

CAAM-HP Medical Education Database

Section II: MEDICAL STUDENTS

Part A: Key Quantitative Indicators

- a. **Mean Admission scores** for *new* (not repeating) first-year students during each of the past three years. State the examinations or other methods used and summarise in the table.

Examination/ Criteria	Current.....	1 Year Prior	2 Years Prior

- b. **Mean premedical GPA** for *new* (not repeating) first-year students during each of the past three years. State how the GPA is calculated and place the mean in the table.

Current Year.....		1 Yr Prior		2 Yrs Prior	

- c. For each of the last three years, the number of admissions applications considered by the admissions committee, applicants interviewed, offers of admission issued, student acceptances and entries for their first year of study.

	Current	1 Year Prior	2 Years Prior
Applications			
Interviews			
Offers made			
Acceptances			
Entrants			

- d. For the most recent academic year, the percentage of first-year students and of all students in the following categories – national, regional, extra-regional. National refers to a country sponsoring the school and/or in which the school is located. Region refers to non-nationals but from CARICOM countries. (CAAM-HP Annual Medical School Questionnaire 6)

	Nationals %	Regional %	Extra-regional %
First-year			
All Students			

e. Gender distribution (percentage) in the first-year class and in the total medical school enrollment.

(CAAM-HP Annual Medical School Questionnaire 7)

	Female %	Male %
First-year		
All Students		

f. For the most recent year the percentage by gender and ethnicity of the national students admitted. Give the most recent census data. (CAAM-HP Annual Medical School Questionnaire 8)

Year	Black African %	East Indian %	White %	Mixed %	Other %	Census yr
Female						
Male						
Census (year)						100%

g. For the three most recent academic years, the percentage of first-year students and percentage of all students who withdrew or were dismissed from the medical school. (CAAM-HP Annual Medical School Questionnaire 10)

	Past Year	1 Year Prior	2 Years Prior
First-year			
Total			

h. For the past three academic years, total tuition and fees for entering national, regional and extra-regional students and the percent of institution scholarship students in those years. (CAAM-HP Annual Medical School Questionnaire 14)

	Current Year	1 Year Prior	2 Years Prior
National			
Regional			
Extra-regional			
Transfer and Elective			
Total tuition & fees			
Percent Scholarships			

Part B: Narrative Data and Tables

MS-1 *Students studying medicine should acquire a broad education, including the humanities and social sciences.*

An undergraduate degree or an adequate level in the sciences is necessary for entrance into medical school. A general education that includes the social sciences, history, arts, and languages is increasingly important for the development of physician competencies outside of the scientific knowledge domain.

- a.** List all university/college/post basic courses or subjects required for admission.

- b.** Identify any courses outside of the fields of mathematics, physical sciences, and life sciences that are recommended but not required for admission to medical school.

MS-2 *The faculty of each school must develop criteria and procedures for the selection of students that are readily available to potential applicants and to their collegiate advisors.*

- a.** Briefly describe the process of medical student selection, beginning with receipt of the application forms and proceeding through screening/interview procedures, tender of acceptance offer, and matriculation. Cite the criteria for selection and indicate how they are published and disseminated.

MS-3 *The final responsibility for selecting students to be admitted for medical study should reside with a duly constituted faculty committee.*

Persons or groups external to the medical school may assist in the evaluation of applicants but should not have decision-making authority.

The catalogue or informational materials must enumerate the school's criteria for selecting students, and describe the admissions process.

- a.** Briefly describe the size and composition of the admission's committee, how members are chosen, and how long they serve. Who makes the final decision about admissions? Describe the circumstances surrounding any committee decisions or recommendations that have been overruled or rejected since the last full accreditation survey.

- b. If there are combined professional degree programmes describe the role of the medical school admissions committee in admissions decisions and interviewing of candidates for those programmes.

MS-4 *Each medical school must have a pool of applicants sufficiently large and possessing the published qualifications to fill its entering class.*

The size of the entering class and of the medical student body as a whole should be determined not only by the number of qualified applicants, but also the adequacy of critical resources, namely:

- *Finances.*
- *Size of the faculty and the variety of academic fields they represent.*
- *Library and information systems resources.*
- *Number and size of classrooms, student laboratories, and clinical training sites.*
- *Patient numbers and variety.*
- *Student services.*
- *Instructional equipment.*
- *Space for the faculty.*

Class size considerations should also include:

- *Any need to share resources to educate graduate students or other students within the university.*
- *The size and variety of programmes of graduate medical education.*
- *Responsibilities for continuing education, patient care, research, the size of the community and the sensibility of the individual patient.*

- a. Number of students enrolled in each academic year of the medical curriculum. If there are separate campuses list each separately. (CAAM-HP Annual Medical School Questionnaire 4, 5)

First Year	Second Year	Third Year	Fourth Year	Fifth Year	Total

- b. If appropriate, provide similar tables of enrollment by year for the following categories:

- (1) medical students in a decelerated curriculum,
- (2) students in a combined baccalaureate-M.D. programme, and
- (3) students in each joint degree programme (e.g., M.D.-Ph.D.).

- c. If students in combined baccalaureate-M.D. programmes or joint degree programmes are not drawn from the same pool as regular medical students, briefly describe the size and characteristics of the applicant pools for each such programme.
- d. Describe the considerations which determine the number of students offered admission. Give any quantitative data/ratios used for such factors as stated above, e.g. Faculty/student ratios; teaching beds/student.

MS-5 *Medical schools must select students who possess the intelligence, integrity, and personal and emotional characteristics necessary for them to become effective physicians in the social as well as the scientific sense.*

MS-6 *The selection of individual students must not be influenced by any political or personal financial factors.*

See also Part A, items (a.) and (b.) in this section of the database.

- a. Briefly describe the methods used to document and evaluate non-academic personal or professional attributes of medical school applicants. If a standard form is used for interviewing candidates, supply a copy of the form and describe how it is used.

MS-7 *The medical school should have policies and practices ensuring the gender, racial, cultural, and economic diversity of its students.*

This standard requires that the school's student body exhibit diversity. The extent of diversity needed will depend on the school's missions, goals, and educational objectives, expectations of the community in which it operates, and its implied or explicit social contract.

- a. Describe any initiatives designed to facilitate the achievement of institutional goals for student diversity. Include copies of policies, if any, that specifically address the gender, racial, cultural, and economic diversity of the student body.

See also Part A, items (e.) and (f.) in this section of the database.

MS-8 *The school must develop and publish technical standards for admission of handicapped applicants.*

- a. Provide a copy of any technical standards that have been developed for the admission of handicapped applicants. (Appendix)

MS-9 *The institution's catalogue or equivalent informational materials must describe the requirements for the MB.BS or M.D. degree and all associated joint degree programmes. It must provide the most recent academic calendar for each curricular option, and describe all required courses and clerkships offered by the school.*

A medical school's publications, advertising, and student recruitment material should present a balanced and accurate representation of the mission and objectives of the programme.

- a. Provide a copy of the current medical school bulletin or catalogue. If there is no longer a print version of the catalogue, indicate the web site URL for the corresponding material, and include a printed copy of the relevant web pages. (Appendix)

MS-10 *Institutional resources to accommodate the requirements of any visiting and transfer students must not significantly diminish the resources available to existing enrolled students.*

- a. Complete the following table for each of the past three academic years:

Number of:	Last Year	1 Year Prior	2 Years Prior
Students transferring into second year			
Students transferring into third year			
Students transferring into fourth year			
Visiting students taking clerkships required for your medical students			
Visiting students taking elective courses			

MS-11 *Transfer and visiting students must demonstrate achievements in premedical and medical school education comparable to those of students in the class that they join.*

MS-12 *Prior course work taken by students who are accepted for transfer or admission to advanced standing must be compatible with the programme to be entered.*

- a. Describe the process of selecting students for admission to advanced standing or transfer.
- b. If any transfer or advanced standing students were admitted for the current academic year, complete the following table:

	Mean Under-graduate GPA	Mean Score of admission criteria	Number of Nationals	Number of Regional students	Number of extra-regional students
Year- 2 transfers					
Second-year class					
Year- 3 transfers					
Third-year class					
Year- 4 transfers					
Fourth-year class					

See also Part A sections (a.), (b.), (d.) and (h.)

MS-13 *Transfer students should not be accepted into the final year of the programme except under rare circumstances.*

- a. If the school has admitted one or more transfer students to the final year of the programme during any of the past three academic years, describe the circumstances.

MS-14 *The accepting school should verify the credentials of visiting students, formally register and maintain a complete roster of such students, approve their assignments, and provide evaluation to their parent schools.*

Registration of visiting students allows the school accepting them to establish protocols or requirements for health records, immunizations, exposure to infectious agents or environmental hazards, insurance, and liability protection comparable to those of their own enrolled students.

- a. How do you verify credentials and grant approval for students from other schools to take clerkships or electives at your institution?

- b. Who is responsible for maintaining an accurate, current roster of visiting students? Describe the information included in the roster, and how it is used.

MS-15 *The system of academic advising for students must integrate the efforts of faculty members, course directors, and student affairs' officers with the school's counselling and tutorial services.*

- a. Describe your academic advisory system for medical students. Describe any programmes designed to assist entering students in adapting to the demands of medical school.
- b. Complete the following table for the most recently concluded academic year:

Number of Students Who:	Class Year					Total
	First	Second	Third	Fourth	Fifth	
Withdrew or were dismissed						
Transferred to another medical school						
Repeated the entire academic year						
Repeated one or more required courses						
Moved to a decelerated curriculum						
Took a leave of absence due to academic problems						
Took a leave of absence for academic enrichment (including research or joint degree programmes)						
Took a leave of absence for personal reasons						
Total						

- c. What percentage of students who experience academic difficulty (repetition of all or part of the year move to a decelerated curriculum, leave of absence due to academic problems) typically continue to do so after remedial action has been taken? Summarize the most common reasons for academic difficulty.

MS-16 *There must be a system to assist students in career choice and application to internship, residency and postgraduate programmes, and to guide students in choosing elective courses.*

- a. Describe your system for career and residency counselling. Who provides guidance for students in their choice of electives?

MS-17 *If students are permitted to take electives at other institutions, there should be a system centralized in the dean's office to review students' proposed extramural programmes prior to approval and to ensure the return of a performance appraisal by the host programme.*

- a. How are extramural electives screened prior to allowing students to enroll? Describe your system of collecting performance appraisals for students taking electives outside your institution.

MS-18 *The process of applying for internship or residency programmes should not disrupt the education of the students.*

- a. List the principal components of your system of evaluation that are employed in construction of the formal Medical Student Performance Evaluation ("Dean's letter").
- b. How does the school handle potential scheduling conflicts in required academic activities (e.g., fourth-year courses or electives, examinations) and internship/residency interviews?

MS-19 *Medical schools should provide students with effective financial aid and debt management counselling.*

In providing financial aid services and debt management counselling, schools should pay close attention and alert students to the impact of their total indebtedness.

- a. Provide the name, title and date of appointment for the financial aid director.
- b. What other student groups are served by the financial aid office? How many staff members are available specifically to assist medical students?
- c. Summarize the financial aid counselling and services provided to medical students.
- d. Complete the following table for students presently enrolled in medical school: (*CAAM-HP Annual Medical School Questionnaire 13*)

	Class Year					Total
	First	Second	Third	Fourth	Fifth	
Total enrollment						
No. of students receiving aid from government agencies						
No. of students receiving grants and scholarships from the institution						
No. of students receiving grants and scholarships from other sources						
No. of students receiving educational loans (all sources)						
Average cost of attendance per student						

- e. Describe your policy for refund of tuition payments to students who withdraw or are dismissed from enrollment.

MS-20 *Each school must have an effective system of personal counselling for its students that includes programmes to promote the well-being of students and facilitate their adjustment to the physical and emotional demands of medical school.*

- a. Describe the system for personal counselling of students and comment on its accessibility, confidentiality, and effectiveness.
- b. Briefly summarize any programmes designed to facilitate students' adjustment to the physical and emotional demands of medical school.

MS-21 *No confidential report from the counselling or health services may be used in the academic evaluation or promotion of students.*

- a. Describe the mechanisms available to ensure confidentiality in counselling services, and to avoid perceived conflicts of interest in the academic and student support roles of those who provide such services.

MS-22 *Health services and disability insurance must be available to all students with options to include dependents.*

Students must have access to preventive and therapeutic health services.

- a. Are health and disability insurance available for all students and their dependents? If yes, briefly describe the scope of benefits and premium costs. Who pays the premium? If health insurance is not offered, what provisions are made to provide health care for students?
- b. Describe the system for preventive and therapeutic health services and health education for students.

MS-23 *Medical schools should follow ministry of health guidelines in determining the minimum immunisations for medical students in the locations where they study, including electives.*

- a. Briefly describe your student immunization policies and procedures.

MS-24 *Medical schools must develop and publish policies / guidelines, including appropriate immunisations, to protect students from the transmissible and environmental hazards the student faces in health care settings.*

Policies addressing student exposure to infectious and environmental hazards should include:

- *education of students about methods of prevention;*
- *the procedures for care and treatment after exposure, including definition of financial responsibility; and*
- *the effects of infectious and environmental disease or disability on student learning activities.*

All registered students (including visiting students) need to be informed of these policies before undertaking educational activities that would place them at risk.

- a. Describe institutional policies regarding student exposure to infectious and environmental hazards, including the following:
 - education of students about methods of prevention

- procedures for care and treatment after exposure, including definition of financial responsibility
 - effects of infectious and/or environmental disease or disability on student educational activities
- b.** Briefly summarize any protocols relating to exposure to contaminated body fluids, infectious disease screening and follow-up, hepatitis-B vaccination, and HIV testing.
- c.** In the course of their education, when are students briefed on policies and procedures for prevention of and exposure to infectious diseases, especially from contaminated body fluids?

MS-25 *There should be no discrimination in the admissions process and throughout medical school, on the basis of gender, sexual orientation, age, race, religion, or creed.*

- a.** Describe any circumstances where medical school applicants or students are given differential consideration on the basis of gender, sexual orientation, age, race, creed, or religion.

MS-26 *Each medical school / university must define and publicise the standards of conduct for the teacher-learner relationship, and develop written policies for preventing and addressing violations of those standards.*

Mechanisms for reporting violations of these standards, such as incidents of harassment or abuse, should assure that complaints can be registered and investigated without fear of retaliation.

The policies also should specify mechanisms for the prompt handling of such complaints, preventing inappropriate behaviour and the corrective measures to be employed where such behaviour occurs.

- a.** Supply a copy of any formal statement of the standards of conduct expected in the teacher-learner relationship.
- b.** Provide a copy of any formal or informal policies and procedures for handling allegations of student mistreatment, including avenues for reporting such incidents and mechanisms for investigating them. What evidence is there to indicate the effectiveness of such policies?

- c. Describe educational programmes provided by the school or other university officials to avoid or prevent student mistreatment.

MS-27 *The medical school must publicise to all faculty and students its standards and procedures for the evaluation, advancement, and graduation of its students and for disciplinary action.*

- a. Attach a copy of the school's standards and procedures for the evaluation, advancement, and graduation of students, and the procedures for disciplinary action. How are these standards and procedures publicized to faculty members and students?

MS-28 *There must be a fair and formal process for taking any action that adversely affects the status of a student.*

The process should include timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal any adverse decision related to promotion, graduation, dismissal or other disciplinary action.

- a. Summarize the due process protections in place when taking an adverse academic action involving a medical student, including appeal opportunities.

MS-29 *Student records must be confidential and available only to members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality in the jurisdiction in which it operates.*

- a. Describe the general content of the student record files. Where are student records maintained? Who, other than the student, is authorized to examine or review such records?

MS-30 *Students must be allowed to review and challenge their records.*

- a. Describe the procedure students must follow in order to review or challenge their records.

- b.** Does each required course and clerkship provide students with an opportunity to review their performance, and if necessary appeal an examination or course grade?

- c.** Are failing grades expunged from a student's record if deficiencies are satisfactorily remediated? How are grades in repeating or remedial courses considered in computing a student's grade point average?

MS-31 *Schools should ensure that students have adequate study space, lounge areas, and personal lockers or other secure storage facilities.*

- a.** Describe the quantity, quality, and accessibility of student study space, lounge, and relaxation areas. Do medical students share such space or facilities with other student groups?

- b.** What storage facilities are available for students' personal possessions and valuables (e.g., microscopes, computing equipment)?

END OF SECTION II