better communicate using Sign Language. LING2821 sensitises students to the existence of a Deaf subculture and its differences from hearing culture by exposing students to Deaf culture and Deaf perspectives on life, which affect patient care. Cultural knowledge coupled with sign language competence should lead to proper communication with deaf and Deaf patients. LING2821 equips students who have achieved basic competence in a Caribbean sign language to communicate with the Deaf with near-native competency with an emphasis on the context provided by medical and dental procedures.

MDSC1000: FUNDAMENTALS OF DISEASE AND TREATMENT

This course is an important introduction to the integrated approach used in the delivery of the courses in Stage 1. It provides a prologue to understanding basic disease processes such as infection, inflammation, genetic disorders, tumor pathology and disorders of growth which is important in assisting students to appreciate how these affect the different organ systems later in the programme. In addition, it provides an introduction to the chemical structures and families of drugs used in the treatment of patients and how they work to modulate disease processes.

MDSC1103: INTRODUCTION TO EMBRYOLOGY AND HISTOLOGY

This course is one of three dealing with the development and differentiation of cells, tissues and organs. It covers a general view of human development and the structure of tissue. It is designed as a basis for the more detailed study of the development structure and functioning of the body systems and provides a basis for an understanding of congenital abnormalities.

MDSC1104: INTRODUCTION TO MOLECULAR MEDICINE

The aim of this course is to introduce students to the principles of molecular biology and to show how it may be used to understand and treat human disease. It builds on the fundamentals of the structure and functions of nucleic acids and proteins and serves as an important foundation for understanding advances in genetics and developments in modern medical research.

MDSC1201: CELL BIOLOGY

It is organized into three units: unit one is introduction to medical microbiology; unit two is biomolecules and biomembranes and unit three is metabolism and bioenergetics. Unit one is designed to provide an introduction to the medically important microorganisms and parasites; it describes their similarities and the differences which make them susceptible to pharmacological agents and to detection using microbiological diagnostic techniques. Unit two explores the components and functions of cells, organelles, and biomembranes and allows students to understand the factors affecting their functions. The structures of different types of biomembranes found in cells are explained, along with their abilities to react with an aqueous environment. Unit three aims to provide a framework for students to appreciate the mechanisms of intracellular and extracellular control at the metabolic level. It also explains the ways in which the body derives its requirements for energy and growth.

MDSC1105: THE LOCOMOTOR SYSTEM

The aim of this course is to provide the student with a thorough knowledge base of the functional anatomy of the upper and lower limbs and of the spinal column as these relate to each other in health and disease. It also introduces the anatomical terminology used in describing the relationships and functions of the human body.

MDSC1203: HEALTH CARE CONCEPTS

The course is organized in seven units with the following aims: Unit one, *Sociology* creates an awareness of sociological factors that influence health and the provision of health care in the Caribbean region and an understanding of personal attitudes and stereotyping as these relate to patients and coworkers of different social groups and identities. Unit two is *Health and Illness* which fosters an appreciation in students for health and illness issues from a sociological perspective. Unit three is *Concepts of Prevention* which familiarises students with the importance of preventative measures and to categorise health care into different levels of prevention. Unit four, *Health Education and Health Promotion* introduces students to the role of health education and health promotion in the practice of medicine and dentistry and to create an awareness of the factors influencing approaches to the promotion and maintenance of health and wellbeing. Unit five, *The Life Cycle*, creates an understanding of the child and adolescent in terms of the factors leading to normal physical, cognitive, social and emotional development. To create and understanding of the importance of health seeking and risk taking behaviours and the physical, emotional and social stressors affecting the individuals. To create an awareness of the importance of the elderly including their special needs, behaviours and their health and disease patterns. Unit six, *Psychology,* fosters understanding of the factors influencing human development, thinking and behaviour, and to promote insight into the student's own attitudes and reactions. Unit seven, Psychiatry provides the student with an understanding that psychiatric disorders, like diabetes or hypertension, represent the culmination of a complex interaction of biological, psychological and social factors.

MDSC1204: Haematology and the Reticulo-endothelial System (Basic Haematology)

Aims to introduce students to normal haematology/haemostasis, blood groups and the pathophysiology and clinical features of haematological disorders. It highlights the investigations used in routine haematological laboratory practice, usefulness and limitations. It emphasizes the importance of proper collection, transport and storage of blood specimens and the results of haematological investigations. Introduce methods of diagnosis of haematological disorders and the principles of management. Explain

the measures needed for safe blood donation and transfusion of blood products. Facilitate an understanding of the normal architecture of the spleen, thymus and lymph nodes and the causes and classification of important inflammatory and neoplastic conditions which affect them.

MDSC1206: NEUROSCIENCE 1- (The peripheral nervous system)

In this course the anatomical organisation, functions and regulatory mechanisms of the peripheral nervous system are presented. The content provides the foundation for understanding the neural regulation of the functions of peripheral organs, glands and tissues that are dealt with in later courses in the structure and function series. The main aim of this course is to explain the role of peripheral nervous system in controlling visceral and skeletal muscle functions and how it can be modulated for therapeutic Benefits to the patient.

MDSC1205: THE RESPIRATORY SYSTEM

This course addresses the normal and the abnormal structure and function of the human respiratory system, the mechanics of breathing and factors influencing breathing. Gaseous exchange in the lungs in health and disease is covered as well as important drugs used in the treatment of common respiratory illnesses. Aspects of the investigation and care of patients with respiratory disease are introduced to reinforce basic knowledge of the normal state and to highlight the importance of this knowledge to medical practice.

MDSC1202: INTRODUCTION TO PRACTISE UNIT 1

This course provides motivation for understanding the basic medical sciences and aims to indicate at an early stage the attitude and behaviours appropriate to the practice of medicine. It concentrates on personal and professional development, an important theme running through the curriculum. Specifically, it includes communication skills and professional conduct, including deportment and patient confidentiality along with a parallel basic course in pre-hospital management of common emergencies.

MDSC2103: THE CARDIOVASCULAR SYSTEM

The course provides an overview of the normal and abnormal structure and function of the cardiovascular system. It covers the essential core of information that students are required to know about the cardiovascular system. The course is integrated, so that whilst the teaching of anatomy, physiology, pharmacology, pathology and microbiology of the cardiovascular system is emphasized, there is also exposure to introductory clinical knowledge which permits an appreciation of the clinical relevance of the disciplines mentioned.

MDSC2104: DIGESTIVE SYSTEM

This course aims to provide students with a fundamental understanding of the gastrointestinal tract and its importance in the process of digestion, absorption and excretion as well as the role it plays in homeostasis. It also provides students with an appreciation of the important pathophysiology of the digestive system and highlights the basic scientific knowledge required to understand the principles governing management of common disorders. This course covers the gross anatomy, embryology, histology and functional aspects of the gastrointestinal tract and its accessory organs, including morphological concepts related to the processes of mastication, deglutition, motility and secretions, digestion, absorption and defecation.

MDSC2201: THE ENDOCRINE SYSTEM & SKIN

In both development and delivery, this course utilises a multidisciplinary approach to the teaching of applied anatomy and physiology of the endocrine system and the skin. By combining clinical and pathological aspects, it provides relevance and a critical link between understanding the basic medical science in the normal state and applying this knowledge to disease that affect patients. With teaching input from the Basic Medical Sciences, Pathology, Microbiology and the clinical departments, the chemical structure, synthesis, mechanisms of action, and functions of different hormones are illustrated along with the various regulatory mechanisms that affect their production. In addition, the content includes the structure and function of the skin and the medically important conditions affecting it.

MDSC2105: Health and the Environment

Building on the material introduced in the Health Care Concepts course concerning wellness and disease prevention, it comprises three organizationally different but interrelated units. Unit one, the environment and environmental health, provides students with an overview of the interrelationship between man and his environment, and of the environment as a major determinant of health. Unit two, disaster preparedness, introduces students to disaster management in the Caribbean, including both natural and technological disasters. Emphasis is placed on credible disasters, the role of the physician in the overall management of disasters generally and in the hospital setting specifically. Unit three, Infection and the environment, teaches students about important infectious agents, their sources, routes of transmission prevention and control. A spectrum of viral, bacterial and parasitic infections is included.

MDSC2203: **NEUROSCIENCE 2 – THE CENTRAL NERVOUS**

This course takes an in-depth look at the structure and function of the central nervous system (the brain and spinal cord), and introduces students to important diseases affecting the central nervous system, the methods used in investigating patients, and the treatment modalities employed, including pharmacotherapy.

MDSC2202: INTRODUCTION TO MEDICAL PRACTICE UNIT 2

Students receive a series of didactic lectures followed by opportunities to interact under supervision with patients on the wards. Students are taught to interpret the systems of communication used between members of the health team. Participation and performance is monitored by the academic staff. Students are expected to apply the principles of communication learned in Unit 1 in taking histories and to present their cases orally in one-on-one sessions with senior teaching staff. In addition, written case-notes are submitted for comments to the consultant teaching staff.

MDSC3101: **HAEMATOLOGY AND THE RETICULO-ENDOTHELIAL SYSTEM (Clinical Haematology)**

This course aims to introduce the epidemiology pathophysiology and clinical presentation of common or important haematological conditions; outline the investigation and management of benign and malignant disorders of blood; explain the application of red cell white cell and platelet immunology in the transfusion of blood and stem cells; investigate and manage related allo-immune complications.

MDSC3102: RENAL/URINARY AND REPRODUCTIVE

This course takes a combined look at the urinary and genital systems using an integrated approach to teaching the structure and function of the human body. It provides a basis for students' understanding

of the relevant anatomy of the excretory and reproductive systems and how these function in health and disease. By inclusion of relevant pathophysiology and the use of case-based problems, it provides a foundation for appreciation of the features, diagnosis and management of common clinical conditions affecting these systems.

MDSC3103: HUMAN NUTRITION

It aims to explain the role of nutrition in determining patients' wellbeing, its interaction with their medical/ surgical conditions(s), and how to apply simple therapeutic principles to improve their nutritional state. It does not seek to create clinical nutritionists, but rather to instill in students the idea that nutrition is a theme with which they need to be concerned in every aspect of health and disease in patients with whom they come into contact.

MDSC3104: HEALTH SERVICES MANAGEMENT

While integrating the theme of personal and professional development, this module will cover aspects of health services organization, management in the public and private sectors, with particular reference to management principles, policy formulation, planning and evaluation. The management of resources of people, money and supplies, will include manpower planning, utilization and retention, financing and health care, accounting and management in health. Leadership and communication skills will be emphasized. The knowledge and skills gained in this course will be of benefit to students as they take on managerial roles at all levels in the health sector.

MDSC3200: UNDERSTANDING RESEARCH

This course includes an introduction to basic epidemiology, the use and interpretation of biostatistics and an exploration of the tools used in carrying out health-related research. It aims to introduce students to the role of research in the practice of medicine and dentistry, to encourage the judicious use of research information and to kindle an interest in knowledge creation (research). Students are expected to develop an enquiring attitude to the acquisition and use of the available evidence to inform health care delivery.

MDSC4001: OPHTHALMOLOGY AND ORTHOPAEDIC

This course introduces the student to a practice of medicine dedicated to the relief of pain and the total care of the surgical patient in the perioperative period. It exposes them to the management of the patients presenting in an emergency. During this time there is exposure to airway management which is a key role in any physician's life. The period also allows the clinical exposure in the intensive care setting and the management of the critically ill patient. Assessment includes; Case based learning MCQs, an OSCE, and the BLS.

MDSC4003: DERMATOLOGY

The course introduces students to the specialty of dermatology which is the study of the science and disease of the skin, hair and nails. The work of the dermatologist embraces every aspect of the biology of the skin, normal and abnormal and seeks to improve one's perception of themselves. The course introduces the student to common dermatological diagnoses, clinical features of these and their management. This course will be assessed using a mid-clerkship

formative assessment and end of clerkship multiple choice question exam done via a proctored online platform held the last Friday of the clerkship.

MDSC4004: EMERGENCY MEDICINE

The Emergency Medicine Clerkship presents the student with a unique opportunity to experience acute illness before any intervention. It encompasses all aspects of medicine and students get first hand exposure to managing patients of all levels of trauma, as well as medical emergencies. It covers Basic and Advanced Life Support principles, Advanced Trauma Life Support principles through the TEAMS course, and the management of the sexual assault survivors, a unique experience for medical students. Students will be able to hone prior skills, such as intravenous catheter placement and suturing and acquire new ones such as FAST ultrasound

MDSC4010: PATHOLOGY AND MICROBIOLOGY CLERKSHIP

This course offers a ten-weeks in person clinical and laboratory experience integrating Anatomical Pathology, Chemical Pathology, Haematology and Microbiology sub-disciplines. It will be assessed through formative and summative assessments.

MDSC4011: COMMUNITY HEALTH & PSYCHIATRY

This is a 5-weeks, full-time clerkship during which students are assigned to clinical firms on the psychiatric ward at the University of the West Indies (UHWI). The clerkship provides students with an opportunity to learn basic skills in the evaluation and management of patients with psychiatric problems through an integrated process which incorporates supervised practical experiences, didactic learning tutorials, seminars and field trips.

Students will learn and practise the essential skills for taking a psychiatric history and performing a mental status examination. They will become competent in making common psychiatric diagnosis and in making appropriate recommendations for investigations and treatment. Students will be encouraged to utilize a holistic and multidisciplinary approach to the practice of psychiatry. To this end, Bio-Psycho-Social principles will be emphasized and medical students will be expected to function as part of teams comprised of various mental health professionals and allied staff.

MDSC4012: RADIOLOGY

This course introduces students to the role that radiological imaging plays in the evaluation and management of patients attending healthcare facilities. It includes imaging modalities such as X-rays, ultrasound, computed tomography(CT), Magnetic Resonance Imaging(MRI) and Nuclear Medicine. The normal anatomy depicted on each modality is highlighted and students will be required to recognize common pathologies that can be diagnosed within each system using these diagnostic tools. They are taught to describe the pros and cons to each modality including both its accuracy and its safety.

NURS1108: ANATOMY AND PHYSIOLOGY 1

An organ to system approach, the correlation between anatomical structure and physiological functions, the interaction of chemicals, tissues, organs and organ systems in the maintenance of homeostasis is presented in this course. The course is divided into two parts. Part 1 introduces anatomy and physiology and focus on the integumentary, musculo-skeletal, nervous, endocrine, and respiratory systems. Human

Anatomy and Physiology II covers the remaining body systems, and is taught in the second semester. Laboratory exercises are included in both courses.

NURS1014: BIOCHEMISTRY

An understanding of the concepts of biochemistry necessary for an appreciation of the body's biochemical reactions, thus enabling nurses to relate the knowledge of biochemistry to wellness and illness. The course also allows the student to explore biochemical reactions affecting homeostasis and to discuss concepts and functions pertinent to the chemistry of the human body.

NURS1013: NUTRITION

This course introduces the students to the principles of human nutrition and current dietary trends across the lifecycle. It emphasises nutrients, food sources and functions in the body, nutrients and the relationship to health throughout the lifespan of the Caribbean people with a focus on Jamaica. Content includes cultural and economic influences on dietary practices.

NURS1109: HUMAN ANATOMY AND PHYSIOLOGY 2

A continuation of Human Anatomy and Physiology 1. The course examines the structure and function of the cardiovascular, lymphatic, digestive, urinary, and reproductive systems. Laboratory exercises will allow the students to focus on the examination of selected parts of these systems through histological and skeletal preparations.

NURS1111: MICROBIOLOGY

An introduction to the history of microbiology, eukaryotic and prokaryotic cell structure and taxonomy. The course also covers the diversity of microbes, as well as their nutritional needs, growth and reproduction. In addition, the course focuses on the control of microbes by physical and chemical agents, microbial ecology, pathogenicity, immunity and immune response. Laboratory exercises are included.

NURS1113: EPIDEMIOLOGY

This course introduces the student to the key concepts of epidemiology. It examines the modes of disease transmission characteristics of communicable diseases, methods of prevention, at the local, regional and international levels. Students will be guided in the identification of sources of data, the use of appropriate measures of calculations, the analysis and interpreting of data and the application of findings to infection prevention and control.

NURS1114: HEALTH INFORMATICS

This course introduces the student to health informatics. Emphasis is placed on current trends and concerns in information management in healthcare including legal, social, cognitive and economic issues. It also links information with the utilization of technology to support nursing practice and assists learners to contribute to the development of information systems to promote quality in nursing care. Students will apply critical thinking skills to examine the various ways in which technology can support evidence-based information to improve the quality of nursing care.

NURS2010: PHARMACOLOGY AND THERAPEUTICS IN NURSING

This course introduces the student to pharmacological sciences with respect to drug origin and administration. It exposes students to the legal and ethical responsibility and accountability inherent in the nursing functions related to the administration of drugs, as well as the cultural, social and psychological aspects of drug therapy. Emphasis is placed on safety and accuracy in administering prescribed medication dosages to persons throughout the life cycle and along the wellness-illness continuum. Part 1 gives the history of pharmacology. The classification of drugs, their actions in the body and their therapeutic use is covered in Part 2.

NURS2011: HEALTH PROMOTION

This course explores concepts of health, primary health care, health promotion, health protection and illness prevention throughout the lifespan. It introduces the student to factors influencing health and wellness and the strategies for promotion and maintenance of health in the individual, family, and community. Concepts, models and strategies of health promotion including international, regional and national policies, charters and declarations, as well as issues and barriers to health promotion are explored. Jamaica's perspective on health policy in general and specifically as it relates to health promotion is analyzed.

NURS2015: INTRODUCTION TO PROFESSION NURSING

This course introduces students to the evolution of nursing and the practice of nursing. It examines the theories of nursing, nursing as a profession and the requirements for practicing as a Registered Nurse. The historical, philosophical, scientific, ethical and legal bases for the profession are explored. Students will critically analyze the influence of religious, military, socioeconomic, geopolitical, legislative, technological, scientific and organizational factors on the development of the profession. The impact of nursing legends on the advancement of nursing locally, regionally and internationally will also be explored.

NURS2019: CONCEPTS APPLIED TO NURSING

This course introduces the student to basic nursing skills. It focuses on concepts of caring, body image, pain, loss, grief and the grieving process, dying and death, immobility and chronicity. The student is introduced to hospitalisation and the nurse's responsibility in relation to surgical interventions is also examined.

NURS2020: CONCEPTS APPLIED TO NURSING CLINICAL PRACTICUM

This course provides an opportunity for students to implement selected basic nursing skills relative to the course Concepts Applied to Nursing in acute care and community settings. The focus of the course is to assist students develop competence and confidence in the application of basic skills prior to progressing to more advanced clinical nursing courses. Basic clinical skills are practised in the Clinical Learning Centre (Nursing Skills Laboratory) prior to engaging in clinical experience in the health care and community settings.

NURS2112: PATIENT & HEALTH CARE WORK SAFETY

This theory and clinical practice course provides the student with key concepts and principles of infection prevention and control, injection safety, and blood safety, which are fundamental to safe nursing practice.

NURS2213: NURSING CARE OF ADULTS

This course focuses on common health problems affecting the adult (ages 19-64 years). It facilitates students' development of an evidence-based framework to inform nursing practice in caring for adults along the wellness-illness continuum. The course engages students' critical thinking in decision-making to deliver nursing care in various clinical settings. Emphasis is placed on the nursing process as central to patient-focused care. The ethical and legal frameworks will be integrated into the caring approach to care.

NURS2214: NURSING CARE OF ADULTS CLINICAL PRACTICUM

This clinical practicum course focuses on safe, ethical and legal care of the adult (19-64 years) patient in all health care settings. It provides the student with foundational clinical experiences necessary for the management of adult health, including health promotion, illness prevention and treatment, utilizing the nursing process, critical thinking and evidence-based practice in the assessment and management of adult patients with common health conditions of related body systems.

NURS2117: HEALTH ASSESSMENT

This course introduces the student to health assessment of well individuals throughout the lifecycle. Opportunities are provided for students to engage critical thinking skills in data collection and health assessment with healthy individuals of all ages through interviewing and performing physical examination. The importance of cultural, gender and religious diversity in health assessment and the provision of health and nursing care are introduced.

NURS2118: THE NURSING PROCESS

This course introduces the student to the nursing process and health assessment of well individuals throughout the lifecycle. The nursing process framework is used for interviewing, data collection and performing physical assessment. Opportunities are provided for students to engage critical thinking skills in data collection and health assessment with healthy individuals of all ages through interviewing and performing physical examination. The importance of cultural, gender and religious diversity in health assessment and the provision of health and nursing care are introduced.

NURS2124: HUMAN PATHOPHYSIOLOGY

A study of the structural and physiological changes occurring in the body as a result of disease processes. The course introduces students to the concepts of abnormality and provides information on the sequel of diseases, alterations in body structure, body functions, and related clinical manifestations.

NURS3017: PRINCIPLE OF LIFE SUPPORT AND FIRST AID

This course provides students with the knowledge of the principles of managing first aid in emergency situations in the home, community and health care facilities.

NURS3018: DIET THERAPY

The focus of this course is dietary management of common nutritional problems found in individuals, families and communities in Jamaica. Emphasis will be placed on the dietary management of individuals with diabetes mellitus, cardiovascular and renal diseases, malnutrition, burns, and obesity. Diet management is applied throughout the respective nursing courses.

NURS3000: PARENT CHILD NURSING

This course focuses mainly on the child bearing family and specifically on healthy mothers and well neonates. It engages the student in critical thinking and application of evidence-based practice in parent

and child health. It prepares students to demonstrate caring in delivering appropriate and effective nursing care to the parents during the normal pre-pregnancy period, parental and foetal.0 health during pregnancy, labour, delivery and the puerperium. Emphasis is placed on foetal and neonatal transitions and neonatal life. Social, cultural, traditional and contemporary influences, sexuality, parenting and family life, gender issues, ethical and legal issues are explored as are health education, health promotion and family planning. Students will spend time in the clinical settings observing and providing ethical and legal care for the childbearing family. Related clinical practicum skills are provided in the associated Parent Child Nursing Clinical Practicum.

NURS3001: PARENT CHILD NURSING CLINICAL PRACTICUM

This course provides the experience for the student to integrate theory and skills in the nursing interventions for parental and foetal health during pregnancy, childbirth and the post-partum periods, and the neonate up to 28 days of life. Practice settings include inpatient hospital settings, health care centres/clinics, as well as supportive community agencies.

NURS3015: NURSING CARE OF OLDER ADULTS

This course critiques and applies social and biological theories of ageing (65 years and over) and psychosocial models of growth and development to the study of older adults in a variety of acute and long-term care, and community facilities. It focuses on factors, which encourage healthy ageing. Epidemiological, demographic and socio-economic determinants are explored, as well as issues and implications of physiological, emotional and psychological changes and community initiatives and resources. International and national declarations and standards are applied to meet the needs of the older adult patient.

NURS3016: NURSING CARE OF OLDER ADULTS CLINICAL PRACTICUM

The application of health and nursing concepts and theories in the care of the older adult patient and family. Emphasis is on practising interdisciplinary health care and advocacy in order to promote health and prevent illness, disability and disease of the older adult. The role of the nurse in assisting the older adult to maintain wellness and minimise effects of chronic conditions is also stressed.

NURS3019: COMMUNITY HEALTH NURSING

This course introduces the student to the foundations of community-based nursing, focusing on health of the family and community. Principles, theories, and concepts of community health are utilised to generate an understanding of the roles and functions of community health nurses. Cultural, lifestyle, socioeconomic, environmental, epidemiological influences and community resources on health promotion and protection in individuals, families and communities are examined. The related clinical practicum is provided in Community Health Nursing Clinical Practicum.

NURS3020: COMMUNITY HEALTH NURSING CLINICAL PRACTICUM

This course focuses on community health and community health nursing in the community. Guided clinical experiences are provided at selected community-based agencies and organisations to enable students to assess the health of a community, practice health teaching, and observe the role of members of the health team in the practice environments. Students will demonstrate progressive independence in selected areas of experience in the community.

NURS3030: RESEARCH METHODOLOGY

This course exposes the students to the scientific method of enquiry and its relevance in investigating phenomena in health care. It engages students in critical thinking to critique published research findings and theoretical frameworks that have applicability to nursing practice. The course facilitates the development of students' competencies in using the research process; using inferential statistics and transferring evidence-based knowledge to practice. The course also exposes students to ethical frameworks for conducting research and using evidence-based knowledge.

NURS3136: MENTAL HEALTH NURSING

This course focuses on mental health, as well as the basic psychopathology of mental disorders of individuals and families throughout the lifecycle who are experiencing varying states of mental health. The environmental influences affecting the mental health of the individual are examined within the context of the family and/or community. The nurse/patient relationship is emphasised as the foundation for therapeutic communication and nursing interventions. Collaboration with other health team members and/or community resources is explored as a way to address the needs of the individual and family using various treatment modalities. Students are expected to apply critical thinking skills and evidence-based knowledge to patient situations in the clinical settings during the Mental Health Nursing Clinical Practicum course.

NURS3137: MENTAL HEALTH NURSING CLINICAL PRACTICUM

This practicum emphasises mastery in the application of the nursing process in caring for individuals across the life cycle, families and communities with mental health problems. It engages the students in independent and supervised evidence-based practice specific to mental health nursing, Interpersonal relationship, critical thinking and problem-solving skills are considered pivotal to efficient and accurate assessing, planning, implementing and evaluating therapeutic nursing interventions in the clinical settings, both hospitals and community health facilities.

NURS4010: NURSING CARE OF CHILDREN AND ADOLESCENTS

This course focuses on common health conditions affecting children and adolescents (ages 0-18). It facilitates students' development of a sound evidence-based framework to inform nursing practice in caring for children, adolescents and their families along the wellness-illness continuum. The course will engage students' critical thinking in decision-making to deliver nursing care in various clinical settings. Particular emphasis is placed on the unique developmental needs of each age group and on the ethical and legal aspects that are relevant to paediatric nursing. Students will utilize the nursing process as the central component to patient-focused care and the ethical/legal framework will be integrated into caring and approaches to care. The Nursing Care of Children and Adolescents Clinical Practicum course provides related integrated clinical experience.

NURS4011: NURSING CARE OF CHILDREN AND ADOLESCENTS CLINICAL PRACTICUM

This practicum course concentrates on health maintenance and the prevention of illness and care of the child 1 month to 18 years with common health problems. The practicum provides opportunities for students to provide nursing care that is adapted to the unique health and developmental needs of children and their families in Jamaica. Additionally, the practicum promotes critical thinking and application of evidence-based practice to nursing care management along the wellness- illness continuum, unique to the named stages of human development in the clinical settings.

NURS4012: NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS

This course provides information on the organization, structure, functions, personnel and care of patients in the specialized units, namely the Accident and Emergency/Trauma Management, Operating Theatre, Recovery Room, and Intensive Care Unit. Disaster preparedness and emergency management are also included.

NURS4013: NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS CLINICAL PRACTICUM

This course enables the student to integrate and consolidate acquired knowledge and skills and to gain practical experiences in the areas covered in the Nursing Care of Patients in Specialized Care Settings course.

NURS4014: RESEARCH PROJECT

This course provides students with mentorship and supervision in using the research process and evidence-based approach to conduct of a small research study using the proposal developed in Research Methodology. Students are expected to collect data using an approved instrument, analyze and interpret data and write a project report. This small study observes the scientific rigour of larger studies.

NURS4015: LEADERSHIP & MANAGEMENT IN NURSING

This course explores basic management and leadership concepts, theories, processes and systems, and their application to the health care system. It prepares the graduates for assuming leadership and management roles as first line managers within the social, legal and economic contexts of a fiscally constrained health service. The role of the nurse as a supervisor, leader, change agent and manager is emphasized. Current issues, opportunities and challenges for nursing leadership in different nursing, community and organizational venues are included.

NURS4016: LEADERSHIP & MANAGEMENT IN NURSING CLINICAL PRACTICUM

The application of the concepts and theories of the Leadership and Management in Nursing course to the management of patient care units. All previously learned knowledge and skills will be integrated in the practicum. Students will apply leadership skills and patient care management theories in managing.

NURS4017: CLINICAL INTERNSHIP

This clinical internship course provides students the opportunity for integration and synthesis of previous knowledge, skills and professional role behaviours acquired in the BScN programme. The experience will bridge the gap between undergraduate education and 'real-life' professional nursing practice, by assisting the student to transition to an independent, competent professional. The student will be supported in consolidation of clinical and leadership skills to work collaboratively within a multidisciplinary team. The practicum experience will also allow students to analyze the broad gender, cultural, environmental, socio-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery.

NURS4018: SENIOR NURSING REVIEW

The focus of this senior review is the preparation for the Regional Examination for Nurse Registration (RENR). The review will cover all courses taught in the curriculum. Students will be provided with an overview of the RENR process, as well as strategies for preparation for, and sitting of the examination. There will be a mock examination and a period for remedial work if necessary.

PHAR1000: PROFESSION OF PHARMACY

This course is developed to initiate students to the study of pharmacy as a profession, and the educational process for becoming a pharmacist. It relates the history and evolution of the roles of the pharmacist to contemporary practice. Students will engage in self-reflection about abilities, skills, experiences, and desires in an effort to determine their best opportunities and position in the profession. Through an active discovery process, students will learn about the current issues shaping the profession and how these events may shape their future practice. Students will also be introduced to the code of ethics, pharmacy law, the pharmacy regulatory authority, and contemporary pharmacy issues. Moreover, students will be introduced to basic medication orders/prescriptions and abbreviations that are essential for accurate interpretation of prescription orders. Students will be introduced to the Subjective Objective Assessment and Plan (SOAP) notes methodology and the concept of patient assessment.

PHAR1002: CLINICAL PHARMACY I: PHARMACEUTICAL CALCULATIONS

This course will create opportunities for students to be exposed in a comprehensive way to pharmaceutical calculations.

PHAR1011: HUMAN GROSS ANATOMY

This course was developed to introduce students to the gross anatomy of the head, neck, thorax, heart, and other major organ systems in the human body as well as the blood supply and nervous system. The course will be delivered through a combination of didactic lectures, anatomy lab sessions and group activities.

PHAR2000: ORGANIC CHEMISTRY I FOR HEALTH CARE MAJORS

The primary focus of this two semester sequence of courses is to provide Health Care Majors with a fundamentally sound understanding of the organic chemistry concepts that are most germane to the health professions. These concepts will include bonding, acidity and basicity, selected types of reactions, functional group characteristics, their preparations, characterizations, interconversions and utility. A concerted effort will also be made in these courses to provide information on the intimate link between organic chemistry and medicine.

PHAR2004: PHARMACEUTICS I WITH LAB

The focus of this course is the physicochemical principles that are germane to the development of pharmaceutical formulations. These principles include pKa, pH buffer solutions, and thermodynamics, and solubility, colligative properties of solutions, isotonicity, and chemical kinetics with regard to stability of drug products. This course also explores the theories and concepts involved in the technology and design of solid dosage systems. Moreover, the course also covers the basic techniques used in the preparation of liquids, powders, capsules, and tablets, as well as the distinctive properties of these preparations.

PHAR2002: PHARMACOKINETICS

This course will focus on the mechanisms and rates involved in absorption and disposition of drugs in the human body. Specifically, it is the mathematics of the time course of absorption, distribution, metabolism, and excretion (ADME) of drugs in the body. A variety of biological, physiological, and physicochemical factors can influence the transfer processes of drugs in the body and therefore these factors can have a profound impact on ADME of drugs. This course will provide student pharmacists with the skills needed

to design individualised dosing regimens for a variety of drugs in different patient populations and disease states.

PHAR2006: PATHOPHYSIOLOGY I

This course explores the pathophysiology of common disorders in humans. Specifically, it will focus on the etiology, pathogenesis, and epidemiology of the following: cardiovascular, respiratory, gastrointestinal, renal, neurological, psychiatric, endocrinologic, gynecologic and obstetric, and urologic disorders.

PHAR 2010: PHARMACOLOGY 1

This is the first of a two semester sequence of courses that are designed to develop students' understanding of the pharmacological actions of drug entities, as well as their mechanisms of action, untoward effects, and therapeutic utility.

PHAR2012: PHARMACEUTICS II WITH LAB

Pharmaceutics II with Lab is a continuation of the study of physiochemical principles, pharmaceutical dosage forms and drug delivery systems. Upon completion of the course, students are expected to apply physicochemical concepts in the design and development of pharmaceutical formulations with emphasis in dispersion systems (colloidal, suspension, emulsion, aerosol), semisolid dosage systems, sterile dosage forms and delivery systems, novel and advanced dosage forms, and delivery systems and devices. In addition, the design and evaluation of dosing regimens and dosage forms (delivery systems) that overcome barriers and optimize drug action (and minimize adverse effects) will be introduced. Biochemical principles involved in the development of biotechnological pharmaceuticals will also be introduced.

PHAR2016: CLINICAL PHARMACY I

This course will provide students with additional exposure to basic pharmaceutical calculations. Additionally, it is designed to provide the students with information about basic medication orders/prescriptions and the mathematical calculations and abbreviations needed for interpretation of prescriptions. Furthermore, students will be introduced to more advanced medical terminology concepts and various aspects of patient assessment.

PHAR2008: ORGANIC CHEMISTRY II FOR HEALTH CARE MAJORS

The primary focus of this two semester sequence of courses is to provide Health Care Majors with a fundamentally sound understanding of the organic chemistry concepts that are most germane to the health professions. These concepts will include bonding, acidity and basicity, selected types of reactions, functional group characteristics, their preparations, characterizations, interconversions and utility. A concerted effort will also be made in these courses to provide information on the intimate link between organic chemistry and medicine.

PHAR2014: PATHOPHYSIOLOGY II

This course explores the pathophysiology of common disorders in humans. Specifically, it will focus on the etiology, pathogenesis, and epidemiology of the following: immunologic, bone and joint, eyes, ears, nose and throat disorders, dermatologic, hematologic, oncologic, nutritional disorders, and infectious diseases.

PHAR2030: COMMUNITY PHARMACY: INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I (IPPE)

This course is an introductory pharmacy practice experience (IPPE) that is designed to assist the student in actively participating in and experiencing the distributive functions of pharmacy and provision of

pharmaceutical care in the community pharmacy practice setting. This pharmacy practice setting experience is divided into six main areas of experience: prescription processing and compounding, over the counter products, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education.

PHAR3000: MEDICINAL CHEMISTRY I

This course is an introduction to Medicinal Chemistry and instructs students on the chemical reasons underlying drug behaviour in vivo and in vitro. The focus is the chemistry of natural and synthetic drug entities, their physicochemical properties, methods of synthesis, sources, derivatives, modes of biotransformation, and structure activity relationships. A concerted effort is made to link the chemical structure of drugs to their pharmacological/pharmacokinetic/toxicity profiles, as well as the scientific rationale behind their therapeutic use.

PHAR3010: PHARMACOLOGY I

This is the first of a two semester sequence of courses that are designed to develop students' understanding of the pharmacological actions of drug entities, as well as their mechanisms of action, untoward effects, and therapeutic utility.

PHAR3004: TOXICOLOGY

This course provides the basic concepts of toxicology. The following topics will be explored: toxicodynamics, toxicokinetics, molecular mechanisms of toxicity, drug toxicity, toxins & poisons from natural sources, pesticides & herbicides, heavy metal intoxication & chelators, solvents, air pollutants, and management of poisoning.

PHAR3008: PHARMACY LAW AND ETHICS

The basic principles of pharmacy law are reviewed as they relate to the practice of pharmacy in Jamaica, and the Caribbean. Many examples of how the law is applied to specific situations will be discussed. Critical thinking will be stimulated through the use of case studies involving issues in the law and ethics. Additionally, laws and ethical principles as they relate to professional and business activities will be explored.

PHAR3006: CLINICAL PHARMACY II

This course provides the student with foundational concepts that are necessary to understand the practice of pharmaceutical care. Emphasis will be placed on understanding select laboratory values, principles of basic disease states, fundamentals of the patient medical chart, SOAP concepts, and methods for evaluating case studies. Students will also gain experience with oral and written presentations. Select concepts of professionalism and drug information will also be emphasized.

PHAR3002: ELECTIVE

The didactic electives can be satisfied by one of the many courses offered in the BBMEDSCI and MSc. in Applied Pharmacology programs.

PHAR3012: MEDICINAL CHEMISTRY II

This course is the second semester of Medicinal Chemistry and instructs students on the chemical reasons underlying drug behaviour in vivo and in vitro. The focus is the chemistry of natural and synthetic drug entities, their physicochemical properties, methods of synthesis, sources, derivatives, modes of biotransformation, and structure activity relationships. A concerted effort is made to link the chemical structure of drugs to their pharmacological/pharmacokinetic/toxicity profiles, as well as the scientific rationale behind their therapeutic use.

PHAR3014: PHARMACOLOGY II

This is the second part of a two semester sequence of courses that are designed to develop students' understanding of the pharmacological actions of drug entities, as well as their mechanisms of action, untoward effects, and therapeutic utility.

PHAR3018: CLINICAL PHARMACY III

This course is designed to expose professional pharmacy students to advanced concepts of pharmaceutical care. Emphasis is placed on developing skills necessary to effectively communicate in pharmacy practice environments. This course will also challenge students to acquire the skills necessary to successfully conduct patient assessment, develop pharmaceutical care plans, manage patient follow-up evaluations, and provide pharmacotherapy education, including pertinent information on the top 100 drugs.

PHAR3016: PHARMACOTHERAPY I

This course explores the management of common disorders in humans. Specifically, it will focus on the efficacy, safety, rationale for treatment, realistic outcomes, and parameters to monitor the progress of the disease in the following: Cardiovascular, Respiratory, Gastrointestinal, and Renal Disorders.

PHAR3020: BIOPHARMACEUTICS AND CLINICAL PHARMACOKINETICS

The biopharmaceutics component of this course will present the principles of drug absorption or systemic availability for therapeutic effect. It will discuss issues related to the impact of dosage forms on absorption, distribution, metabolism and excretion, in relation to the expected therapeutic outcomes. It will also develop in students the skills for drug product evaluation and comparison for brand-generic substitution. The clinical pharmacokinetic component will integrate the rate processes with biopharmaceutics principles for rational determination of dosage administration protocols that will optimize patients' benefit from pharmacotherapy. Students will also develop skills in individualization of drug dosing regimens and adaptive care techniques. It will also enhance therapeutic problem-solving skills and allow for the integration of applied pharmacokinetic and pharmacodynamic knowledge to optimization of drug

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dosing regimens. This course is appropriate for Pharm.D. students who need to be trained in clinical pharmacology so that they can become competent to participate in patient management teams.

PHAR3022: PHARMACEUTICAL SALES AND MARKETING OPERATIONS

The aim of this course is to expose Pharm.D. students to sales and marketing principles. It will train participants in critical marketing principles and prepare them to design and execute the personal selling element of the integrated marketing communications mix, with specific focus on pharmaceuticals. It also explores critical aspects of encouraging best practices among the sales force of pharmaceutical companies.

PHAR3030: INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE); COMMUNITY PHARMACY (FOUR WEEKS); (SUMMER)

This course is an introductory pharmacy practice experience (IPPE) that is designed to assist the student in actively participating in and experiencing the distributive functions of pharmacy in the community pharmacy practice setting. This pharmacy practice setting experience is divided into six main areas of experience: prescription processing and compounding, over the counter products, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education.

PHAR4002: HEALTH CARE ADMINISTRATION/MANAGEMENT I

This course focuses on the structure, organization, delivery, regulation, and financing of the health care systems, primarily in the Caribbean and USA. The role and responsibilities of pharmacy in the health care systems, and their interactions with other health occupations are discussed. Reimbursement issues in health care are introduced and implications upon the practice of health care are discussed. This course covers the functions of management and administration (planning, organization, staffing, direction, and controlling) applied to pharmacy practice in the community and institutional settings. Additionally, this course also explores contemporary management principles, in addition to basic management principles and methods, as well as entrepreneurial, social and economic aspects of practice.

PHAR4000: PHARMACOTHERAPY II

This course explores the management of common disorders in humans. Specifically, it will focus on the efficacy, safety, rationale for treatment, realistic outcomes, and parameters to monitor the progress of the disease in the following: Neurological, Psychiatric, Endocrinologic, Gynecologic and Obstetrics, and Urologic Disorders.

PHAR4008: PATIENT CARE MANAGEMENT LAB I

This laboratory experience will simulate the actual practice of pharmacy in both retail and institutional settings. Students will learn the fundamentals of processing and filling a prescription or doctor's drug order. Additionally, students will gain experience in compounding medications, preparing sterile products, recommending over-the-counter medications, and counseling patients.

PHAR4004: CLINICAL PHARMACY IV

Drug information and informatics will be the primary focus of this course. Principles of drug information, drug information retrieval and analysis, literature evaluation, and verbal and written communication skills will be emphasized. Students will be able to utilize the drug information skills learned in this course to provide optimal pharmaceutical care in any pharmacy practice setting.

PHAR4006: CLINICAL PHARMACY V

This course is designed to familiarize the student with nonprescription drugs and products or over-the counter medications. Emphasis will be placed on the pharmacology of the drugs, potential disease states in which the drugs are utilized, self-administration techniques, considerations in selection of a product, and patient counseling.

PHAR4016: ELECTIVE

The didactic electives can be satisfied by one of the many courses offered in the Faculty of Medical Sciences undergraduate programmes.

PHAR4010: PHARMACOTHERAPY III

This course explores the management of common disorders in humans. Specifically, it will focus on the efficacy, safety, rationale for treatment, realistic outcomes, and parameters to monitor the progress of the disease in the following: Bone and Joint, Eyes, Ears, Nose and Throat, Dermatologic, Hematologic, Oncologic, and Nutritional Disorders, as well as Infectious Diseases.

PHAR4012: HEALTH CARE ADMINISTRATION/MANAGEMENT II

This course will offer additional pharmacy management principles that relate to contemporary pharmacy practice and present an introduction to the fundamentals of health outcomes research and pharmacoeconomic analysis. Students will be exposed to pharmacoeconomic articles and participate in discussions, which will provide them with tools useful to address the difficulties associated with implementing programs. Through an active learning process, students will follow and interpret current issues that are shaping pharmaceutical and medical care as they discover the impact these events will have in shaping their future practice.

PHAR 4014: CLINICAL PHARMACY VI

This course is designed to develop knowledge in assessment, data collection, interpretation and evaluation profiling, and advisement will also be covered. Students will acquire skills on the development of effective therapeutic care plans.

PHAR 4018: PATIENT CARE MANAGEMENT LAB II

This laboratory experience will simulate the actual practice of pharmacy in both retail and institutional settings. Students will learn the fundamentals of processing and filling a prescription or doctor's drug of the patient's physical state. Additional techniques of patient interviewing, charting, medication order. Additionally, students will gain experience in compounding medications, preparing sterile products, recommending over-the-counter medications, immunization delivery, and counseling patients.

PHAR 4022: ADVANCED PHARMACY PRACTICE EXPERIENCE I (APPE I); AMBULATORY CARE I (SUMMER)

The Ambulatory Care I advanced pharmacy practice experience is designed to give students experience in treating patients who are typically not acutely ill in "out-patient" settings. These experiences could focus on the medication management of specific diseases or general care of patients with chronic conditions (such as hypertension, diabetes, asthma, hyperlipidemia, etc.). Students will be involved in problem solving, patient medication counseling and therapeutic monitoring. In addition, they will address drug interactions, side effects, and medication adherence issues in the care of these patients. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 4020: ADVANCED PHARMACY PRACTICE EXPERIENCE II (APPE II); COMMUNITY PHARMACY (SUMMER)

This course is an advanced pharmacy practice experience designed to assist the student in actively participating and experiencing the distributive functions of pharmacy in the community pharmacy practice setting. This pharmacy practice setting experience is divided into six main areas of experience: prescription processing and compounding, over the counter products, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 4030: SEMINAR 1

The Seminar Series is a three course requirement that is designed to provide students with the skills, techniques, and competencies required to successfully navigate the advanced pharmacy practice experiences. In addition, these courses provide the student an opportunity and experience in preparing and presenting pharmacy related topics to colleagues and other healthcare professionals in a professional manner. Furthermore, this course involves the study of the top 200 most commonly prescribed drugs. Students will learn trade names, generic names, mechanism of action, available strengths, available dosage forms, appropriate dosing guidelines, common adverse drug reactions, patient counselling information and clinically significant drug-drug interactions. Moreover, various stakeholders of the pharmacy profession will be invited to address the students on the need for pharmacists in various areas of pharmacy practice in Jamaica and the Caribbean. Furthermore, students will be required to perform routine pharmaceutical calculations, consistent with the requirements of the Pharmacist Licensure Examination. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 5002: ADVANCED PHARMACY PRACTICE EXPERIENCE III (APPE III); HOSPITAL/INSTITUTIONAL PHARMACY

This is an advanced pharmacy practice experience that is designed to provide students with an opportunity to actively participate in the distributive functions of pharmacy in the institutional pharmacy practice settings. This pharmacy practice experience is divided into seven main areas: drug distribution, manufacturing activities, dissemination of drug and product information, patient counselling and education, pharmacy administration and management, pharmacy law, and team interaction/education. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 5004: ADVANCED PHARMACY PRACTICE EXPERIENCE IV (APPE IV); INTERNAL MEDICINE I

Advance Pharmacy Practice Experience (APPE) IV is a 5 week (200 hr.) supervised adult internal medicine rotation. This medicine experience is in an institutional acute care setting designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and patient outcomes. This will be accomplished by participation in the daily activities of work rounds with the internal medicine team and through consultation with other health care providers involved in the care of patients. Students will have the opportunity to apply basic pharmaceutical and pharmacological knowledge to various therapeutic issues and be introduced to various disease states encountered in clinical practice. Interaction and communication with other health care professionals for the promotion of optimal drug therapy are stressed to help the student develop a fundamentally sound professional approach to the practice of pharmacy. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 5006: ADVANCED PHARMACY PRACTICE EXPERIENCE V (APPE V); ACUTE PATIENT CARE I

The Acute Patient Care I Advanced Pharmacy Practice Experience (APPE) is one of two 5-week, full time (minimum 40 hours per week), out-of-classroom supervised experiences emphasising direct-patient care in the inpatient, acute setting. In this APPE, students will apply didactic knowledge as they develop their professional maturity and judgement skills performing as active members of a healthcare team. Students will select one specialty area in acute pharmacy practice from multiple offerings to complete this requirement. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 5008: SEMINAR II

The Seminar Series is a three course requirement that is designed to provide students with the skills, techniques, and competencies required to successfully navigate the advanced pharmacy practice

experiences. In addition, these courses provide the student an opportunity and experience in preparing and presenting pharmacy related topics to colleagues and other healthcare professionals in a professional manner. Furthermore, this course involves the study of the top 200 most commonly prescribed drugs. Students will learn trade names, generic names, mechanisms of action, available strengths, available dosage forms, appropriate dosing guidelines, common adverse drug reactions, patient counselling information and clinically significant drug-drug interactions. Moreover, various stakeholders of the pharmacy profession will be invited to address the students on the need for pharmacists in various areas of pharmacy practice in Jamaica and the Caribbean. Furthermore, students will be required to perform routine pharmaceutical calculations, consistent with the requirements of the Pharmacist Licensure Examination. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 5010: ADVANCED PHARMACY PRACTICE EXPERIENCE VI (APPE VI); ACUTE PATIENT CARE II

The Acute Patient Care II Advanced Pharmacy Practice Experience (APPE) is the second of two 5-week, full time (minimum 40 hours per week), out-of-classroom supervised experiences emphasising direct-patient care in the inpatient, acute setting. In this APPE, students will apply didactic knowledge as they develop their professional maturity and judgement skills performing as active members of a healthcare team. Students will select one specialty area in acute pharmacy practice from multiple offerings to complete this requirement. Prerequisite: Successful completion of all year-01-04 courses.

PHAR 5012: ADVANCED PHARMACY PRACTICE EXPERIENCE VII (APPE VII); SELECTIVE I

The Selective I Advanced Pharmacy Practice Experience (APPE) is the first of two 5-week, full time (minimum 40 hours per week), out-of-classroom supervised experiences in a variety of settings. These can include one of the following experiences: Pediatric Pharmacy, Geriatric Pharmacy, Nuclear Pharmacy, Home Infusion, or Drug Information. In this APPE, students will apply didactic knowledge as they develop their professional maturity and judgement skills performing as active members of a team. Successful completion of all year-01-04 courses.

PHAR 5014: ADVANCED PHARMACY PRACTICE EXPERIENCE VIII (APPE VIII); SELECTIVE II

The Selective II Advanced Pharmacy Practice Experience (APPE) is the second of two 5-week, full time (minimum 40 hours per week), out-of-classroom supervised experiences in a variety of settings. These can include one of the following experiences: Pediatric Pharmacy, Geriatric Pharmacy, Nuclear Pharmacy, Home Infusion, or Drug Information. In this APPE, students will apply didactic knowledge as they develop their professional maturity and judgement skills performing as active members of a team. Successful completion of all year-01-04 courses.

PHAR 5016: ADVANCED PHARMACY PRACTICE EXPERIENCE IX (APPE IX); ELECTIVE

The Elective Advanced Pharmacy Practice Experience (APPE) is a 5-week, full time (minimum 40 hours per week), out-of-classroom supervised experience in a variety of settings. These can include one of the following experiences: Hospital/ Administration Pharmacy, Industrial Pharmacy, Compounding Pharmacy, Academic Pharmacy, Community Pharmacy, Oncology, Social and Administrative Pharmacy, or Psychiatry In this APPE, students will apply didactic knowledge as they develop their professional maturity and judgement skills performing as active members of a team. Successful completion of all year-01-04 courses.

PHAR 5018: SEMINAR III

The Seminar Series is a three course requirement that is designed to provide students with the skills, techniques, and competencies required to successfully navigate the advanced pharmacy practice experiences. In addition, these courses provide the student an opportunity and experience in preparing

and presenting pharmacy related topics to colleagues and other healthcare professionals in a professional manner. Furthermore, this course involves the study of the top 200 most commonly prescribed drugs. Students will learn trade names, generic names, mechanisms of action, available strengths, available dosage forms, appropriate dosing guidelines, common adverse drug reactions, patient counselling information and clinically significant drug-drug interactions. Moreover, various stakeholders of the pharmacy profession will be invited to address the students on the need for pharmacists in various areas of pharmacy practice in Jamaica and the Caribbean. Furthermore, students will be required to perform routine pharmaceutical calculations, consistent with the requirements of the Pharmacist Licensure Examination. Successful completion of all year-01-04 courses.

PHYL1010: HUMAN PHYSIOLOGY

An understanding of normal and abnormal human physiology provides a foundation for the use of therapeutic interventions to manage disease and enhance human function. General overview of Human Physiology with emphasis on neuromuscular and cardiovascular systems. Some aspects of pathophysiology are discussed and laboratory demonstrations on lung function and responses to exercise are carried out.

PHTH1011: BASIC MEDICAL SCIENCES II (Biochemistry and Pharmacology)

This introductory biochemistry course provides a foundation for understanding biochemical processes in the human body and how they are affected by various pathological conditions and exercise. It is also provides basic principles for understanding pharmacokinetics, pharmacodynamics and how various drugs may impact the rehabilitation process. It is also an introductory course covering areas in biochemistry such as; cell structure, structure of proteins, enzymes, DNA, structure and function of vitamins, carbohydrates and lipids and metabolism. Pharmacology content will provide an overview of pharmacokinetics and pharmacodynamics as well as drugs used in conditions commonly treated by physical therapists.

PHTH1012: BASIC MEDICAL SCIENCE 1 (Pathology and Microbiology)

The course provides a basic understanding of pathological processes and the effects of microorganisms. This is necessary for the effective assessment and management of diseases and health conditions.
Additionally, the course consists of two topic areas; General Pathology covers inflammatory processes, wound healing and repair as well as disorders of blood flow. The Microbiology content covers classification of bacteria, viruses and fungi. The two sections will run concurrently.

PHTH1030: APPLIED ANATOMY

Having completed gross anatomy it is important for students to understand how to apply the information to analyze human movement performance and identify abnormalities in the musculoskeletal, neuromuscular and cardiopulmonary systems. This course will help students to develop their analytical skills as they make the link between gross anatomy and clinical practice. This course also consists of a series of lectures and labs during which students will palpate and surface mark important structures in the body, analyze common movements and identify the impact of damage to selected structures on movement performance.

PHTH1110: MEDICAL SCIENCE I (ORTHOPAEDICS)

Physical therapy intervention plays a prominent role in the management of movement dysfunctions resulting from orthopaedic conditions. Knowledge of the pathophysiology, clinical presentation and medical/surgical management of these musculoskeletal conditions provide a basis for sound clinical decision making during the rehabilitative process. This course is designed to give a general overview of the pathophysiology and medical/surgical management of disorders affecting the musculoskeletal system. The conditions selected for review are those which are most commonly seen/ referred to physical therapy clinics.

PHTH1140: BIOMECHANICS

The application of mechanical principles to the human body forms a part of the foundation which includes basic principles such as forces and their action, and leads to analysis of motion. The principles of mechanics also build the foundation for understanding the principles of exercise and many other aspects of physical therapy practice. The course entails the mechanical principles and techniques with application to the human body and Physical Therapy.

PHTH1143: EVALUATIVE SKILLS

Competence in patient care/management is a practice expectation which must be met by the professional physical therapist. This course will provide the student with foundational skills in patient/client management, which must be applied in the evaluation and management of patients with a variety of conditions affecting the musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary systems. The course consists of the following topics representing foundation skills: Measuring and recording of vital signs, sensory testing, manual muscle testing, goniometry, medical terminology, documentation, normal and pathological gaits.

PHTH1144: EXERCISE AND MASSAGE THERAPY

Physical therapy's primary goal is rehabilitation of functional movement. On this basis, this course establishes a foundation of basic skills required in assessment and treatment of a variety of patient scenarios seen in physical therapy. The primary objective of this course is to expose students to a variety of patient scenarios which benefit from exercise and related activities. On this foundation, more complex skills are added through other courses to provide the clinician with a comprehensive range of patient management skills. This course will focus on the fundamentals of exercise and movement and also normal and pathological gaits.

PHTH1510: CLINICAL PRACTICE 1

Clinical placements provide opportunities for students to develop their clinical skills, professional attitudes and behaviours. This course provides the student with an opportunity to practice physiotherapy, to observe other clinical disciplines and participate in in-service education and teaching rounds.

PHTH2010: NEUROPHYSIOLOGY

This course exposes students to the physiological functions of the human nervous system in preparation for exposure to a wide variety of neurological pathologies encountered throughout the practice of Physical Therapy. Physical therapists manage persons with cerebro-vascular accidents (CVA), cerebral palsy, Multiple Sclerosis and other pathologies which originate from injuries and diseases of the central

nervous system. Knowledge of the function of the nervous system equips the graduate for better comprehension of what the patient has experienced.

This course examines the design and functioning of the nervous system. It seeks to develop in the student an appreciation of the functioning of the nervous system and how it can be influenced by Physical Therapy intervention. This will provide the foundation for the evaluation and treatment of neurological disorders.

PHTH2110: APPLIED EXERCISE PHYSIOLOGY

Different types of exercises are used by physical therapists to manage conditions of the musculoskeletal, neurological and cardiopulmonary systems. An in-depth understanding of the physiology of exercise and its applications is a necessary foundation for physical therapists to function effectively as movement specialists. This course covers the physiology of exercise as it relates to the cardiopulmonary and musculoskeletal systems. Emphasis is placed on the application to health conditions such as chronic diseases.

PHTH2210: PROFESSIONAL SOCIALIZATION

Graduates from the UWI physical therapy programme are expected to demonstrate high standards of professional practice. This includes ethical practice, being culturally responsive, innovative in their approach and entrepreneurial. They are also expected to engage in interdisciplinary and multidisciplinary collaboration and exhibit a keen sense of individual and social responsibility. This course will aid in the development of these skills.

This course is a series of lectures/discussions and practical applications designed to foster professional development. Students are exposed to standards of practice both locally and internationally and factors affecting service delivery in the region are explored. Students are expected to develop a keen sense of cultural awareness during all professional interactions. The WHO International Classification of Functioning, Disability and Health (ICF) is emphasized as a biopsychosocial approach to understanding disability. The role of the physical therapist as educator is also explored.

PHTH2211: LIFESPAN

Physical therapists provide services to people and populations to develop, maintain, and restore maximum movement and functional ability throughout the lifespan. The Physical Therapist must, therefore, be able to recognise normal and abnormal patterns of human development, from neonatal stage through to late adulthood. Emphasis is placed on the physical aspects of development. The student is acquainted with knowledge of:

(a) the normal developmental sequence of posture and movement

(b) critical periods of development and the consequences, if problems arise during these periods;

(c) developmental transitional phases experienced by individuals from infancy through to old age, and (d) problems of ageing.

PHTH2240: MUSCULOSKELETAL REHABILITATION I - UPPER QUADRANT

Conditions affecting the musculoskeletal system are common and can lead to debilitating pain, loss of function and impaired quality of life. Physical therapy plays a critical role in relieving pain and restoring function. Achieving these goals will depend on accurate assessment and diagnosis. This course will introduce students to a basic orthopaedic assessment and will focus on the assessment of the cervical spine, temporomandibular joint, shoulder, elbow, forearm, wrist and hand. Students will be expected to

assess, diagnose and determine management for patients with different musculoskeletal injuries affecting the upper quadrant of the body.

PHTH2242: CARDIOPULMONARY PHYSICAL THERAPY

Diseases of the cardiovascular and pulmonary systems present with signs, symptoms and complications which can be managed effectively with physiotherapeutic modalities. Furthermore, many of these conditions can be prevented by involvement in physical activity and exercise. This course will provide students with the knowledge and skills necessary to effectively assess and manage patients with a variety of cardiopulmonary conditions. This course seeks to outline the role of the Physical Therapist in the management of diseases affecting the heart, lungs and bronchial tree.

PHTH2243: PHYSICAL AGENTS IN REHABILITATION

This course covers the principles and practices governing thermal agents used in the management of disease and injuries. It will allow the students to select appropriate agents based on how they influence pathophysiology. This course also includes the theory and practice of the application of therapeutic heat, cold and radiation used in Physical Therapy.

PHTH2244: ELECTROTHERAPY

This course covers the principles and practices governing electrotherapy agents used in the management of disease and injuries. It will allow the students to select appropriate agents based on how they influence pathophysiology. Theory and practice of the application of low and medium frequency electrophysical agents used in Physical Therapy.

PHTH2245: MUSCULOSKELETAL REHABILITATION 2 - LOWER QUADRANT

Conditions affecting the musculoskeletal system are common and can lead to debilitating pain, loss of function and impaired quality of life. Physical therapy plays a critical role in relieving pain and restoring function. Achieving these goals will depend on accurate assessment and diagnosis. This course will focus on the assessment of the thoracic and lumbar spine, sacroiliac joint, hip, knee foot and ankle. Students will be expected to assess, diagnose and determine management for patients with different musculoskeletal injuries affecting the lower quadrant of the body.

PHTH2510: CLINICAL PRACTICE 2

Clinical placements provide opportunities for students to develop their clinical skills, professional attitudes and behaviours. This course provides the student with an opportunity to practice physical therapy, to observe other clinical disciplines and participate in in-service education and teaching rounds.

PSYCH1000: INTRODUCTION TO PSYCHOLOGY

This is an introductory level or foundational survey course, which provides an introduction to psychology. Psychology is a discipline concerned with human thought, emotion, and behaviour. The science and practice of psychology are based on knowledge developed from both human and animal research. Students will be able to appreciate the similarities and differences among the three sub-areas of psychology (developmental, personality, and social) after completing PSYC1000.

PHTH3110: MEDICAL SCIENCE 3

This course is designed to provide the student with knowledge of the pathophysiology and the medical and surgical management of neurological disorders. The conditions selected for review are those which are most commonly seen/ referred to physical therapy clinics.

PHTH3311: SELECTED CLINICAL TOPICS

This is a lecture series designed to give students a broad based knowledge of topics in selected areas required for entry level practice. These topics will include, but are not limited to the following areas: Dermatology, Women's Health, management of Amputations, management of Burns, Disorders of Nutrition, Sickle Cell Disease, and Haemophilia. Topics may also include other disease entities most likely to be encountered in the clinic.

PHTH3310: ADMINISTRATION AND MANAGEMENT

This course is designed to sensitize students to the administrative and management processes involved in physical therapy service delivery. This course will aid in the development of skills required to: direct and supervise human resources in the delivery of physical therapy services, understand the impact of health and social care policies on professional practice; identify, justify and negotiate to secure additional resources as required to deliver comprehensive services necessary to meet the needs of patients, their families and careers or populations.

PHTH3212: SCIENTIFIC ENQUIRY

This course is designed to provide an introduction to the principles and ethical considerations in relation to different types of research. Topics covered include developing a research question, critiquing the literature, research designs, data collection, theory of measurement, principles of data analysis and the steps of evidence based practice. . Students are expected to develop skills in critically appraising published literature, developing research questions and writing research proposals.

PHTH3312: COMMUNITY-BASED REHABILITATION AND COMMUNITY MEDICINE

This course is designed to give the student a general understanding of the community approach to health. Emphasis will be placed on the physical therapist's contribution to the health of the community.

PHTH3320: ORTHOTICS

This course seeks to introduce the physiotherapy student to the principles and procedures related to design, fabrication and proper fit of simple orthoses.

PHTH3331: FINAL PROFESSIONAL EXAMINATION

This comprehensive examination reflects the content of the entire curriculum. It gives the student an opportunity to integrate all they have learnt during the programme and apply it in the management of patients. All the competencies acquired during training will be assessed and it will provide an indication of the students' readiness to enter the profession.

PHTH3342: NEUROLOGICAL REHABILITATION

The course is designed to give the student a broad-based knowledge of the physiotherapeutic management of adult and pediatric patients with neurological dysfunction. Emphasis is placed on evaluation and treatment based on sound neurophysiological principles. A large emphasis is placed on motor learning and motor control, however, students are also introduced to the traditional neurodevelopmental and neuro-facilitation approaches to treatment. The eclectic approach is also encouraged primarily focusing on the patient's needs rather than any one philosophy**.**

PHTH3352: CLINICAL PRACTICE 3

This course provides the student with an opportunity to practice physiotherapy, to observe other clinical disciplines and participate in in-service education and teaching rounds.

PHTH3353: CLINICAL PRACTICE 4

This course provides the student with an opportunity to practice physiotherapy, to observe other clinical disciplines and participate in in-service education and teaching rounds.

PSYCH1000: INTRODUCTION TO PSYCHOLOGY

This is an introductory level or foundational survey course, which provides an introduction to psychology. Psychology is a discipline concerned with human thought, emotion, and behaviour. The science and practice of psychology are based on knowledge developed from both human and animal research. The course will therefore introduce many key topics, and specifically those in the sub-fields of developmental, abnormal, and social psychology. After a brief introduction to the history of the discipline and the research methods that provide the foundation for psychological investigation and knowledge building, the focus will be on the subareas of developmental, personality, and social psychology. Students will be able to appreciate the similarities and differences among these three sub-areas after completing PSYC1000.

RDSC1001: ANATOMY AND PHYSIOLOGY 1

This course content is designed to develop students' knowledge of the structure and function of cells, tissues, organs, and systems of the human body; branches of medicine and associated medical terminology. Topographical anatomy will serve as an important guide to radiographic positioning techniques by familiarizing students with landmarks, surface markings, organ relationships and body habitus. The course presents the study of anatomy through line drawings, picture presentations, and laboratory demonstrations.

RDSC1002: ANATOMY AND PHYSIOLOGY 2

Students will be exposed to systems such as the Sensory, Respiratory, Cardiovascular, Lymphatic, Digestive, Endocrine Urinary, and Reproductive system. The course content is designed to develop students' knowledge of these systems through lectures, video presentations, and laboratory demonstrations.

RDSC1003: GENERAL AND RADIATION PHYSICS

This course is designed to guide the student in understanding concepts of both general physics and radiation physics that will prove beneficial in understanding the working physics behind radiographic practices. This course will also provide a foundation for the better understanding of further courses such as Radiographic Equipment and Maintenance. Topics to be covered under general physics will include: mechanics, matter, atomic theory, magnetism, electricity, electromagnetism, transformers and X-ray equipment circuitry; while for radiation physics will be: fundamentals of the production, detection and interaction of ionizing radiation with matter, basic principles of radioactivity and radiation protection.

RDSC1004: INTRODUCTION TO MEDICAL IMAGING MODALITIES

This course is designed to provide students with opportunities for learning about the fundamentals of the terminology, function, operation, application, equipment, indications, contraindications, patient

preparation and aftercare, radiation protection, advantages and disadvantages of multiple imaging and treatment modalities.

RDSC1005: MEDICAL LAW AND ETHICS

This course is designed to guide the student in differentiating between the sphere of moral and legal responsibility of the health professional. The student is guided towards a better understanding of the underlying constructs of logical argument vital to ethical and legal decision-making. Special emphasis will be given to medical law as it applies to the patient, the radiographer and student radiographer, the radiologist and hospital.

RDSC1006: GENERAL PATIENT MANAGEMENT & PSYCHOLOGY 1

This course content provides basic principles and concepts of patient care and management, including introduction to the organizational structure of the Ministry of Health, principles of professionalism, the responsibilities of the diagnostic imaging technologist, the communication process, human development theories and age-specific communication, the physical and psychological needs of patient, department hygiene, patient transportation modes, biomechanics, fall prevention, principles of asepsis and infection control, patient preparation and care in special radiographic procedures, drug administration, emergency care, measuring vital signs, laboratory data, and practice sessions in trolley-setting for special radiological procedures.

RDSC1007: GENERAL PATIENT MANAGEMENT & PSYCHOLOGY 2

This course is designed to build on knowledge learned in Patient Management and Psychology 1. The content includes patient assessment procedures, specialized investigations requiring the use of contrast media to include urinary, gynaecological, cardiovascular, myelographic, and lymphatic studies. The indications, contraindications, patient preparation, trolley preparation, patient care during the study, after-care procedures, and special considerations are detailed. Ward and operating theatre procedures will be described in detail, including the responsibility to the patient, other patients and staff regarding radiation protection, and barrier nursing and reverse barrier nursing procedures in handling the infectious patient. Special patient care procedures in handling patients with attachments and implants, and patients undergoing Magnetic Resonance Imaging and Computed Tomography procedures are outlined.

RDSC1008: PRACTICUM (SIMULATION) 1

This course content involves an introduction to the features of routine radiographic procedures including evaluation of the x-ray requisition, room and patient preparation, communication, radiation protection, equipment manipulation, patient positioning, patient immobilization, comfort and dispatch. Factors which affect radiographic and exposure techniques will be explained. Students will also learn how to perform radiographic studies of the upper limbs. Following practical demonstrations, each student will participate in simulation exercises and will practice the various techniques learned, on each other and will use phantoms to develop skills in both radiographic positioning and exposure techniques.

RDSC1009: PRACTICUM (SIMULATION) 2

This course will build on knowledge from practicum simulation 1 and train students how to conduct radiographic studies that were not included in Practicum Simulation 1. The radiographic procedures of the following anatomy will be covered: Lower Limbs, Chest and Abdomen. Following practical demonstrations, each student will participate in simulation exercises and will practice the various

techniques learned, on each other and will use phantoms to develop skills in both radiographic positioning and exposure techniques.

RDSC1010: RADIOGRAPHIC POSITIONING AND PROCEDURES 1

This course content incorporates general anatomy, radiographic positioning terminology, indications for conducting radiographic positioning procedures, request evaluation, patient preparation and care, positioning techniques, equipment and accessories, radiographic exposure techniques, radiation protection, and image critique and evaluation of the upper limbs and lower limbs.

RDSC1011: RADIOGRAPHIC POSITIONING AND PROCEDURES 2

This course builds on the knowledge learnt in Radiographic Positioning and Procedures 1. Students will be exposed to additional radiographic anatomical positioning that were not addressed in Radiographic Positioning and Procedures 1. The course content incorporates general anatomy, radiographic positioning terminology, indications for conducting radiographic positioning procedures, request evaluation, patient preparation and care, positioning techniques, equipment and accessories, radiographic exposure techniques, radiation protection, and image critique and evaluation of the chest, abdomen, and skull.

RDSC1012: GENERAL RADIATION PROTECTION, RADIATION BIOLOGY AND DOSIMETRY 1

This course content comprises a wide-ranging content including the discovery of x-rays, cellular biology, types and sources of ionising radiation, radiation energy transfer and effects, legislation, radiation measurement units, detectors, cardinal principles of radiation protection, patient protection, and applications.

RDSC1013: GENERAL RADIATION PROTECTION, RADIATION BIOLOGY AND DOSIMETRY 2

This course builds on the knowledge learned in General Radiation Protection, Biology & Dosimetry 1. Additional content relevant to the safe use of ionizing radiation are covered in part 2. The additional content includes legislation, radiation measurement units, detectors, cardinal principles of radiation protection, patient protection, and applications.

RDSC14: PRINCIPLES OF RADIOGRAPHIC EXPOSURE

This course is designed to guide the student to better understand and apply theories of radiographic exposure in the production of x-ray images. Various principles of radiographic exposure will be explored in terms of the x-ray production process, the prime factors of radiographic exposure and their manipulations in the image formation process, and the photographic characteristics/ properties of the final image.

RDSC1015: CLINICAL PRACTICUM 1

This course is a component of the practical segment of the radiography programme and is designed to guide the student in the basic principles of clinical practice, at level 1 of the programme. The practical component at this level is structured to ensure that the student will gradually learn competence in the use of ionizing radiation and the management of patients with no danger to himself/herself or any other member of the health team. The student will be guided by the regulations which govern the use of x-radiation.

Clinical rotation will involve students being sent, for clinical experience, to various urban and rural hospitals/clinics where trained professionals will guide them.

Student rotation will be supervised at all times and will be managed by the clinical faculty and members of the radiographic staff at each prescribed radiology department. The clinical faculty will ensure that student rotation is carefully guided so that each student receives the benefit of properly planned scheduling to ensure gradual and sustained development of the student in the radiology department. A student liaison radiographer will serve as the link between radiographic staff students and clinical faculty.

Students will be evaluated by appointed radiographic staff and clinical faculty as their participation in radiographic procedures moves from a passive mode of observation to a more active mode of assisting the radiographer in carrying out radiographic examinations. For evaluation each student must be competent enough to perform prescribed radiographic examinations without assistance, although supervision must always be present. The clinical faculty will provide a listing of radiographic examinations which must be performed by each student to determine his/her level of clinical competence. This listing of radiographic examinations will be modified by the clinical faculty, as deemed necessary.

RDSC2001: CROSS SECTIONAL ANATOMY 1

Students will learn about the radiological presentation of gross anatomical structures in the head and thorax and their respective presentation in the axial (transverse), sagittal, coronal, and orthogonal (oblique) planes. Illustrations and anatomy images will be compared with MR and CT images in the same imaging planes and at the same level when applicable. The characteristic appearance of each anatomical structure as it appears on a CT, MR and ultrasound image, when applicable, will be stressed.

RDSC2002: CROSS SECTIONAL ANATOMY 2

This course will build on knowledge learned in Cross-Sectional Anatomy 1.
Students will learn about the radiological presentation of gross anatomical structures in the abdomen and their respective presentation in the axial (transverse), sagittal, coronal, and orthogonal (oblique) planes. In addition to MRI and CT cross section technology introduced in Cross Sectional Anatomy 1, students will identify and critique anatomy images from PET and SPECT in the same imaging planes and at the same level when applicable for the abdomen as well as for anatomy previously covered in cross sectional anatomy 1. The characteristic appearance of each anatomical structure as it appears on these modalities when applicable, will be stressed.

RDSC2003: CLINICAL EDUCATION AND IMAGE ANALYSIS 1

This course introduces students to the radiographic appearance of normal and abnormal anatomy, other pathological conditions, image artefacts and image processing defects. The course content exposes students to structured approaches to image analysis and evaluation, and explores the impact of exposure factor selection, image-processing factors, and patient positioning on the resultant radiographic image.

RDSC2004: CLINICAL EDUCATION AND IMAGE ANALYSIS 2

This course will build on the knowledge students learnt in Image Analysis 1. Students will be introduced to analysis techniques for the review of thoracic and abdominal radiography focusing on vascular and organ presentations. They will learn how to identify normal and abnormal anatomy, pathological conditions, image artefacts and image processing defects. The course content continues to expose

students to structured approaches to image analysis and evaluation, and explores the impact of exposure factor selection, image-processing factors, and patient positioning on the thoracic and abdominal radiographic image.

RDSC2005: RADIOGRAPHIC EQUIPMENT AND MAINTENANCE 1

This course content exposes students to x-ray equipment circuitry, how electrical energy is generated and distributed, features of high-tension transformers, control of kilovoltage, and tube current, mains voltage compensation, and rules for the safe use of x-ray equipment.

RDSC2006: RADIOGRAPHIC EQUIPMENT AND MAINTENANCE 2

This course builds on the knowledge students learned in Radiographic Equipment 1. The content exposes students to the operational principles of other imaging modalities such a fluoroscopy, portable and mobile unit, as well as improves on the primitive CT knowledge covered in Equipment 1.

RDSC2007: RADIOGRAPHIC IMAGING AND QUALITY MANAGEMENT 1

This course content provides an overview of factors that influence the formation of a radiographic image and the quality control required along each step. The course outlines the difference in image acquisition between a film-screen and digital system and how exposure factors vary for each type of image acquisition process.

RDSC2008: RADIOGRAPHIC IMAGING AND QUALITY MANAGEMENT 1

This course builds on the knowledge covered in Radiographic Imaging and Quality 1. The course content continues to teach students the need for continuous quality management in the radiography department. The content provides an overview of quality management, image display and data management in the modern radiography department.

RDSC2009: RADIOGRAPHIC POSITIONING AND PROCEDURES 3

This course builds on the knowledge covered in Radiographic Positioning 1 and 2. With that knowledgebase students will be able to understand advanced positioning in more complicated radiographic procedures. The course content incorporates general anatomy, radiographic positioning terminology, indications for conducting radiographic positioning procedures, request evaluation, patient preparation and care, positioning techniques, equipment and accessories, radiographic exposure techniques, radiation protection, and image critique and evaluation of the upper limbs, lower limbs, chest, abdomen, and skull.

RDSC2010: RADIOGRAPHIC POSITIONING AND PROCEDURES 4

This course builds on the knowledge covered in Rad Positioning 1, 2 and 3. With those base knowledge students will be able to understand advanced positioning in more complicated radiographic procedures. The course content incorporates general anatomy, radiographic positioning terminology, indications for conducting radiographic positioning procedures, request evaluation, patient preparation and care, positioning techniques, equipment and accessories, radiographic exposure techniques, radiation protection, and image critique and evaluation of the upper limbs, lower limbs, chest, abdomen, and skull.

RDSC2011: EPIDEMIOLOGY, COMMUNITY HEALTH & HEALTH EDUCATION

This course is designed to provide the student with the basic principles of epidemiology, community health and general health education important to their medical training. It will provide a look at types of epidemiological studies, health surveys and screening, disease surveillance and investigation of disease outbreaks. The relationship of epidemiology with community health will be discussed. The student in training, as a health professional, needs to understand the complexities of health and the impact of all health professionals in the shaping of health care delivery.

RDSC2012: PRACTICUM (SIMULATION) 3

This course will build on knowledge from practicum simulation 1 and 2 and train students how to conduct radiographic studies that were not yet covered. The radiographic procedures of the following anatomy will be included: C-Spine, T-Spine, L-Spine, Thoracic cavity, Urinary and Gastrointestinal system.
Following practical demonstrations, each student will participate in simulation exercises and will practice the various techniques learned, on using phantoms to develop skills in both radiographic positioning and exposure techniques.

RDSC2013: PRACTICUM (SIMULATION) 4

This course will build on knowledge from practicum simulation 1 and 2 and train students how to conduct radiographic studies on the skull, facial bones and breast. Following practical demonstrations, each student will participate in simulation exercises and will practise the various techniques learned, on each other and will use phantoms to develop skills in both radiographic positioning and exposure techniques.

RDSC1014: PHARMACOLOGY & VENIPUNCTURE

The course introduces students to the basic concepts of pharmacology, categories of drug, their administration, and the regulations governing their use and storage. It also introduces students to venipuncture and the care to be taken when performing the procedure.

RDSC2015: CLINICAL PRACTICUM 2

This course will build on the knowledge learned in Clinical Practicum 1. This course is a component of the practical segment of the radiography programme and is designed to guide the student in the basic principles of clinical practice, at level 2 of the programme. The practical component at this level is structured to ensure that the student will gradually learn competence in the use of ionizing radiation and the management of patients with no danger to himself/herself or any other member of the health team or the patient. The student will be guided by the regulations which govern the use of x-radiation.

Clinical rotation will involve students being sent, for clinical experience, to various urban and rural hospitals/clinics where trained professionals will guide them.

Student rotation will be supervised at all times and will be managed by the clinical faculty and members of the radiographic staff at each prescribed radiology department. The clinical faculty will ensure that student rotation is carefully guided so that each student receives the benefit of properly planned scheduling to ensure gradual and sustained development of the student in the radiology department. A student liaison radiographer will serve as the link between radiographic staff students and clinical faculty.

Students will be evaluated by appointed radiographic staff and clinical faculty as their participation in radiographic procedures moves from a passive mode of observation to a more active mode of assisting the radiographer in carrying out radiographic examinations. For evaluation each student must be competent enough to perform prescribed radiographic examinations without assistance, although supervision must always be present. The clinical faculty will provide a listing of radiographic examinations which must be performed by each student to determine his/her level of clinical competence. This listing of radiographic examinations will be modified by the clinical faculty, as deemed necessary.

SOCI1002: SOCIOLOGY FOR THE CARIBBEAN

This course provides an introduction to the problems, issues, themes and main ideas of sociology. It is intended to provide basic social facts about the Caribbean and other similar developing societies, and to enable students to adopt a scientific approach to understanding and interpreting social phenomena. Sociology for the Caribbean lays the foundation upon which advanced academic work in sociology and the other social sciences can be built. Furthermore, the course enables students to tackle contemporary policy problems in a theoretically and empirically informed manner.

SOCI1005: INTRODUCTORY STATISTICS FOR THE CARIBBEAN

This course aims to introduce students to basic univariate and bivariate statistics. It focuses on levels of measurement and the appropriate interpretation of each statistic computed. A student who successfully completes this course will possess a reasonable level of knowledge of basic statistics and their interpretations.

PART V

Awards, Honours, Scholarships, Clubs and Societies

AWARDS AND HONOURS

FMS Student Awards Scheme

Background

This is a Faculty award system designed to highlight and reward students who demonstrate excellence in academic performance in all programmes of the Faculty of Medical Sciences at UWI, Mona. Students will be eligible for consideration of the following awards.

Dean's List

Students who are registered in FMS undergraduate programmes and are in good academic standing may be named on the Dean's List based on their performance in their professional/core courses in the previous academic year. The following criteria must be met:

- Full course load (no exemption of core courses – exemption of foundation courses are allowed)
- No incomplete grades
- Degree GPA of 3.60 and above; MB BS/DDS/PharmD – Degree GPA of 3.7 and above
- No failing grades
- No disciplinary actions taken or pending

Honours Society

Criteria for annual membership:

- On the Dean's List
- Ranked first or second in their year group

Special Awards for Excellence

This award may be given to no more than one student from each of the Faculty's programme areas for outstanding all-round performance.

Criteria for award:

- Has demonstrated outstanding all-round performance in academic and clinical or research work
- Identified by teachers and peers as having demonstrated high levels of interpersonal and professional behaviour
- Been nominated by Programme Director after selection by a relevant sub-committee chaired by the respective Programme Director.

Co-Curricular Awards

These awards are for outstanding and obvious performance or services in sports, culture or service to the University or wider community. A maximum of 3 co-curricular awards may be given in each year.

- Must be nominated by a member of the faculty or peers with documentation of evidence of achievement and contribution.

Top Graduands

This award is given to the two graduands from each programme, who have attained the highest Degree GPAs in their classes. The Degree GPAs for the Top Graduands must be based on at least 75% of the GPA credits which normally contribute to the Degree GPA (exemptions should not exceed 25% of the programme GPA credits).

Social Accountability

This award is given to the student from a programme who is outstanding in at least one of the following criteria.

1. Organisation and Function Accountability
    - Actively involved in organized and structured clubs, groups that promote Social Accountability

2. Educational Accountability
    - Demonstrated participation in seminars, workshops, conferences directly related to Social Accountability

3. Research Accountability
    - Researches, publishes/presents on topics directly related to Social Accountability

4. Contribution to Health Services Accountability
    - Volunteers and actively participates in health services designed activities in Social Accountability

5. Environmental Accountability
    - Promotes environmental sustainable solutions to address health concerns in Social Accountability.

To demonstrate social accountability, the students' involvement will be matched against documented:

- organizational structure, constitution, social accountability focus, plans, and their involvement;

- certification of participation, contribution, and action taken from attendance;

- publications, presentations to support education and research activities;

- certification of volunteerism, description of involvement, and impact of their involvement and partnerships, on the healthcare, health and health equity of each community, region, and nation.

- Certification of impact of environmentally sustainable solutions that addressed health concerns.

Process for Selection

- Students should be nominated by their Programme Director using the criteria after selection by a structured process led by the respective Programme Director.

- Students in each programme should be formally informed of the criteria for the award at the start of the Academic Year.

- The students should submit their supporting documentation and information by the second Friday in August each Academic Year. Programme Directors should submit their nominee(s) and the supporting documentation by the last Friday in September of the next Academic Year.

- The submissions should be made to the FMS Awards Ceremony Secretariat. The Secretariat will forward the submission to the FMS Social Accountability Committee by the 1st Friday in October.

- The committee will meet in the 2nd week of October to decide if any of the submissions meet the criteria, and then decide if an awardee can be selected. Programme Directors will present their nominees. The committee will forward its decision to the FMS Awards Ceremony Secretariat.

SCHOLARSHIPS

Through the Office of Student Financing (OSF) registered undergraduate students of the Mona Campus can receive financial assistance by way of scholarships, bursaries and grants. Students are encouraged to visit the website at https://www.mona.uwi.edu/osf/ for further details.

CLUBS AND SOCIETIES

At The UWI, there is a there is a club, society or movement designed for your intellectual, spiritual, social, economic, relational and physical needs. Make your choice from more than 100, by visiting the webpage at https://www.mona.uwi.edu/clubs-and-societies.

PART VI
Information for Prospective Students

- CAREER PATHS/PROFESSIONAL TRAINING

CAREER PATHS/PROFESSIONAL TRAINING

1. BACHELOR OF BASIC MEDICAL SCIENCES (BBMEDSCI)

This broad-based interdisciplinary curriculum will help students to develop an excellent foundation that is applicable to advance degrees in the basic medical, life and biological sciences, and professional programme in human or veterinary medicine, dentistry, pharmacy , applied health science, or for entry into career in:

a. Business (medical representative - marketing, research and development, quality)
b. Government/Industries (agriculture, marine, environmental sciences, forensic science)
c. Industry (Pharmaceutical, biotechnology, biosafety regulation and enforcement)
d. Law (bioethics, patent development for biological products)
e. Research/Educator in the area of STEM

2. SCHOOL OF MEDICAL RADIATION TECHNOLOGY

A degree from this programme equips the graduate to practise as a diagnostic radiographer. Training prepares students in the safe use of ionizing radiation (x-ray) in the production of diagnostic images of body parts and systems. This knowledge and skill regarding the use of technology in capturing and producing accurate images can aid the medical specialist in diagnosing and treating their patient. Holders of this degree may work:

a. In Private/Public hospital or clinic
b. In Diagnostic imaging centres
c. As MRI Technician
d. As a Radiologic Technologist
e. As aNuclear Medicine technologist
f. As a Ultrasound Technician
g. As a Cardiovascular Technician

3. BACHELORS OF PHYSICAL THERAPY (BSc PT)

Physical therapy is a health profession, concerned with health promotion, prevention of physical disabilities and the rehabilitation of persons disabled by pain, disease or injury. The profession of Physical Therapy utilised physical therapeutic measures as opposed to medicine, surgery or radiation.

The nature of the profession is to work with people and populations to maintain and restore maximum movement and functional ability throughout their lifespan. Opportunities for employment exist in:

a. Both the private and public sectors,
b. General acute and rehabilitation hospitals
c. Long term care facility
d. Home care
e. Sports (wide array of areas)
f. Ambulatory Care Clinics

4. DOCTOR OF PHARMACY

Graduates of this programme will be able to practise in a variety of settings including:

a. Community Pharmacy
b. Hospital/Institutional Pharmacy
c. Internal Medicine
d. Ambulatory Care,
e. Pharmaceutical Sales and Marketing
f. Industrial Pharmacy
g. Academia
h. Compounding Pharmacy
i. Regulatory Affairs and a myriad of health care-related settings.

5. DOCTOR OF DENTAL SURGERY (DDS)

A DDS degree equips the graduate with the professional knowledge and competence to administer care for the recovery or maintenance of oral health. The graduate will be equipped to diagnose and treat oral diseases, interpret x-rays and other tests and perform procedures on the teeth, gum and soft tissue of the mouth. Graduates can work in the following areas:

a. Dentist
b. Periodontist
c. Dental Hygienist
d. Orthodontics
e. Oral Surgeon
f. Endodontics
g. Medical Secretary
h. Medical Biller
i. Anaesthesiologist

6. NURSING (BSN)

The graduate of the Nursing programme offered by the UWI will be equipped to offer care and maintenance of health in the following areas:

a. Registered Nurse
b. Occupational Health Nursing
c. Critical Care Nurse
d. Home Health Nurse
e. Pain Management
f. Clinical Research (Research Nurse)
g. Services may be offered in Public/private hospital or clinics

7. BACHELOR OF MEDICINE BACHELOR OF SURGERY (MBBS)

Graduates of this programme will be trained medical health professionals able to administer preventative and life-saving care in a variety of settings, including:

a. Private and Public hospitals/Clinics
b. Offer Private office services

Additionally, graduates from the MBBS programme may further their studies to become medical specialists in variety of areas including, but not limited to:

a. Medicine
b. Surgery
c. Obstetrics and Gynaecology
d. Anaesthesia
e. Pathology
f. Neurosurgery
g. Physiatry
h. Psychiatry
i. Microbiology
j. Peadiatrics

PART VII

Appendices

❖ Sexual Harassment Policy and Procedures

The University of the West Indies is an equal opportunity institution. Accordingly, sexual harassment, an aspect of gender discrimination, is expressly prohibited and will not be tolerated. The University of the West Indies will reflect this policy of nontolerance of sexual harassment in the oversight of its students, employees, persons under its independent service arrangement, other persons who provide academic services to the University, as well as to its contractual agreements, independent service arrangements and its inter-action with members of the public.

1. Informal Consultation on Sexual Harassment

1.1 Any member of the University community may consult with a Sexual Harassment Advisor (SHA) in order to seek assistance, advice or counselling in relation to sexual harassment where that person believes that sexual harassment may have occurred in relation to himself or herself or to another person, or where the person seeking advice believes that his or her actions may amount to sexual harassment, or is the subject of criticism (even if unjustifiably) on the ground of sexual harassment.

1.2 All consultations on sexual harassment shall be confidential, and no further proceedings shall commence until a formal sexual harassment complaint has been made by a person willing to be identified.

1.3 The SHA may disclose information received in a consultation only if the expressed permission of the person who provided the information has been secured in writing.

1.4 During a consultation, an individual may discuss matters concerning sexual harassment, without identifying the persons involved, including themselves.

1.5 This Policy and relevant procedures shall not preclude the University from advising any member of the University Community to bring a claim of sexual harassment through national legal procedures when deemed appropriate.

NOTE:

Please consult with the Office of the Campus Registrar for the designated Mona Sexual Harassment Advisor.

The complete Sexual Harassment Policy and Procedures is available via our website: https://www.mona.uwi.edu/socsci/forms_and_docs

EMERGENCY CONTACT

UWI Security and Medical Emergency Contact		
Entity	**Telephone number**	**Extension**
Campus Security	(876) 977-9902 / (876) 292-6686	7472
Mona Police Post	(876) 977-7418 / (876) 927-2298	
UWI Health Centre	(876) 927-2520 / (876) 970-0017	2270 / 2370
University Hospital of the West Indies (UHWI)	(876) 927-1620-9	
Counselling Services	(876) 970-1992 UWI HELPS 24-hour phone/text line (876) 294-0042	
Faculty Office	(876) 927-2556 / (876) 927-1297	8000
UWI Switchboard	(876) 927-1660-9	
Non-UWI Emergency Number		
Ambulance	100	
Fire	110	
Police	119	
Hurricane Update	116	
FMS TRC Emergency Assembly point		
Lawn across the road on the right of the (FMSTRC) Faculty of Medical Sciences Teaching and Research Complex.		

UWI

MONA CAMPUS