



ST. GEORGE'S UNIVERSITY

School of Medicine

Clinical Tutor Manual

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THE CLINICAL TUTOR TEACHING FELLOWSHIP PROGRAM

I. Introduction

St. George's University School of Medicine is a well recognized leader in the field of medical education in the Caribbean and has produced the largest number of currently practicing medical practitioners in the USA from any single international medical school in the world (over 7000). The present intake of medical students (twice a year) into the freshman class is 350 in Grenada and 150 in Northumbria. For the second year, all students come to Grenada leading to a class size of about 500. St. George's University School of Medicine also boasts of providing abundant educational support to all the students who need additional help and of promoting active learning among students. It is difficult to recruit a large number of high caliber professors who can stay permanently on the island. We do have a large number of Visiting Professors from North America and the UK but they teach for relatively short periods. Yet the school wants to assure abundant faculty accessibility to students who need it. How is this being achieved with a smaller number of full-time professors? The answer lies in the unique clinical tutor teaching fellowship program that started as an *ad hoc* measure in the 1990s and has evolved into a very finely tuned and monitored educational program. This manual is a brief summary of this program.

II. Why did it start?

Student learning is best achieved if there is an opportunity for active learning instead of passive learning. In most institutions the lectures and lab sessions provide "passive learning". This results in memorization, short term gains and students forget the information as soon as the exam is finished. Student learning is also highly individual, some are visual learners, some need to listen once, some need to listen or see several times while others need more time to understand. A standard teaching platform like a lecture or lab does not meet the learning needs of most of the students.

A very low professor-to-student ratio precludes the possibility of professors sitting with individual students to satisfy the student needs for learning. Most medical school courses are content heavy, involve a lot of new terminology and the durations of courses are brief. Multiple courses are taught simultaneously leading to about 4 hours of lecture and 2 to 4 hours of lab activity each day for every student.

The setting of the medical school in a small island with restricted access to clinical faculty (*who are based in the US and UK*), virtually no other academic institutions and very little commerce make it very difficult to recruit the number of professors needed to attend to the above deficiencies in providing active learning and individual attention to students.

All the above factors led us to finding a solution that was beneficial to students, practical, affordable and sustainable.

III. How did it start?

In the mid-90s the school was approached by a few MDs from India who were visiting their friends/relatives in Grenada to find some way of entering the US system. There was also a few new Grenadian alumni who graduated with scholarships offered by the school and had returned to Grenada to establish careers. There were four tutors recruited then.

These MDs were offered an opening by the school to “tutor” some students who had difficulties in passing some of the courses in return for a “stipend”. This was a loose arrangement that did help some students. The stipend was a fair financial incentive for the young doctors who were studying for the USMLE to get into residency programs in the US and it did relieve some faculty’s teaching loads and improved opportunities for the limited number of professors in each course to attend individually to students who needed help. It also had some drawbacks since the tutors came from different countries with different medical educational systems and many of them were not geared to think in the way the course was directing the students to think. There was little interaction between the tutors and the professors and hence the professors had no control over the “content” delivered by the tutors to the students, at times leading to incorrect information being passed on and students responding incorrectly to some of the test items in the course. Some of the tutors were also doing part-time jobs in the hospital and this was not coordinated with the course teaching leading to non-availability when needed.

Moreover, the tutors were placed under the control of a coordinator but the supervision of their activities was not optimal because individual professors and course directors used them differently, which lead to confusion and discontent over workloads. The tutors were enrolled as a broad group and could be assigned by the coordinator at different times to different activities in different departments leaving teaching deficiencies in some courses. The tutors were feeling the stress of not having their tasks defined properly and thus could not be adequately prepared for their daily activities in different departments. There was no process to regulate which students would be taught by specific tutors or how much time they would spend with them. Some students received a lot of attention while others received little.

With all these drawbacks the program did succeed in providing some degree of individual help to students in learning their material and also provided some relief to the professors in their teaching load. However a lot of these “tutoring” sessions still involved passive learning because many tutors gave “mini-lectures” to the students and very little effort was made to encourage the students to think.

IV. How has it evolved?

Through the early part of this decade, multiple procedures were put in place to refine the system that the program evolved. Some of them were:

1. Recruitment of bright, new MDs from across the globe through a web-based advertisement and rolling recruitment. This enabled SOM to choose from the very best talent available.
2. Individual Chairs and Course Directors were assigned the task of recruiting clinical tutors for their course/department. This enabled them an opportunity to verify the suitability of the candidates for their needs.
3. Appointment of a Chair/Director with a strong educational and administrative experience in medical education (MD program and residency program) to streamline and oversee the program. Dr. S.R. Bhusnurmath was appointed for this position and continues to hold the post to date. He operates through the clinical tutor management committee which is composed of all the Course Directors and Chairs who use clinical tutors and the committee reports to the Dean of Basic Sciences). Under Dr. S. R. Bhusnurmath's leadership the following developments have taken place:
 - a. The recruitment process has been refined – web-based advertisements, web-based processing of applications, definition of documentations needed, steps for verification of documents and identity, waiver forms for verifications, telephonic interviews, deadlines for recruitments for each term, steps in the hierarchy for recruitment, generation of wait-lists in cases of late refusals or non-arrivals.
 - b. A clinical tutor management committee has been constituted. It meets at least once every term and more often when needed. It is chaired by Dr. S.R. Bhusnurmath and composed of all the chairs and course directors who utilize the services of full time clinical tutors. Agendas and minutes are recorded and forwarded by the chair of the program to the Dean of Basic Sciences. It discusses issues concerning the recruitment, duties of clinical tutors, employment conditions and any non-compliance by the tutors or course directors to find solutions and take effective measures to avoid such occurrences in the future.
 - c. A formal documentation of the overall job description of the clinical tutor program was written up and posted on the University website for future applicants (Appendix).

- d. Formal and detailed job descriptions of the clinical tutors for each course were written up (Appendix). These are provided to tutors when they join the course. The tutors are expected to abide by these rules.
- e. Procedures were written up for each administrative activity of the tutors – at the time of joining, leave applications, vacations, attendances at meetings, requirement to appear for at least one board exam in the first year, renewal of contract etc. Copies are provided to the tutors when they join.
- f. Administrative procedures for handling the paperwork for duty assignments, leaves and renewal applications for clinical tutors who are shared between more than one department was established (*this was necessary to avoid conflicts and confusion*).
- g. Systems of mentoring and formative and summative evaluations for tutors were established within each course.
- h. Formal sessions on orientation to the program, involvement in health services and the supervision of student group activities were introduced for all the tutors at the start of each term.
- i. Formal training sessions on professionalism, picking up on substance abuse, communications skills, medical informatics, and cultural competences were started.
- j. The tutors were mandated to attend all the CMEs, CPR training, ATLS, OSCE sessions which are provided on campus.
- k. A procedure for getting the tutors registered with the medical council was established through the appointment of Dr. Carey Williams as the coordinator for the program. He also oversees their duty rota for the university clinic, general hospital and health fairs in the community.
- l. A process was established for streamlining the documentation of additional hours put in by the clinical tutors in the evenings and weekends for students in need of academic help, and overseeing the reimbursement for the same. All these are presently signed out by the individual course director and then approved by Dr. S.R. Bhusnurmath.
- m. The process for conflict resolution and grievance was established to be the same as mentioned in the faculty handbook.
- n. A process was established to pay for the airfare for the tutor from his/her country of residence to join the University, since many of them were not able to pay for their tickets and the SOM was losing some good applicants for this reason.
- o. A provision was created for accommodation to the new recruits for one week when they arrived for the first time in Grenada to take up employment. This would give them time to source their own accommodations.

V. Eligibility

1. New MDs (*who qualified in the past 5 years*) from WHO listed medical schools.
2. Completion of at least one year of internship in a teaching hospital with 3 months rotations in Medicine, Surgery, Ob/Gyn and Pediatrics and community health each.
3. High academic performance in the exams in their medical school.
4. Registration with their respective medical councils.
5. Three very good/excellent references from their Professors/Administrative supervisors/Deans including one from the latest employer if they have been employed.
6. Good verbal command of English.
7. Good communication skills.
8. Intention to appear for board exams such as USMLE/PLAB and to move on to a residency program.

Additional qualities looked for:

1. Documentation of track record for having gone out of the way to provide community service, participation in extra academic activities of the medical school/hospital.
2. Documentation of having moved out of their alma mater and worked in a different environment/hospital/school/state/country.
3. Proof of honesty, dedication and collegial nature.
4. Proof of passing one of the board exams.

VI. Countries from where tutors have been recruited so far

- India
- Nigeria
- Grenada
- UK
- St. Vincent
- Pakistan
- Bangladesh
- Sri Lanka
- Dominican Republic
- Liberia
- St. Lucia
- Cuba

VII. General Activities of a Clinical Tutor

- The clinical tutors' main duty involves providing clinical correlation to the basic sciences. In this context, they will be holding discussions with the student groups on clinical vignettes linked to the objectives of the basic science courses. They will not be responsible for the content of the basic science course as they are not content experts. Their teaching activities would revolve around providing a platform for active learning by the students using clinical vignettes and establishing the linkage of the clinical features to the basic science objectives. Eg. How do you explain the common symptoms, signs, investigations and the principle of management of a given patient using the basic science objectives. They would not be responsible for teaching or reviewing the basic science objectives of the course per se.
- Fulfill a minimum of 40 hours per week working for the courses and exams they are assigned to.
- Attend lectures of the courses to which they are assigned as directed by the Chair of the department.
- Attend preview sessions with Professors/Instructors for upcoming labs/groups.
- Act as tutors to supervise lab groups/discussion groups of students as part of the course curriculum.
- Provide clinical orientation/angle to the basic science course.
- Provide individual/group tutorial sessions in the evenings and weekends, under the direction of the course director.
- Provide a platform for active learning by the students in the lab/groups by probing their minds to think, collect data, analyze and problem-solve instead of directly answering their questions or giving mini-lectures.
- Develop and provide test items for the course to the Course Director.
- Act as a physician role model and advisor to the students.
- Act as an intermediary to bring student concerns to the Course Director when students are apprehensive to meet the Course Director personally.
- Develop and preview test items for exams.
- Proctor exams.
- Appear for at least one national/international board exam within the first year and one more if renewed for a second year.
- Provide health care: at the University clinic, Grenada General Hospital and community health fairs (*as per schedule*) and any other location assigned by the university.
- Attend/participate in: defined faculty and administrative meetings of the department and the university, CMEs conducted through the University, seminars from visiting faculty, courses and workshops such as CPR, ATLS, OSHA, HIIPA, medical informatics, substance abuse, communication skills, orientation to the program, orientation to group

tutoring, orientation to the clinic services, orientation to health fairs, clinical tutor enhancement workshops, departmental retreats etc.

- Some departments, based on time available, encourage the tutors to critique medical articles published in peer reviewed medical journals in Journal Clubs. This prepares the tutors in the art of evidence based medicine and also for similar presentations which are mandatory in any post-graduate residency program.
- Any participation in clinic duties, hospital work, health fairs, CPR sessions, CMEs, workshops etc. should be with the approval of the Chair of the department they are assigned to and as arranged/scheduled by Dr. Carey Williams, Coordinator of the clinical tutor fellowship program.
- All evening and weekend sessions which the tutors participate in must be under the direction of their respective Course Director.
- Clinical tutors cannot register for the MPH or MBA programs offered by the University, since they are expected to fully commit all their time to their Course and preparing for their own USMLE/PLAB examinations. Similarly persons already enrolled in the MPH program cannot be considered for recruitment as a Clinical Tutor until they have completed the MPH program.
- Doctors employed by the Ministry of Health (Grenada) should not be considered for recruitment as a clinical tutor unless they have completed their assignment with the MOH and have clearance from the Chief Medical Officer. Instead, they should be encouraged to work as preceptors for the clinical program at the hospital.
- Maintain an e-portfolio
- Be professionally dressed and carry oneself professionally to be a good role model for the students.
- Clinical tutors are strongly urged to not socialize with the students as this brings into question the perception of being fair to all students.
- Any other duties assigned by the Course Director/Chair of the department.

Emoluments

The annual salary as of Spring 2011 is approximately USD47,000.00 subject to a 12% tax. In addition the tutor can, under guidance and approval of the Course Director, spend up to 60 hours monthly in the evening and weekends providing extra assistance to students needing academic assistance @ USD10.00 per hour. The school also offers partial reimbursement towards the fees for one board exam up to USD300.00 during the fellowship. In addition if any of the clinical tutors, get a research paper accepted for presentation in an international medical conference, the school reimburses the cost of travel, hotel accommodation and registration up to a max of USD2600.00 for the same. This has to be approved by the Course Director and Chair of the department.

VIII. Process

1. The information on the program, courses/departments which recruit the tutors, general duties and responsibilities and the application form are all available on the SGU website throughout the year.
2. Applications are received all year round on a rolling basis and are directed to and handled by Ms. Terrie Rodrigues, Faculty Recruitment Coordinator.
3. The applications include the CV, attachment of scanned copies of diplomas/degrees, proof of exams passed in medical school with the scores (transcripts), internship certificate, registration with the medical council, three letters of reference including one from the latest employer, proof of employment (if any) after the completion of internship, photograph, an undertaking that the person has not lost the license to practice medicine anytime in his/her career, a waiver that allows the school to get all the documentation verified from the original source, documentation of any extracurricular/community activities. The applicants indicate which school and the discipline/department they prefer to join or list in order of priority if they are interested in more than one. Incomplete applications will not be considered.
4. Around the 15th of March and 15th of September the respective Course Directors/Chair determine the number of new recruits approved for their course/department for the upcoming term. They look up the applicants online for their discipline/department. They make a shortlist based on their priorities (generally three to every position available). They then call up the candidates and conduct a telephone interview to judge the communication skills and reassure themselves that each candidate has a basic knowledge of the medical disciplines and is keen to get the job. If needed, they call up one or more references or the Dean of the medical college for further verification. They then generate a list of approved candidates for appointment in order of priority and send the same to Ms. Terrie Rodrigues who sends them to Ms. Carolyn Fleming, Assistant Administrator to the Dean of Basic Sciences. Care is taken to append the appointments list with at least three waitlisted candidates in order of priority. This is to ensure a quick replacement in case any one of the original selection fails to arrive for any reason.
5. Ms. Terrie Rodrigues and Ms. Carolyn Fleming inform the selected candidates and send a letter of appointment that includes their remuneration, contact information for travel arrangements and the administrative supervisor they will be reporting to (Appendix).
6. The website mentions that only the selected candidate is informed.

7. Each selected candidate has to sign an acceptance statement at the bottom of the appointment letter and fax it back to the university.
8. They then contact the travel agent of the University for their Tickets and arrange to report for duty by the stated date.
9. They go through the orientation sessions and participate in the course activities as defined.

IX. Renewal

The initial appointment is a contract for 11 months under the clinical tutor teaching fellowship program. The salary is adjusted over 12 months. The tutor can request for a further and final renewal for another year, three months before the end of the first contract. They should fill out the renewal form and attach copies of their electronic portfolio when submitting to their Course Director. The Course Director and Chair of the department can recommend that renewal to the Dean of Basic Sciences if the following conditions are met:

1. The performance of the tutor is to the satisfaction of the Course Director/Chair with respect to knowledge, attitude and skills.
2. There are no concerns about the non-cognitive attributes (*regularity, sincerity, honesty, dedication, cooperation, congeniality, promptness, attending to clinical duties with diligence etc.*).
3. There are no concerns about unfair requests for LOAs or lateness in resuming duties after the summer and winter breaks for the course.
4. There is a record of having appeared for one board exam (national or international) before the end of the first year.
5. There are no concerns that the tutor may not complete the second year of contract, once it is renewed.
6. It is intended that the tutors who are recent MDs move onto progress in their academic/clinical careers and get board certified and hence we do not encourage them to spend more than two years in the teaching of Basic Sciences. They should be able to complete the USMLE or PLAB and move on. In exceptional situations where a tutor may not be able to obtain a VISA for the exams or fails to secure a residency despite of the best efforts, we can extend the employment as a part-time tutor for two terms of six months each. That will be the final extension.
7. The tutor is absolutely certain that he/she would complete the renewal contract period and not leave prematurely.

X. Clinical Tutor Teaching Fellowship Certificate

A formal certificate is awarded to those who complete two years in the program to the satisfaction of the Course Director and the Chair of the department. If there have been documented concerns by the supervisors about the knowledge, attitudes and skills about the tutor or failure to adhere to the rules regarding the LOAs, the fellowship certification will be denied.

Any reference letter for the clinical tutor from the department or the Dean's office will be issued only after verification from the department, Dean of Students office and Dean of Basic Sciences office about any documented concerns. The

reference letter thus issued will be on the pattern a MSPE issued to medical students by the Deans and will include a documentation of all the activities of the tutor including duties, workshops, CMEs and seminars attended.

XI. Leave of Absence

The tutor is entitled to a total of four weeks LOA during the year (11 months of duty and 4 weeks of leave in a contract of one year). The dates for leave should be discussed and planned with the course director at the start of the term unless there is a medical or family emergency that necessitates a short notice. As a rule the tutors cannot get a leave when there are course related activities, including lectures, labs, small groups, exams or preview sessions. The dates for any board exam that the tutor wants to take should be planned at the start of the term. In any instance LOA would not be granted for more than 5 working days that could be clubbed with the weekends.

In other situations such as interviews for residency program the tutor should provide proof about negotiating the dates so as not to affect the delivery of the course. A short LOA can be approved on short notice by the Course Director/Chair once the above conditions are met.

Requests to extend the period of leave once a tutor is already on an approved LOA, will be viewed as an undesirable attribute unless it is for a documented and genuine medical or family emergency. Since it is an 11 month contract and duration of the courses is roughly 3 to 4 months each term, it would not be possible to award a maternity leave during this period.

If the tutor's responsibilities include more than one course/department, all the concerned course directors and chairs must approve in writing before the LOA request can be forwarded to the Dean's office for approval. All the leave applications have to be approved by the Chair of the Clinical Tutor Teaching Fellowship program before they can be approved by the Dean. Any tutor who goes on leave without proper prior and written approval will be treated as non-compliant with the rules and hence liable for proper disciplinary action. Any clinical tutor who opts to leave the job before completion of the contract will be treated similarly. The disciplinary action may include any or all of the following: - suspension, dismissal, letters of concern being sent to all the referees and Deans of the school where the tutor obtained the medical diploma, follow-up letters of concern to all the persons/institutions where the school has sent letters of reference for the tutor in relation to jobs, residency programs, observer-ship, VISA application etc. If there are plans to not complete the contracts the tutor should discuss with the Course Director and the Chair before the renewal so that proper arrangements could be made in advance for replacements or the tutor

may be advised not to seek renewal. Once it is renewed the tutor must fulfill the obligations of the contract and complete the term.

XII. Dismissals

A clinical tutor can be dismissed by the School with one month's notice for any concern that is considered grave enough to jeopardize the smooth running of the course. Examples of these include: realization that the tutor has really very little knowledge of basic sciences or clinical medicine to be an effective teacher, unapproved LOAs, demonstration of undesirable behaviour and attitudes, failure to comply with confidentiality issues etc.

XIII. Benefits for the program to the students

Consistently over the last 7 to 8 years, the students have praised the clinical tutors as the biggest assets they have had in their studies at the school. The reasons are many and include: -

1. Students can interact in small groups with the tutors during labs, group tasks and off-hours. This gives them the opportunity to resolve individual difficulties on the topics for the course.
2. The tutors can vary the speed of their sessions based on the speed with which the student can catch up (unlike lectures by Professors) where the speed has to be maintained at a constant level to complete the task.
3. The tutors attend all the lectures and preview sessions with the Professors and Instructors. The students are thus reassured that what the tutors discuss with them is right on target with what the course expects from the students.
4. The students know that tutors contribute exam questions and preview the exams with the professors. This further reassures the students that what they gain from discussions with the tutor directly benefits them in their exam performance.
5. Students who are used to passive learning and memorization find it difficult to cope with courses in the medical school that demand active learning. Making the switch is difficult for the students as it is akin to asking a student who has been writing with his right hand all his life to suddenly switch to writing with the left hand. The greater amount of time available with the tutor to discuss their learning problems, easier approachability and individual attention really is a great boon to the students to improve their learning styles and perform in the exam.
6. A great majority of the clinical tutors come from international schools where they graduate at a much younger age compared to the North American medical schools. Hence the students find the

tutors to be almost their own age and feel free and relaxed to discuss their problems compared to professors who are of a previous generation and have less accessibility because of the large student numbers and other commitments.

7. The tutors being medical doctors with at least some amount of supervised and independent clinical experience are great assets for the students to get a clinical perspective on the basic sciences principles they learn in a course. Often the professors, who are not MDs, may not be able to give this angle to the students. The clinical perspectives given by the tutor create greater interest in learning among the students and also help them perform better in the board exam in which almost all the questions are clinical vignette based.
8. The tutors come from diverse cultural and ethnic backgrounds. This by itself provides a great opportunity for the medical students, many of whom are from North America, to learn about other cultures and periodically get direct inputs on the international pattern of diseases or practices of medicine.
9. Most of the medical school faculty in basic sciences are non-medical PhDs. The students are subconsciously seeking clinician role models from the time they join to medical school. The clinical tutors abundantly fulfill this role.
10. Students are at times apprehensive about meeting a professor to resolve some difficulties but are quite comfortable to interact with a clinical tutor who is more easily available, is non-authoritative and also present in the lectures and labs. The clinical tutor then acts as a mediator who conveys student concerns about some conflict on the administration of the course/exams with the professor/course director to find solutions.
11. The tutors appear for USMLE exams and generally score well. This enables them to guide the students in the appropriate directions towards the board exams.

XV. Benefits to the Clinical Tutors

1. *Financial:* The salary is at par with the PGY1 residents' salary in the US. It also compare very favorably in terms of the tax structure and number of hours worked per week.
2. *Development of knowledge:* Most tutors are planning to take the USMLE exams and move onto residency programs in the US. Unfortunately their own medical training in the international setting is quite different from what is expected in the USMLE exams. All courses in the medical school here are quite in line with the expectations in the USMLE. Hence working here gives the tutors an opportunity to reorient their knowledge in line with board exams. It is not surprising

that most tutors score over the 90 percentile and several score 99% in Step I and II USMLE.

3. *Teaching improves their own understanding:* It is well known that one of the best ways to ensure that you have understood a topic is to teach it to someone. The constant teaching activities sharpen the knowledge of the tutor.
4. *Teaching skills:* Attending lectures by distinguished resident faculty, visiting professors, tutoring students individually and in small groups gives an insight to the tutor about learning styles and teaching skills and these will make them better residents and medical teachers in their future academic life.
5. Helping in the generation of test items and previewing the exam questions with the professors enables the tutors to get an insight into the whole examination principles and philosophy. They can then do far better in their board exams.
6. *Communication skills:* Every tutor who has gone through the fellowship program will assert with conviction that this is the area where they benefit the most. Most tutors come from a school where Professors are placed on a high pedestal and students hardly communicate with them. The students there are passive listeners in lectures, labs, seminars and ward rounds. At SGU for the first time they are made to communicate actively with Professors, peers and students. Handling students from North America, all with college degrees, some older than themselves, some with Masters or PhDs in individual disciplines is quite a daunting task. In addition the tutor is expected to mentor, monitor and be a role model and handle 10 to 15 students at a time for stretches of 2 to 4 hours. They are tongue tied in the initial week but with encouragement and mentoring from the Professors and senior tutors, very soon they find their wings and start flying. The transformation in their ability to communicate, including introductions, asking questions, resolving difficulties, handling conflicts, handling aggressive behaviour by some type 'A' students etc. is unbelievable. Many tutors have confessed that it is this skill that has landed them in good residency slots in the US and further on has made them a leader of the pack in their program. Almost all our tutors pass the CSA exam of USMLE Step II on the first attempt and this one checks predominantly the communication skills.
7. *Time management skills:* The tutors are heavily involved in the teaching and testing activities of the courses and mentoring students in the off-hours. In addition they have to prepare for their own board exams. The stress is very high and they develop efficient time management skills to survive and flourish. If they had not had this opportunity, they would have found the going tough in the future residency training program.
8. *Acclimatization to the US culture:* Most of the clinical tutors dream about moving to the US for residency training. Being totally immersed

with hundreds of students from the US and Canada automatically sensitizes them to the US culture, language etc. so that they are not strangers when they get into the US for residency training.

9. *Cultural competence*: The school has students, faculty and staff from over 130 countries. It provides a great opportunity to learn and imbibe from other cultures. This is being increasingly recognized as an essential competence in the residency programs. The tutors gain a major advantage over the other applicants for the residency program who have not experienced this.
10. *Assistance from Visiting Professors (VPs)*: The school invites a large number of distinguished Professors from North America and the UK to teach in the courses or give faculty seminars and orations. The tutors get to learn from these experiences and in addition develop individual contacts. This has resulted in some of the Visiting Professors providing references for some of the tutors for residency/job applications. Some of the VPs are also Chairs/Course Directors or Program Directors at their institutions and have favored our clinical tutors in their selections. Some Visiting Professors have provided observer-ships/partial clinical or research attachments to our clinical tutors that improve their candidacy for future residency selection.
11. *Office facility*: The tutors get to use shared office space with an adequate number computer stations and access to the internet in a comfortable environment. This facilitates their preparation for the exams and the feeling of well being.
12. *Office etiquette*: Most tutors are for the first time experiencing working in a formal office set up with shared space. They gradually inculcate the office procedures, technique of interacting with colleagues, administrative staff, professors etc. This stands them in good stead in their future career.
13. *Mutual assistance*: Most tutors are preparing for the various Steps of USMLE/PLAB exams or just appeared for one with successful outcomes. They share the office space, computers and offer a lot of assistance and advice to one another based on their experience with the exams. For exams such as CSA, they act as mock patients and the other tutors examine them to get a feedback on the process. They share books, test banks, online resources etc. This has resulted in a very conducive atmosphere to prepare for the board exams and several tutors have recorded consistently high scores.
14. *Basking in the SGU halo*: SGU is being increasingly and widely recognized as the “Harvard of the Caribbean” based on several factors including – high performance of the students in USMLE, high residency enrolments of SGU students, large number of SGU alumni in the residency programs and practicing in the US, spread of the excellent academic standards by the large number of VPs that come from the US and Canada, several Course Directors participating actively and contributing to the US and Canadian associations of medical teachers

in various disciplines, the excellent diligence and leadership shown by SGU students in clinical clerkships and residency programs. When clinical tutors from SGU apply for residency programs in the US they are treated favourably because of the preeminence of SGU among foreign medical schools.

15. *Computer based teaching:* Almost all the teaching at SGU is done with computer technology, web-based learning and other programs such as Sonic Foundry and ANGEL. The tutors get well versed with these and learn to use PowerPoint, word, excel, e-mailing and other programmes effectively. These will be a big advantage in their future careers.
16. *CMES, workshops, seminars:* CPR and ATLS certification, OSHA, HIIIPA courses on communication skills, cultural competence, medical informatics, CMEs, group dynamics, substance abuse, seminars by distinguished visiting speakers etc. beef up the CVs of the tutors and give them an advantage over other foreign medical graduates in the residency selections. An additional advantage in that the tutors get all these free of cost.
17. Access to library and IT facilities virtually round the clock for self improvement.
18. *Airfare and assistance for VISA for travel:* For many tutors, this is the first experience of international travel. The travel assistance and VISA assistance provided by the school provide a new experience for the tutors and they are ready for future travels for exams, interviews and residency programs. It boosts their confidence immensely.
19. *Mentorship by Professors:* The tutors are intensely monitored by professors in the department and by the Deans for their academic and personal development. This takes place in a healthy non-confrontational fashion and certainly improves the tutors' demeanor for future tasks.
20. *Formal Faculty Training:* The department of educational services conducts weekly faculty training sessions under the "Lets talk teaching" program. The clinical tutors have a great opportunity to benefit from these along with other faculty.
21. *Opportunity for maintaining clinical practice:* Although the tutors are predominantly involved in teaching activities, they are mandated to participate in providing health care through the University Health Clinic, general hospital and community health fairs. This provides them an avenue to keep up with the clinical competences. This will be an asset in their application for residencies in clinical disciplines.

XVI. Benefits to the University

1. Provides individual attention to students despite of the large number of students.
2. Is fiscally sound.

3. Provides clinician role models for the students.
4. The fellowship program is unique and developed in-house. The advantages are being seen and appreciated by several institutions in the region and North America. Some institutions are asking SGU for advice and details because they want to adopt such a program. One of our former clinical tutors (Dr. Shefali) also gave an oral presentation on the benefits this program has offered her in her residency program at an international meeting of medical educators in the US in 2007.

Several of our former clinical tutors have excelled in their residency programs and later in their academic careers. All these factors have created a unique “niche” for SGU among fellow medical schools. Very recently a former secretary general of the Commonwealth Universities on his visit to SGU was so impressed by the program and its ability to inculcate active learning by students that he took documents related to it to spread the message to Universities in other parts of the world to improve tertiary education.

XVII. Part-time Clinical Tutors

In addition to the full time clinical tutors in the program, our school uses several of the Grenadian physicians practicing in Grenada as part-time tutors in some courses. This is outside the fellowship program.

XVIII. Some of our former Clinical Tutors

- Dr. Sanjay Doddamani – Director, Invasive Cardiology, Northshore Jewish Hospital, Long Island, New York
- Dr. Lutz Amechi, Medical Director, St. Augustine Medical Services Center, Grenada
- Dr. Iram Siddiqui, UWO, London, Canada, Resident in Pathology, awarded the Dutkevich Travel Award in Pathology, University of Western Ontario
- Dr. Elizabeth Delaney, UK
- Dr. Shefali Bhusnurmath, Fellow in bone and soft tissue pathology, University of Washington, Seattle
- Dr. John Izuebu, Public Health Office/Microbiologist, Horizon International Medical Mission, Savannah, USA
- Dr. Ranmith Perera, Specialist Registrar in Histopathology, Department of Cellular Pathology, St. George’s Hospital, London & Royal Surrey County Hospital, Guildford, UK

XIX. Website

Mrs. Avril Best of the Information Technology department is assisting with the development of a website dedicated to the clinical tutor teaching fellowship program.

XX. Summary

The clinical tutor teaching fellowship program developed as a necessity and has innovatively evolved into an excellent program that benefits students, faculty and the administration. It has put SGU into a unique niche. The success of the program is spreading the message for other institutions to follow suit.

XXI. Acknowledgments

- We are extremely grateful for the constant support and encouragement by our Chancellor- Dr. Charles Modica, Provost and Dean of Basic Sciences - Dr. Allen Pensick and Dean of Students - Dr. Vishnu Rao in our endeavor to continually refine the program.
- Our gratitude to Mrs. Carolyn Fleming, Assistant Administrator to the Dean of Basic Sciences and Provost and Ms. Terrie Rodrigues, Faculty Recruitment Coordinator for their constant support and assistance in the evolution.
- Dr. Bharti Bhusnurmath for holding the reins in the department of Pathology and for implementing the evolutionary steps of the fellowship program first and beta testing them to remove the kinks.
- Dr. Carey Williams for being my right hand as coordinator of the program and for overseeing their involvement in health care delivery through various avenues.
- Professors A. Paparo and W. Kolbinger who are the other important managers of the clinical tutors.
- Mrs. Avril Best, who is assisting with the development of the website for the program.
- Finally, to Ms. Debbie Croney and Ms. Akisha Jones for the continued secretarial support for the program.

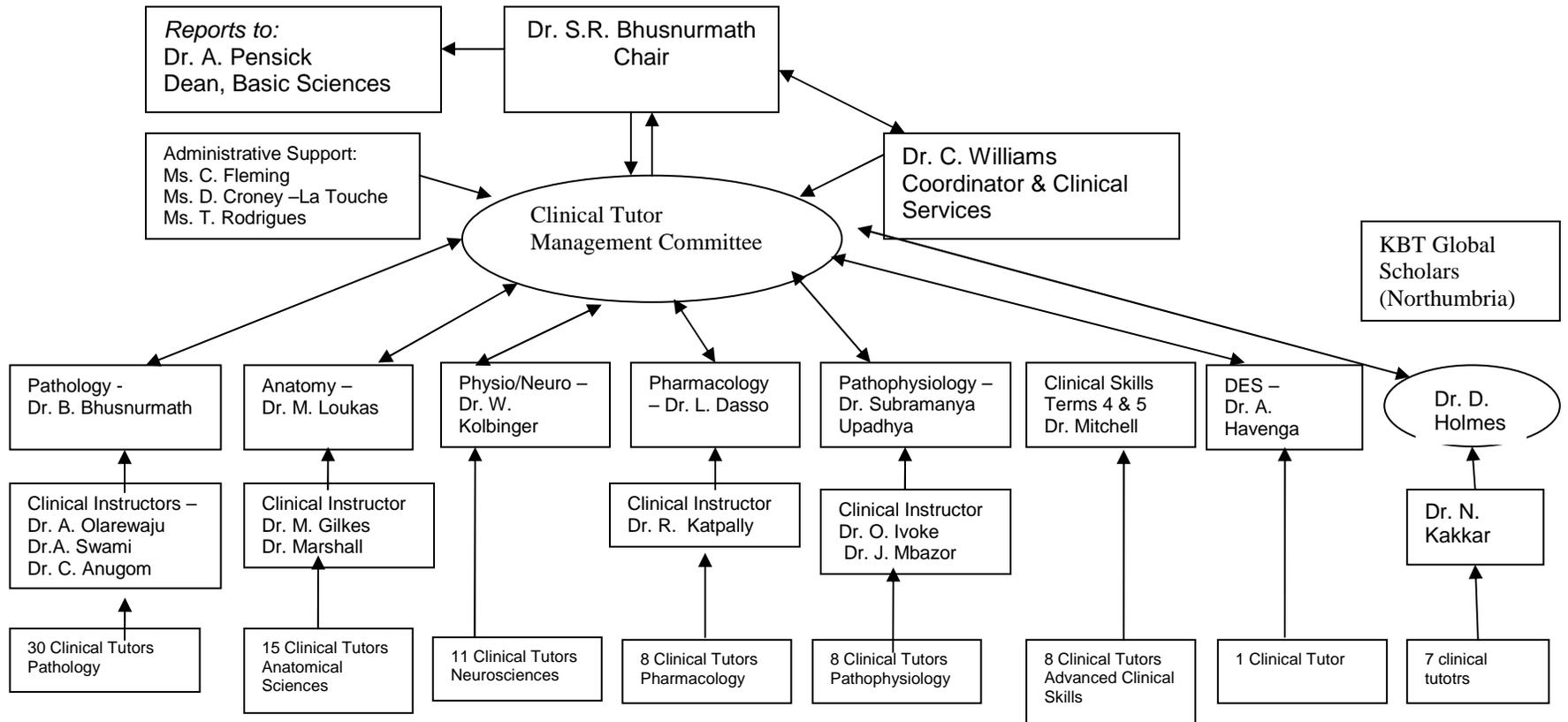
APPENDIX

1. Organizational chart for Clinical Tutor Fellowship Program
2. Information on Clinical Tutor Fellowship Program as posted on SGU website
3. Sample of Application form
4. Clinical Tutors Duties and Responsibilities (Department of Educational services, Anatomical Sciences, Clinical Skills, Pathology, Pharmacology/Pathophysiology, Physiology/Neuroscience)
5. Sample of appointment letters (Anatomical Sciences, Pathology)
6. Sample of fellowship certificate
7. Sample of Leave of Absence form
8. List of present clinical tutors (Spring 2011)

ORGANIZATIONAL CHART

Clinical Tutor Fellowship Program

7



INFORMATION ON THE CLINICAL TUTORS FELLOWSHIP PROGRAM (as posted on SGU website)

CLINICAL TUTORS TEACHING AND FELLOWSHIP PROGRAM

St. George's University School of Medicine is a part of the leading international educational institution in the Caribbean; St. George's University is based in Grenada. The University has Schools of Medicine, Veterinary Medicine, Arts and Sciences and Graduate School. It admits about 350 students every six months to pursue the MD Program. The students and faculty are drawn from all over the world (about 80 countries at the last count). They study the basic sciences program for two years in the Caribbean and complete the final two years of clinical clerkship in the United States of America and the United Kingdom at the affiliated hospitals. The school has demonstrated a very high success rate of its students in the USMLE exams. The university boasts of a beautiful campus (www.sgu.edu).

The clinical tutor fellowship program is a unique locally developed program designed for recently graduated physicians from around the world who want to embellish their teaching and communication skills and at the same time pursue board exams (USMLE, PLAB) to get into post graduate residency programs. The tutors are recruited initially for one year and upon satisfactory performance are renewed for another year. During their period they are expected to pass the board exams and move on to other countries for their postgraduate training.

The main duty of the Clinical tutor includes supervision of small group sessions and teaching lab sessions for the medical students. They will be trained for this by attending the lectures in the discipline and preview sessions with the senior faculty members. They are expected to put in 40 working hours per week. Additional duties include – conducting review sessions on a need basis in the off hours, proctoring of exams, serving in the University Health Clinic, the General Hospital and the community health fairs as and when required. Some departments conduct journal review sessions on an optional basis. The university provides fairly good computer facilities and internet access for the faculty and students.

The salary for the clinical tutor is comparable to the PGY-1 salary of the United States (approximately 47,000 US dollars per year). The tax rate for foreigners in Grenada is 12.5%. The tutors are expected to make their own arrangement for accommodation, transportation and medical insurance. The University runs a free bus service for faculty, staff and students to service areas near the school.

The tutors are entitled to four (4) weeks of study leave each year (*i.e. 11 months of duty and 4 weeks of leave in a one-year contract*) and this has to be taken at the time approved by the Chair of the concerned department based on the teaching activity of the course. There is no separate vacation period. Clinical tutors from 1 year courses will be seconded to year 2 courses and any other clinical assignments from the middle of May until the end of June. Clinical tutors who get matched for residency programs In December or March, starting in July have to complete their fellowship duties at SGU until the middle of June. They will not be allowed to leave before that time.

Most clinical tutors have done well in the USMLE/PLAB exams. The tutors also get an opportunity to meet with several distinguished visiting professors, from North America and the United Kingdom. They also get to attend international CMEs conducted locally and get certified in CPR, ACLS and OSHA.

Grenada is a small, beautiful Caribbean island with a tropical climate. English is the official language. It is well connected to the United States, Canada, the United Kingdom and the surrounding Caribbean islands by several airlines. Grenada is a favored destination of several cruise ships because of its natural beauty and sun kissed beaches. The currency is Eastern Caribbean Dollars; EC (approximately 2.67EC to a US Dollar) and is freely convertible. For more information on Grenada log on to www.spiceisle.com

The clinical tutor program is available in several departments in Grenada (Pathology, Anatomical Sciences, Clinical Skills, Pathophysiology, Pharmacology, Physiology and Neurosciences and Department of Educational Services). The appointments are specific to a given department for budget purposes but the teaching assignments extend to courses beyond the specific department. The tutor can request a transfer to another department at the end of the first year.

To submit application, you are required to click on the link 'Clinical Tutors Application'

The application should indicate the department of choice and include copies of curriculum vitas, medical degree/diploma certificate, internship completion certificate, two references (including at least one from their medical school) and a passport size photograph.

Applications are received throughout the year and recruitments are made twice a year during the months of April and October, to start the appointments by August and January respectively.

Applicants are requested not to keep contacting the recruitment office once an online application is filed. Selected candidates will be contacted accordingly.

The Clinical Tutor Fellowship program has proved immensely fruitful for the university, students and the tutors themselves. We look forward to bright, diligent, ambitious recently graduated physicians to enroll and benefit from our program.

Further inquiries can be forwarded to (facultyrecruitment@sgu.edu)

Promotions and Inter-Department Transfers for Clinical Tutors

1. A clinical tutor recruited in a given department can only move to another department after a minimum of one year, and that too, after a written agreement between the two department chairs and course directors at least three months before the end of the year, subject to the approval of the Director of the Clinical Tutors Program and the Dean of Basic Sciences.
2. A clinical tutor can be considered for promotion to the level of Clinical Instructor only after satisfactory completion of the two years of clinical tutor fellowship program, following application to the appropriate chair, and submissions of professional portfolio to the Chair and Dean of Academic Affairs and the Dean of Basic Sciences.

This position is for one year at a time and could be renewed with approval from the Chair and the Dean of Basic Sciences. It is not a career track leading to promotion to Assistant Professor. The instructors can be renewed annually for a maximum of three (3) years and they are expected to move on to a post-graduate residency training position by then.

3. The clinical instructor position is for one year and could be renewed for a maximum of one more year upon recommendation of the Chair and approval of the Dean of Academic Affairs and the Dean of Basic Sciences.
4. The individual departments should make a serious effort to recruit Instructors who have documented, postgraduate experience and qualification in their own discipline, and only if they fail to do so, should promote a clinical tutor to this position following the guidelines for promotion and appointment.
5. All correspondence regarding clinical tutors including Leave of Absences, renewal, non-renewals, areas of concern about cognitive and professional behavior, transfers between departments, recommendations for promotion, promotion to clinical Instructor positions and letters of

reference should be copied to the office of the Director of the Program or Dean of Academic Affairs although direct copies can be sent to the office of the Dean of Basic Sciences.

CLINICAL TUTORS APPLICATION FORM

(Sample of application form available on SGU Website)



St. George's University Clinical Tutor Application

Applicant Details:

* indicates required information

Prefix:	<input type="text" value="Dr."/>
First Name:	<input type="text"/>
Middle Initial:	<input type="text"/>
Last Name:	<input type="text"/>
Current Academic Rank:	<input type="text" value="Assistant Professor"/>
Current Position:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>
Where are you interested in teaching?	<input type="checkbox"/> Grenada <input type="checkbox"/> St. Vincent *
School you are interested in teaching in:	School of Medicine School of Medicine
Department/Program you are interested teaching in:	<input type="text" value="Physiology & NeuroScience"/>
	<input type="text" value="Patho/Physiology, Pharmacology & Clinical Skills"/>

Teaching Interests/Subject Areas:

Attachments:

Cover Letter:*

Curriculum Vitae (include 3 references, with email addresses):*
PDF required if possible

Photo:*

Degree:*

Degree:

Degree:

Comments:



Once you click 'Submit Application', please wait while your form is being submitted.

Clear Form



CLINICAL TUTORS DUTIES & RESPONSIBILITIES

I. Department of Educational Services

The DES Clinical Tutor(s) reports directly to the Chair of DES.

The primary function of the DES Clinical Tutor(s) is to provide academic development and support to SGU SOM students in the Basic Sciences phase of their studies, especially in the Term 2 courses of Physiology and Neuroscience and Term 4 Course, Medical Microbiology. All group work is done in cooperation with the respective Course directors

This includes, but is not limited to:

- Preparing session plans and handouts.

- Where required, attending classes, taking notes and assessments, reading assigned materials.

- Interacting with student learners outside of the group setting.

- Where required creating and maintaining electronic (ANGEL) resource course rooms.

- Periodically observing and assisting DES student facilitators.

- Attending meetings and workshops as necessary.

- Assisting with the scheduling of the small group sessions she/he is responsible for.

- Assisting with program documentation, evaluation, and research.

- Performing other duties required by the Chair of the Department of Educational Services.

The Clinical Tutor is not expected to hold any other significant positions of responsibility (volunteer or otherwise) outside of her/his appointment.

Clinical Tutor conduct and responsibilities is further regulated by the SGU SOM Clinical Tutor Handbook

Minimum Qualification:

- MD or other recognized medical degree.

- Completion of at least one year of Hospital Clinical Internship or equivalent experience

- Experience in small group facilitation or trainability and willingness to undergo formal group facilitation training.

Appointment Procedure:

Local and International Advertising

DES Clinical Tutor training is done in accordance with and by using a standard Supplemental Instruction Training Manual. This Manual is copyright material used with permission of the copyright owner.

II. Anatomical Sciences

GUIDELINES FOR CLINICAL TUTORS (Job Description)

1. The full-time employment entails a 40-hour work week. Your presence in the department is **mandatory** from 8:00 a.m. – 4:00 p.m. every working day (*Monday – Friday*). During Lab days you required to be in at 7:30 a.m. for anatomy and 7:45 a.m. for histology.
2. Collect the course schedule, course syllabus and departmental office procedures guidelines. **READ THEM.**
3. Attend as many lectures as you possibly can.
4. Attend all teaching sessions provided by Faculty to Clinical Tutors, *each session lasts for about 1 – 2 hours*. In case of an absence you need to notify the course director and department chair.
5. Attend all departmental meetings.
6. Tutor student groups in the laboratory:
 - a. Try to assist in thinking rather than giving direct answers.
 - b. Rotate between groups according to the schedule.
 - c. Do not spend excessive time with all the questions.
 - d. Note any absentee names in the groups and check the attendance list.
 - e. Report any non cognitive issues regarding students
7. Assist in proctoring the written and laboratory exams.
8. Introduce yourself to the group at the beginning of each new group. Ask them how they want you to interact. At the end of each day's session, give a feedback to the group.
9. Under no circumstances should you abstain from the above activities without prior written permission from the Course Director.
10. Do not accept assignments from any other department without prior written permission from the Course Director and Department Chair.
11. For any subject area, which is unclear to you, feel free to consult the Professors instead of giving wrong information to the students. **Also, do not conduct any session outside the lab area even on an individual basis.**
12. Do not conduct any private sessions with any student.

13. Clinical tutors are expected to claim for extra hours using the clinical tutor's timesheet (sonic foundry lectures, after hours tutor training). Submit the filled sheets to the Instructor.
14. Follow the instructions of the Professors and Instructor for working in the department.
15. Any letter for leave or other office correspondence should be approved by the chair and course director and forwarded to the University Provost (*submit all forms to the Secretary who will pass it on*).
16. Do not discuss any examination related issues such as mean, curve, difficulty, past practices etc. with the students. Refer them to the Course Director. This prevents for misunderstandings among students and complaints.
17. If any student approaches you with medical problems precluding attending exams or advice on whether to attend the exams; **refer them to the clinic**. Do not advise on the exam taking as it leads to administrative problems later.
18. Journal clubs are held once a week and are mandatory.
19. If you have any grievance related to your work/duties in the department please feel free to meet with the Course Director.
20. Please discuss, with the Course Director, before you select any dates for board exams. If this is not done you may not be able to obtain leave.
21. You will be reporting to the Director of the University Health Services (*clinic*) for your duties in the clinic and health fairs.
22. You will inform the Course Director by mid-March and mid-September about your intentions to continue in the department, request shift to another department or conclude your assignment with the University by the end of that respective term.
23. You will be evaluated continually based on your attitude, punctuality, efforts to improve, collegiality, profession ethics and teaching skills and these observations will be used for recommending your continuation in the department and /or writing a reference letter.
24. Perform any other task assigned by the Chair of the department.

III. Pathology Department

CLINICAL TUTOR JOB DESCRIPTION

25. Welcome to the Department of Pathology. For the term you are posted in Pathology, you will function as a full-time faculty in the department.
26. The full-time employment entails a minimum of a 40-hour work week. Your presence in the department is **mandatory** from 9:00 a.m. – 5:00 p.m. every working day (*Monday – Friday*).
27. Collect a copy of the Robbins Pathology text book and office keys from the Senior Executive Secretary (*Ms. Debbie Croney*). These are to be returned at the end of each term before you proceed on to vacation. Also collect the course schedule, course syllabus and departmental office procedures guidelines. **READ THEM.**
28. Attend all Pathology lectures daily.
29. Attend previews daily in the department (*slides, cases*) at the times predetermined (*each session lasts for about 1 – 2 hours*).
30. Attend all departmental meetings.
31. Tutor student groups in the laboratory:
 - a. Try to assist in thinking rather than giving direct answers.
 - b. Rotate between groups uniformly.
 - c. Do not spend excessive time with one or two batches.
 - d. Note any absentee names in the groups and pass on to Instructors.
32. Divide the total slides of the day equally among the tutors and develop laboratory questions. Submit these to Dr. Vikas Mehta/Guldeep Uppal at the end of each week (*the quality will contribute to your evaluation*). Also submit one question for each of the lectures of the week. The format is MCQ, five choices, single correct answer, with clinical vignette in the stem. Mark the answer key. Submit each type item on a separate page. **Friday** is the deadline for submission each week.
33. Assist in proctoring the written and laboratory exams.
34. Be present and actively participate in labs as per rota. On the days when there is no formal Pathology lab scheduled, the students will still be in the lab for self-study and revision. The tutors would be in the lab up to 5:00 pm. on these days to supervise the students.

35. **Concept Maps:** Collect concept maps from your group on the first regular lab of the week. Make the student sign for the submission. Review the map. If defective explain and return to the student to modify and resubmit to you on the following day.
36. Screen the CPC submission allotted to you by the Instructor. Look for scientific analysis and note the end point. Submit the excellent and poor ones to the Instructor.
37. Introduce yourself to the group at the beginning of each new group. Ask them how they want you to interact. At the end of each day's session, give a feedback to the group.
38. Under no circumstances should you abstain from the above activities without prior written permission from the Course Director.
39. Do not accept assignments in any other department without prior written permission from the Course Director.
40. For any subject area, which is unclear to you, feel free to consult the Professors instead of giving wrong information to the students. **Also, do not conduct any session outside the lab area even on an individual basis.**
41. Students have been instructed to consult their groups and tutors for any problems before meeting with the Professors, so be knowledgeable about lecture material and laboratory images including cases.
42. Conducting tutorial sessions after office hours and on weekends is voluntary. If you decide to do so, please give your name to the Instructor by 2:00 p.m. so they can post on Angel site and post on lab notice board. All students are free to attend. Provide the list of slides used and signed attendance sheet the following day, after each session, to the Instructor for passing on to the Course Director. Use minimum slides to reinforce how to study and do not make it a revision session. Do not conduct any private sessions with any student. Do not conduct any sessions outside the lab area even if on an individual basis. You are expected to claim for these extra hours using the clinical tutor's timesheet. Submit the filled sheets to the Instructor.
43. Participate in the teaching of clinical correlates in Microbiology and development of related MCQs as and when scheduled by the Microbiology Course Director through the Pathology Course Director.

44. Follow the instructions of the Professors and Instructor for working in the department.
45. Dress in a professional manner on all days with formal scheduled classes.
46. Any letter for leave or other office correspondence is to be approved by Dr. S. Bhusnurmath and forwarded to the University Provost (*submit all forms to the Secretary who will pass it on*).
47. Do not discuss any examination related issues such as mean, curve, difficulty, past practices etc. with the students. Refer them to the Course Director. This prevents uncalled for misunderstandings among students and complaints.
48. If any student approaches you with medical problems precluding attending exams or advice on whether to attend the exams; **refer them to the clinic**. Do not advise on the exam taking as it leads to administrative problems later.
49. Do not socialize on a personal basis with students until they have completed the course. This prevents indications of favouritism.
50. Daily evaluation charts with comments need to be filled in for each group you supervise. Consult with the Instructor for the same.
51. If you notice any inappropriate behaviour of any student, please bring it to the notice of the Course Director. These matters are taken seriously and appropriate administrative action will be taken.
52. Journal clubs are held once a week (*scheduled with the Instructor*). Two tutors review journal publications of their choice from any recent peer reviewed medical journal. The idea is to learn to critique the importance, study design, material methods, results and conclusions. Each tutor reviews and discusses one article for a maximum of 30 minutes. The tutor distributes copies of the article to all tutors and professors in the department at least one day prior to the session. Tutors are also advised to write-up their critique (*discussion*) and submit it to the Course Director after the journal club. Journal Club may not be held when the teaching schedule is very tight.
53. **Use of office space after duty hours:** In the event that you do not have keys to the department, please follow this procedure: Call the security (*ext. 2144/444-3898*) to open the door to let you in. After you are in, the security will lock the doors and leave. You can use the tutor's office areas for as long as you wish. When you are ready to leave, call the security again to let you out and lock the

- doors. The last person out should turn off all lights and lock the back door to the toilets.
54. Any other relevant activities will be notified as and when needed on the tutor's notice board or via e-mail.
 55. If you have any grievance related to your work/duties in the department please feel free meet with the Course Director.
 56. Please discuss, with the Course Director, before you select any dates for board exams. If this is not done you may not be able to get a leave.
 57. You will be reporting to the Director of the University Health Services (*clinic*) for your duties in the clinic and health fairs.
 58. You will inform the Course Director by mid-March and mid-September about your intentions to continue in the department, request shift to another department or conclude your assignment with the University by the end of that respective term.
 59. You will be evaluated continually based on your attitude, punctuality, efforts to improve, collegiality, profession ethics and teaching skills and these observations will be used for recommending your continuation in the department and /or writing a reference letter.
 60. Perform any other task assigned by the Chair of the department.

We hope you enjoy your stay in the department and progress in your academic career development.

IV.

DEPARTMENT OF PHARMACOLOGY CLINICAL TUTOR JOB DESCRIPTION

- Clinical tutors are full-time faculty members of the Department.
- Full-time employment entails a minimum of 40 hours' work per week.
- Clinical Tutors are appointed by the Department Chair.
- Clinical Tutors receive advice and guidance from the Department Chair about duties and responsibilities.
- Clinical Tutors report directly to the Department Chair.

Major duties and responsibilities:

- Attend all Pharmacology lectures.
- Keep up to date with all the information presented in the Pharmacology course.
- Keep up to date with all course materials, eg Lecture Notes, Small Group Worksheets, and any other literature pertaining to the Pharmacology course.
- Act as facilitators of case discussions in the Small Group Sessions.
- Participate actively and exhibit sound knowledge and understanding of the subject matter in the preparatory sessions for the Small Group Sessions. Access their SGU email and the Pharmacology Angel site daily.
- Attend departmental meetings to which they are invited.
- Give lectures, seminars, tutorials and other classes as required by the Department Chair.
- Undertake academic duties (e.g. setting examination questions, proctoring, grading, and pastoral support of students) as required by the Department Chair.

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- Maintain a broad and up-to-date knowledge in relevant medical and pharmacological fields.
- Demonstrate a commitment to the pursuit of knowledge and academic excellence.
- Display enthusiasm and a professional and positive attitude in carrying out all duties and responsibilities.
- Demonstrate confidentiality, responsibility, reliability and punctuality at all times.
- Perform any other task assigned by the Chair of the Pharmacology Department.

DEPARTMENT OF PATHOPHYSIOLOGY CLINICAL TUTOR JOB DESCRIPTION

GUIDELINES FOR CLINICAL TUTORS (Job Description)

1. Welcome to the Department of Pathophysiology. For the term you are posted in Pathophysiology, you will function as a full-time faculty in the department.
2. Your presence in the department is **mandatory** from 8:00 AM – 5:00 PM every working day (*Monday – Friday*).
3. Collect a copy of the Pathophysiology text book and office keys from the Executive Secretary (*Ms. Grace Narine*). These are to be returned at the end of each term before you proceed on to vacation. Also collect the course schedule, course syllabus and departmental office procedures guidelines. **READ THEM.**
4. Attend all Pathophysiology lectures daily.
5. Attend all departmental meetings.
6. You must have prior written approval from the Chair/Course Director for any assignment outside the course activities of the department and the small groups of clinical skills and pharmacology departments.
7. All Clinical Tutors should be present in the office or the assigned space for tutoring between 9:00AM and 5:00Pm except the lunch hour on all working days
8. You are requested to reach before the start of each activity. Pathophysiology Small Group Sessions, discussions should start at 9:00AM and 10:30AM on the day of activity
9. If you are running late or stuck in traffic inform our secretaries (Grace 534-7453, Abigail 418-1258) or any faculty in Pathophysiology Department.
10. Thoroughly go through the case of the week Pathophysiology Small Group Cases submitted by students and grade them accordingly. The graded cases together with attendance sheets should be dropped of in Dr. Ivoke's office.

11. BSFCR Classes

- a. Go through BSFCR cases before Friday
- b. You are required to supervise one or more groups depending on the availability of Clinical Tutors for the day.
- c. Monitor the group activity and not just stand and be a spectator; be an active participator.
- d. Try to ensure that each student is participating in group activity.

12. Time Sheets

- a. Properly fill out your time sheets (name, date and hours of work) be reminded that the dates should be in sequence.
- b. Use one time sheet for the three departments. Each departmental sign up should be on one column. The course directors for the department have to sign. (Pathophysiology, Pharmacology) as it has to be signed by each department head.
- c. Completed time sheets for Pathophysiology should be dropped off in the instructors' office in Pathophysiology.
- d. **Open Hours – this is voluntary; however if you decide to do so please submit your name to any of the instructors so that it can be posted on ANGEL. Remember it is NOT a teaching session with any student or group of students. For such permission has to be granted by the Course Director. For a subject area that is unclear to you feel free to discuss the matter with Professors instead of passing wrong information.**
- e. Please be on time
- f. All open hours sheets **must** be signed by the students who come for queries
- g. All Open Hours time sheets should be submitted only to Dr. Mbazor/ Dr. Ivoke (Clinical instructors in Pathophysiology department).

13. Sonic Foundry

- a. You should listen to Pathophysiology lectures on Sonic Foundry on the days you are not able to attend classes due to commitment with other departments.
- b. Time sheets for this will be assessed based on the questions generated from listening to the online lectures as this will be the evidence that you have listened to the lectures.
- c. The generated questions should reflect the topic you have listened to

14. Exam Master

- a. This is a question bank made available for faculty and students for self study and assessment.
- b. Please contact Dr. Ivoke for any questions and comments.

15. Course Syllabus

- a. Collect a copy of the Course Syllabus and course schedule from the department office
- b. Attend and or listen to all Pathophysiology lectures
- c. Assist in proctoring exams
- d. Consider your colleagues while discussing in the general office space

16. Small Groups

- a. Assist students more in thinking rather than giving direct answers – do so by asking relevant and guided questions.
- b. Note and make remark on names in the group and pass on to the instructors. *E.g. any other unprofessional behavior, absentee student, late student, passive student.*
- c. Remember to introduce yourself to the group at the beginning of each new group. Be proactive during each session and give a feedback to the group at the end of the session.
- d. Please abide by the instructions of the Professors and Instructors.
- e. Hard copies of answers to cases should be collected by the tutors from their group and graded accordingly.
- f. Tutors are responsible for the hard copies until they are dropped off in Dr. Ivoke's office.
- g. The attendance sheet should be signed by the students present only.

17. Leave of Absence

Forms are to be filled out and signed by the three course directors (Pathophysiology, Clinical Skills and Pharmacology)

18. Other responsibilities

- a. Tutors are also required to make test items
- b. Do not accept assignment in any other department without prior written permission from the course director
- c. Dress in a professional manner on all days especially during office and working hours.
- d. Do not discuss any examination related issues with students – refer them to Course Director.
- e. If any student approaches you complaining regarding medical problems – please refer them to the clinic, DO NOT advice on taking exams as it could lead to administrative problems later.
- f. Do not socialize with the students until they have completed the course – this could be misunderstood to be an indication of favoritism.
- g. If you notice any inappropriate behavior from any student, please immediately bring it to the notice of the course director.

- h. Participate in Journal club that are held for the three departments (Pharmacology Department organizes that).

19. Use of Office Space after office hours

- a. In case you do not have the keys to the department please call the security to open the door to let you in, the security will lock the doors and leave. You can use the tutor's office areas as long as you wish. When you are ready to leave, call the security to let you out lock the doors. The last person out should turn off all lights and lock the doors. Remember to switch off your systems before leaving.
- b. Any other relevant information will be relayed to you as the need arises via the notice board or emails.
- c. If you have any grievances related to your work in the department, please feel free to meet with the Course Director for discussion.
- d. Discuss with the course director, before you select any dates for board exams. If this is not done you may not be able to get a leave.
- e. You will be reporting to the Director of the University Health Services (Clinic) for your duties in the clinic and Health Fairs.
- f. You may also be required to perform any other task assigned by the chair of the department.
- g. You will be continually evaluated based on your attitude, punctuality, efforts to improve, collegiality, professional ethics and teaching skills. These assessments will be used for recommending your continuation in the department and or writing a reference letter.
- h. You will inform the course director by mid March and mid September about your intentions to continue in the department, request to move to another department or conclude your assignment with the University by the end of the respective term.
- i. For any other duties outside your normal department, you should apply to the Course Director and get written approval before undertaking any such duty.

20. We hope you will enjoy your stay in the department and progress in your academic career development.

V. Physiology/Neuroscience

General Responsibilities for Clinical Tutors within Physiology/Neuroscience Department

The Faculty Handbook outlines the duties and responsibilities of the full-time and part-time Clinical Tutors. For Course related activities, Course Directors or their designees develop specific Guidelines for Clinical Tutors assigned to these courses.

The Department of Physiology and Neuroscience has had excellent service from its cadre of Clinical Tutors in the past and faculty wishes to foster a continued successful collaboration.

The Course Directors will hold briefing sessions for Clinical Tutors before the beginning of laboratory and small group sessions.

Clinical Tutors should apply to the Course Directors for access to required textbooks and laboratory manuals for their Courses.

Clinical Tutors are expected to assist the faculty with proctoring quizzes and exams when their other duties in the School of Medicine and elsewhere permit.

Clinical Tutors will be invited to participate in meetings of faculty in which two meetings per academic year.

Leave of absence forms, special requests and other related correspondence should be approved by the appropriate Course Director and the Chair and then submitted to the administration.

Below outlines direct duties of the Clinical Tutors for the course:

Clinical Tutor PHYS510 Neuroscience Course Commitments

Duties	Time Allocation	Additional information
SG practical session	8 h per week	Approximately 4 SG sessions per week
Lecture attendance/Sonic Foundry viewing	6 h per week average	Activity to be logged
Lecture material review and implementation into SG	1 h per week	Scheduled session with instructor
Practise Quizzes or Readiness Assessment Testing	1h per week	This will require satisfactory completion of the same online practice quizzes as are available to students (relevant to the current lecture module) and/or neuroanatomy R.A.T. as appropriate

SG practical session preparation	2h per week	Any and all necessary preparation for neuroanatomy, clinical case, neurological exam as appropriate; activity to be logged
SG training session: Neuroanatomy/Neurological examination	1h per week	Tutors (divided into two groups) will meet with Instructor(s) as scheduled to train for the following week's SG material
SG training session: Clinical Case	1h per week	As above, but at 2pm or 4pm
Office hours for students	1 h per week average	Rotational schedule
Journal Club Attendance	1 h per week	As part of Clinical Tutor Fellowship Programme.
Total hours	20 per week avg.	

Please note that the above time allocations are the *minimum* required for fulfillment of your PHYS510 Neuroscience course duties. If you are a new tutor, for example, you may need to dedicate extra time over and above the allotted 20 hours per week to the preparation for SG practical sessions or review of the lecture material. If you are a more experienced tutor for example third term then you may allocate your time differently. You may have more office hours for students.

Additional duties may be assigned by the Chair of the department in collaboration with the Course Directors.

Clinical Tutor PHYS560 Physiology Course Commitments

Duties	Time Allocation	Additional Information
SG practical session	6 hr per week	Approximately 4 SG sessions per week
Lecture attendance/Sonic foundry viewing	6 hr per week	Activity need to be logged
Lecture material review and implementation into SG	1hr per week	Scheduled session with instructor
Practice quizzes	1 hr week per week	This will require the satisfactory completion of the same online quizzes that are available to the students. Quizzes are based on relevant topics
SG practical session preparation	4hr per week	Any and all necessary preparation for SG,

		activity to be logged
SG training session: Clinical case	1 hr per week	Tutors will meet with instructor to prepare for the upcoming case
Office hours for students	1 hr per week	Rotational schedule
Total hours	20 hours per week	

Please note that the above time allocations are the *minimum* required for fulfillment of your PHYS560 Physiology course duties. If you are a new tutor you will need to dedicate extra time over and above the recommended 20 hours per week in the overall preparation for SG (small group) sessions or to review lecture material. If you are a more experienced tutor for example third term then you may allocate your time differently. You may have more office hours for students.

Additional duties may be assigned by the Chair of the department in collaboration with the Course Directors.

**CLINICAL SKILLS DEPARTMENT
CLINICAL TUTORS JOB DESCRIPTION**

Not yet received.

SAMPLE OF CLINICAL TUTOR APPOINTMENT LETTER

I. Anatomical Sciences

Date

Address

Dear Dr.

I am pleased to offer you a post as a Fellow in the St. George's University School of Medicine Teaching and Research Fellowship Program within the Department of Anatomical Sciences assigned to the Histology & Cell Biology Course.

Under the terms of the Fellowship you will be given an appointment as a Full Time Clinical Tutor which carries some of the responsibilities and privileges of a faculty post. As a Clinical Tutor you may be assigned duties to perform as described in the faculty handbook; however, you will not be required to serve on senate standing committees or serve as a Student Advisor.

1. Your appointment will commence on and end on 30th June, subject to renewal by mutual agreement. Normally Clinical Tutors will be granted one renewal only.
2. Your salary will be paid from the date that you arrive in Grenada to assume your responsibilities. Upon arrival, kindly report to the office of the Provost in the Chancellery, so that you may be remunerated accordingly.
3. The general supervision of your academic duties will be controlled by Dr. Marios Loukas, Co-Chair of the Department of Anatomical Sciences. Your specific teaching assignments will be directed by Dr. Anthony Paparo, Course Director of Histology and Dr. Walter Kolbinger, Course Director of Neuroscience. Your clinical duties will be coordinated through the Clinical Tutors' coordinator Dr. Carey Williams. You will be under the supervision of the Clinic Director, Dr. Chamorthy Subbarao for clinic duties and health fairs, and Dr. Emma Herry-Thompson for hospital rotations.
4. Regular working hours will be 40 hours per week: 20 hours, Monday – Friday, 08:00 AM – 12:00 noon for teaching duties in Histology & Cell Biology, and 20 hours, Monday – Friday, 01:00 – 05:00 PM for teaching duties in Neuroscience. These times will include active teaching time and preparation time. Based on educational needs, a limited number of your regular working hours for Neuroscience may be shifted outside this time frame, upon request from the Course Director.
5. Your duties will include participation in scheduled meetings, proper preparation for your teaching (including self study of lecture material), attendance of Lab and Small Group Sessions and directing theses sessions, conducting review

sessions on lecture and lab material, offering office hours for students, and contributions to the web-based Course Management System (including email communications, chat rooms and discussion forum).

6. In addition, you will be required to serve in the True Blue University Health Services Clinic or in the General Hospital a few hours per week outside of your teaching duties. You will also be expected to give assistance at University or AMSA sponsored Health Fairs about two to three times per term.
7. The annual salary for your post is US \$47,000.00 less Grenada tax of and National Reconstruction Levy of 3 %. Your salary will be paid in 12 equal installments on or about the 15th day of each month with the following possible modification. A portion of the salary may be paid in quarterly payments as an allowance for housing, insurance and travel. If you elect to take a portion of your salary as an allowance, that portion will be paid in four equal quarterly payments on the 15th day of September, December, March and June. Regardless of the division of payments, the total annual salary will remain as stated above. Should you not work the full year due to any reason you will be paid only for the period worked.
8. During your first year with the University, you will be expected to sit at least one external board exam; failure to do so may jeopardize your re-appointment for the following year.
9. If requested by the Chair of the Department Anatomical Sciences or Physiology/Neuroscience you may engage in paid additional tutoring outside of your normal working hours up to a maximum of forty hours per month. This will be paid at the rate of US \$10.00 per hour.
10. You may be called upon to assist with the proctoring of exams outside of your normal working hours. This will also be paid at the rate of US \$10.00 per hour.
11. The contractual relationship of your formal contract is embodied in the School of Medicine Faculty Handbook and the Clinical Tutors Handbook.
12. The University will pay round trip economy class airfare for you from your home to Grenada. Immediately upon receipt of this letter you must contact Regina Cadigan at Pro Travel Inc., 6801 Jericho Turnpike, Syosset, New York 11791, USA. E-mail address regina.cadigan@protravelinc.com. Her telephone numbers are 516-584-0538 or 800-905-5470 ext 539 and her facsimile number is 516-921-3893. Please be sure to provide her with the following information when making your reservation. 1. Your name as it appears on your passport or birth certificate. 2. Passport number or birth certificate number. 3. Date of Birth. 4. Name and phone number of a relative in case of an emergency.
13. On arrival to Grenada the University will accommodate you at the University Club for a maximum of one (1) week. This does not include meals.

Your appointment is based upon your credentials as submitted to the University as well as your character and reputation. It is your responsibility to inform your departmental Chair and the Dean of Basic Sciences of anything in your past or present professional

performance or personal life which may violate the tenets of your profession. Additionally, you are obligated to inform your departmental Chair and the Dean of Basic Sciences of any action or proceeding whether instituted or threatened that will affect your credentials in any manner.

We look forward to the important contribution that we know you will make to the University.

Yours sincerely

Charles R. Modica, JD
Chancellor

If you wish to accept this appointment please sign and return a copy of this letter along with 2 passport size photos to the office of the Provost, the Chancellery, St. George's University, True Blue, St. George's, Grenada.

_____ Date: _____

cc: Dr. Allen Pensick, Provost
Dr. Robert Jordan, Co-Chair, Department of Anatomical Sciences
Dr. Walter Kolbinger, Chair, Department of Physiology/Neuroscience
Mr. Brian Zwarych, Chief Financial Officer
Ms. Christine Curwen, Accounts Manager
Ms. Terrie Rodrigues, University Faculty Recruitment Administrator

II. Pathology

Date

Address

Dear Dr.

I am pleased to offer you a post as a Fellow in the St. George's University School of Medicine Teaching and Research Fellowship Program within the Department of Pathology.

Under the terms of the Fellowship you will be given an appointment as a Full Time Clinical Tutor which carries some of the responsibilities and privileges of a faculty post. As a Clinical Tutor you may be assigned duties to perform as described in the faculty handbook; however, you will not be required to serve on senate standing committees or serve as a Student Advisor.

1. Your appointment will commence on and end on 30th June, subject to renewal by mutual agreement. Normally Clinical Tutors will be granted one renewal only.
2. Your salary will be paid from the date that you arrive in Grenada to assume your responsibilities. Upon arrival kindly report to the office of the Provost in the Chancellery so that you may be remunerated accordingly.
3. The general supervision of your academic duties will be controlled by Dr. S. R. Bhusnurmath, the Departmental Chair and Course Director for Pathology. Your clinical duties will be coordinated through Dr. Carey Williams, Clinical Tutors' Coordinator. You will be under the supervision of the Clinic Director Dr. Chamorthy Subbarao for clinic duties and health fairs, and Dr. Emma Herry-Thompson for hospital rotations.
4. You will be assigned up to 30 hours teaching plus 10 hours of preparation time per week. In addition, you will be required to serve in the True Blue University Health Services Clinic or in the General Hospital a few hours per week outside of your teaching duties. You will also be expected to give assistance at University or AMSA sponsored Health Fairs about two to three times per term.
5. The annual salary for your post is US \$43,460.00 less Grenada tax, presently and National Reconstruction Levy of 3%. Your salary will be paid in 12 equal installments on or about the 15th day of each month with the following possible modification. A portion of the salary may be paid in quarterly payments as an allowance for housing, insurance and travel. If you elect to take a portion of your salary as an allowance, that portion will be paid in four equal quarterly payments on the 15th day of September, December, March and June. Regardless of the division of payments, the total annual salary will remain as stated above. Should you not work the full year due to any reason you will be paid only for the period worked.

6. During your first year with the University, you will be expected to sit at least one external board exam; failure to do so may jeopardize your re-appointment for the following year.
7. If requested by the Chair of the Department you may engage in paid additional tutoring outside of your normal working hours up to a maximum of sixty hours per month. This will be paid at the rate of US \$10.00 per hour.
8. You may be called upon to assist with the proctoring of exams outside of your normal working hours. This will also be paid at the rate of US \$10.00 per hour.
9. The contractual relationship of your formal contract is embodied in the School of Medicine Faculty Handbook and the Clinical Tutors Handbook.
10. The University will pay round trip economy class airfare for you from your home to Grenada. Immediately upon receipt of this letter you must contact Regina Cadigan at Pro Travel Inc., 6801 Jericho Turnpike, Syosset, New York 11791, USA. E-mail address regina.cadigan@protravelinc.com. Her telephone numbers are 516-584-0538 or 800-905-5470 ext 539 and her facsimile number is 516-921-3893. Please be sure to provide her with the following information when making your reservation. 1. Your name as it appears on your passport or birth certificate. 2. Passport number or birth certificate number. 3. Date of Birth. 4. Name and phone number of a relative in case of an emergency.
11. On arrival to Grenada the University will accommodate you at the University Club for a maximum of one (1) week. This does not include meals.

Your appointment is based upon your credentials as submitted to the University as well as your character and reputation. It is your responsibility to inform your departmental Chair and the Dean of Basic Sciences of anything in your past or present professional performance or personal life which may violate the tenets of your profession. Additionally, you are obligated to inform your departmental Chair and the Dean of Basic Sciences of any action or proceeding whether instituted or threatened that will affect your credentials in any manner.

We look forward to the important contribution that we know you will make to the University.

Yours sincerely

Charles R. Modica, JD
Chancellor

If you wish to accept this appointment please sign and return a copy of this letter along with 2 passport size photos to the office of the Provost, the Chancellery, St. George's University, True Blue, St. George's, Grenada.

Date: _____

cc: Dr. Allen Pensick, Provost
Dr. S. R. Bhusnurmath, Chair of the Department of Pathology
Mr. Brian Zwarych, Chief Financial Officer
Ms. Christine Curwen, Accounts Manager
Ms. Terrie Rodrigues, University Faculty Recruitment Administrator

SAMPLE OF CLINICAL TUTOR FELLOWSHIP COMPLETION CERTIFICATE



SAMPLE OF CLINICAL TUTOR LEAVE OF ABSENCE FORM



ST. GEORGE'S UNIVERSITY

CLINICAL TUTORS LEAVE OF ABSENCE

DATE: _____

NAME: _____

DEPARTMENT: _____

TEACHING ASSIGNMENTS: _____

LAB ASSIGNMENTS: _____

EXAMINATION ASSIGNMENTS _____

PERIOD OF LEAVE: From _____ to _____

PURPOSE OF LEAVE: _____
(Personal or University Business) _____

CONTACT NUMBER WHILE _____

ON LEAVE

Approval must be granted by all Course Directors of the courses in which you have teaching assignments, your Departmental Chair, Director of the Research & Teaching Fellowship Program and the Provost.

Approved by : _____ Date: _____
Course Director

_____ Date: _____
Course Director

_____ Date: _____
Department Chair

_____ Date: _____
Director of the Research & Teaching
Fellowship Program

_____ Date: _____
Provost

**LIST CLINICAL TUTORS AT ST. GEORGE'S UNIVERSITY
SCHOOL OF MEDICINE
Spring 2011**

Anatomical Sciences

Dr. Adeola Ifedayo Adesokan
Dr. Kelechi Kingsley Aruogu
Dr. Ritu Atriwal
Dr. Nicole Avril
Dr. Ikechi Gbenimacho
Dr. Nicole George
Dr. Oluwaseyi Olutunfese
Dr. Rama Patel
Dr. Kennard Phillip
Dr. Kazzara Raeburn
Dr. Roberta Roberts-Martin
Dr. Nathalie Robinson
Dr. Awa Sabally
Dr. Nagaragu Uaddaraju
Dr. Velda Wade

Clinical Skills

Dr. Ismail Olayinka Afolayan-Oloye
Dr. Dominic Akpan
Dr. Marsha Ducreay
Dr. Carolyn Edmondson
Dr. Lagundoye Ayodele Kadri
Dr. Rossanna Mars
Dr. Tatenda Norma Mukwena
Dr. Sivanandan Nirahulan
Dr. John Okpe
Dr. Adekunle Omole
Dr. Sinniah Rajakumar

Educational Services

Dr. Keya Debnath
Dr. Frederik Kotze

Pathology

Dr. Adelola Oluwaseun Adeodu

Dr. Olufemi Adunse
Dr. Peter Agaba
Dr. Rasheed Agboola
Dr. Eseoghene Ayisire
Dr. Gaurav Bajaj
Dr. Deepak Donthi
Dr. Ekene Chukwuma Ebue
Dr. Dr. Okpachu Mark Echikwonye
Dr. Yvonne Etowa
Dr. Chandrajeet Ghunkikar
Dr. Ijeoma James-Okorie
Dr. Deepak Kadeli
Dr. Preniah Lafeuille
Dr. Kabiru Murtala
Dr. Iheanyichukwu Ogu
Dr. Olalekan Ogunsakin
Dr. Oluwaseun Oke
Dr. Adedeji Okikiade
Dr. Gurpreet Sandhu
Dr. Muhammed Shittu
Dr. Vajinder Singh
Dr. Oluwakemi Soetan
Dr. Roma Teekamdas
Dr. Michael Ubunama
Dr. Ndukwe Uchenna
Dr. Josephine Uzomaka Adunse

Pathophysiology

Dr. Sobere Allison
Dr. Moses Chidiebere Ekezi Francis
Dr. Oluoma Ekezie-Francis
Dr. John Ifeanyi Ngene
Dr. Bright Chukune Odubenu
Dr. James Okori
Dr. Gideon Okorie
Dr. Michael Okoye

Pharmacology

Dr. Rondell Winston Benn
Dr. Srinivasa Ramanajun Boora
Dr. Paul Burnett
Dr. Adelson Guillarte
Dr. Chrislon Jones

Dr. Nehru Juman
Dr. Phani Kathari
Dr. Orin Liddell

Physiology/Neuroscience

Dr. Elias Abdullah
Dr. Kalayana Ati
Dr. Shyam Kumar Kotni
Dr. Suresh Manapuram
Dr. Sireesha Nallu
Dr. Sandhya Nallu
Dr. Vivek Kumar Nuguri
Dr. Suneel Kumar Parvathareddy
Dr. Dan Payne
Dr. Omkar Puvvala
Dr. Shari Trotman