TEXILA AMERICAN UNIVERSITY



COLLEGE OF MEDICINE

STUDENT HANDBOOK

2026 - 2027

About the Handbook

This handbook is the official publication of Texila American University College of Medicine (TAUCOM). It provides information on the policies and procedures of TAUCOM, including admissions, academics, financial and other relevant policies relating to students while enrolled in the college. The primary mission of TAUCOM is to create physicians and health professionals for excellence in the world of tomorrow with compassion for the poor and rich alike.

We hope that students find the content interesting and useful as they begin their journey and progress through their medical education. Students are encouraged to keep this handbook accessible as it contains useful information for all stages during the entire MD program.

This handbook has been compiled for the information and benefit of the students; the policies mentioned in this handbook must be adhered to by all the students. The policies and procedures are reviewed and revised periodically. If such changes are made, the students will be provided with proper notification. Students will be bound by any change, amendment, revision, addition, or deletion of TAUCOM policies. Students are expected to be familiar with the most recent version of these policies and procedures. TAUCOM reserves the right to make any changes in this handbook when determined by the college to be in the best interest of the students and deemed necessary.

TAUCOM operates in an English-speaking country, and English is the primary language of instruction and assessment.

The latest version of the handbook can be found at tau.edu.gy/studenthandbook.pdf.

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1. Message from The Founders

Dear Students,

We, Mr. S.P. Saju Bhaskar, and Ms. Chithra Saju are immensely grateful to be able to reach you through another edition of the Texila American University - College of Medicine (TAUCOM) Student Handbook. It has been an eventful journey thus far and will continue to only get more exciting further. We are proud of all your achievements and involvement in the activities thus far.

Texila has seen several students through the years and what has never failed us is the memories each cohort leaves behind. We are blessed with students who possess priceless talents and are passionate about their dreams. That is why TAUCOM is fully focused on nurturing every student so that each individual student will be able to contribute to society in any possible way.

We commend the students for adhering to the campus culture, accepting fellow students with warmth, and working tirelessly towards their goals. These are the driving factors that propel Texila towards progress. Our students have never failed to wow us with their work and dedication in all the opportunities that knock on their door. Texila will keep shaping its students towards excellence and send them as the finest professionals into society.

We once again take this opportunity to welcome our students and freshmen batch into the portals of this great institution and look forward to their individual contribution towards the growth in their careers as well as in Texila. Please feel free to reach us at president@tau.edu.gy, if we can be of any assistance.

Best Wishes!

President and Executive Vice President,
Texila American University

2. Message from The Provost

The Texila American University College of Medicine (TAUCOM) welcomes you to the medical profession. For years, TAUCOM has been in the forefront of providing professional medical education to qualified students from around the globe. With dedicated and skilled faculty, excellent infrastructure, library facilities, laboratories, skill labs, and clinical facilities the institution has been attracting students from Guyana, the Caribbean, Africa, and India as well as many other countries in the world.

The College of Medicine endeavors to provide the best to the students and prepare them to take up the challenges of tomorrow, so that when they complete their formal education, they are competent to handle the challenges and responsibilities of the medical profession.

The Student Handbook is the student's repository for all academic and student life policies. This handbook will serve as a guidebook and reference during your years as a medical student. It contains all the relevant information needed to understand and abide by the school's guidelines and policies. The volume of information that must be assimilated by medical students can be overwhelming. Access to the accurate and timely information found in the Student Handbook will aid the medical student as he or she navigates successfully through the basic science and clinical years on their journey to the practice of medicine.

Welcome to TAUCOM!

Dr. Hugh Duckworth
Provost,
Texila American University

3. Message From The Chief Academic Officer

I am delighted to welcome you to Texila American University College of Medicine (TAUCOM) and looking forward to guiding you in your journey to become model physicians and community leaders. Everything we do at TAUCOM, including our strategies and curriculum, is driven by one factor, serving humanity.

Going by the same principle, we are proud to have a student body which comes from twenty-six different countries bringing their culture and uniqueness under one roof. Having such a diverse student body is both a pleasure and challenge at the same time, which motivates us to try our best to provide a warm and welcoming environment for all our students and create enough opportunity for them to understand their cultures and learn to be respectful towards them.

The medical curriculum at TAU has been upgraded recently to encourage more integration and to lead progressive and interactive learning. There is an emphasis on self-directed learning supported by small group interactive sessions to assess and address the specific academic needs of individual students.

For the clinical training, we have clinical rotation sites available in Guyana, and the USA served by highly qualified and passionate clinical academic faculty. These hospitals provide a wide range and variety of clinical cases that our students are exposed to daily. These experiences provide many opportunities for them to learn and practice clinical skills.

Our efforts are not limited to the campus only. In view of our commitment to community service, we ensure that students get engaged in various community–based activities such as community-based research, old age home visits, mobile clinic visits, and community awareness programs.

The aim at TAUCOM is to provide students with an opportunity to grow not only as physicians but also good human beings by providing an environment of collaborative learning and mutual respect and help them discover a sense of purpose.

It is an honor and pleasure to witness our graduates emerging as individuals assured of their knowledge and clinical skills with a healthy perspective towards life and a deep passion for medicine to serve humanity.

Welcome to TAUCOM!

Dr. Dheeraj Bansal
Chief Academic Officer, College of Medicine,
Texila American University

4. Offices and Services

Admissions and Enrollment Ms. Alnar Damani Asst. Director of Admissions email ID: a.damani@tau.edu.gy	**Student Affairs** Mr. Chakkararvarthy N Student Affairs Manager email ID: chakkaravarthy@tau.edu.gy	**Clinical Affairs – Guyana** Dr. Dave C. Paguntalan Director of Clinical Program email ID: dave.p@tau.edu.gy
Student Records and Registration Mr. Dheeraj Kumar Mishra Deputy Registrar email ID: dheeraj.kumar@tau.edu.gy	**Department of Examination** Dr. Rakesh Kumar ER Controller of Examinations email ID: rakesh.k@tau.edu.gy	**Finance and Student Billing** Mr. Kamalesh Kumar M Finance Officer email ID: kamalesh.kumar@tau.edu.gy
Accounts Mr. Nirmalkumar SP Senior Finance & Accounts Manager email ID: nirmal.kumar@tau.edu.gy	**Human Resources** Mr. Marlon Anderson HR Assistant email ID: ea11.gy@tau.edu.gy	**Emergency Contact Site: Guyana** Mr. Chakkararvarthy N Student Affairs Manager email ID: chakkaravarthy@tau.edu.gy WhatsApp no.: +592 676 2334

5. Accreditations and Recognitions

Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)
Texila American University (TAU) is accredited by CAAM-HP which applies to the MD program offered by TAUCOM. The contact information for CAAM-HP: CAAM-HP Secretariat, Kingston 10, Kingston & Saint Andrew, Jamaica. Email: info@caam-hp.org Website: www.caam-hp.org

Accreditation Commission on Colleges of Medicine (ACCM)
TAU has been accredited by ACCM for six years which personifies the quality education imparted at TAU. The contact information for ACCM: ACCM Secretariat, 6-9 Trinity Street, Dublin D02 EY47, Ireland, Tel: +353 87 238 8502; Email: office@accredmed.org, Website: www.accredmed.org

The British Accreditation Council (BAC)
TAU has been granted full accreditation by BAC for four years. The contact information for BAC: British Accreditation Council, Wax Chandlers' Hall, 6 Gresham Street, London EC2V 7AD, Tel: +443 00 330 1400, Email: info@the-bac.org, Website: www.the-bac.org

Educational Commission for Foreign Medical Graduates (ECFMG)
TAU is recognized by ECFMG that evaluates the readiness of International Medical Graduates to acquire residency or fellowship programs in the United States. Graduates of TAUCOM are eligible to apply and sit for any step of USMLE in fulfilment of the ECFMG certification requirements for US Residency Positions.

World Directory of Medical Schools (WDOMS)
TAU is listed in the World Directory of Medical Schools (WDOMS) which maintains the list of all the medical schools in the world, with accurate, up-to-date, and comprehensive information on each school.

National Accreditation Council of Guyana (NACG)
TAU is recognized by the Department of Education via registration with the National Accreditation Council of Guyana.

Medical Council of Guyana (MCG)
TAU is recognized by the Medical Council of Guyana (MCG) - a regulatory body formed to enhance and monitor the functioning of the medical fraternity in Guyana

Other Medical Councils and Regulatory Bodies
TAU is recognized by the Medical Council of Canada, Medical Council of India, Pakistan Medical and Dental Council, Medical and Dental Council of Nigeria, Medical Health Professions Council of South Africa and many other regional regulatory bodies and councils which enables our graduates to practice worldwide.

6. Vision and Mission

Vision

To lead in advancing human health through the best clinical care, innovative research, and education of health professionals in modern medicine in a culture that supports diversity, inclusion, critical thinking, and creativity.

Mission & Goals

The mission of Texila American University College of Medicine is to advance the health and well-being of society by creating health professionals who are compassionate and committed to professional excellence, by creating a scholarly environment that fosters excellence in the lifelong goals of education, research activity, and compassionate patient care and by promoting curiosity and critical inquiry in an inclusive environment enriched by diversity.

Goals

- To create health professionals for excellence in the contemporary world of tomorrow.
- To create doctors with compassion for the poor and rich alike.
- To instill excitement of health science in young minds.
- To generate awareness in the application of health science and wellness for the welfare of society.
- To provide a supportive global learning and research environment in health and allied sciences rising above the geographical and cultural boundaries

7. Academic Calendar

Activity	March Semester	September Semester
Semester Orientation	March 23, 2026	September 28, 2026
Last Day of Registration	March 30, 2026	October 05, 2026
Commencement of Classes	March 24, 2026	September 29, 2026
White Coat Ceremony	April 10, 2026	October 09, 2026
Exam - I	April 28 - May 06, 2026	October 27 - November 02, 2026
Exam - II (Mid semester)	June 09 - 15, 2026	December 08 - 14, 2026
Exam - III	July 14 - 20, 2026	January 26 - February 01, 2027
Exam - IV (NBME Exam)	August 19 - 31, 2026	February 24 - March 05, 2027
Last Day of the Semester	August 31, 2026	March 05, 2027

8. Admissions

Students applying to the TAUCOM Doctor of Medicine program are selected based on their academic, personal, and extracurricular abilities. Additionally, students must have intellectual, physical, and emotional capacities to meet the requirements of a successful medical career. Students are enrolled twice a year with classes beginning in March and September. The Admissions Committee is vested with the authority of selecting students who can cope with the rigor of medical education. The goal of the Admissions Committee is to develop a diverse student body and to evaluate each applicant in a holistic manner. The committee takes into consideration all the components of the application including premedical grades, performance in TMAT (Texila Medical Admissions Test), MMI (Multiple

Mini Interviews), and the consistency and progression of student achievements. Students may apply for admission to the program at any time throughout the year.

a. Admission Documents

- Completed online application.
- Copy of most recent Passport
- Passport size color photo
- Official transcripts from all institutions attended.
- Personal statement (one page or 1500 words explaining why you want to become a
- physician)
- Resume or CV
- Two letters of recommendation (At least one must come from an academic source)
- *MCAT Scores (if applicable)*

b. Admission Process

- Complete online application
- Submit all the required documents.
- Pay the application fee.
- Initial screening by an admissions officer for eligibility
- Review of application and supporting documents by the Admissions Committee for eligibility to appear for TMAT and MMI.
- Take TMAT (Texila Medical Admissions Test)
- Attend MMI (Multiple Mini Interviews)
- Final decision by the Admissions Committee

c. Pre-requisites

Applicants for the MD program are expected to have a minimum of ninety college-level credits or equivalent education with the following required courses:

- One year of Inorganic or General Chemistry (with labs)
- One year of Organic Chemistry (with labs)
- One year of General Biology (with labs)
- One semester of Physics (with labs)
- One year of English
- Pre-Calculus/Calculus or Statistics

**Students who have successfully completed advanced science courses such as Anatomy, Physiology, Biochemistry, and Genetics will be given strong consideration.*

d. Admission Test

All applicants are required to take the TMAT. In addition, MCAT scores are required for students from the US (residents and citizens). For all others MCAT is strongly recommended.

1. TMAT (Texila Medical Admission Test)

TMAT is an MCQ based examination consisting of two hundred basic science questions such as Basic concepts of human Anatomy 25%, Basic concepts of Physiology 25%, Basic concepts of Biochemistry 25%, Medical terminology 10%, Psychology 5%, Fundamental Organic chemistry 5% and Basic Biology 5%. The required pass percentage for acceptance of the applicant is 70% score in TMAT. The time duration for TMAT is four hours. Applicants who have achieved an acceptable MCAT score are exempted from the TMAT requirement.

2. Multiple Mini Interviews (MMI)

MMI interviews consist of five short practical assessments, usually 10 minutes each, which are conducted by the faculty members known as 'Admission Interviewers', who are appointed by the Admissions Committee. Applicants will be presented with a scenario before each mini-interview, so the applicant will have sufficient time to prepare an answer. Seventy percent is the required pass percentage for acceptance of the applicant in MMI. MMI is conducted to assess the applicants based on the following parameters:

- Ethical Decision Making
- Critical Thinking
- Reasoning
- Psychological ability
- Communication Skills

e. Transfer Applicants

TAUCOM only accepts transfer students from accredited medical schools who have already enrolled in a preclinical or basic sciences program with the formal consent of the Admissions Committee. Eligible applicants must be in good academic and professional standing. All applicants must submit official transcripts, detailed course descriptions of courses completed, and all other admissions documents applicable to new applicants. Documents related to prior qualifications are forwarded to the Admissions Committee for review, and credit evaluation is conducted in accordance with TAUCOM's academic standards.

Transfer credit may be granted in one or two ways:

1. exemption from individual modules or
2. full/partial recognition of previously completed coursework for credit and marks substitution.

Admission is highly selective and based on curriculum compatibility, academic performance, and seat availability. Transfer students are generally not permitted to enroll beyond the second year of the MD program unless there are documented, rare, and extraordinary personal or educational circumstances. Such cases will be reviewed by the Admissions Committee on a case-by-case basis before consideration. The number of transfer students accepted will not exceed 10% of the total enrollment for that academic year.

f. Visiting Students

TAUCOM welcomes senior medical students from institutions accredited by recognized national, regional, or international accreditation bodies to participate in elective clerkships. To be eligible, visiting students must be in good academic standing, have completed any prerequisites equivalent to those required for the desired elective, and submit documentation verifying required immunizations. Additionally, students must maintain personal health and malpractice insurance for the duration of their stay. Applications for visiting student status are accepted on a rolling basis; however, enrollment decisions will be made only after TAUCOM students have completed registration during the open enrollment period. All required documentation must be submitted at least four weeks prior to the start of the elective clerkship. Visiting students are responsible for their own accommodation, travel, and living expenses. If a student chooses to withdraw from an elective, written notification must be submitted to the Dean's Office, and no academic credit will be granted for an elective clerkship from which a student has withdrawn.

All visiting students must have the following:

- Coverage for malpractice/ liability insurance in the amount of $1 million per incident and $3 million aggregate from their institution or from other acceptable sources.
- Personal health insurance.
- Required immunizations.
- Current BLS/ACLS certification at time of scheduled rotation.
- Home schools must be willing to enter into an affiliation agreement with TACUCOM.

Visiting students must have completed the basic history taking and physical examination training and have a working knowledge of general ward procedures. All elective clerkships require that the students have completed all the core clerkships (Family Medicine, Internal Medicine, Pediatrics, Surgery, Psychiatry, and Obstetrics-Gynecology).

g. Technical Standards

Students of TAUCOM are selected through the Admissions Committee based on their academic, problem solving, critical thinking, knowledge of scientific concepts & principles and extracurricular abilities. Additionally, students must have intellectual, physical, and emotional capacities to meet the requirements of a successful medical career.

TAUCOM intends for its students to become competent and compassionate physicians who meet the set standards for the medical profession. TAUCOM is committed to educating and training future leaders in medicine.

The following abilities and characteristics, in addition to academic standards, are requirements for admission, promotion, and graduation for all medicine students:

Visual

Students should observe materials presented in the learning environment including audiovisual presentations, written documents, microbiology cultures, microscopic

examination of microorganisms, tissues and gross organs in the normal and pathologic state and diagnostic images. They should also observe patients accurately and completely, both at a distance and directly. This requires functional vision, hearing, and somatic sensation.

Oral-Auditory

Students are expected to speak, write, hear, and read effectively. They should also be able to perceive non-verbal communications, including facial expression, body language, and affect. They should be able to communicate sensitively with patients and their families via speech as well as reading/writing.

Motor and Sensory

Students must possess the capacity to elicit information from patients via palpation, auscultation, and percussion, as well as conduct diagnostic maneuvers. They must be able to execute movements required to provide general medical care and emergency treatment to patients. They should able be able to manipulate equipment and instruments to perform basic laboratory tests and procedures as required to attain curricular goals. For example, needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, scalpel etc.

Strength and Mobility

Students should possess appropriate posture, balance, flexibility, mobility, and endurance for standing, sitting, and participating during the laboratory, classroom, and clinical sessions.

Cognitive

Students are expected to possess sufficient cognitive (mental) abilities and effective learning techniques to obtain, collect, memorize, analyze, integrate, process, and apply the volume of detailed and complex information presented by the curriculum. They should be able to learn through a variety of methods including lectures, alternative classroom instruction, demonstrations, hands-on experiences and small group, team, and collaborative discussions.

They must have the ability to perform calculations necessary to solve quantitative problems as required by the curriculum. They should be able to apply knowledge and reasoning to solve problems and make decisions as outlined by the curriculum. They must recognize, comprehend, and draw conclusions about three dimensional spatial relationships of structures and logical sequential relationships among events.

Behavioral and Social

Students should possess emotional stability and maturity to fully apply his/her intellectual skill, exercise good judgment, and to complete all responsibilities addressed to the diagnosis and care of patients. They should be able to develop a mature, sensitive, and effective relationship with patients and colleagues.

Students must be able to tolerate the physical, mental, and emotional stress and long work hours experienced during training and patient care. They must possess qualities of adaptability, flexibility, and the ability to function in the face of uncertainty. They should be able to behave in a trustworthy and ethical and moral manner consistent with professional

values and standards. They must exhibit sufficient people skills, knowledge, and attitudes to interact positively and sensitively with people from all parts of society, ethnic backgrounds, and belief systems.

Technical Requirements:

- Students should be able to observe, demonstrate, and participate in experiments in the basic sciences.
- Students must be able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments.
- Students should make sufficient use of these senses of vision and hearing and the somatic sensation necessary to perform a physical examination. Students should be able to perform palpation, auscultation, and percussion.
- Students should be able to relate to patients and establish sensitive, professional relationships with patients.
- Students should be able to learn and perform routine laboratory tests and diagnostic procedures.
- Students should be able to communicate the results of the examination to the patient and his colleagues with accuracy, clarity, and efficiency.
- Students should be able to perform routine invasive procedures as part of training using universal procedures without substantial risk of infection to patients.
- Students must be able to perform precise, quick, and appropriate actions in emergency situations.
- Students must be able to display good judgment in the assessment and treatment of patients.
- Students must possess perseverance, diligence, and consistency to complete the medical school curriculum and enter their independent practice of medicine.
- Students should be able to accept criticism and respond by appropriate modification of behavior.

h. Personal Attributes for Admission to the MD program

TAUCOM seeks to admit students who not only demonstrate academic excellence but also embody the core personal and emotional qualities essential to becoming competent, compassionate, and ethical physicians. In alignment with professional standards in medical education, the following personal attributes are considered critical in the admissions process:

i. **Integrity and Honesty:** Demonstrated commitment to ethical behavior, responsibility, and accountability in academic, professional, and personal settings.

ii. **Empathy and Compassion:** The ability to understand and respond sensitively to the experiences, perspectives, and needs of others.

iii. **Emotional Maturity:** Capacity for self-awareness, resilience, and appropriate emotional regulation in challenging and high-stress situations.

iv. **Interpersonal Skills:** Effective verbal and non-verbal communication, active listening, and the ability to collaborate respectfully within diverse teams.

v. **Altruism and Service Orientation:** A genuine motivation to serve others and contribute positively to communities, particularly in the context of healthcare.

These attributes are evaluated through a holistic admissions process, which includes Multiple Mini Interviews, personal statements, letters of recommendation, and prior experiences in service or healthcare-related settings. TAUCOM is committed to selecting individuals who reflect not only the academic rigor but also the humanistic qualities necessary for the practice of medicine.

9. Academics

a. Educational Objectives

Graduates of TAUCOM are expected to possess the below mentioned ten medical graduate attributes and demonstrate competency in the following areas or domains, and the related objectives.

TAUCOM Medical Graduate Attributes (MGA)

SL. NO	ATTRIBUTE	OBJECTIVES
MGA -1	**Clinician/ practitioner**	• Understand and provide preventive, primitive, curative, palliative, and holistic care with compassion. • Apply medical knowledge, clinical skills, and professional values to their provision of high – quality care. • Collect and interpret information, make clinical decisions, and conduct diagnostic and therapeutic interventions.
MGA-2	**Scholar**	• Demonstrate a lifelong commitment to continually enhancing practice. • Seek out and use science evidence to inform decision-making. • Implement an actively planned approach to fill gaps in knowledge, skills, and attitudes, required to deliver care with the potential to contribute towards "original research."
MGA-3	**Educator**	• Educate peers, patients, families, public, colleagues and other healthcare professionals using methods appropriate for each audience**.**
MGA-4	**Communicator**	• Able to communicate effectively with patients, families, colleagues, and community members, to form strong therapeutic alliances with patients and their families by finding common ground with the patient, sharing information, and managing care according to the patient's needs, values, and preferences in mind.
MGA-5	**Advocate**	• Develop partnerships with patients and families to navigate the health care system to improve individual health outcomes. • Promote public wellbeing through creating awareness of important health issues including disease prevention, health promotion, health protection and health equity.
MGA-6	**Leader**	• Be a leader and member of the health care team and system with capabilities to collect, analyze and synthesize health related data. • Engage others to implement high-quality, future-oriented, and innovative health- care practices.

MGA-7	**Collaborator**	• Pursue common goals with other professionals in the health care environment and community, through building relationships based on trust, respect, effective communication, and willingness to learn from others.
MGA-8	**Professional**	• Demonstrate commitment to ethical practice, high personal standards of behavior, accountability to the profession, ongoing professional development, and maintenance of personal wellbeing.
MGA-9	**Lifelong Learner**	• Commitment to continuous improvement of skills and knowledge in pursuit of personal and professional development.
MGA-10	**Ethically and Socially Responsible**	• Ability to recognize, reflect and respond appropriately to social, cultural, and ethical issues.

b. Educational Program Core Competencies:

PC-1: Medical Knowledge

Medical graduates must be able to demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological, and social-behavioral) sciences and the application of this knowledge to patient care.

PC-2: Professionalism

Medical graduates must be able to demonstrate a commitment to fulfilling professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

PC-3: Patient Care

Medical graduates must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

PC-4: Interpersonal and Communication Skills

Medical graduates must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates.

PC-5: Systems-Based Practice

Medical graduates must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

PC-6: Interprofessional Collaboration

Medical graduates must be able to maintain an interprofessional collaboration in the process of developing and maintaining effective inter-professional working relationships with learners, practitioners, patients/ clients/ families, and communities to enable optimal health outcomes.

PC-7: Practice-Based Learning and Improvement

Medical graduates must be able to investigate and evaluate their patient care practices, appraise, and assimilate scientific evidence, and improve their patient care practices.

PC-8: Personal and Professional Development

The aim of personal and professional development is to help medical graduates manage their own learning and growth throughout their career. It is important that medical graduates continue to learn and develop to keep their skills and knowledge up to date and ensure you continue to work safely, legally, and effectively.

c. Mapping of Educational Program Objectives with Program Core Competencies

Sl. No.	Program Objectives	Program Core Competencies
1	PObj-1: Demonstrate understanding of current core knowledge of basic biomedical science through an interdisciplinary approach to the understanding of the processes that support normal development, structure, and function of the human organism.	PC-1: Medical Knowledge
2	PObj-2: Demonstrate understanding of current core knowledge of normal and altered structure and function of organ systems, to apply that knowledge to the recognition and management of complex clinical conditions.	PC-1: Medical Knowledge
3	PObj-3: Demonstrate the ability to evaluate patients and properly manage their medical problems by (a) completing comprehensive histories and physical examinations, (b) obtaining focused histories and perform relevant physical examinations (c) to correctly identify patients' medical problems through critical thinking and to formulate hypotheses as to etiology and solutions; (d) successful development of diagnostic strategies; and (e) formulation and implementation of management plan.	PC-1: Medical Knowledge PC-2: Professionalism PC-3: Patient Care PC-4: Interpersonal and Communication Skills PC-6: Interprofessional Collaboration PC-8: Personal and Professional Development
4	PObj-4: Apply knowledge of the scientific method in medical diagnosis and treatment and in research. The student should be able to evaluate published findings and to apply scientific evidence-based reasoning to the solution of medical problems.	PC-1: Medical Knowledge PC-7: Practice-Based Learning and Improvement
5	PObj-5: Demonstrate understanding of the impact of the various stages of life, as well as the effects of gender, lifestyle, socioeconomic status, nutritional factors, genetic characteristics, psychosocial and epidemiologic factors, and culture upon the quality of human health and the prevalence of disease, disease prevention and health maintenance.	PC-1: Medical Knowledge PC-3: Patient Care PC-5: Systems-Based Practice
6	PObj-6: Demonstrate an understanding of the fundamental concepts of continuity of care (preventive, rehabilitative and end-of-life) in addition to the diagnosis of acute medical problems and be able to apply these concepts to clinical practice on a local, regional, national, or international level.	PC-3: Patient Care PC-5: Systems-Based Practice
7	PObj-7: Demonstrate mastery of a variety of skills, such as effective communication during interviewing patients and educating patients about their diseases and communicating	PC-2: Professionalism PC-3: Patient Care

	with their families. The student must also demonstrate appropriate skills during physical examinations (proper use of instruments; application of manual techniques) and in utilization of laboratory resources (ordering appropriate tests; interpreting values).	PC-4: Interpersonal and Communication Skills PC-6: Interprofessional Collaboration PC-8: Personal and Professional Development
8	PObj-8: Exhibit appropriate professional behavior in interactions with patient and their families, peers, and other healthcare professionals to adhere to professional standards of ethical behavior, and to function harmoniously and respectfully as a member of a diverse health care team.	PC-1: Medical Knowledge
9	PObj-9: Demonstrate mastery of the curriculum essential to progress along the pathway toward licensure for the practice of medicine.	PC-1: Medical Knowledge
10	PObj-10: Display skills of independent, life-long, and progressive learning.	PC-1: Medical Knowledge PC-2: Professionalism PC-3: Patient Care PC-6: Interpersonal and Communication Skills PC-7: Interprofessional Collaboration PC-8: Personal and Professional Development
11	PObj-11: Manifest self-awareness, self-care, self-assessment, and personal growth sufficient to be a role model for others.	PC-1: Medical Knowledge PC-7: Practice-Based Learning and Improvement
12	PObj-12: Show sensitivity toward the need to address and resolve health disparities at all levels.	PC-1: Medical Knowledge PC-3: Patient Care PC-5: Systems-Based Practice
13	PObj-13: Show mastery of the scholarly expectations of the medical faculty of the College of Medicine as determined by appropriately designed and applied assessment methodologies, including but not limited to written examination performance and practical clinical skills.	PC-3: Patient Care PC-5: Systems-Based Practice

c. MD Program

The MD program has two components Basic Science and Clinical Sciences. The Basic Sciences Program is currently offered in five semesters on the campus in Guyana. Students must achieve a passing grade in all the subjects included in the curriculum. Students are expected to complete a total of 80 weeks of clinical rotations to graduate. Clinical rotations are offered in clinical campuses in Guyana and USA.

Professional Behavior Expectations for MD Program Students

Professionalism is a fundamental component of medical education and an essential attribute of every future physician. Students enrolled in the MD program are expected to consistently demonstrate professional conduct, ethical behavior, integrity, accountability, compassion, and respect in all academic, clinical, research, and interpersonal environments. Professional

behavior reflects the values of the medical profession and contributes to the development of safe, competent, and patient-centered physicians.

Students are expected to uphold the highest standards of professionalism throughout all phases of the MD curriculum, including classroom learning, laboratory sessions, clinical skills activities, small-group discussions, community outreach, research activities, clerkships, and all interactions with patients, peers, faculty, staff, and healthcare professionals.

The MD program expects students to:

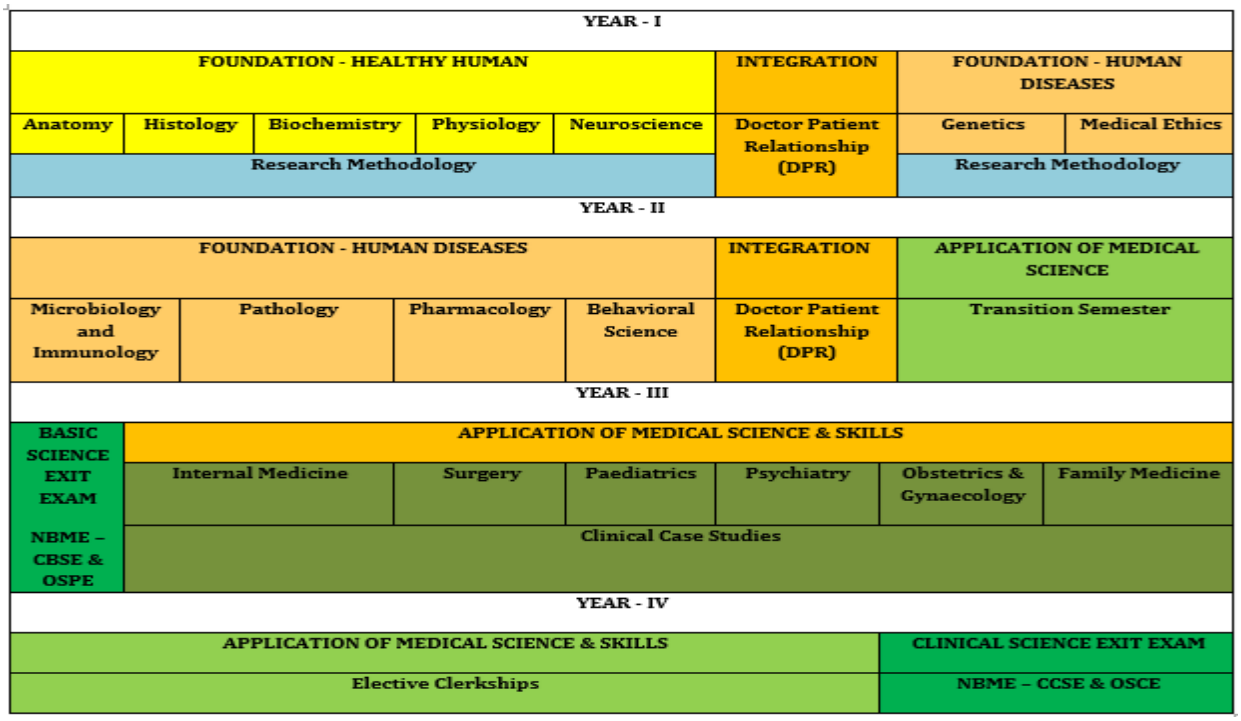
- Demonstrate honesty, integrity, transparency, and accountability in all academic and professional activities.
- Treat patients, peers, faculty, staff, and members of the community with dignity, compassion, courtesy, and respect regardless of cultural, social, religious, ethnic, or economic background.
- Adhere to ethical principles and professional standards expected within the medical profession.
- Maintain confidentiality and protect patient privacy in accordance with institutional policies and professional guidelines.
- Exhibit responsibility, punctuality, preparedness, and commitment to assigned duties and learning activities.
- Demonstrate appropriate professional conduct and communication in both in-person and virtual learning environments.
- Recognize and appropriately manage personal biases, limitations, vulnerabilities, and emotional responses that may affect patient care or professional interactions.
- Demonstrate resilience, emotional maturity, and appropriate coping strategies when working under stressful or challenging circumstances.
- Engage constructively in teamwork, collaboration, and interprofessional interactions while respecting differing perspectives and work styles.
- Participate actively and professionally in small-group discussions, problem-based learning sessions, clinical encounters, simulations, and community outreach activities.
- Demonstrate leadership qualities and the ability to contribute positively to organizational and system-level improvements in healthcare settings.
- Advocate responsibly for patients, communities, and public health initiatives in a professional and ethical manner.
- Promote a supportive learning environment that facilitates learning, mentorship, and professional growth for self and others.
- Accept feedback professionally and demonstrate willingness to engage in self-reflection and continuous improvement.
- Refrain from any form of academic dishonesty, discrimination, harassment, intimidation, or unprofessional conduct.

- Use social media and digital platforms responsibly and in a manner consistent with professional standards of conduct.

Professional behavior is assessed longitudinally throughout the MD program using multiple assessment methods, including clinical evaluations, preceptor evaluations, objective structured clinical examinations (OSCEs), small-group discussions, problem-based learning activities, community outreach evaluations, and other formative and summative assessments. Failure to maintain expected standards of professionalism may result in remediation, disciplinary action, or referral to the appropriate academic or professional conduct committee in accordance with institutional policies.

The institution is committed to fostering a culture of professionalism, ethical practice, mutual respect, accountability, and lifelong learning to prepare students for responsible and compassionate medical practice.

Curriculum Map of MD program



d. Basic Science Course Outline

Course	Credit
MD- 1	
Gross Anatomy, Embryology, and Imaging	10 Credits
Histology and Cell Biology	4 Credit
Biochemistry	9 Credits
Doctor Patient Relationship - I	4 Credits
Research Methodology - I	2 Credits
Total	29 Credits

MD- 2	
Physiology	10 Credits
Neuroscience	5 Credits
Genetics	3 Credits
Medical Ethics	2 Credits
Doctor Patient Relationship - II	4 Credits
Research Methodology - II	2 Credits
Total	26 Credits
MD- 3	
Pharmacology - I	6 Credits
Pathology - I	8 Credits
Microbiology and immunology	8 Credits
Doctor Patient Relationship - III	4 Credits
Total	26 Credits
MD- 4	
Pharmacology - II	6 Credits
Pathology - II	8 Credits
Behavioral Science	8 Credits
Doctor Patient Relationship - IV	4 Credits
Total	26 Credits
MD- 5 (Transition)	
Integrated Basic Science Review	NCR
Introduction to Clinical Skills	4 Credits

Basic Science Course Description

- **Gross Anatomy, Embryology, and Imaging (Year 1)**

This course provides an integrated study of the normal structure, development, and radiologic anatomy of the human body using a regional approach. Content is organized into three instructional blocks that combine gross anatomy, embryology, and diagnostic imaging. Students develop foundational anatomical knowledge through lectures, cadaveric dissection, laboratory demonstrations, and imaging interpretation. Emphasis is placed on the relationship between embryologic development, anatomical organization, and clinically relevant conditions.

Major topics include thorax, abdomen, pelvis, musculoskeletal system, head and neck, central nervous system, embryologic development, and introductory radiology/imaging.

- **Histology and Cell Biology (Year 1)**

This course introduces the microscopic structure and function of human cells, tissues, and organ systems. Instruction integrates cellular and tissue morphology with normal and pathologic histology and correlates these findings with diagnostic imaging and clinical conditions. Laboratory sessions emphasize microscopy skills and interpretation of histologic specimens.

Major topics include cellular structure and organelles, epithelial tissue, connective tissue, integumentary system, muscle, cartilage and bone, blood, cardiovascular system, lymphatic

system, respiratory system, gastrointestinal system, urinary system, endocrine system, reproductive systems, and special senses.

- **Biochemistry (Year 1)**

This course examines the molecular and biochemical processes essential to normal human physiology and disease. Instruction emphasizes the integration of molecular, cellular, and metabolic mechanisms with clinical applications. Learning activities include lectures, group discussions, laboratory exercises, and case-based instruction.

Major topics include carbohydrates, protein, lipid, and nucleic acid metabolism; enzyme kinetics and regulation; acid-base balance; molecular genetics; hormone action; nutrition and vitamins; metabolic disorders; biotechnology; and laboratory diagnostic techniques.

- **Doctor–Patient Relationship I (Year 1)**

Doctor–Patient Relationship I is the first course in a four-semester longitudinal curriculum designed to develop foundational competencies in communication, professionalism, ethics, and patient-centered care. The course combines didactic instruction with experiential learning activities that introduce students to medical interviewing, history taking, communication skills, and community engagement.

Major topics include professionalism, culture and communication, patient interviewing, history taking, pediatric and obstetric/gynecologic histories, nutrition and physical activity, geriatric care, and community outreach experiences.

- **Research Methodology I (Year 1)**

This course introduces students to the foundational principles and processes of medical research and scholarly inquiry. Instruction emphasizes the development of skills in research planning, literature review, study design, data management, sampling strategies, and scientific communication. Learning activities include didactic lectures, interactive discussions, practical exercises, and group presentations. Throughout the course, students progressively develop a structured research proposal under faculty supervision.

Major topics include the introduction and importance of research, formulation of research questions and rationales, literature review and database search strategies, research methodology and epidemiologic study design, data collection and management, sampling techniques, and preparation and presentation of a research proposal.

- **Physiology (Year 1)**

Physiology is the comprehensive study of the functions of the human body at the cellular, tissue, organ, and organ-system levels. The course emphasizes integration of physiological mechanisms and the application of physiological principles to clinical problem solving and patient care. Instruction is delivered through lectures, laboratory sessions, group discussions, computer-assisted learning, and case-based activities.

Content areas include membrane and action potentials, synaptic transmission, cell communication, muscle physiology, skeletal and smooth muscle function, cardiovascular physiology, cardiac cycle and electrocardiography, blood pressure regulation, respiratory physiology, pulmonary ventilation, gastrointestinal physiology, liver and pancreatic function, renal physiology, acid–base balance, endocrine physiology, metabolism, reproductive physiology, fertility, pregnancy, and lactation.

- **Genetics (Year 1)**

The Genetics course introduces the molecular, cellular, biochemical, and genetic basis of inheritance and human disease. The course emphasizes the role of genetics in normal development, disease pathogenesis, diagnosis, prevention, and treatment. Instruction includes lectures, discussions, computer-assisted learning, and case-based applications.

Content areas include introduction to medical genetics, nucleic acid structure and function, chromosomal basis of heredity, cell cycle and cell division, DNA replication and repair, transcription and translation, gene expression and regulation, mutations and DNA repair mechanisms, Mendelian and non-Mendelian inheritance, clinical cytogenetics, molecular basis of genetic diseases, population genetic diagnosis, and molecular biology of cancer.

- **Medical Ethics (Year 1)**

The Medical Ethics course introduces students to ethical principles, professional responsibilities, and ethical decision-making in medicine. The course addresses ethical dilemmas encountered in clinical practice and explores moral reasoning related to patient care, professional conduct, and healthcare systems. Teaching methods include lectures, assigned readings, case discussions, and small-group learning activities.

Content areas include foundations and principles of medical ethics, ethics in biomedical research, physician–patient relationships, managed care ethics, end-of-life issues, organ donation, abortion ethics, clinical ethics case discussions, and historical and contemporary medico-legal cases.

- **Doctor–Patient Relationship II (Year 1)**

Doctor–Patient Relationship II is part of a longitudinal professional development sequence designed to strengthen communication skills, professionalism, cultural competence, and clinical examination skills. Students develop effective patient interviewing techniques, history-taking skills, physical examination techniques, and case presentation abilities while considering social, cultural, religious, and psychosocial aspects of patient care.

Content areas include communication skills, professionalism, cultural competence, religion and ethnicity in healthcare, general physical examination, vital signs assessment, examination of the respiratory, cardiovascular, abdominal, and nervous systems, handling difficult patients, reproductive health, teenage pregnancy, clinical case presentations, and assessment skills.

The course includes lectures, laboratory sessions, simulated patient encounters, and clinical case-based exercises.

- **Neuroscience (Year 1)**

Neuroscience is an integrated multidisciplinary course that examines the structure and function of the central and peripheral nervous systems. The course integrates neuroanatomy, neurophysiology, neurobiology, neuropathology, and clinical neurology with emphasis on the relationship between nervous system structure and function in health and disease.

Content areas include introduction to the nervous system, neuronal electrical activity, synaptic transmission, spinal cord anatomy and pathways, brainstem organization, cranial nerves, cerebellum, motor and sensory systems, vision, hearing and vestibular systems, olfaction and gustation, basal ganglia, hypothalamus, autonomic nervous system, cerebrospinal fluid and ventricular systems, neurological examination, and clinical correlations.

Learning activities include lectures, laboratory instruction, neuroimaging interpretation, neurological examination training, and clinical case discussions.

- **Research Methodology II (Year 1)**

Research Methodology II introduces students to research design, methodology, data collection, statistical analysis, and scientific writing in medical sciences. Students learn how to formulate research questions, select appropriate study methods, collect and analyze data, and prepare scientific reports suitable for publication.

Content areas include proposal writing, database design using SPSS, data collection and presentation, data processing, statistical analysis, hypothesis testing, interpretation and discussion of research findings, scientific writing, manuscript preparation, and oral presentation of research results.

- **Pharmacology - I (Year 2)**

Pharmacology I introduce students to the fundamental principles of pharmacology and rational therapeutics. The course emphasizes mechanisms of drug action, pharmacokinetics, pharmacodynamics, clinical applications, adverse effects, and safe prescribing practices. Drugs are organized according to major therapeutic classifications, with representative prototype drugs examined in detail. Teaching methodologies include lectures, interactive sessions, Patient-Oriented Problem Solving (POPS) exercises, and small-group discussions that promote clinical reasoning and independent learning.

Major content areas include introduction to pharmacology and clinical drug development; drug absorption, distribution, metabolism, and elimination; pharmacokinetics and pharmacodynamics; routes of drug administration; autonomic pharmacology including cholinergic and adrenergic agonists and antagonists; cardiovascular pharmacology including antianginal drugs, antihypertensives, diuretics, drugs for congestive heart failure,

anticoagulants, antiplatelet agents, and thrombolytics; antimicrobial pharmacology including sulphonamides, beta-lactams, cephalosporins, aminoglycosides, macrolides, tetracyclines, glycopeptides, antitubercular drugs, antiviral drugs, antifungal drugs, and antimalarial/protozoal drugs; prescription writing; dosage calculations; adverse drug reactions; and drug interactions.

- **Microbiology and Immunology (Year 2)**

The Microbiology and Immunology course provides students with foundational knowledge of microbial pathogens, host immune responses, infectious disease mechanisms, and epidemiology. The course integrates bacteriology, virology, mycology, parasitology, and immunology to prepare students for understanding the diagnosis, prevention, and treatment of infectious diseases. Students also develop familiarity with laboratory diagnostic methods and the epidemiologic principles governing disease transmission and prevention.

Major content areas include basic immunology; cells and organs of the immune system; antigens, antibodies, cytokines, and complement; antigen presentation and histocompatibility; T-cell and B-cell development and immune responses; hypersensitivity disorders and immune deficiencies; manipulation of the immune response; bacteriology including gram-positive and gram-negative organisms; virology; microbial metabolism and genetics; normal flora and infection control; mycology including superficial and systemic mycoses; parasitology including protozoa and helminths; vector-borne diseases; opportunistic infections; laboratory diagnosis of microbial diseases; and epidemiology and transmission of infectious agents.

- **Pathology - I (Year 2)**

Pathology I introduce students to the mechanisms and manifestations of disease through the study of structural and functional changes in cells, tissues, and organs. The course emphasizes general pathology and examines how cells and tissues respond to injury, inflammation, hemodynamic disturbances, genetic abnormalities, and neoplasia. Instructions incorporate lectures, laboratory sessions with gross and microscopic specimens, and clinical case discussions to correlate pathologic processes with clinical manifestations and diagnostic findings.

Major content areas include cellular injury and adaptation; acute and chronic inflammation; tissue repair and regeneration; hemodynamic disorders, thrombosis, and shock; vasculitis; neoplasia and carcinogenesis; myocardial and pulmonary pathology; gastrointestinal and hepatobiliary pathology; renal and hematologic disorders; anemia and coagulation disorders; infectious disease pathology; pediatric and genetic diseases; environmental and nutritional disorders; clinicopathologic correlations; and laboratory diagnostic procedures.

- **Doctor Patient Relationship – III (Year 2)**

Doctor Patient Relationship III is part of a four-semester longitudinal sequence designed to develop the communication, clinical, and professional skills required for effective medical practice. The course focuses on accurate medical history taking, physical examination skills,

physician-patient communication, and principles of primary health care and prevention. Students participate in clinical skills laboratories, simulate patient encounters, and case discussions that reinforce clinical reasoning and professional behavior.

Major content areas include medical history taking; general physical examination; respiratory, cardiovascular, gastrointestinal, neurologic, musculoskeletal, skin, and HEENT examinations; clinical skills laboratories; preventive medicine and levels of prevention; primary health care concepts; physician-patient communication; case presentations; and simulated ward rounds.

- **Pharmacology II (Year 2)**

Pharmacology II course that builds foundational knowledge of pharmacologic principles and their clinical application. The course utilizes lectures, interactive learning sessions, small-group discussions, and Patient-Oriented Problem Solving (POPS) exercises to promote understanding of drug actions and therapeutic decision-making. Drug classes are organized according to their primary clinical use, with prototype agents studied in detail. Content includes pharmacokinetics, pharmacodynamics, mechanisms of action, therapeutic indications, adverse effects, toxicities, and drug interactions. Students also learn safe prescribing practices, dosage calculations, routes of administration, and patient counseling related to medication use, devices, and storage. Small-group discussions emphasize clinical reasoning, independent learning, and application of pharmacologic principles to patient care scenarios.

Major topics include course introduction; autacoids and histamine blockers; gastrointestinal drugs; NSAIDs including aspirin and acetaminophen; opioids; neuromuscular blockers; local and general anesthetics; anti-rheumatic and anti-gout agents; hypothalamic and pituitary hormones; diabetes pharmacotherapy; corticosteroids; anti-asthmatic agents; androgens and female sex steroids; contraception; uterine-active agents; dermatologic pharmacology; introduction to central nervous system pharmacology; antiepileptic drugs; sedative hypnotics; Parkinson disease treatment; drug abuse and dependency; CNS stimulants; treatment of anxiety disorders; antipsychotics; antimanic agents; immunotherapy; and cancer chemotherapy.

- **Pathology – II (Year 2)**

Pathology II is a systems-based pre-clerkship course that expands upon the foundational concepts introduced in Pathology I by integrating basic pathophysiology with clinical disease processes. The course focuses on major organ systems including cardiovascular, respiratory, gastrointestinal, hepatobiliary, renal, endocrine, central nervous, hematopoietic, and lymphoid systems, while also addressing diseases of the skin, musculoskeletal system, breast, and male and female genital tracts. Through lectures, laboratory sessions, clinical case discussions, and diagnostic correlations, students examine the morphologic, biochemical, genetic, and molecular changes associated with disease states. Emphasis is placed on understanding disease mechanisms, clinicopathologic correlations, interpretation

of laboratory and diagnostic studies, disease progression, and application of pathology concepts to clinical decision-making and patient management.

Major topics include blood vessel pathology; gastrointestinal system pathology; oral cavity and salivary gland pathology; head and neck pathology; liver and biliary tract pathology; pancreatic pathology; kidney and lower urinary tract pathology; male and female genital system pathology; breast pathology; endocrine pathology; skin pathology; bone, joint and soft tissue pathology; central nervous system pathology; peripheral nervous system and skeletal muscle pathology; and eyeball pathology.

- **Behavioral Science (Year 2)**

Behavioral Science course designed to provide students with an understanding of human behavior and its relevance to medical practice. The course integrates principles from psychology, sociology, anthropology, epidemiology, neuroscience, and psychiatry to support development of effective physician-patient relationships and patient-centered care. Content includes theories of human development, cognition, social behavior, behavioral determinants of health, and psychiatric disorders across the lifespan. Students study etiology, epidemiology, clinical presentation, diagnosis, prognosis, and treatment of common psychiatric conditions while also examining the biological basis of behavior, including genetics and neurophysiology. Additional emphasis is placed on communication skills, medical ethics, professionalism, epidemiology, public health, and the psychosocial dimensions of patient care.

Major topics include conditioning and transference; countertransference; ego defense mechanisms; anxiety, mood, eating, sleep, dissociative, neurocognitive, trauma-related, obsessive-compulsive, psychosomatic, and psychotic disorders; gender dysphoria and sexual dysfunction; malingering, factitious and somatic symptom disorders; substance-related and gambling disorders; death, dying and grief; delirium and amnesia; epidemiology; statistical methods; public health principles; psychiatric diagnosis and rating scales; mental status examination; neurodevelopmental disorders; schizophrenia spectrum disorders; bipolar and depressive disorders; treatment of mood and anxiety disorders; disruptive and conduct disorders; feeding and eating disorders; chronobiology of sleep; paraphilias; psychiatric emergencies; and legal issues in psychiatry.

- **Doctor Patient Relationship IV (Year 2)**

Doctor Patient Relationship IV is part of a four-semester longitudinal pre-clerkship curriculum focused on the development of clinical, communication, and professional skills essential for patient-centered care. This course emphasizes accurate medical history taking, physical examination techniques, and effective physician-patient communication. Students explore the role of primary health care and preventive medicine, including the levels of disease prevention and the influence of sociocultural, psychological, political, and economic factors on health care delivery. Instruction includes observation of community medical practice, development of professional behaviors, and application of communication skills appropriate to the student's level of training. The course also introduces clinical discussions

related to male and female genital, breast, pediatric, and obstetric/gynecologic conditions, culminating in case presentations that simulate clinical rounds.

Major topics include pediatric history and examination; obstetrics and gynecology history and examination; male and female genital examinations; breast examination; focused physical examination techniques; detailed case history and examination; SOAP note documentation; case studies; integrated clinical case-based modules (ICCBM); clinical case presentations; and clinical skills and laboratory assessments.

e. Clinical Sciences Course Outline

The clinical program includes 80 weeks of instruction including the core and the elective rotations.

Core Clerkships (48 Weeks)	
Internal Medicine	12 weeks
General Surgery	12 weeks
Pediatrics	6 weeks
Obstetrics / Gynecology	6 weeks
Psychiatry	6 weeks
Family Medicine	6 weeks

Elective Clerkships (32 weeks)

The electives offered by TAUCOM complement the core and expose the clerks to additional experiences in their discipline of choice. For the completion of credit requirement, the student must successfully complete any seven elective clerkships.

The list of elective clerkships includes but is not limited to:

Elective Clerkships (32 weeks)	
Obstetrics / Gynecology	6 weeks (Mandatory)
Pediatrics	6 weeks (Mandatory)
Anesthesia	4 weeks
Cardiology	4 weeks
Dermatology	4 weeks
Emergency Medicine	4 weeks
Orthopedics	4 weeks
Infectious Diseases	4 weeks
Ophthalmology	4 weeks
Radiology	4 weeks
Otorhinolaryngology (ENT)	4 weeks

To continue the clinical program, students must complete the basic science program, clear the basic science exit exams, and maintain good academic and financial standing.

Clinical rotations will be assigned to students by the Clinical Coordinator. If students wish to change and/or cancel a clerkship rotation after it has been confirmed by TAUCOM, students must report this change to the Department of Clinical Affairs thirty (30) days before the first day of the rotation. It is the student's responsibility to notify the school of any changes and

not the hospital. Requests for cancellation and/or changes must be made in writing and sent to the Department of Clinical Affairs via email.

Every student progress through the required rotations, he or she will be interacting with the respective clinical chair and/or proctor for each rotation. The instruction given will include supervised clinical activities, seminars, and lectures.

Clinical Science Core Clerkship Description

- **Internal Medicine Clerkship (Year 3)**

The Internal Medicine clerkship is primarily an inpatient-based experience with supplemental ambulatory exposure focused on the diagnosis, evaluation, and non-surgical management of adult medical conditions. Students develop competency in history-taking, physical examination, clinical reasoning, interpretation of diagnostic studies, evidence-based management, emergency stabilization, bedside procedures, and professional communication. Emphasis is placed on holistic patient care, ethical practice, rational pharmacotherapy, and management of patients in resource-constrained environments.

Core content areas include general medicine; cardiovascular, respiratory, gastrointestinal, hepatobiliary, endocrine, renal, neurologic, hematologic, infectious, tropical, musculoskeletal, and metabolic disorders; nutrition; poisoning and occupational illnesses; fluid-electrolyte and acid-base disorders; and medical emergencies.

- **General Surgery Clerkship (Year 3)**

The General Surgery clerkship provides predominantly inpatient clinical experience with exposure to outpatient surgical care and operating room procedures. Students learn principles of surgical diagnosis, perioperative management, sterile technique, tissue handling, trauma care, and emergency stabilization. The rotation emphasizes development of technical skills including wound management, suturing, IV access, airway management, hemorrhage control, and postoperative care.

Core content areas include trauma and shock; burns; surgical infections; vascular disorders; breast and thyroid diseases; thoracic surgery; gastrointestinal and colorectal surgery; hernias; hepatobiliary and pancreatic disease; urologic conditions; surgical oncology; and emergency surgical conditions.

- **Pediatrics Clerkship (Year 3)**

The Pediatrics clerkship introduces students to the care of infants, children, and adolescents in inpatient, outpatient, neonatal, and community settings. Students develop skills in pediatric history-taking, developmental assessment, growth monitoring, immunization practices, emergency pediatric care, family counseling, and management of common pediatric illnesses. The clerkship emphasizes preventive care, nutrition, child development, and participation in national child health programs.

Core content areas include neonatology; growth and development; nutrition and nutritional disorders; pediatric infectious diseases; hematologic, respiratory, cardiovascular,

neurologic, gastrointestinal, renal, endocrine, genetic, oncologic, musculoskeletal, and behavioral disorders; adolescent medicine; pediatric emergencies; and preventive pediatrics.

- **Psychiatry Clerkship (Year 3)**

The Psychiatry clerkship provides supervised inpatient and outpatient experiences in the evaluation and management of psychiatric disorders. Students learn psychiatric interviewing, mental status examination, differential diagnosis, psychopharmacology, counseling techniques, emergency psychiatric management, and principles of community mental health care. Emphasis is placed on understanding the biological, psychological, and social determinants of mental illness, reducing stigma, and promoting ethical and compassionate care.

Core content areas include mood disorders; anxiety disorders; schizophrenia and psychotic disorders; personality disorders; substance use disorders; psychosomatic disorders; child and geriatric psychiatry; emergency psychiatry; psychopharmacology; psychotherapy; forensic psychiatry; consultation-liaison psychiatry; rehabilitation; and community psychiatry.

- **Obstetrics and Gynecology Clerkship (Year 3)**

The Obstetrics and Gynecology clerkship integrates inpatient, outpatient, labor and delivery, and operative experiences in women's health. Students gain competency in antenatal, intrapartum, postpartum, and gynecologic care, including pelvic examination, obstetric assessment, normal and assisted deliveries, reproductive health counseling, and management of gynecologic conditions and emergencies. The clerkship emphasizes preventive care, ethics, informed consent, family planning, and women's psychosocial health.

Core content areas include normal and high-risk pregnancy; labor and delivery; postpartum care; menstrual disorders; infertility; gynecologic infections; gynecologic malignancies; contraception and fertility regulation; neonatal care; reproductive health; gynecologic surgery; and obstetric and gynecologic emergencies.

- **Family Medicine Clerkship (Year 3)**

The Family Medicine clerkship provides students with broad exposure to comprehensive, continuous, patient-centered primary care in ambulatory and community settings. Students learn to evaluate undifferentiated presentations, manage common acute and chronic illnesses, provide preventive care, and integrate psychosocial, family, and community factors into patient management. Emphasis is placed on communication skills, continuity of care, evidence-based practice, health promotion, and disease prevention across the lifespan.

Core content areas include preventive medicine; chronic disease management; women's health; prenatal and postpartum care; family planning; common medical and surgical conditions encountered in primary care; geriatric care; well-childcare; behavioral and psychosocial health; emergency stabilization; and community-oriented primary care.

f. Self - Directed Learning (SDL)

TAUCOM uses a variety of Self-Directed Learning (SDL) activities to promote independent and lifelong learning skills. A few of such activities are:

1. Small-group discussions
2. Problem-based cases
3. Clinical case-based discussions
4. Flipped classroom sessions
5. Presentation assignments
6. Clinico-pathological case discussions
7. Mock case-based discussion

All these SDL activities are dispersed through the entire basic and clinical science curriculum to ensure uniform and recurring exposure of self-learning skills. These activities are sufficient to provide an overall understanding and development of self-directed lifelong learning skills and habits.

COURSE DESCRIPTIONS

Detailed course descriptions are available in the MD Program Catalog.

10. Finance

a. Tuition & Fees

Tuition: USD 18,000 per year (applicable to the Premed plus MD program students too)

(TAU offers a variety of scholarships and students are encouraged to refer to the scholarship page for information on available scholarships)

- Students doing clinical rotations in the USA will be charged an additional USD 15,750 per clinical semester.

<u>Other Fees:</u>

• Re-registration fees (per semester):	USD 100
• Exam fees including NBME subject (per semester for Basic Science):	USD 240
• Educational Resources (per semester for Basic Science):	USD 200
• Basic Science Exit Exam (one time):	USD 200
• MD- 5 (Transition) Semester Tuition:	USD 9,000
• Exam fees including NBME SHELF (per semester for Clinical Science):	USD 240
• Clinical Science Exit Exam:	USD 1,000
• Malpractice Insurance (per year for US rotation students):	USD 1,300
• Health Insurance (per year):	USD 200*
• One time Health checkup (only for international students):	USD 125
• Visa processing fee (only for international students):	USD 250*
• Visa extension fee (only for international students):	USD 560*
• Graduation fee:	USD 915

**subject to change*

Transition semester tuition is USD 12,000 for students who opt to do the transition semester in the United States.
Clinical Exit Exam Fees Are USD 2,000 for students completing clinical rotations in the United States.

***Note**: The tuition amounts listed above do not include any applicable scholarships. Approved scholarships will be applied as a reduction to the stated tuition fees and are relevant to tuition only, not other fees or charges. Tuition does not include books and supplies. Fees are published for the current semester and are subject to change.*

b. Scholarship & Aid

The extensive range of scholarships at Texila American University (TAU) not only rewards academic excellence but also enables students from many backgrounds to study at an international university. A few full and partial scholarships to qualified students are designed to encourage and reward academic excellence and to ensure equitable access to education. Scholarship criteria are competitive, and eligible students are encouraged to apply on time to be considered. Applicants and accepted students are invited to apply for available scholarships posted on our official website.

- Students are required to submit a separate scholarship application to be considered for scholarships.
- Students are only eligible to apply for one scholarship at a time. No more than one scholarship will be awarded to a student.
- The Scholarship Committee is the final authority.

Texila President Scholarship

This scholarship is available to newly accepted MD1 semester students with a cumulative GPA of 3.70 or higher from previous institutions. Eligible recipients may receive up to $20,000, disbursed over nine semesters, subject to continued eligibility and academic performance requirements. Students are required to contact their enrollment advisers for more information on the scholarship.

TAU Provost's Scholarship

This scholarship is available to newly accepted MD1 semester students with a cumulative GPA of 3.45-3.69 from previous institutions. Eligible recipients may receive up to $15,000, disbursed over nine semesters, subject to continued eligibility and academic performance requirements. Students are required to contact their enrollment advisers for more information on the scholarship.

TAU Dean's Scholarship

This scholarship is available to newly accepted MD1 semester students with a cumulative GPA between 3.20 and 3.44 from previous institutions. Eligible recipients may receive up to $10,000, disbursed over nine semesters, subject to continued eligibility and academic performance requirements. Students are required to contact their enrollment advisers for more information on the scholarship.

MCAT Scholarship

Texila also offers MCAT-based scholarships for newly accepted MD1 semester students with qualifying MCAT scores.

- Students with an MCAT score of 510 or higher may be eligible to receive up to $18,000, disbursed over nine semesters.
- Students with an MCAT score between 500 and 509 may be eligible to receive up to $13,500, disbursed over nine semesters.
- Students with an MCAT score between 495 and 499 may be eligible to receive up to $9,000, disbursed over nine semesters.

For MCAT-based scholarships, the MCAT exam must have been taken within the past two years. Recipients must maintain good academic standing throughout the award period to continue receiving the scholarship. Students are required to contact their enrollment advisers for more information on the scholarship.

US Military and Veteran Scholarship

This is a scholarship that is available to Veterans and the US Army during the MD program. Students may be eligible for up to $1,000 per semester during the 4 semesters of Basic Science and 4 semesters of Clinical Science (except the transition semester). Students interested in the scholarship should complete and submit the required documents. Applicants are expected to meet all the regular admission criteria to be eligible for the scholarship. Students are eligible for only one scholarship at a time and hence this scholarship cannot be combined with any other scholarship.

Required Additional Documents

- US Army – Application, Essay, ID Card- Active/Retired
- Veteran – Application, Essay ID Card
- Submit Your Scholarship Application

Medical Professional Scholarship

This is a scholarship that is available to medical professionals (Pharmacists, Nurses. PAs, Medical Assistants, paramedics, EMTs, etc.) during the MD program. Students may be eligible for up to $1,000 per semester during the 4 semesters of Basic Science and 4 semesters of Clinical Science (except the transition semester). Students interested in the scholarship should complete and submit the required documents. Applicants are expected to meet all the regular admission criteria to be eligible for the scholarship.

Students are eligible for only one scholarship at a time and hence this scholarship cannot be combined with any other scholarship.

Required Additional Documents

- Transcript or qualification certificates
- Copies of Licenses where applicable

- Additional Scholarships and Grants (Including Premed Students)

First Lady Scholarship

Students of business and medicine programs can make use of the scholarship offered by the office of the First Lady of Guyana. Only Guyanese nationals will be able to receive this scholarship. You will have to submit a 250-word cover letter along with financial proof to the Office of the First Lady of Guyana.

TAU CARICOM Scholarship

Students who are residents and citizens of CARICOM community are eligible for a scholarship of up to 40% of tuition. The scholarship percentage is decided by the scholarship committee annually. Students are required to contact their enrollment advisers for more information on the scholarship.

TAU Guyana Scholarship

Students who are residents and citizens of Guyana are eligible for a scholarship of up to 65% of tuition. The scholarship percentage is decided by the scholarship committee annually. Students are required to contact their enrollment advisers for more information on the scholarship.

TAU Global Citizen Grant

Limited scholarships are awarded to international students (Non-Caribbean and Guyanese), who have shown strong academic excellence. These scholarships are limited in number and are given on a first come first serve basis. The available number of scholarships is announced by the scholarship committee with specific requirements to qualify payment of fees.

At the time of admission, all students are issued a statement of fees (SOF) which identifies the details regarding the tuition and fees to be paid during the entire time of the students with the university. Tuition and fees are subject to change, but major changes are not expected beyond what is mentioned in the SIF. Additional services offered as a part of the academic program will be added to the tuition as when these are offered.

Students are personally responsible for ensuring that all appropriate fees, fines, and other charges, including any element of fees payable by sponsors, are paid in accordance with the requirements set out below. In accepting the admission, the student accepts a contractual liability to pay the tuition fee for the duration of their course in accordance with these regulations.

The university makes every effort to remind students of fees, and other charges due by means of invoices, notices, and statements. However, these are reminders only and students are responsible for paying fees, and other charges on time whether invoices, notices or statements are received or not.

Students are reminded that they must notify the university immediately if there is any change in their contact information.

Communications from the Finance Office are normally sent to the student's email ID registered with the student management system. However, the Finance Office reserves the right to send communications to any other address at the request of the student. Students are expected to check messages on their university email address and the university intranet at regular intervals.

All payments made to and from the University in respect of student fees, fines and other charges must be the account specified in the statement of fees. Any currency conversion costs, wire transfer fees, bank charges or other charges incurred in making a payment or in processing a refund shall be borne by the student or the third party making or receiving the payment and shall not be deductible from the amounts due to the university. Please refer to the Tuition and Debt Management Policy to understand the university's debt collection procedures.

c. Late Payment Policy

It is the responsibility of all Texila American University students to pay his or her tuition and fee by the published due date in the invoice to avoid an overdue payment fee. If your balance is not paid in full by the university's established due date, an overdue payment fee equal to USD 25 per week will be assessed to your student account. Late fees will continue to accrue on your account each week outstanding balance due remains. Overdue payment is calculated based on the day tuition, or fees are received in the university account (not based on the day transfer was implemented). Overdue payment is billed every Monday of the week if any outstanding is due. Even if the payment is made by the student the very next day, the entire week's late payment is due.

d. Refund Policy

Students who withdraw or fail to return from a leave of absence/ deferral, get dismissed, or otherwise fail to complete the payment period (semester) for which they were charged, will receive a refund of tuition on a pro-rata calculation. The pro-rata refund is determined by the student's effective date of separation (withdrawal date) as determined by the university Registrar. Cancellation fees are assessed to students depending on the clinical hospital site and based on the hospital's scheduling policy and fees charged by the hospital. Refunds are made as soon as possible but no later than 45 days from the determination of the student's withdrawal.

Tuition will be refunded according to the following schedule:

1. Prior to the first day of class of the enrollment period, 100% of tuition will be refunded except for the non-refundable seat deposit, application fees, visa fees and health insurance fees.
2. During the first 40% of the enrollment period, the refund of tuition will be pro-rated based on the withdrawal date.
3. After completion of 40% of the enrollment period, there are no refunds of tuition.
4. There will be no cancellation or refund for the clinical semester once a rotation is scheduled.

e. Debt Management

Financial Awareness Counselling is provided to all students during orientation where the students are provided with information on managing their finances effectively while at medical school. TAUCOM also provides a variety of scholarships that include the Guyana Scholarship, the CARICOM Scholarship, and academic performance scholarships. All students are provided with information about tuition and instalment options at the time of admission and counsellors are available to provide information on student loans from banks and other financial institutions.

f. Emergency Fund

TAUCOM provides an emergency fund of GYD 30,000 to help students in emergency situations. The Finance Office is open from 8:00 AM to 5:00 PM, Monday - Friday, and has an open-door policy. When students are away from the campus on clinical rotations, they can contact the office by telephone, mail, or e-mail to obtain services.

11. Attendance

TAUCOM students are expected to make their medical school schedule their highest priority. Students are encouraged to attend all their classes. As part of professional development, as physicians-in-training, students are expected to make their medical school schedule their highest priority and preferably maintain a minimum of 80% attendance.

12. Registration & Re-registration

Students are expected to officially register at the beginning of every semester. Submission of all admissions documents, clearance of any tuition, and clearance from the library are conditions for continued registration. Registered students will have access to the Student Management system and Learning Management system as soon as registration is complete. Course registration is based on information received from the Student Promotion and Graduation Committee.

Registering or enrolling for clinical clerkships does not follow a semester format. Students are scheduled for rotations as soon as they have completed their current rotation based on the availability of clinical spots. All clinical documentation including logbooks is required to be completed and submitted for continuous enrollment in rotations.

a. Basic Science

1. It is mandatory for a student to have a minimum of 80% attendance including lab sessions in aggregate.
2. Students are responsible for keeping track of their own attendance on the Intranet Portal (Campus Management System).
3. Attendance in all classes will be monitored by the faculty. Since full attendance is expected of students, a student who misses over 20% of class time on each course has not fulfilled the requirements of the course and WILL NOT be allowed to take the final

exam and will obtain a grade of F for that course. They will have to repeat that course with a minimum of 80% attendance.

4. Students who miss a scheduled examination will receive a "0" for that examination.
5. Students who are absent from all courses during the first two weeks of the semester are subject to administrative withdrawal from the College. Students are therefore highly encouraged to seek approval from the Chief Academic Officer if they anticipate difficulties in beginning their courses or clerkships on time.

b. Clinical Science

1. During clinical clerkships, students are expected to have a minimum of 90% attendance across all clinical rotations.
2. In case of emergencies, a student can be excused from a particular clerkship after proper notification and permission of preceptor and Associate Dean of Clinical Affairs/ Chief Academic Officer.

c. Leave of Absence/Deferrals

TAUCOM recognizes that extensive interruptions of a student's education are undesirable; nevertheless, TAU acknowledges that it may be necessary for students to take a leave of absence at certain times. Students may apply for a Leave of Absence or Deferral from the academic program for one of the following reasons:

- Financial Hardship
- Illness or injury of a student or family member which affects the ability to study. (A student will be required to submit a valid medical certificate upon returning from medical leave.)
- Other family emergencies

Students may request a leave of absence for a maximum of two semesters. Requests must be submitted in writing to the Chief Academic Officer (CAO). The CAO has the discretion to deny a request if a student's academic performance is not strong enough to allow the student a reasonable chance of resuming their studies effectively on return to the university. The CAO's office shall forward the approved request to the Registrar's office.

Students who wish to take a leave of absence for a period longer than two semesters or who take an unauthorized leave of absence may be administratively withdrawn from the university and may need to re-apply for admission to the university. During clinical clerkships, students must follow the policies and procedures of the host teaching hospital. Short breaks due to scheduling constraints may occur between clinical clerkships. Such breaks, if not exceeding sixteen weeks in total, have no impact on the student's enrollment status.

A Deferral is not valid until it is processed by the university registrar, and the student has received a confirmation copy. Submission of forms to the university Registrar and confirmations may be received electronically.

Students will not be eligible for a refund of tuition; however, tuition paid may be deferred to the subsequent semester at the discretion of the Finance Department.

Students who do not return from a deferral at the specified time may be administratively withdrawn and will have to re-apply for admission if the student wishes to continue.

Students who are not granted official leave may apply for readmission when they are ready to resume their education.

d. Readmission

Students who wish to return to TAUCOM after withdrawing must apply for readmission online. Readmission is not guaranteed. Applications for readmission will be reviewed by the Admission Committee to determine if the student is eligible for readmission, and if so under what conditions (such as academic probation, documentation of ability to meet technical standard or anything else based on the circumstance of the students' withdrawal). Readmitted students will be subject to all admission requirements, academic policies and tuition and fees in effect at the time of re-enrollment, without any "grandfathering" provisions based on their original admission.

All students are required to complete the application and submit a petition letter along with the application submission. The Admissions Committee can ask for additional documents if needed prior to deciding. The Admissions Committee decides whether to readmit or not based on the merits of the student's rationale for readmission and the student's likelihood of success. If the Admissions Committee rejects the petition, further petitions from the former students are not accepted.

13. Withdrawal & Dismissal

A. Withdrawal

TAUCOM follows an integrated approach to the curriculum, and students are not usually permitted to withdraw from a single course. Under exceptional circumstances, a student may request withdrawal from one or all courses in that semester.

a. Course Withdrawal

Students who wish to withdraw from a course during the semester must submit a request in writing to the CAO. The CAO may grant permission to withdraw from courses at his/her discretion based upon the situation and the student's academic performance. Students will not be allowed to withdraw from a course beyond the first day of the midterm exams published in the academic calendar every year.

Students who withdrew from a course may be required to retake it in the subsequent semester. They should be aware that doing so may limit their eligibility to register for additional courses due to prerequisite requirements.

b. Emergency Mandatory Withdrawal (suspension)

If, in the opinion of a staff member of TAU, a student exhibits behavior that creates or presents unreasonable risks to the physical or mental health of himself/herself or others, the CAO may order a mandatory withdrawal from the College. An emergency mandatory withdrawal will be ordered if it is in the best interest of the student, other students, staff, or others directly affected by the student's behavior. Such an emergency mandatory withdrawal will be properly investigated, and after such an investigation, the student will either be reinstated or permanently dismissed based on the outcome of the investigation.

c. Institutional Withdrawal

Students who wish to withdraw from the program should submit a completed withdrawal form to the Registrar's Office. Withdrawal forms are also available online.

A portion of the student's fees may be refunded upon withdrawal from the Basic Science program. Students wishing to request a refund should contact the Finance Department. There will be no refund in case a student chooses to withdraw from the clinical program.

d. Administrative Withdrawal

The student may be administratively withdrawn from the program in the following circumstances:

- The student does not return to the campus to register for the following semester.
- The student fails to return to TAU after two (2) consecutive deferrals.
- The student does not return at the time specified for the end of an approved leave.
- The student is delinquent in terms of payment fees and not in good financial standing.

B. Dismissal

a. Academic Dismissal

A student may be subjected to academic dismissal based upon the following:

- Failing all courses in a semester consecutively for two semesters during the Basic Science Program
- Failing any course while on Academic Probation
- Failure to complete the Basic Science exit exam requirements in three attempts.
- Failure to complete the Clinical Science exit exam requirements in three attempts.

The decision on dismissal of a student is made by the Student Promotion and Graduation Committee (SPGC). If the SPGC concludes that a student should be dismissed because he/she did not satisfactorily meet academic requirements, a recommendation for dismissal will be sent to the CAO of the College of Medicine.

The student has a right to appeal within five (5) working days of receiving the notice of dismissal to the Appeals and Grievance Committee. The Appeals and Grievance Committee will consider the merit of the student's appeal and make recommendations to the CAO accordingly.

b. Non-Academic Dismissals or Disciplinary Action

Any student who has engaged in improper behavior, such as cheating and unprofessional conduct occurring within or outside the confines of the teaching programs, may be subject to disciplinary actions based on the recommendations of the Disciplinary Committee.

14. Academic Status

a. Good Standing

Students can remain in good standing by complying with all academic standards, policies, and regulations established by TAUCOM and by satisfying all financial obligations to the university. Students do not become in good standing if they fall into the following categories:

- Academic Probation- A warning that a student has fallen into academic difficulty and that they need to improve their grades to reach "Good Standing" status to avoid risk of dismissal from the university,
- Non-academic Probation- A warning that the student has violated the administrative code for nonacademic misconduct and may remain enrolled in the university only upon conditions set forth, for a specified period, or
- Not meeting financial obligations.

b. Academic Probation

Students pursuing MD degree at TAUCOM are expected to achieve/demonstrate an acceptable level of academic performance. A student who fails one or more courses (or clerkship) will be placed on academic probation by the Student Promotion and Graduation Committee. Academic probation is defined as a period during which the student must do remedial coursework and successfully complete the course/s previously failed. The purpose of academic probation is to ensure that all students progress successfully through the academic program. Students can be placed on academic probation for a minimum of two semesters and will remain on probation until the deficiency is rectified. Academic Probation places a student on notice that his or her academic performance has created considerable cause for concern. When a student is placed on academic probation, he or she will receive a written notice detailing the reasons for the probation and the length of the probation.

Academic Probation (AP) is a formal action by the Student Promotion and Graduation Committee (SPGC) of TAUCOM. The committee will decide on the student who will be moved from good standing to academic probation for the next two semesters based on their academic performance.

For students who are on academic probation, a faculty (depending on the course failed) mentor will be assigned and will be responsible to develop a remedial plan for the student to the betterment in learning and understanding.

Students who fail a course taken during a period of academic probation may be recommended for dismissal from the university due to academic difficulties. The Student

Promotions and Graduation Committee (SPGC) will review these students on an individual basis and make recommendations to the CAO who will make the final decision.

Any student placed on academic probation by the SPGC for having failed a course must be aware that probation does not automatically expire after one semester. Academic probation can only be lifted by the SPGC after careful consideration of the student's records.

Students may be placed on probation for "non-cognitive" or behavioral problems. This probation is based on a student's behavior which does not meet the expectations of the honor code. Students have the right to appeal probation status. Students wishing to appeal must submit his/her appeal in writing to the Chair of the SPGC.

c. Satisfactory Academic Progress

Satisfactory academic progress represents an acceptable level of performance in meeting degree requirements within specified time periods. Students maintain satisfactory academic progress by meeting the following requirements:

- Pass all coursework during probationary semesters.
- Complete the exit exam requirements in three attempts.
- Return to the College before or on the expiration date of an authorized leave of absence.
- Completing the MD program in no more than 6 years

Students who do not maintain satisfactory academic progress will be subject to academic dismissal from the College. Thus, it is imperative that students keep the Registrar updated if any difficulties are anticipated.

15. Exams, Promotion & Graduation

a. Basic Science

The assessments will be conducted as 1) Formative Assessment (non-graded) and 2) Summative Assessment (graded).

1) The **formative assessment** will be conducted in the form of exercise or interactive activity. There is no grade provided for the formative assessment however, each student will receive formative assessment feedback from the faculty regarding the knowledge and understanding of basic concepts. The purpose of a formative assessment is to *inform* the student of their *understanding of concepts* in a learning environment.

2) All the **summative assessments** will be conducted as multiple-choice questions (MCQs) format for each course. The purpose of a summative assessment is to *measure* the ability of the student to *demonstrate comprehension of material in a manner that allows them to analyze and apply the concepts* presented during a course.

The time duration for the examination would be as follows: 60 minutes for a 50-question exam, 120 minutes for a 100-question exam, and 180 minutes for a 150-question exam.

Examination	*Courses without Practical (%)*	*Courses with Practical (%)*
Exam - I	**15**	**10**
Mid Semester Exam (Exam - II)	**30**	**30**
Exam - III	**15**	**10**
Formative Assessment	**Non graded**	**Non graded**
Practical	**Not Applicable**	**10**
End Semester Exam (Exam - IV)	**40**	**40**
Total	**100***	**100***

**The minimum passing grade for a course is 70%*

b. Basic Science Subject Exams

During the basic sciences, students are assessed in most courses by their performance on periodic examinations and a comprehensive final examination (NBME subject examination). Case study evaluations or practical exams will be used for courses where applicable. The course syllabi contain specific information on the assessments used for each course.

Periodic Examinations (Exam 1 and Exam 3)

Each course has two periodic examinations which are Serial Summative Exams which are conducted during the fifth week (Exam 1) and 15th week (Exam 3) of the semester. Both the periodic exams are **non-cumulative** (meaning it will be testing material taught during the previous 5 weeks only) and thus contain fifty multiple-choice questions. These two exams contribute 15% each (10% each for the courses with practical exam) to the final grade.

Formative Assessments

The formative assessments will be conducted twice during the semester by the faculty teaching the course. This exercise will be completed before the end term exam and shall not have a grade but only a written assessment. The guidelines for formative assessment exercises are provided below:

a. A rapid assessment after each lecture session using multiple-choice questions
b. An assessment will be conducted after exam 1, exam 2, and exam 3 using formative assessment methods and faculty will provide a narrative evaluation regarding the performance.
c. Four Lecturio assignments will be given in all major courses as supplementary material. Additional Lecturio assignments will be given to the student facing academic difficulties.
d. The faculty can use the one or combination of the following formative assessment methods:
    1. Quiz/Questions
    2. Lecturio platform assessments
    3. KAPLAN assessments
    4. Matching
    5. Essay type questions
    6. Writing a report

7. Presentation
8. Role playing

Note: If a faculty wants to use a different assessment method other than the ones mentioned above, it must be approved by the Assistant Dean of Academic Affairs/ Dean

Mid Term Exam (Exam 2)

The mid-term exam is **cumulative** (covering materials taught from the beginning of the semester and previously tested) after 10 weeks of the semester. This exam has one hundred multiple choice questions and contributes 30% to the final grade.

Final Examination (Exam 4)

At the end of each course, students must take an NBME subject examination that contributes to 40% of the final grade.

Courses that do not have an NBME final examination will conclude with a cumulative final examination with one hundred MCQs. This counts towards 40% of the final course grade. Students registered for a course must appear for the final examination.

For Doctor Patient Relationship Courses:

Assignment - I: 20% weightage
Assignment - II: 20% weightage
Integrated Clinical Case Based Modules (ICCBM): 20% weightage
Clinical Skill Assessment (CSA): 40% weightage

For Research Methodology Courses:

Assignment - I: 20% weightage
Assignment - II: 20% weightage
Final proposal/article: 60% weightage

c. Basic Science Exit Exam

Only the students who have successfully completed transitional semester will be eligible to take the basic science exit exam. This exam has two components:

- NBME Comprehensive Basic Science Examination (CBSE) – 50%
- Objective Structured Practical Examination (OSPE) - 50%

The student must secure a 60% or higher grade to pass the Basic Science Exit Exam and will be graded PASS or FAIL only.

Basic Science Exit Exam Promotion Policy

- Students will be allowed three attempts to pass the Basic Science Exit Exam within a 12-month period. This one year is counted as the time elapsed between the date on which the results of the first exam and the third exam were received. Students who fail to pass the Basic Science Exit Exam on three occasions will be recommended to

the CAO by the Student Promotions and Graduation Committee (SPGC) for dismissal from the MD program.

- If a student fails the NBME CBSE on first attempt, she/ he will not be promoted to clinical year and will be placed on academic probation until she/ he passes the exam.

NBME CBSE Requirement for USMLE Eligibility

- Students must successfully complete the NBME Comprehensive Basic Science Examination (CBSE) with a minimum score of 65 or above to be eligible for institutional verification for the USMLE. The required passing standard is based on the Equated Percent Correct (EPC) score and is determined by the University. This benchmark may be revised from time to time and students should contact the Office of Student Affairs.

d. Clinical Science Exam

End Rotation Exam

At the end of each core rotation, there will be an End Rotation Exam (ERE). The components of the ERE are:

1. **Theoretical exam (NBME subject shelf):** All clinical students must take the end rotation NBME theoretical exam after completion of each core rotation.
2. **Objective Structured Clinical Exam (OSCE):** Clinical students must take OSCE for each core rotation based on the specialty to complete the rotation.
3. **Clinical Evaluation:** This reflects the student's actual performance in the ward, and it consists of the following: History taking, physical examination, clinical presentation, procedural skills, clinical judgment, communication skills and bedside manner.

The final grade for Clinical Rotations will be based on the following:

- End-Rotation NBME clinical shelf: 40%
- OSCE: 40%
- Clinical Competence: 20%
- If any student fails in the OSCE or clinical competence will be required to a remedial rotation.
- Students will be given three attempts to pass the end rotation exams failing which students and the ERE OSCE post which students will be recommended for dismissal from the program.

Formative Assessments

The formative assessments will be conducted during the mid and after the end of clerkship by the clinical faculty. This exercise shall not have a grade but only a written assessment. The guidelines for formative assessment exercises are provided below:

- Mid-Clerkship Assessment: Mid Clerkship assessment is done using a formative assessment and feedback form. The feedback is provided by the preceptor to the students.
- End Clerkship Assessment: An End Clerkship formative assessment is carried out using a formative assessment and feedback form in which the feedback is provided to the students in a narrative the form.
- One Lecturio assignment is given to reinforce core concepts during the middle of the rotation.
- The faculty can use the one or combination of the following formative assessment methods:
    1. Quiz/Questions
    2. Lecturio platform assessments
    3. KAPLAN assessments
    4. Matching
    5. Essay type questions
    6. Writing a report
    7. Presentation
    8. Role playing
    9. Direct Observation

Note: If a faculty wants to use a different assessment method other than the ones mentioned above, it must be approved by the Associate Dean of Clinical Affairs/ Dean

e. Clinical Science Exit Exam

All MD students of TAUCOM are required to pass the Clinical Exit Exam to complete the MD program.

This exam has two components.

- Objective Structured Clinical Exam (OSCE) – 50%
- NBME Comprehensive Clinical Science Examination (CCSE) - 50%

The student must secure a 60% or higher grade to pass the Clinical Science Exit Exam and will be graded PASS or FAIL only.

Clinical Exit Exam Promotion Policy

- Students will be allowed three attempts to pass the Clinical Exit Exam within a 12-month period. This one year is counted as the time elapsed between the date on which the results of the first attempt and the third attempt were received.
- Students who fail the Clinical Exit Exam on three occasions will be recommended to the CAO by Student Promotions and Graduation Committee (SPGC) for dismissal from the MD program.
- To qualify for USMLE Step-2 certification students are required to pass the NBME CCSE examination. The maximum academic leave approved by the school to write USMLE Step - 2 is six months.

f. Absence from Exam

Any student who does not attend an examination will be deemed to have an unexcused absence from that examination and will receive a grade '0' (Zero) for the exam, unless:

- The student has become ill or injured: In such cases students must provide an official medical certificate from a medical practitioner. Students who are ill or injured immediately prior to the examination and thus unable to study effectively will also be granted an excused absence provided appropriate medical certification is available and a request is made to the CAO's office.
- The student has a family emergency: This will be deemed as a legitimate excuse if the emergency is verifiable by telephone and in writing.
- Due to a major family emergency or illness/injury requiring hospitalization: The student will receive an "Incomplete" grade for the course.

g. Narrative Evaluations of Student Performance

TAUCOM is committed to providing every MD student with timely, meaningful, and competency-based written narrative feedback throughout the programme. Narrative assessments go beyond numerical grades — they describe observed behaviors, recognize strengths, identify areas for growth, and provide actionable recommendations for improvement. All narrative evaluations are grounded in direct observation wherever feasible and are aligned with the College's programme learning objectives and competencies.

During the Basic Science phase, written narrative feedback is provided based on performance across a range of activities including lectures, examinations, problem-based learning, simulation, and clinical skills sessions. During the Clinical Science phase, narrative evaluations are completed at mid-clerkship and end-of-clerkship by faculty, supervising physicians, and other qualified clinical educators. Evaluations assess competencies including patient care, clinical reasoning, communication, professionalism, teamwork, and practice-based learning.

Students demonstrating performance concerns will receive individualized narrative evaluations and will be offered the opportunity to meet with faculty advisors, review their feedback, and develop a personalized learning plan. Where feasible, faculty will hold one-on-one feedback conferences to discuss narrative comments, agree on improvement priorities, and document action plans. All narrative assessments are confidential, form part of the student's official educational record, and are considered in promotion decisions. For full details, refer to the Policies section of the TAUCOM website.

h. Policy on Results Publication

TAUCOM is committed to ensuring that examination results are published accurately, securely, and in a timely manner through the Campus Management System (CMS). Following the completion of all examinations, assessment results undergo a structured process of verification, moderation (where applicable), and approval before publication. Final semester results are normally released through the CMS within **seven working days** after the

completion of the approval process and in accordance with the University's academic calendar. Students will receive notification of result publication via the CMS and their registered email address and may access their individual results using their secure CMS login credentials. The institution maintains the confidentiality and security of all students' academic records throughout the result publication process.

i. Grade Appeal

Students have the right to appeal to a grade given by a course or clerkship instructor. The process must be followed step by step and differs depending on whether the appeal is for an exam during the term or for a final grade at the end of the term.

During the Term:

- The student must first submit a written complaint to the instructor to resolve the issue.
- If unresolved, the student may escalate the complaint in writing to the Assistant Dean of Academic Affairs (for basic sciences) or the Associate Dean of Clinical Sciences (for clerkships).
- The Chief Academic Officer (CAO) will review all evidence and decide. If necessary, the CAO may order a new review.

At the End of the Term (Final Grade Appeals):

- Appeals must be submitted in writing to the Student Promotions and Graduation Committee (SPGC) within three business days of receiving the grade.
- The SPGC only considers written appeals that include the names of the student(s). If the issue affects an entire class, a representative may bring the matter forward.
- The SPGC will review the evidence and decide on a resolution that protects academic integrity.
- If the student disagrees with the SPGC decision, the matter may be appealed in writing to the Appeals and Grievance Committee.
- The CAO's final decision after this process is binding.

j. Graduation

There are two graduation dates in a year which are in the months of May and October. Degree will be conferred as of this date.

On fulfilling the following graduation criteria, students will be awarded Doctor of Medicine (MD) degree:

Academic requirements:

- Completion of all basic science courses
- Pass Basic Science Exit Exam (CBSE & OSPE)
- Completion of all clerkship requirements including ERE OSCEs
- Pass Clinical Science Exit Exam (CCSE & OSCE)

Financial good standing:

- Be discharged of all indebtedness to the university.

Professionalism requirements:

- Maintained a good standing with the TAUCOM.
- No pending cases related to professional misconduct.

16. Grading System

a. Course Grades

Grade	Description	Grade Scale	Grade Points
A	Excellent	Above 90	4
B	Good	80 – 89	3
C	Fair	70 – 79	2
F	Fail	Below 70	0
IC	Incomplete	-	-
W	Withdrawn	-	-
K	Transfer Credit	-	-

Final grades will be available to students after the SPGC reviews all course grades and makes appropriate recommendations to the CAO.

GPA (Grade Point Average) Calculation :

The GPA (Grade Point Average) is obtained by adding all the grade points gained and then dividing the result by the total number of units attempted. When calculated for a given semester, it is known as the semester GPA.

GPA is calculated as follows:

$$\text{GPA} = \frac{\text{Total (Grade Point received per course x Credit Hours per course)}}{\text{Total Credit Hours per semester}}$$

b. Transcript

A transcript is a complete account of each student's academic history at the College of Medicine. Courses and grades are listed for all periods of time when students have been registered, including Fail grades.

Official vs. Unofficial copies

Official transcript copies are printed on security paper and marked with the Registrar's signature and official university seal. (Most applications for academic programs, scholarship programs, etc. require an official copy of your transcript). There is a $120 (USD) fee for each official transcript.

Unofficial transcripts (student copies) are printed on university letter head and are marked as a "student copy." They are not stamped with the Registrar's seal. Students who do not

have any holds will be able to obtain an unofficial transcript from the registrar's office. There is a $50 (USD) fee for each unofficial transcript. An unofficial copy will carry a statement saying this is an unofficial copy.

Transcript requests will not be processed without required payment and transcripts will not be issued to students who are not in good financial standing.

17. Student Support Services

In ensuring the best service for our students TAUCOM offers a variety of counseling and other support services.

a. The Department of Student Affairs

The Department of Student Affairs serves a critical role in ensuring the education of the whole student, and in achieving the academic mission of Texila American University, College of Medicine. The role of Student Affairs is to enrich the educational experience for students by providing outstanding services and programs from enrolment to graduation. The primary aim of the Student Affairs Department is to ensure the wellbeing of all TAUCOM students. Students are encouraged to contact the department of student affairs for all their challenges as a student.

Pre-Orientation

The Department of Student Affairs provides "pre-orientation" for all new incoming international students before their travel date. This preorientation is aimed at providing the incoming students with an insight into life as a medical student in Guyana and the expectations of the MD program.

New Student Orientation

The new student orientation conducted during the first day of the semester is aimed at providing students with information for a smooth transition to medical school and to orient them with important policies and curriculum structure. The orientation is comprised of several sessions including academic as well as non-academic information which would help in supporting the students to adapt to the demands of the medical school program. These sessions include meetings with the CAO and the key administrators who provide students with information on their specific departments, roles, and policies relating to the medical program.

b. Students' Rights to Access and Challenge Educational Records

TAUCOM encourages student's rights to review under the premise that the educational process is a cooperative venture between a student and the university, we emphasize the following rights of eligible students:

The right to inspect and review, with certain limited exceptions, the student's educational records, including the right to receive explanations and interpretations of the records and to obtain copies of the records when such are needed to allow the student to effectively exercise his/her right of inspection and review.

The right to correct a student's education records when the records are inaccurate, misleading, or inappropriate.

A medical student has the right to review and to challenge his or her educational records, including the Medical Student Performance Evaluation (MSPE) if he or she considers the information contained therein to be inaccurate, misleading, or inappropriate.

All students have the right to inspect their academic records. For records held by the Registrar's Office, the students should make their request to the Office of Student Affairs. The Registrar Office reserves the right to refuse access to letters and statements of recommendation to which the student has waived the right of access.

c. Medical Student Access to and Maintenance of Health Records

TAUCOM is committed to maintaining student health records in a confidential, secure, and properly managed manner. Health records held by the institution may include immunization records, tuberculosis screening results, health insurance documentation, clinical clearance documentation, drug screening records, disability accommodation documentation, and other health-related documents required for enrolment or clinical training.

Student health records are kept strictly separate from academic, admissions, assessment, financial, and disciplinary records. Health information shall not be used in academic evaluation decisions except where it directly affects a student's fitness for clinical participation or patient safety. Access to health records is restricted to authorized personnel with a legitimate need related to healthcare, safety, accommodation, compliance, or clinical training, faculty involved in grading, promotion, or disciplinary decisions do not have routine access.

Students have the right to review and request copies of their own health records by submitting a written request to the Student Affairs Office. Health records are strictly confidential and will not be disclosed without the student's written consent except in defined circumstances, including medical emergencies, legal requirements, public health obligations, or accreditation reviews. Students participating in clinical rotations may be required to provide health documentation to affiliated training sites, which maintain their own confidentiality obligations. Any suspected unauthorized access or breach of health records must be reported immediately to the appropriate institutional authority. Unauthorized access or misuse of student health information may result in disciplinary action under the Student Code of Conduct. For full details, refer to the Policies section of the TAUCOM website.

d. Academic Advising

Faculty members are assigned as academic advisors who will guide them and be their support throughout the semester. During the meeting, the students can discuss various issues ranging from work-life balance in medical school, keeping good health, time management, attendance, approach towards exams, learning the material, resources, improvement of grades, maintaining consistency, career guidance, etc. Students are required

to meet with their advisers at least two times a semester. Advisors are subject to change every semester.

e. Academic Mentoring

Students who face challenges academically are assigned to faculty mentors who will work with the students in providing additional academic support. These students are identified based on their performance in the internal examinations and course-based faculty mentors are assigned. These interactions with faculty mentors are aimed at providing students with support on specific courses they have issues with. Mentors work with students in creating education plans or guiding them in their areas of weakness.

f. Student Mentor

TAUCOM has also established a student mentor program by which every new student is assigned to a senior student who acts as a mentor and supports the student in adjusting to the new environment and provides them with essential information regarding the MD program. Student mentors are volunteers generally from the second or third semester.

Moreover, to assist the smooth transition from basic science to clinical science, a mentoring program is offered to the students after the transition semester where students from clinical science years interact with the student to explain the activities taking place during the clinical semesters.

g. Counseling Services

i. Health Counseling

Texila American University (TAU) faculty and staff do not provide medical, psychiatric, or psychological services to students. Such services may be accessed through external licensed providers who are not part of the University's faculty or administration. These providers maintain their own records, which remain confidential and separate from University files. They also have no role in student grading, assessment, or promotion decisions.

ii. Personal Counseling

Students are recommended to contact the Department of Student Affairs with their concerns as early as possible to prevent any issue becoming more severe. Personal counselling provides guidance on a wide range of issues including (but not limited to) life and college balance, self-confidence, physical health, crisis intervention, professionalism, life transitions, decision making, resilience building, traumas & recovery, and other mental and physical health issues.

iii. Elective Clerkship Counseling

Students during rotations are provided with clerkship counseling regarding which clerkships/ Electives would help them achieve their professional goals. All third-year medical students have access to clinical advisors who assist them in developing their senior schedule of medical electives. Clinical advisors also assist students in identifying suitable postgraduate or residency programs, guide students in acquiring letters of recommendation

in support of a student's postgraduate or residency applications and help students establish a network of contacts for further guidance.

iv. Psychological/Psychiatric Counseling

Support is available for a wide range of concerns, including anxiety, depression, attention deficit disorder, substance abuse, eating disorders, stress management, career-related challenges, major mental health conditions, marital issues, sexual dysfunction, grief, and concerns involving children, adolescents, and families. To protect your privacy, strict safeguards are in place to ensure the confidentiality of all inquiries and treatment. The Department of Student Affairs provides easy and confidential access to information on available benefits, clinician options, and treatment services. Students in both the basic sciences and clinical programs can reach out via the following number: +592 265 7652 – Ext. 1205. To maintain strict confidentiality, faculty and staff members at TAUCOM are not involved in providing psychological counseling. Instead, students are offered a list of qualified counselors from which they can choose based on personal preferences and insurance coverage.

v. Career and Residency Counseling

Career counseling for TAUCOM students is available both in formal and informal formats at multiple levels during the entire MD program.

Formal Process of Career and Residency Counseling

MD1:

When the students enter the MD program, counselling is provided to them in terms of the following:

- Career goal options are available to them for doing residency and practice.
- Exams must be clear to achieve that goal.
- Type of rotations available to them

End of MD5 (Transition Semester):

During the 15-week transition semester at the end of MD5 and successful completion of Basic Science Exit Exams, MD students are again provided with career counselling in terms of rotation choices available to them.

Also, during the transition semester, clinical faculty from each specialty interact with students and discuss the highlights of that specialty.

End of MD7:

After completion of core rotations, when the students begin to apply for elective choices, they are provided with counselling by the Associate Dean of Clinical Affairs, via one-on-one sessions to discuss the elective rotations they should register for based on their interest and career choices.

End of MD9:

Career and Residency counselling are provided at the end of successful completion of the program regarding the following:

- Career options available: Students select whether they would like to practice in Caribbean, India, Africa, United States of America, or other region, depending on this choice, information is provided accordingly.
- Residency prerequisites: Based on the residency choice(s), information is provided in terms of perquisites, research options, application form and recommendation letters.
- Licensure Exam: TAUCOM has manuals on the major licensure exams such as CAMC I and II, USMLE Step I and Step 2 and FMG (India). These manuals contain information regarding the documents needed, dates, materials to be covered and other support materials.

Informal Counselling Process Career and Residency

Besides the formal counselling available at specific times during the program, there are individuals identified to provide the counselling regarding career or residency or rotations to any student. These "counsellors" have backgrounds and experiences in that region and include the following:

1. Sheik Amir, MD FRCS: for Guyana and Caribbean career choices and process.
2. Dheeraj Bansal, MD MPH: for India career choices and process
3. Hugh Duckworth, MD: for USA Career choice and process
4. Clinical HoDs and faculty members

h. Preventive Health Services

Students are provided with orientation on policies and procedures related to safety measures within the TAUCOM as well as at clinical sites. Exposure to Infectious and Environmental Hazards Policy (the policy is available in the Department of Student Affairs as well as in the library). TAUCOM has a policy in order to effectively address medical student's exposure to infectious and environmental hazards. This policy includes the following:

- The education of medical students about methods of prevention.
- The procedures for care and treatment after exposure, including a definition of financial responsibility.
- The effects of infectious and environmental disease or disability on medical student learning activities. All registered medical students are informed of this policy before undertaking any educational activities that would place them at risk. Students are required to carry health insurance and are responsible for any financial responsibilities related to evaluation and treatment following exposure.

Procedure to follow after exposure to infectious and environmental hazards:

In the event that a student is exposed to an infectious or environmental hazard during clinical training, it is essential that the incident be reported immediately to both the clinical supervisor and the Department of Student Affairs. Immediate first aid or decontamination procedures such as thoroughly washing the affected area with soap and water or flushing eyes with saline should be performed on-site.

Following initial care, the student must seek a timely medical evaluation at the designated campus clinic or affiliated healthcare facility. Medical personnel will assess the level of risk and initiate any appropriate post-exposure prophylaxis (PEP) or treatment protocols. A formal incident report must be completed within 24 hours of the event.

The Office of Student Affairs will coordinate any required follow-up care, which may include laboratory testing, monitoring, or counseling. All students are required to carry valid health insurance and are personally responsible for any financial obligations associated with the evaluation and treatment resulting from such exposure. All medical records and incident details will be handled with strict confidentiality. Students are encouraged to review the institution's exposure response protocols and ensure they understand the necessary steps to take before beginning any clinical rotations.

i. Therapeutic Health Services

TAUCOM has a sick bay available in the university for students who need observation for minor illness or first aid. Therapeutic health services are provided to all the students in Guyana Public Hospital Corporation. In addition, first aid kits are placed in various locations of the campus such as, reception area, clinical rotation office, sick bay, Biochemistry laboratory, computer laboratory and the clinical skills lab.

List of hospitals for emergency health services:

1. New Diamond Regional Hospital – Regional Hospital (+592 265 4682)
2. Dr. Balwant Singh's Hospital – Private healthcare facility (+592 226 5783)
3. Eccles Health Centre – Health Centre (+592 502 3974)
4. Georgetown Public Hospital Corporation (GPHC) – National Hospital (+592 226 7210)
5. Grove Health Centre – Health Centre (+592 265 4575)
6. Herstelling Health Centre – Health Centre (+592 265 5066)
7. Mocha Health Centre – Health Centre (+592 217 5066)
8. St. Joseph Mercy Hospital – Private healthcare facility (+592 227 2072)
9. Woodlands Hospital – Private healthcare facility (+592 225 4050)

Emergency Medical Leave

Students experiencing a serious illness, injury, or medical emergency that significantly impairs their ability to participate in academic or clinical responsibilities may apply for an emergency medical leave. Students must submit a formal request, along with supporting medical documentation, to the Department of Student Affairs, which will facilitate the review

process in coordination with the Office of the Dean. The Dean will determine the approval and duration of the leave. During this period, students are relieved of academic obligations and are expected to focus solely on recovery. Reinstatement to the program requires medical clearance and may involve a structured reintegration plan to support the student's successful return. All medical records and communications will be handled with strict confidentiality, in accordance with TAUCOM policies and privacy regulations.

j. Health Insurance

All the students of TAUCOM are required to have health insurance upon entering the MD program. TAUCOM offers all students a comprehensive health insurance plan, however, if students have coverage with any existing insurance policies, they are required to provide proof prior to registration. All the students of TAUCOM are offered disability insurance as well.

k. Student Engagement Activities

During each semester, the Department of Student Affairs prepares a calendar of activities which usually includes, but not limited to, sports, cultural events, social events, interactive sessions (such as mentor-mentee program and cultural day program) and tour programs. Such activities help them in coping with the physical and emotional demands of medical school and facilitate the creation of lifelong friendships and bonding.

l. Emergency Fund

TAUCOM provides an emergency fund of GYD 30,000 to help students in emergency situations. The Finance Office is open from 8:00 AM to 5:00 PM, Monday - Friday, and has an open-door policy. When students are away from the campus on clinical rotations, they can contact the office by telephone, mail, or e-mail to obtain services.

m. Housing

TAUCOM provides hostel accommodation for a period of the first six months for all the incoming students. The hostel facilities are available for those students who are interested in continuing the accommodation. TAUCOM provides students with a list of available accommodation in the area for students staying outside the hostel accommodation. Students are responsible for their own expenses including housing and meals.

18. Student Council

The Student Council of TAUCOM meets regularly to review matters of concern to the student body. The Council also organizes social, athletic, and community outreach events. Officers and class representatives are elected each term by the student body; they must be full-time students in good academic standing.

19. Legal Stay in Guyana

International Students: Students arriving from foreign countries to study in Guyana are given a period of stay by the Immigration Officer at the time of Immigration Clearance. This stay is only valid for the period given and therefore, TAUCOM provides support services towards

applying for the Visa Extension of Stay on the students' behalf. Once the Visa Extension is processed and approved by the Immigration Department. This Visa Extension is usually valid for three years. After the first three years, students are required to have an extension of a further three years to allow for continuous stay and study in Guyana. It is the student's responsibility to submit the completed visa application or visa extension application to the Registrar's office two months prior to the expiry of their current visa, or the date provided on the entry stamp as applicable.

The visa provided to students is a student visa and students are not eligible to work under this visa.

20. Student Conduct & Discipline

a. Academic Code of Conduct

The students at TAUCOM are expected to conduct themselves in accordance with the following principles of academic integrity.

- Behave to foster an atmosphere of honesty and fairness.
- Avoid plagiarism and other forms of academic misconduct.
- Give truthful information to any faculty or to any other employee regarding issues concerning academic integrity or academic misconduct or suspected academic misconduct.
- Not to alter, misuse, or forge any college document, record, or instrument of identification.

The students are not excused from these provisions because the professional educator failed to notice or prevent the instance or other similar instances of academic misconduct.

b. Academic Misconduct

Academic misconduct includes any act that improperly affects the evaluation of a student's academic performance or achievement, or any act designed to deceive a professional educator. Specific infractions include, but are not limited to, the following:

i. Cheating in examinations

Cheating includes the use of crib sheets, "cheat sheets," or discarded computer programs; aid from other persons; copying from another student's work; and soliciting and giving or receiving unauthorized aid orally, electronically, or in writing, markings on hand or body, etc. The student will not consult books, notes, calculators, or other materials of any kind during an examination or assignment without the express permission of the Invigilator. If calculators, spellers, or other hand-held electronic devices are permitted to be used during an examination or assignment, no information may be programmed into or retrieved from the device other than that expressly permitted by the instructor.

ii. Intentional Misrepresentation

Misrepresentation occurs when a student claims that source materials contain information or phrasing that it does not. In addition, misrepresentation occurs when a student omits or inserts words, changes words, misquotes, or takes correctly quoted phrases out of context. If this is done with the intent to deceive a professional educator in any academic evaluation, the student has committed a breach of academic integrity.

iii. Plagiarism

Plagiarism means presenting someone else's ideas or words as one's own. Plagiarism may involve some degree of intent or may be the result of carelessness or ignorance of acceptable forms for citation. Not knowing how or when to cite a source does not excuse an act of plagiarism. Each of the following kinds of plagiarism is a breach of academic integrity:

- **Copying without citation:** The most serious form of plagiarism involves copying part or entire content from the internet, from a book or magazine, or from another source without indicating that the work is someone else's. To avoid this form of plagiarism, quoted material must be placed in quotation marks, and one of the standard forms of documentation [American Psychological Association (APA), Modern Language Association (MLA), etc.] must be used to indicate where the material came from.
- **Copying with citation but without quotation marks:** Copying from an external source and citing the source but failing to show (using quotation marks, for example) that the material is a direct quotation. Simply documenting the source does not indicate that the words themselves are someone else's. Avoiding this form of plagiarism involves putting all quoted material in quotation marks or using the format designated by APA, MLA, etc. to indicate quoted material.
- **Incorrect paraphrasing:** Paraphrasing involves putting a phrase, sentence, or group of sentences written by another into one's own words, thereby making it significantly different from the original. Changing a few words, or rearranging words, is not proper paraphrasing, and though the source is cited (as is always required with paraphrased material), wording remains that of another and cannot rightfully be represented as original. Avoiding this form of plagiarism involves either making the material a direct quote by using quotation marks and citing the source or paraphrasing properly by using novel wording while ensuring the source is cited.
- **Failure to cite sources of ideas or reasoning:** Presenting arguments, lines of reasoning, or facts learned from someone else without citing the source, even if the material is paraphrased, is another form of plagiarism. The source must be properly cited.
- **Improper use of Artificial Intelligence (AI):** Submitting work generated in whole or in part by AI tools (such as ChatGPT or other generative platforms) without proper acknowledgment or explicit authorization is considered plagiarism. Students must seek clarification on whether AI use is permitted for a given assignment and, when allowed, must cite or disclose the use of AI in accordance with academic guidelines.

iv. Inappropriate Collaboration: Permission from an instructor for students to "work together" on homework, an assignment, or paper is not permission for one student to present another student's work as his or her own. Unless the professional educator specifies otherwise, all work submitted for a grade or credit toward completion of a course will be the product of the student's own understanding, expressed in the student's own words, calculations, computer code, etc. One form of inappropriate collaboration involves having another person significantly altering either the content or grammar of the student's written work. A student may seek feedback from another student or individual concerning a document's content, grammar, and spelling, but to avoid this type of inappropriate collaboration, the student must fix problems himself or herself.

v. Improper Influence: Attempting to influence a grade or to receive any other academic benefit not earned through the normal exercise of academic effort by offering anything of value, including the performance of services, to a professional educator, college employee, other college student, or any other person, is prohibited.

c. Student Honor Code

Students of TAUCOM are expected to uphold the highest standards of honesty, integrity, professionalism, and ethical conduct. As members of the medical profession in training, students shall:

- Demonstrate honesty and integrity in all academic, clinical, research, and professional activities.
- Refrain from cheating, plagiarism, fabrication, falsification, or any other form of academic dishonesty.
- Complete examinations, assignments, assessments, and clinical documentation truthfully and independently unless collaboration is specifically authorized.
- Respect the confidentiality, privacy, and dignity of patients and safeguard all patient information entrusted to them.
- Treat patients, peers, faculty, staff, and members of the community with respect, fairness, and professionalism.
- Accept responsibility and accountability for their actions and decisions.
- Conduct themselves in a manner consistent with the ethical standards of the medical profession.
- Respect the intellectual property and scholarly work of others and provide appropriate acknowledgment when required.
- Report suspected violations of academic integrity, professional conduct, or ethical standards through appropriate institutional channels.
- Promote a culture of trust, respect, professionalism, and ethical behavior within the University community.

Failure to uphold the principles of this Honor Code may constitute unprofessional conduct and may result in disciplinary action in accordance with TAUCOM policies and procedures.

d. General Code of Conduct

The student shall strictly follow and adhere to the rules and regulations of TAUCOM. These rules and regulations published by TAUCOM shall be updated from time to time. Students should refrain from involvement in any activity directly or indirectly tarnishing the image of the institution such as:

- Disrespecting TAUCOM faculty, staff, and peer groups in any form.
- Disrespecting other countries on religion, ethnicity, or a section of student's community in any form.
- Explicating any unprofessional or harsh attitude with any staff of TAUCOM or other students.
- Insult, harassment, bullying, violent, sexual misconduct and criticizing any student, faculty, or staff.
- Involvement in ragging activities or threatening students, faculty, or staff.
- Forming or insisting on the formation of any student groups to express any personal views or execute any personal agenda or any form of activity against the students/ staff/ TAUCOM in any form.
- Consumption of alcohol, illicit drugs, and smoking is prohibited on the TAUCOM campus and hostel premises.
- Students found to have consumed any form of alcohol & illicit drugs while being on the campus or hostel premises, will face disciplinary action.
- Usage of university assets and property: Mishandling of college resources, property or causing any loss shall subject the student to disciplinary action.
- Inappropriate disclosure or copying patient/ hospital records.
- Weapons, Firearms, or Explosive Devices – The unauthorized possession, use or sale of any weapon, firearm, or any incendiary, explosive or destructive device, including fireworks.
- Theft – The unauthorized taking, misappropriation or possession of any real, personal, or intellectual property owned or maintained by the College or any person on campus.

e. Dress Code

Students must wear blue tops (scrubs) and black slacks or skirts. Students must dress professionally, once on campus or study related activities such as field trips, hospital visits, volunteering.

- Students should wear uniforms which are dark blue scrubs top with black or dark bottoms or slacks. Females may wear black or dark colored skirts.
- The uniform to be worn in the hospital is black bottom and white tops.
- Only black or dark colored shoes must be worn.
- White lab coats must be worn in the lab.
- T-shirts may be worn only for extracurricular activities such as sports, field trips or at any time authorized by TAUCOM's administration.

- Students who arrive late for the semester are allowed for up to 2 weeks to wear casual wear.
- TAUCOM prohibits on campus the following: jeans, shorts, sandals, flip-flops, sneakers, trainers, sweat-pants, and sweat-shirts, t-shirts without collar, mini-skirts, tank-tops, and strap blouses.
- Student's ID Cards – Must be worn by all students upon entering the university gate. The ID card has an expiry date and therefore, it is the student's responsibility to ensure that the ID card is current. A simple application to the Registrar's office by presenting a passport size photograph to the Documentations Officer and payment of the required fee can be done to re-new the expired ID card.
- The students have "Casual Friday" which means that students can wear clothing of their choice on Fridays if it is within professional limits.

Classroom

TAUCOM expects that all the students will follow the guidelines:

- Usage of cell phones of any kind including messaging, texting, web browsing, receiving, or making calls while in the class is prohibited and will be subjected to disciplinary action.
- Usage of any other electronic gadget is prohibited during class hours. Using calculators and other devices required for interactive class sessions is allowed as per the requirement mentioned in the course outline of the respective subject for which the class is in session.
- No sunglasses/shades and hats are allowed inside the campus with the exemption of religious outfits.
- Strict adherence to the dress code is required and the students failing to do so shall not be allowed to attend the class.
- Students are expected to express a mature attitude in the classroom and shall not conduct any action which interrupts or disturbs the class in session.
- Students are not allowed to eat or drink any form of food in the classrooms when class is in session.
- The throwing of used food packs or bottles is not allowed and should be disposed of in the bins placed on the campus.
- Grace timing 10 minutes is permitted for students who come late to the class and walking in and out of classroom is not allowed. Students seeking to exit or enter the classroom during the session should seek permission from the faculty in session. Students roaming in the campus during the class without prior permission shall be subjected to enquiry leading to disciplinary action by the Disciplinary Committee.
- Personal grooming of appearance, hair and clothing must be maintained. At all points of time, students are expected to portray themselves as neat and tidy when they are on the university campus.
- Students shall not in any case use indecent or vulgar form of any language. No language other than English is to be used in the classroom.

- Chewing gum, sweets, chocolates, or any form of snacks are not allowed in the classroom when the class is in session.

Off Campus

The rules of conduct specified below are not all-inclusive but are emphasized as being among those necessary for the security and well-being of students and are among the circumstances which may lead to disciplinary action including dismissal from the college. Students are always subject to local laws and regulations.

- Possessing or using illegal drugs.
- Stealing or in possession of stolen articles.
- Malicious destruction of property, which is against laws of Guyana and other applicable laws and regulations.
- Endangering or threatening the life or physical safety of others or self, including forcible or non-forcible sexual assault.

The following activities are considered as negative and not in good standing for students:

- Students who become involved in any activities which affect, tarnish, or attempt to destroy the reputation of TAUCOM.
- Unprofessional attitudes unbecoming of a medical student on and off campus.
- Direct/indirect involvement in any illegal activities against the laws of the host country, where the student is physically located during the period of his/her study.
- Involvement directly/indirectly in narcotics and smuggling or other illegal activities.
- Any form of breach of the Code of Conduct mentioned in the handbook by the students shall lead to disciplinary action.
- Communication in native language during formal presentations or in presence of peers/faculty from different backgrounds.

Students are advised to adhere to the laws of the country and not become involved in any unlawful activities at any time.

f. Smoking

Smoking is not permitted on academic campuses, clinical facilities, recreation area, and hostel campus.

g. Student Discipline, Disciplinary Hearings, and Appeals

TAUCOM's Disciplinary Committee is the investigative and judicial arm in matters involving violations by students of nonacademic rules, regulations, policies, and codes of conduct and ethical behavior. It has no authority over academic matters except insofar any such matters also substantially involve nonacademic issues such as cheating, plagiarism, or other academic dishonesty. The committee is composed of faculty appointed by the CAO. Members are drawn from members of the committee, TAUCOM's student body, and faculty, including faculty at its affiliated clinical sites. It is the responsibility and obligation of all students and faculty to participate as members of the committee as requested by the committee.

It is also the responsibility and obligation of all members of the TAUCOM's community, students included, to report to the Assistant Dean of Student Affairs instances of violations by students of the Code of Conduct behavior about which the member becomes aware. It is also the responsibility and obligation of all members of the TAUCOM's community fully to cooperate with the Disciplinary Committee in the performance of its work and to provide such information and evidence as they have or know that the committee may request. Failure of students to do either will constitute a violation of the University's Code of Conduct and ethical behavior and may subject them to disciplinary action by the committee.

h. Disciplinary Procedures

- Cases arising from alleged student code of conduct violations or serious breaches of behavior are referred to by the Assistant Dean of Student Affairs with documentation.
- The student must attend a hearing of the committee designed to evaluate the evidence.
- The accused student may choose one person to accompany them and attend the disciplinary hearing.
- The final determination is based only on the evidence presented.
- The student may contest the initial determination within five school days.
- An appeal may be made to the CAO, who may uphold the committee's determination, amend the determination, or refer it back to the committee for reconsideration.

Disciplinary Hearing Procedure

Five working days in advance of a hearing by the Disciplinary Committee, the student will be provided with notice in writing of any specific allegations, a list of witnesses and any sworn statements or exhibits which will be used as evidence against him/her. The students will be provided with a list of members of the Disciplinary Committee. The hearing will be conducted and recorded with a video camera. Any witness will be admitted to the hearing for the testimony and then will be required to leave. The testimony will be recorded, and the final deliberations of the committee will be recorded.

The student may have one person of their choice, who is not a witness, present during the hearing. This person may not address the committee, speak on behalf of the students, question witnesses, or otherwise actively participate in the hearing. The students must attend the hearing in person. The student will be allowed to make an oral statement and then answer questions from members of the committee. The student may submit sworn written statements and other exhibits. The accused student may call witnesses on his/her behalf. The students may hear and question all witnesses.

During any period prior to the disciplinary hearing, the CAO may place the accused student on temporary suspension pending the Disciplinary Committee hearing and its determination.

The Disciplinary Committee shall make all recommendations in writing based on the investigation of the evidence presented at the hearing. The student may not be present

during the Disciplinary Committee deliberations. Once the committee's determination is made the student will immediately be notified of the determination.

Within five (5) working days of the date of the determination notice the student may appeal the Disciplinary Committee's decision, in writing to the Appeals and Grievance Committee. The Appeals and Grievance Committee will review the final case one more time and make a recommendation to the CAO.

i. Acceptable Use of Technology

Our computers' email and information systems have been organized to improve communication and reduce the time and effort it takes to complete administrative activities. Use of university-supplied computers, email, and information systems must always reflect that these are shared resources that have been established for the good of TAUCOM and the university community.

The guidelines below reflect the commitment students are required to make to use university-supplied technology resources properly and responsibly.

In making acceptable use of resources, you must do the following:

1. Protect your system username and password from unauthorized use.
2. Understand that you are responsible for all activities that originate from your system account.
3. Access only information that is your own, that is publicly available, or to which you have been given authorized access.
4. Use only legal versions of copyrighted software in compliance with vendor license requirements.
5. Be considerate in your use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.
6. Use resources only for authorized purposes.

In making acceptable use of resources, you must not do the following:

1. Use another person's computer, system name and password, or files.
2. Use computer programs to decode passwords or access control information.
3. Attempt to circumvent or subvert system or network security measures.
4. Engage in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files, or making unauthorized modifications to university data.
5. Use university systems for commercial or partisan political purposes, such as using electronic mail to circulate advertising for products or for political students.
6. Make or use illegal copies of copyrighted materials or software, store such copies on university systems, or transmit them over university networks.

7. Make disparaging comments about others or make statements, speak, or write on behalf of TAUCOM in a newsgroup or chat room unless you are duly authorized to do so by the university.
8. The electronic mail system shall not be used to create, send, or receive any offensive or disruptive messages. Among those which are considered offensive include any messages that contain sexual implications, racial slurs, gender-specific comments, or any comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability. Email communications should be considered official communications and should be composed of in a professional, businesslike manner.
9. Use mail or messaging services to harass or intimidate another person, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else's name or system username.
10. Waste computing resources or network resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain letters or unsolicited mass mailings.
11. Use the university's systems or networks for personal gain, for example, by selling access to your system username or to university systems or networks, or by performing work for profit with university resources in a manner not authorized by the university.
12. Access content that is pornographic in nature.
13. Intentionally cause physical damage to a technology asset.
14. Engage in any other activity that does not comply with the general principles presented above.

Laptop Requirement for Learning

Students are encouraged to possess a personal laptop to support their academic and learning activities, including research, coursework, and online engagement. While having a laptop is highly recommended to enhance the learning experience, it is not mandatory to bring the device to campus unless specifically required for a class or academic activity.

j. Classroom Communications

The classroom is TAUCOM controlled space in which faculty and students communicate with each other and members of the public. There is no right to privacy regarding communications which take place in such a setting. Any expectation of privacy concerning communications taking place in educational classrooms during classes or classroom related activities are subject to audio and video monitoring solely for educational purposes. By entering a classroom setting one acknowledges that they agree with and acknowledge the above.

k. Social Media Guidelines

TAUCOM recognizes that social networking has changed the way people communicate and that students want to be a part of this ever-changing platform. Social networking sites

expand one's reach immensely and there are many valuable uses of these networks. However, because social networking is so accessible and has blurred the lines between personal and private, there are several concerns with social networking sites of which students should be aware. Realize that information you post without using appropriate privacy settings may be available to anyone including faculty, current or prospective employers, and many more.

While the College encourages this online collaboration, we would like to provide you with a set of guidelines for appropriate online conduct and to avoid the misuse of this communication medium.

- **Online can mean forever**: Remember that what you post is accessible long after you remove it. Also, comments can be forwarded or copied. Years from now current or prospective employers could find posts that you create now. Your future school admissions officers may use this information to ascertain your maturity and professional growth. If it is not something, you would say to an employer in person you should think twice about posting it online. Do not let poor judgment now prevent you from securing your dream job in the future.
- **Use privacy settings:** Understand and use the privacy settings on social networking sites. If you do not, your personal information is available to the entire world. Do not provide personal identifying information such as date of birth, phone numbers, home addresses or class schedules.
- **Be careful:** Be aware of who you add as a friend to your site. Do not allow someone else to create and manage accounts on your behalf unless you have total access to the logins, passwords, and procedures for those accounts.
- **Respect others:** Do not infringe on the privacy of your friends, peers, or College faculty. Never post personal information about others that could be embarrassing to them or university or college. If posting photos, ask the permission of those involved. If someone objects to photography, avoid using it as a matter of common courtesy.
- **Follow the rules:** Make sure you understand the policies and terms of use of any social media outlet you use. Read the terms of service before using. Displaying behavior that violates federal and/or state law could have grave consequences that could affect your future.
- **Follow University policy:** All the university student policies apply to social networking as well. Adhere to the student handbook (especially regarding academic honesty and student code of conduct) and any/all applicable student policies and standards of conduct.

l. Teacher–Learner Relationship Policy

Texila American University College of Medicine (TAUCOM) is committed to fostering a supportive, respectful, and professional learning environment where all students can reach their fullest potential. Faculty and staff are expected to uphold the highest standards of professionalism, ensuring a positive and productive teacher–learner relationship. These

standards reflect a shared vision of integrity, fairness, and mutual respect that guides the daily conduct of both faculty and students.

This policy outlines the rights and responsibilities of teachers and learners, establishes expectations for professional behavior, and provides guidance to minimize the likelihood of mistreatment or abuse while optimizing the educational experience.

Obligations in the Teacher/ Learner Relationship

Teachers

Faculty members are expected to:

- Arrive on time, fully prepared to deliver lectures and learning activities.
- Treat all learners equitably, without discrimination on the basis of age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation.
- Promote a learning environment free from bias, disrespect, or prejudice.
- Provide students with current, evidence-based instructional materials in formats conducive to effective learning.
- Deliver constructive, timely, and accurate feedback, and provide opportunities for remediation when necessary.
- Assess student performance fairly and consistently, using established academic criteria.
- Treat students with dignity and avoid embarrassment, humiliation, or favoritism.

Learners

- Be punctual and prepared for all academic, investigatory, and clinical sessions.
- Remain in class unless granted permission to leave by the instructor.
- Treat all peers, faculty, and staff with fairness, respect, and without discrimination.
- Dedicate the necessary time and effort to meet course goals and learning objectives.
- Communicate academic or professional concerns respectfully and constructively.
- Uphold honesty, integrity, and trustworthiness in all academic and clinical settings.

Behaviors which fall outside the standards of teacher-learner relationship

Any behavior that demonstrates disrespect, abuse, or lack of professionalism violates TAUCOM's standards and will not be tolerated. Examples of inappropriate conduct include, but are not limited to:

- **Abusive or unprofessional behavior:** Offensive language, mistreatment, lack of judgment, or displays of temper (e.g., shouting, throwing objects).
- **Physical misconduct:** Any unnecessary physical contact, including hitting, kicking, or threats of violence.
- **Discrimination:** Unlawful bias in teaching or assessment on the basis of age, gender, race, ethnicity, nationality, religion, disability, or sexual orientation.

- **Harassment:** Sexual harassment (including inappropriate romantic relationships where academic authority exists) or harassment based on personal identity characteristics.
- **Misuse of authority:** Requiring students to perform personal tasks (e.g., errands, babysitting, shopping).
- **Uncivil behavior:** Belittling remarks, sarcastic or insulting speech, humiliating comments, personal attacks, or exclusion from communications.
- **Academic misconduct:** Using grading or assessments punitively rather than as an objective measure of performance.
- **Cyber misconduct:** Any form of cyberbullying, as well as the unauthorized electronic sharing of medical information, patient details, or images of specimens/procedures.

m. Student Grievance

Student grievances can be reported via the grievance module in the student management system or in person at the Student Affairs office or with the Assistant Dean of Student Affairs or Directly with the Chair of Appeals and Grievance Committee (AGC).

TAU's Appeals and Grievance Committee is the investigative and judicial arm in matters involving grievances of any member of the TAUCOM community against the university or other members of the community. These grievances do not include academic matters (e.g., grades and promotions). They also do not include challenges to the university's educational and academic policies. The committee is composed of faculty and student representatives appointed by the CAO. Students can also approach the committee chair directly to report grievances. The Grievance report to the Assistant Dean of Student Affairs can be referred to the Grievance Committee depending on the nature of grievance.

Grievances submitted to the committee must be in writing to the Chair of the Appeals and Grievance Committee. Once a grievance has been received, the committee will meet to discuss the complaint and investigate. The investigation will include a hearing with all parties involved in the complaint and may require further written statements and interviews. A friend, colleague, or lawyer will be allowed during the hearing along with the students only with prior permission. After the investigation is complete, the committee chair will issue a written findings report along with a recommendation for resolution for the CAO within 5 days from concluding the investigation. All parties involved will be notified of the committee's findings and recommendations. The CAO will take appropriate action, in accordance with the recommendation, and issue a written notification to all parties involved in the proposed action.

Appeals can be made by writing to the CAO office within 10 days after receiving notice.

n. Accreditation Complaint and Contact Information

Texila American University College of Medicine (TAUCOM) encourages students to utilize the institution's internal grievance and complaint resolution procedures as the first and primary

avenue for resolving any concerns related to academic, administrative, and student matters. The internal grievance process is described in the Student Grievance section of this handbook.

Students may contact the relevant accrediting agency regarding concerns related to institutional compliance with accreditation standards only after reasonable efforts have been made to resolve the matter through the University's internal processes.

Important:

Accreditation bodies do not handle individual student grievances such as grades, promotions, financial matters, or personal disputes. They address only concerns related to whether the institution is meeting its accreditation standards.

Accreditor Contact Information and Complaint Procedures

ACCM — Accreditation Commission on Colleges of Medicine

TAUCOM is accredited by the Accreditation Commission on Colleges of Medicine (ACCM), an independent, not-for-profit accreditation body based in the Republic of Ireland. Students who have concerns specifically related to the University's compliance with ACCM accreditation standards may contact ACCM directly, after first exhausting the University's internal grievance process.

> **When to contact ACCM**
> Students should contact ACCM only when the concern relates specifically to TAUCOM's compliance with ACCM accreditation standards — for example, concerns about whether institutional policies, procedures, or practices meet the requirements set by ACCM. Students should not contact ACCM regarding individual academic disputes, grades, financial matters, or personal grievances, as these fall outside ACCM's jurisdiction.

How to submit a complaint to ACCM

Complaints must be submitted in writing to ACCM using the contact details below. Students should clearly describe: (1) the nature of the accreditation compliance concern, (2) the steps already taken through TAUCOM's internal grievance process, and (3) the outcome of those internal steps.

ACCM Contact Information

Address	6-9 Trinity Street, Dublin D02 EY47, Ireland
Phone	+353 1 209 1996
Email	info@accredmed.org
Website	www.accredmed.org

CAAM-HP — Caribbean Accreditation Authority for Education in Medicine and Other Health Professions

TAUCOM is accredited by the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP), the legally constituted accreditation body established under the aegis of CARICOM. Students who have concerns specifically related to the University's compliance with CAAM-HP accreditation standards may contact CAAM-HP directly, after first exhausting the University's internal grievance process.

> **When to contact CAAM-HP**
> Students should contact CAAM-HP only when the concern relates specifically to TAUCOM's compliance with CAAM-HP accreditation standards. Students should not contact CAAM-HP regarding individual academic disputes, grades, financial matters, or personal grievances, as these fall outside CAAM-HP's jurisdiction.

How to submit a complaint to CAAM-HP

Complaints must be submitted in writing to CAAM-HP using the contact details below. Students should clearly describe: (1) the nature of the accreditation compliance concern, (2) the steps already taken through TAUCOM's internal grievance process, and (3) the outcome of those internal steps.

CAAM-HP Contact Information

Address	CAAM-HP Secretariat, Kingston 10, Kingston & Saint Andrew, Jamaica
Mailing	P.O. Box 5167, Kingston 6, Jamaica
Email	info@caam-hp.org
Website	www.caam-hp.org

BAC — British Accreditation Council

Texila American University is accredited by the British Accreditation Council (BAC) under its Independent Higher Education scheme. Students who have concerns specifically related to the University's compliance with BAC accreditation standards applicable to BAC-accredited programmes may contact BAC directly, after first exhausting the University's internal grievance process.

> **When to contact BAC**
> Students should contact BAC only when the concern relates specifically to TAU's compliance with BAC accreditation standards applicable to BAC-accredited programmes. Students should not contact BAC regarding individual academic disputes, grades, financial matters, or personal grievances, as these fall outside BAC's jurisdiction.

How to submit a complaint to BAC

Complaints must be submitted in writing to BAC using the contact details below. Students should clearly describe: (1) the nature of the accreditation compliance concern, (2) the steps

already taken through TAUCOM's internal grievance process, and (3) the outcome of those internal steps.

BAC Contact Information

Address	Wax Chandlers' Hall, 6 Gresham Street, London EC2V 7AD, United Kingdom
Phone	+44 300 330 1400
Email	info@the-bac.org
Website	www.the-bac.org

o. Student Mistreatment

While it is hoped that the principles expressed above are generally practiced and respected throughout the university, we are cognizant that there are occasions when the intensity and pace of study and work, and the differing expectations of members of our diverse community may lead to alleged or real incidents of unprofessional behavior directed towards students and teachers as well. When this happens, the university is committed to establishing the facts through a fair process, which respects the rights and confidentiality of the parties involved. Issues of sexual harassment, bullying and cyber bullying are addressed in the respective policies.

Specific examples of mistreatment include (but are not limited to) being:

- belittled or humiliated.
- spoken to in a sarcastic or insulting manner.
- intentionally neglected or left out of the communications.
- subjected to offensive sexist remarks or names.
- subjected to racist or ethically offensive remarks or names.
- required to perform personal services (i.e., babysitting, shopping)
- threatened with physical harm (e.g., hit, slapped, kicked)
- gender related comments.

Procedures for Reporting Student Concern Regarding Mistreatment

Several avenues are open to any student who experiences an incident of inappropriate behavior, mistreatment, physical or sexual harassment. Students are encouraged to report mistreatment via different avenues:

- Confidentially, the report concerns mistreatment to the Assistant Dean of Student Affairs Students, to any of their faculty, or faculty advisors or student affairs coordinators on campus. The Assistant Dean of Student Affairs oversees the respectful learning environment for medical students.
- Report concerns using the student grievance portal in the ERP (online).
- Report mistreatment using periodic evaluation of faculty tools. These evaluations are reported to the Head of the Department and the Assistant Dean of Student Affairs.

- Sexual harassment or discrimination must be reported through Assistant Dean of Student Affairs or the CAO (based on circumstance).

Mechanism for Investigating Student Mistreatment

The Assistant Dean of Student Affairs is responsible for the oversight of mistreatment complaints of students. Based on the nature of mistreatment, the Assistant Dean may report mistreatments to the CAO who can investigate the issues and decide if and what action is warranted. The Assistant Dean of Students Affairs will also refer mistreatment to the Appeals & Grievance Committee for further investigation or to the CAO for appropriate action.

Procedures Regarding Teachers Concern of Inappropriate Behavior

If a teacher feels that a learner has engaged in inappropriate behavior, he/she is encouraged to report such incidences to the Assistant Dean of Student Affairs.

Mechanism for Investigating Teacher's Concern Regarding Appropriate Behavior

Within five (5) days of a formal report the Disciplinary Committee will meet to review the facts of the complaint and may order an investigation. The committee will hold all materials confidential. The accused may attend the hearing and will be offered the opportunity to rebut the complaint.

Retaliation and false claims

Retaliation against a person who reports, complains of, or provides information in a mistreatment investigation or proceeding is prohibited. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion. A person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, will be subject to disciplinary action and, in the case of students, will be considered a violation of the University's Code.

21. Library Policy

TAUCOM library has an open access system and provides a setting conducive to independent learning and resources for users, both within the library and throughout the university. The library is open and available to faculty and students during the academic year. In addition, students have access to multiple databases and library resources from the library's website online.

a. Circulation Procedures

TAUCOM library is fully automated, and students can access books by producing their ID cards when borrowing books from the library.

Students who have outstanding balances may be subjected to the following consequences:

- Not allowed to take final examinations.
- Examination results will be withheld.
- Transcripts will not be issued.

b. General Collection (Issuing Books)

Students may borrow up to four (4) books from the library at any given time. Books may be kept for a period of five (5) days and can be renewed for 5 (five) more days only if the book is not on request. Students can reserve the books in advance online or in-person at the library Circulation center. Students are allowed to reserve one book at a time.

A fine of GYD 200 for the first 3 (three) days per book will be charged after books are kept after the due date. If books are kept after the 3 (three) days have elapsed students will be charged GYD 500 for books kept after the fourth day per day. If a book is overdue for 8 (eight) days or more the student will pay GYD 1,000 per day until the book is returned.

If a book is lost the student will be required to replace the book with the same or latest edition or pay double the cost of replacement.

c. Reference Collection

Journals, Magazines, Reference books, Compact Disks, Newspapers, and other materials placed under restricted categories will not be lent out from the library. Students can refer to the reference book only in the library.

Each student will be issued with 1 (One) Reference textbook for a weekend, i.e., Friday after 4 pm. or on holiday, with the condition, the book is returned to the library by the next working day in the first hour. Otherwise, the student will be penalized for the same as per norms.

d. Online Collection

TAU library has access to multiple online databases, e-journals, and other online resources. Every student is provided with a username and password upon registration for accessing online resources.

e. Research and Library Services for Clinical Students

TAUCOM has established a clinical library at clinical office for the clinical rotations students to access the physical collections of textbooks and digital learning resources such as ProQuest – MEDLINE Database, JAYPEE Digital Explore Health Science Database, and HINARI Database. Clinical Students can also access multiple databases, e-journals, etc. for their research and clinical activities through the library webpage it includes, TEXIDIGIPEDIA, PUBMED, BioMed Central, Geneva Foundation for Medical Education and Research Collection, Thesis and Dissertations.

Library webpage - https://library.tauedu.org/slims/index.php

USMLE Preparation

Academic Support Services Resource Center: A variety of resource books are available to assist students with USMLE Steps 1 and 2 board preparation. Students can access electronic resources through the library's webpage.

Photocopying/ Scanning

Library staff assist the students in printing/ photocopying/ scanning the documents by payment on subsidiary charges.

Locker Facility

The library has provided a locker facility for all the students. Locker keys can be uplifted at the circulation desk in library after signing the rules and regulations. Failure to adhere to the rules will result in a penalty.

Copyright Restrictions

The copyright law of the United States (title 17, United States Code, The US copyright act of 1976) governs the making of photocopies or other reproductions of the copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. The institution reserves the right to refuse to accept a copying order if, in its judgment, the fulfillment of the order would involve violation of copyright law. Under the purview of said law, the school restricts bulk copying of books or copying a major portion of a book.

22. Faculty Governance Committees

Governance of the medical school is conducted by various faculty committees. Students are expected to participate in many committees and students are informed to direct their queries to the respective committees based on their function and score. Below are the current faculty committees and their major functions.

Strategic Planning Committee

The Strategic and Planning Committee is a standing committee of the TAUCOM and is responsible for overseeing the strategic plan of the institution and assessment of the implementation of these plans in the context of the vision and mission of TAUCOM. Students are expected to be members of this committee.

Curriculum Committee

This committee governs all the aspects of the TAUCOM curriculum including its design, delivery, management, evaluation, and revision. 'Curriculum' is defined as a plan, which includes content, instructional resources, context, teaching and learning strategies, assessment, and evaluation tools. The Curriculum Committee has two sub committees; they are Basic Science Curriculum Committee and Clinical Science Curriculum Committee. Students are expected to be members of these committees.

Program Evaluation Committee (PEC)

PEC is responsible for the regular evaluation of academic activities related to development, implementation, and monitoring of the MD program. This committee presents their findings and reports to FEC, for analysis, guidance, and directions.

Admissions Committee

The Admissions Committee is responsible for screening suitable candidates by conducting Texila Medical Admission Test (TMAT) and Multiple Mini Interviews (MMI). The final responsibility for accepting students to TAUCOM rests with the Admissions Committee.

Student Promotion and Graduation Committee

The committee is responsible for reviewing the academic progress of students enrolled in the MD program of TAUCOM. This committee decides on the suitability of each medical student for promotion and graduation from TAUCOM and be eligible to practice medicine.

The committee considers all the issues related to academic performance including professionalism and other competencies. The committee makes decisions related to the retention and promotion of students and determines whether a student is making satisfactory academic progress. It has the responsibility of assuring that due process and policies of TAUCOM are followed.

The Appeals and Grievance Committee

The purpose of this committee is to address the concerns of the students who believe they have been treated unfairly, discriminated against, or have had their rights abridged. TAU's Appeals and Grievance Committee is the investigative and judicial arm in matters involving grievances of any member of the TAUCOM community against the university or other members of the community. These grievances do not include academic matters (e.g., grades and promotions). They also do not include challenges to the university's educational and academic policies.

Research Committee

The committee is responsible for developing, implementing, monitoring, and reviewing policies, guidelines, and procedures for establishing, servicing, and strengthening the college of medicine's key research objectives and advice the students and faculties on developing and maintaining research performance.

Disciplinary Committee

The Disciplinary committee is the judicial arm of the committee and responsible for all decisions relating to student discipline. The committee consists of ad hoc members who are chosen by the CAO based on the disciplinary issue. Students are also part of the ad hoc members when needed.

Faculty Appointment and Promotion Committee (FAPC)

The principal objective of FAPC is to assist CAO, COM by providing timely advice on the faculty appointment, reappointment, promotion, and tenure. This committee is also responsible for disseminating the faculty policies to all the stakeholders of TAUCOM.

23. Other Policies

a. Academic Integrity and Use of Artificial Intelligence (AI) Policy

TAUCOM upholds the highest standards of academic integrity. All students are expected to complete their work honestly and independently. Plagiarism, cheating, falsification of data, or misrepresentation of work are serious breaches of academic conduct.

In alignment with global educational standards, the following applies to the use of Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, or other generative platforms:

Permitted Use:

- Students may use AI tools for grammar correction, language refinement, and organization of written work, provided the ideas and content remain original.
- Faculty may permit AI use for specific assignments, projects, or research support. Clear written instructions will be provided where AI is allowed.

Prohibited Use:

- Submitting AI-generated work as one's own without acknowledgment.
- Using AI to generate clinical notes, research data, or assignments where independent critical thinking is being assessed.
- Relying on AI for exam answers, case reports, or assessments.

Disclosure Requirement:

- When AI tools are used, students must clearly acknowledge their use in the submission (e.g., "AI language support was used for grammar editing").

Violation of this policy will be considered academic misconduct and may result in disciplinary action, including failing the assignment, academic probation, or dismissal depending on severity.

b. Sexual Harassment Policy

Sexual harassment by any member of the TAUCOM community is a violation of university policy, and local laws. Sexual harassment is defined as unwelcome sexual advances, references and overtures, and requests for sexual favors including all communications in person, and online including any setting including email, social media, texting, and sexting. Both men and women may be victims of sexual harassment, and sexual harassment may occur between individuals of the same gender. Sexual harassment may occur when there is an authority differential such as between Course Instructors and students or may occur with persons of the same status at the university.

Grievant who are aware of or have experienced an incident of sexual harassment should promptly report the matter immediately to the Assistant Dean of Student Affairs, who will advise the grievant on filing a grievance as per the university procedure.

During the investigation of the complaint, TAUCOM will attempt to maintain confidentiality for all parties involved. Following TAUCOM's investigation and substantiation of the

complaint, sexual harassment offenders will be subject to disciplinary action which may include, but is not limited to, disciplinary warning or dismissal from the institution for students, or termination of employment or other affiliation for staff and faculty.

A grievant who knowingly files a false complaint will be subject to disciplinary action which may include, but is not limited to, disciplinary warning or dismissal and termination of employment.

c. Bullying and Cyberbullying Policy

TAUCOM is committed to providing a safe, secure, and respectful environment for all students and employees at all facilities, school buildings, hostels, school grounds and at school sponsored activities and events. TAUCOM strives to address bullying and cyberbullying so that there is no disruption to the learning environment and learning process. Bullying & Cyberbullying Policy is accessible to all students and faculty through the Intranet portal & Library.

d. Communicable Disease Policy

TAUCOM has established this policy, because of the seriousness of communicable diseases, and to protect the rights of those affected and the safety and welfare of others. The policy defines a framework for assessing risks related to communicable diseases and makes recommendations regarding a response to such risk(s), educating the medical students about such risk(s), and facilitating other preventive measures. The Office of the CAO will answer inquiries from medical students as to which diseases are reportable and will provide other information concerning these diseases.

Communicable diseases other than HIV/AIDS

- Students who know, or who have reasonable basis for believing that they are or may be infected by a communicable disease, shall immediately report the same to the Associate Dean – Clinical Affairs or CAO, COM.
- Students infected with communicable diseases shall not automatically be excluded from initial enrollment or otherwise restricted in their access to the university's facilities or services unless, the TAUCOM (its decision process coordinated through the responsible authorities within the institute) determines that exclusion or restriction is necessary to protect the welfare of the infected individual and other students.
- Students who acquire chickenpox while residing on campus will be required to leave campus until it is determined by their health-care provider that they are no longer contagious to others.
- For students assigned at clinical sites, the Assistant Dean/Associate Dean - Clinical Affairs may recommend the students not report to their clinical site if they have signs of a communicable or infectious disease, including, but not limited to skin lesions, respiratory illness, gastrointestinal illness blood and/or body secretions. The Associate Dean in this situation will inform the preceptor of the situation.

- In the event of students missing a considerable number of classes or clinical experiences due to illness, the HODs in consultation with Associate Dean- Clinical Affairs and CAO, COM will decide the students' status, which may result in a grade of incomplete or additional clinical experience.

HIV/AIDS/ Hepatitis

- A student with an HIV infection will have the same right to attend the institution and receive services as any other student and will be subjected to the same rules and policies. HIV will not be a factor in decisions concerning class assignments, privileges, counselling (including career counselling) or participation in any institution related/sponsored activities.
- The privilege of participating in any institutional activities is not conditional on a student's HIV status. Institutional authorities will make reasonable accommodations to allow students living with HIV infection to participate in any institutional-sponsored activity.
- Student's HIV status will not influence his/her eligibility to qualify for student financial assistance.
- Every employee at the TAUCOM has a duty to treat as highly confidential any information concerning the HIV status of a student.
- Institutional faculty & staff will always attempt to maintain a respectful institutional climate and not permit physical or verbal harassment of any individual. This includes taunts directed against a student living with HIV infection, a student perceived as having HIV infection, or a student associated with someone with HIV infection.
- The affected students are also advised to undergo post-test counseling and receive proper management.
- The clinical sites where students train may have reporting requirements depending on the procedures and activities to be performed by the medical student.
- Students who wish to perform exposure-prone invasive procedures at a clinical site as part of their education and training must comply with all review, disclosure, and infection control requirements at that site. Another potential option that may preserve greater confidentiality for the student is to restructure the clinical experience to avoid participation in any exposure-prone procedures.
- TAUCOM recognizes that it is possible for an individual infected with HCV, HBV, and/or HIV to practice medicine, and to practice many specialties unimpeded by disease specific restrictions. Therefore, the school will aid any student infected with these diseases to complete their MD program requirements subject to considerations that it deems in its best judgment are appropriate to the circumstances of each individual case.
- The students infected with these conditions will have equal access to financial aid and career counseling, just like other students.

e. Alcohol & Drug Abuse Policy

Alcohol and illicit drug use can pose many safety and health risks. The policy defines the regulations regarding the use of alcohol and illicit drugs by medical students.

- TAUCOM Alcohol and Drug Abuse Policy prohibits use of alcohol and illicit drugs on campus.
- Behavior at off-campus events, which are not sponsored or funded by TAUCOM will be subject to the TAUCOM's discipline system if the conduct violates local, state, or government law or when the college determines that conduct has a direct impact on the educational mission and interests of the institute and/or the safety and welfare of the university community.
- Alcohol in university housing (Living Units): Consumption of alcohol and illicit drugs are not permitted within hostels, violation of which will result in disciplinary action.
- Students of TAUCOM impaired by drugs or alcohol are allowed to defer from the academic curriculum. They are referred to a rehabilitation program of their choice at their expense. Periodic updates regarding their progress are to be forwarded to the Department of Student Affairs and will be maintained with high confidentiality. Upon completion of the rehab program and at the recommendation of the CAO, the student may resume the academic curriculum but must submit to random chemical testing. Relapses and positive screens might result in expulsion from the school.

f. Immunization Policy

This policy outlines the immunization requirements for both international and local MD program students studying in Guyana. All students must consult with a licensed physician or health institution and receive the necessary vaccinations prior to travel and enrollment. As per the Ministry of Health, Guyana, students must receive a yellow fever vaccination in their home country at least ten (10) days before arriving in Guyana. Upon admission, students are required to undergo a physical examination and submit a completed medical examination form from their physician. The following immunizations are mandatory prior to matriculation: measles (rubeola), mumps, rubella, varicella (chickenpox), and polio. A tetanus vaccination must have been administered within the last ten years, and students must complete the full Hepatitis B vaccination series before beginning clinical rotations. In alignment with CDC travel recommendations, students should also be up to date on routine vaccinations such as influenza, COVID-19, diphtheria, and pertussis. Depending on individual risk and travel activities, additional vaccines such as Hepatitis A, typhoid, and shingles may also be advised. Students traveling to regions outside Georgetown should take antimalarial precautions and use protective measures against mosquito-borne illnesses like dengue, Zika, and chikungunya. The Department of Student Affairs and the Office of the Dean oversee compliance with these health requirements to ensure student safety throughout the program.

g. Anti-Discrimination Policy

The TAUCOM MD Program upholds a strict anti-discrimination policy. Discrimination in any form - whether based on race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, socioeconomic status, or any other protected characteristics not permitted in admissions, academic evaluation, clinical training, faculty and staff recruitment, or any institutional activity. The program is committed to maintaining a safe, inclusive, and equitable environment that fosters respect, professionalism, and academic excellence. Formal procedures are in place for the reporting, impartial investigation, and resolution of discrimination-related concerns, ensuring accountability and adherence to accreditation requirements. This policy reinforces TAUCOM's mission to provide a fair and supportive learning environment where all students, faculty, and staff can thrive.

h. Diversity, Equity and Inclusion Policy

TAUCOM is committed to fostering a diverse, equitable, and inclusive environment in which every student feels welcomed, respected, and valued. The institution actively monitors and promotes diversity across five categories: gender, ethnic background, geographic origin, cultural background (including language group and faith), and socioeconomic status. Admissions practices are designed to be non-discriminatory and to encourage applications from a wide range of national, regional, and international backgrounds, including students from underserved or low-income communities. Need-based scholarships and fee waivers are available to support access for eligible students.

On campus, TAUCOM promotes inclusion through cultural engagement programmes, intercultural events, student-led cultural clubs, and orientation activities that celebrate the multicultural composition of the student body. All students are oriented and informed that they are entitled to a learning environment free from discrimination, harassment, victimization, and exclusionary conduct of any kind. Students who experience or witness such conduct are encouraged to report it through the Student Affairs Office, and all reports will be handled in accordance with the institution's Grievance and Disciplinary Procedures. Diversity data is collected and reviewed annually to monitor progress and identify areas for improvement. For full details of the Diversity, Equity and Inclusion Policy, including the equity support mechanisms and inclusion initiatives available to students, refer to the Policies section of the TAUCOM website.

i. Exposure to Infectious and Environmental Hazards Policy

One of the highest priorities for TAUCOM is creating an environment that is welcoming, respectful of diversity, including but not limited to gender, race, ethnicity, sexual orientation, religion, language, physical ability, cultural background, and socioeconomic group. It is our goal to create an academic environment that is welcoming and respectful of the diversity of all.

This policy is aimed at providing guidelines on medical student exposure to infectious and environmental hazards, including:

1. Methods of prevention of infectious and environmental hazards
2. Procedures for care and treatment after exposure, including a definition of financial responsibility.
3. Effects of infectious and environmental disease or disability on medical student learning activities. All registered medical students are informed of this policy before undertaking any educational activities that will place them at risk.

Preparedness for Environmental Hazards:

Students shall be introduced to the concepts of infectious and environmental hazards, prevention, and control in their first year of studies. Furthermore, students should be educated in universal precautions and techniques for infectious and environmental hazards prior to beginning clinical learning activities.

Prevention of Environmental Hazards:

Medical students can be exposed to infectious and environmental hazards. They are expected to take reasonable precautions to avoid environmental hazards and take appropriate preventative measures to protect themselves and others from infectious disease. It is the responsibility of all faculty, staff, and students to notify Assistant Dean-Clinical Affairs, Associate Dean-Clinical Affairs, and CAO, College of Medicine in a timely manner of the existence of any infectious or environmental hazards that might affect students.

Exposure to Infectious and Environmental Hazards:

- Following an exposure, affected students must contact the CAO office within 24 hours.
- It is expected that affected students will cooperate with the evaluation, treatment and follow up recommendations made at the time of their exposure assessment.
- A student who contracts a blood borne infection while in school, after seeking appropriate care, is required to notify the Office of CAO of his/her status. Notifications will be kept strictly confidential.
- If the student has not seen an Infectious Disease physician with experience in treating and counseling health care workers, he/she will be advised to do so.

Effects on student learning activities:

Students whose learning activity is interrupted because of an exposure incident should contact the CAO, College of Medicine, as soon as possible. Upon verification, shall communicate with related faculty regarding the medical student's absence and, where necessary, to accommodate an alternative educational or clinical activity.

In the event of infection with a blood-borne pathogen that could potentially impact on the safety of patients or other health care providers, CAO TAUCOM will take the final decision in consultation with the Associate Dean-Clinical Affairs.

j. Suicide Awareness and Prevention Policy

In 2019, the suicide rate in Guyana was the highest the nation recorded in 20 years and the second highest in the world (WHO, 2021). And although the Guyana Chronicles reported a

reduced suicide rate in Guyana by 21.7 percent since then, factors related to suicide are still eminent in our communities. Furthermore, the groups at risk include male and female youth among others with the major issue not being the activeness of the National Suicide Prevention Plan (NSPP) and other suicide activists, nor the adoption of the guidelines stipulated by the World Health Organization (WHO). Rather, our ability to understand our communities better in terms of suicide behavior to better to use these guidelines as a foundation to tailor suicide programs effectively to us.

Here at Texila American University-College of Medicine (TAUCOM), we understand that suicide can be prevented. And in our bid to contribute to the reduction of suicide, this policy was designed to enhance suicide awareness and provide guidelines tailored to the TAUCOM community.

This policy has however not been designed in isolation to international standards as the principles modeled here have been done with the consideration of the Model School District Policy on Suicide Prevention, a resource by the American Foundation for Suicide Prevention. In designing and implementing this policy, we not only contribute to the global cause of suicide reduction but also fulfill our mission to ensure the welfare and wellness of our students.

The purpose of this policy is to promote and protect the wellness of all medical students at TAUCOM by creating a culture and environment where suicide risk can be assessed promptly to aid suicide prevention, and by having preset guidelines for when the need may arise for a suicide intervention/response.

To do this, TAUCOM recognizes the following:

- That health includes mental, physical, and social well-being and not merely the absence of disease and infirmity (a definition adopted by the World Health Organization).
- That is part of our mission to generate awareness in the application of health science and wellness for the welfare of society.
- Suicide can be prevented, and rates reduced with the implementation of a concrete policy used in tandem with other policies of the university to identify cases of suicide risk.

*Scope***:**

- This policy covers any suicidal attempts or completion that take place within the university campus and during school activities.
- This policy also covers any suicidal attempts or completion that take place within the accommodation provided by TAUCOM and out-of-school functions/ environs.

*Prevention***:**

- All students found to be at-risk for suicide should be reported by all faculty/staff/students to the Department of Student Affairs at the earliest possible time.

- Workshops on student suicide prevention (including how to identify at-risk students, protective factors, response guidelines, referrals, and every other resource on the topic) should be included in annual Faculty Development Programs
- Lectures on suicide prevention including how to recognize risk factors, warning signs, and the importance of safe choices should be included during the orientation program at the beginning of each semester.
- Help-seeking strategies as well as the contact of the counselors and other supportive aid shall be shared with the students at the orientation programs.
- Small group discussions on suicide prevention/support and education shall be integrated into the curriculum of the students regardless of level/semester.
- This policy shall be included in the student resources on the student LMS, school website, and student handbook.
- The practices discussed in this policy will be assessed at the end of each semester for all faculty/staff/students.

Intervention:

- The counselor/ affiliate psychiatrist shall assess any student identified to be potentially suicidal within 24 hours of identification.
- The counselor/psychiatrist may issue a referral based on expert opinion.
- The CAO shall be notified of any suicidal risk/attempt as soon as possible, who then shall inform the legal guardian/ parent(s) of said student.
- Notifying the legal guardian/ parent(s) shall be done on the same day as the event or as soon as possible unless such notification puts the student at risk of harm.
- Until the student is assessed by the counselor/psychiatrist, he/she will be under continuous and close supervision by the university staff.
- If a student is actively suicidal and poses a safety threat to himself/herself or others, law enforcement (911) shall be called immediately.
- The staff on the call shall provide every information needed by the police including and not limited to their name, location, possession of weapon(s), and their history of mental illness or emotional instability.
- After de-escalation, assessment, and stabilization of the situation and the student involved, the CAO may suggest recommendations to the legal guardian/ parent(s) of the student involved regarding the student's mental well-being based on expert opinion.

Resumption Procedure:

- After a mental health crisis, a discussion shall be held between the CAO, counselor, legal guardian/ parent(s) and if needed, the student, to discuss the resumption of classes. In this meeting, the readiness of the students shall be discussed, including the next steps for the maintenance of mental health while in school.

- For cases where hospitalization was done during a semester break or even mid-semester, the parent(s)/ legal guardian should inform the CAO of such development, and the details required to assist with this procedure.
- The student is required to undergo a medical check including a mental status evaluation from a psychiatrist and a clearance certificate must be issued by the psychiatrist before resumption is approved by the CAO.
- If resumption is approved, an agreement must be made by the student to attend periodic meetings/ visits with the counselor/psychiatrist to check for mental wellness and address concerns faced with readjustment, social life, or academia. The frequency of such meetings shall be determined by the counselor/psychiatrist based on their expert opinion.
- The administration shall make provisions for students returning after a mental health crisis for submission of assignments and sitting for exams (if exams are either completed, underway, or close to the time of resumption). This discussion shall only be had with relevant faculty.
- Any discussions made between the administration and relevant staff shall be void of specific details regarding diagnoses to protect the privacy of the student and to maintain confidentiality.
- All this information will be highly confidential and not to be shared with anyone other than those involved directly in the process.

In-School Suicide Attempts:

- Firstly, primary care/first aid shall be administered to the student until he/she is transferred to emergency care.
- All other students shall be removed from the proximity or immediate surroundings of the patient.
- The faculty shall contact the CAO and legal guardians following the guidelines given in the Intervention section stated prior.
- The faculty shall contact law enforcement (911) in cases involving weaponry/ weaponizing a regular object. The staff should inform the police of following the guidelines given in the Intervention section stated prior.

Out-of-Campus Suicide Attempts:

- If any staff/faculty/student is notified of an active suicide attempt by another student outside of campus, the staff/faculty/student should:
  - Call 911 (police and emergency services)
  - Notify the legal guardian of the student involved.
  - Inform CAO.
- In cases where the student contacts faculty/staff and expresses suicidal intent or ideation, the faculty/staff shall maintain contact with the student and garner the help of a second person to call 911 while still in contact with the student.

Action plan after a suicide death:

- Announcements should be made regarding all suicide-related deaths.
- Before the announcement is made, the cause of death must be confirmed to be suicide.
- If after confirmation, the parent(s)/ legal guardian of the student wishes that the cause of death is not disclosed, the administration may release a general statement without specific details like the name of the student.
- If the parent(s)/ legal guardian refuses to disclose the cause of death, he/she should be encouraged to do so with a discussion of the benefit of such an announcement to other students.
- A team of individuals designated "crisis team" should be formed to assess those closely related/ affiliated/ who worked closely with the student (including staff and other students) and those exhibiting behavioral changes after the news, to provide support via counseling/ assessment by a psychologist.
- News of death shall be shared with staff during staff meetings, and an official statement shared with staff to be announced to students.
- There shall be no planned memorials in the form of memorabilia held on campus to avoid aggrandizing the suicide event.
- Any on-campus memorials held shall be carried out in the form of small gatherings where the suicide-prevention guidelines and resources shall be shared.

k. Student Mental Health and Wellbeing Policy

TAUCOM is committed to supporting the mental health and wellbeing of all students. The medical program can be academically rigorous and emotionally demanding, hence, students are encouraged to seek help early when challenges arise.

- **Counseling Services:** Confidential counseling is available free of charge through the Student Affairs Department. Students may request in-person or virtual sessions.
- **Emergency Support:** In cases of acute psychological distress, emergency referral will be made to qualified health professionals in Guyana.
- **Work-Life Balance:** Students are encouraged to engage in wellness activities, student clubs, and community service as part of maintaining a healthy lifestyle.
- **Confidentiality:** Records of counseling or mental health treatment are kept strictly confidential and separate from academic files. No information will be shared with faculty or administrators involved in grading or promotion without the student's written consent.

l. Protection Against Radicalization and Extremism Policy

This policy outlines the specific elements and rules that TAUCOM approaches to ensure that our students learn in a safe and supportive environment without the risk of abuse, exploitation, or radicalization. With the help of staff and students, TAUCOM identifies people vulnerable to radicalization in the university community as soon as possible and provides them with access to relevant support and counseling services. TAUCOM recognizes the signs of vulnerability to extremism in all its forms that are common with signs of vulnerability to

abuse. In such cases, we are keen to fully understand the situation and put the welfare of the vulnerable person at the center of our response and provide appropriate interventions.

m. Policy on Student's Use of Social Media and Devices

This policy aims to provide clear guidelines for Students regarding the responsible and appropriate use of social media and personal devices (including mobile phones, tablets, and cameras) on the premises of our institution. It also seeks to promote a focused learning environment, protect individual privacy, and ensure the safety and well-being of all members of our community. This policy applies to all Students enrolled in our institution, regardless of age or program. It covers the use of personal devices on school grounds during both instructional and non-instructional hours.

General Principles:

- **Respect and Responsibility:** Students are expected to use devices and social media responsibly and respectfully, adhering to our principles of ethical conduct and behavior. This includes respecting the privacy of others, avoiding cyberbullying, and refraining from posting harmful or offensive content.
- **Safety and Security:** Students should only use devices and access social media platforms that are age-appropriate and comply with our security policies. Sharing personal information online should be done with caution.
- **Focus and Distraction:** Devices and social media use should not interfere with learning activities or disrupt the learning environment. Students are expected to be fully engaged during class time and other designated focus periods.
- **Privacy and Confidentiality:** Students must not use devices or social media to record, share, or access the personal information of others without their explicit consent.
- **Academic Integrity:** Plagiarism and other forms of academic dishonesty involving technology will be addressed according to our academic integrity policy.

Specific Guidelines:

- **Device Storage:** Devices should be stored away and silenced during class time and other designated focus periods unless explicitly permitted by an instructor for educational purposes.
- **Internet Access:** Access to social media platforms may be restricted to school-owned devices or Wi-Fi networks.
- **Photography and Recording:** Taking photos or videos of others without their consent is prohibited, except in designated areas or with prior permission from an instructor for educational purposes.
- **Consequences of Misuse:** Misuse of devices or social media in violation of this policy may result in disciplinary action, up to and including confiscation of devices, suspension, or dismissal.

n. Special Education Needs and Disabilities (SEND) Policy

Texila American University is dedicated to creating an inclusive learning environment that supports every student, including those with Special Education Needs and Disabilities (SEND). This policy focuses on a student-driven approach, empowering students to disclose and manage their SEND needs effectively. Students are encouraged to identify their own needs and seek support as needed.

If you require accommodations, including exam accommodations or a decelerated program, please contact the Office for SEND Services. This office provides individualized support such as the development of Individualized Education Plans (IEPs), access to assistive technology, and counseling services. Additionally, flexible scheduling and extended deadlines are available to accommodate students' needs.

For further assistance or to discuss your specific requirements confidentially, you can reach out to the Office for SEND Services through a dedicated email address, SEND@tau.edu.gy. Detailed information on the technical standards required for admission to applicable programs is available on the university website. Compliance with these standards is necessary for admission to these programs.

By adopting this policy, Texila American University reaffirms its commitment to creating a supportive and inclusive environment for all students, ensuring those with SEND can succeed academically and personally.

- **Request Process**: Students seeking accommodation must submit a written request with supporting medical documentation to SEND@tau.edu.gy.
- **Examples of Accommodations**:

  I. Extended time for examinations.
  II. Permission to record lectures.
  III. Adjusted seating or classroom accessibility.
  IV. Assistive technologies.

- **Confidentiality**: All documentation and records of accommodations will remain confidential.
- **Faculty Role**: Faculty will be notified only of the required accommodation, not the underlying diagnosis, unless disclosure is explicitly authorized by the student.

o. Physical Disability and Reasonable Accommodation Policy

Texila American University College of Medicine (TAUCOM) is committed to creating an inclusive and supportive learning environment. We strive to ensure that qualified applicants and enrolled students with physical disabilities have equal access to all aspects of the MD Program.

Reasonable accommodation is a personalized adjustment or support that helps a student with a physical disability meet the essential requirements of the MD Program. These

accommodations are designed to maintain the quality of education while providing equal opportunities for success.

p. Policy on Student Workload

TAUCOM is committed to maintaining a balanced, student-centered learning environment that promotes academic excellence, professional growth, and student well-being. The Student Workload Policy establishes clear expectations regarding academic and clinical responsibilities to ensure that students are able to meet program requirements in a reasonable, manageable, and sustainable manner.

Student workload includes all educational activities required for successful completion of the MD program, including lectures, laboratories, clinical duties, assessments, independent study, and other academic commitments. The policy applies to all students enrolled in the Basic Science and Clinical Science phases of the MD program.

Basic Science Phase:

TAUCOM recognizes that effective medical education requires a deliberate balance between faculty-directed instruction and protected independent learning time. This policy governs the amount of required scheduled instructional time and mandatory out-of-class learning activities during the Basic Science phase of the MD programme, with the aim of supporting academic achievement, student wellbeing, and preparation for board examinations.

During the Basic Science phase (MD1 through MD4), the curriculum is structured as follows: required scheduled instructional activities including lectures, laboratories, clinical skills sessions, problem-based learning, and small-group learning shall **average no more than 25 hours per week**.

The required out-of-class activities such as assigned readings, preparatory exercises, and mandatory quizzes shall average **no more than 8 hours per week**. In addition, **approximately 8 to 10 hours per week of protected self-directed learning (SDL)** time is intentionally built into the curriculum schedule to allow students to independently review content, integrate knowledge, practice examination-style questions, and develop lifelong learning skills. This protected SDL time is a core curricular component and shall not routinely be replaced by additional required activities.

Students are expected to make responsible use of their SDL time, complete required preparatory activities before scheduled sessions, and participate in workload surveys and course evaluations. Where a student feels their workload is excessive, they are encouraged to raise this through established institutional processes. Academic workload is monitored each semester and reviewed by the Curriculum Committee, which has overall responsibility for ensuring that workload standards are maintained across the Basic Science curriculum. For full details, refer to the Policies section of the TAUCOM website.

Clinical Science Phase:

Clinical training is designed to provide meaningful patient-care experiences while ensuring student safety, wellness, and adequate rest. Clinical duty hours are aligned with established ACGME guidelines.

Clinical workload expectations include:

- Clinical duty hours should **not exceed 80 hours per week** when averaged over a four-week period.
- Students should not be assigned more than 24 consecutive hours of clinical duty.
- An additional 4 hours may be permitted for educational activities or patient-care transitions.
- Students must receive at least one day off every seven days, averaged over four weeks.
- A minimum of 8 hours off is required between scheduled clinical shifts.
- Students should receive relief from duty following overnight or extended shifts.

TAUCOM is committed to ensuring that the demands of clinical training do not compromise student welfare or the quality of learning. Students are expected to be present during regular hospital working hours Monday through Friday and to participate in on-call duties as scheduled by the clinical site for the relevant rotation.

The following principles apply to all students during clinical rotations:

- Students are not required to work hours in excess of those worked by postgraduate trainees at the same clinical site.
- Time for independent study and self-directed learning is a formal and protected part of the clinical curriculum and must not be routinely displaced by clinical duties.
- Prior to end-of-rotation examinations, students are entitled to protected study leave as follows: two days before all core clerkship examinations.

Students who consider their workload at a clinical site to be unreasonable, or who find that study time is consistently being displaced, should raise the matter with the Director of Clinical Programme.

Assessment Scheduling

TAUCOM recognizes the importance of appropriate assessment planning in supporting academic success and reducing unnecessary stress. Major assessments are scheduled with adequate preparation time to promote effective learning and student wellness.

Assessment scheduling practices include:

- Avoiding the clustering of major examinations or assignments within short periods.
- Providing wellness or study days before major examinations whenever possible.

Holidays and Breaks

Students are entitled to official institutional holidays and scheduled academic breaks as outlined in the academic calendar. Clinical students should also receive protected time off during major holidays whenever feasible.

Policy Oversight and Implementation

To ensure compliance and continuous improvement, TAUCOM regularly reviews course schedules, clerkship plans, and student feedback related to workload and scheduling. Anonymous student feedback is collected through student satisfaction surveys and is used to support ongoing curriculum enhancement.

Implementation measures include:

- Regular review of course syllabi and clerkship schedules by Curriculum Committee.
- Advance approval of any policy deviations by the TAUCOM Curriculum Committee.
- Periodic collection of anonymous student feedback regarding workload.
- Policy review every two years or as required by accreditation standards and institutional needs.

q. Technical Standards for Admission, Retention and Graduation

Students of TAUCOM are selected through the Admissions Committee based on their academic, problem solving, critical thinking, knowledge of scientific concepts and principles, and extracurricular abilities. Additionally, students must have the intellectual, physical, and emotional capacities to meet the requirements of a successful medical career. Once enrolled, students are expected to maintain these capacities throughout the programme in order to be eligible for promotion and graduation.

TAUCOM intends for its students to become competent and compassionate physicians who meet the set standards of the medical profession. TAUCOM is committed to educating and training future leaders in medicine.

The following abilities and characteristics, in addition to academic standards, are requirements for admission, retention, promotion, and graduation for all medical students:

Visual

Students must be able to observe and interpret materials presented in the learning environment, including audiovisual presentations, written documents, microbiology cultures, microscopic examination of microorganisms, tissues, and gross organs in normal and pathologic states, and diagnostic images. They must observe patients accurately and completely, both at a distance and directly. This requires functional vision, hearing, and somatic sensation. These abilities must be maintained throughout all phases of the programme, including clinical rotations.

Oral-Auditory

Students must be able to speak, write, hear, and read effectively. They must perceive non-verbal communications including facial expression, body language, and affect, and communicate sensitively and accurately with patients, families, and colleagues via speech and writing. These communication abilities must be demonstrated and sustained across all phases of the curriculum and clinical training.

Motor and Sensory

Students must possess and maintain the capacity to elicit information from patients via palpation, auscultation, and percussion, and conduct diagnostic maneuvers. They must execute movements required to provide general medical care and emergency treatment to patients and manipulate equipment and instruments to perform basic laboratory tests and clinical procedures. Examples include needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, and scalpel. These abilities must be maintained across all stages of the curriculum and clinical training.

Strength and Mobility

Students must possess appropriate posture, balance, flexibility, mobility, and endurance for standing, sitting, and participating in laboratory, classroom, and clinical sessions. These physical capacities must be maintained throughout the duration of the programme, including extended clinical rotations.

Cognitive

Students must possess and maintain sufficient cognitive abilities and effective learning techniques to obtain, collect, memorize, analyze, integrate, process, and apply the volume of detailed and complex information presented by the curriculum. They must be able to learn through a variety of methods including lectures, alternative classroom instruction, demonstrations, hands-on experiences, and small group, team, and collaborative discussions. They must perform calculations necessary to solve quantitative problems, apply knowledge and reasoning to clinical decision-making, and recognize, comprehend, and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among clinical events. These abilities must be demonstrated consistently across both the basic science and clinical science phases of the programme.

Behavioral and Social

Students must possess and maintain the emotional stability and maturity to fully apply their intellectual skills, exercise sound clinical judgment, and complete all responsibilities related to the diagnosis and care of patients. They must develop and sustain mature, sensitive, and effective relationships with patients, families, and colleagues. Students must be able to tolerate the physical, mental, and emotional demands of training and patient care, including long working hours during clinical rotations. They must demonstrate adaptability, flexibility, and the ability to function under conditions of uncertainty, and behave in a trustworthy, ethical, and professional manner consistent with the values and standards of the medical

profession. They must exhibit sufficient interpersonal skills, knowledge, and attitudes to interact positively and sensitively with individuals from all backgrounds, ethnicities, and belief systems. These behavioral and social standards must be consistently demonstrated throughout enrolment and are considered in promotion and graduation decisions.

Technical Requirements

Students must be able to observe, demonstrate, and participate in activities across the basic and clinical science phases of the programme. They must analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments appropriate to their level of training. They must make sufficient use of vision, hearing, and somatic sensation to perform physical examinations, including palpation, auscultation, and percussion. They must establish and maintain professional and sensitive relationships with patients. They must learn and perform routine laboratory tests and diagnostic procedures and communicate examination findings and clinical conclusions to patients and colleagues with accuracy, clarity, and efficiency. They must perform routine invasive procedures as part of training using universal precautions avoiding risk of infection to patients. They must perform precise, timely, and appropriate actions in emergency situations, display good judgment in patient assessment and treatment, and consistently demonstrate perseverance, diligence, and professional conduct necessary to complete the medical school curriculum and transition to independent practice. Students must accept constructive feedback and respond with appropriate modification of behavior throughout their training.

Disability and Reasonable Accommodation

TAUCOM is committed to providing reasonable accommodation to students with disabilities who are otherwise qualified to meet these technical standards, in accordance with applicable laws and institutional policy. Students requiring accommodation should contact the Student Affairs Office at the earliest opportunity. The granting of an accommodation does not waive the requirement to meet the essential technical standards of the programme. For full details refer to the Disability and Reasonable Accommodation Policy in the Policies section of the TAUCOM website.

24. Additional Support

Department of Student Affairs

- **Dr. Sooraj Surendranath**
  Assistant Dean of Student Affairs
  Email ID: sooraj.surendranath@tau.edu.gy
- **Mr. Chakkararvarthy N.**
  Student Affairs Manager
  email ID: chakkaravarthy@tau.edu.gy
- **Ms. Teanna Louis**
  Student Affairs Coordinator
  email ID: teanna.louis@tau.edu.gy
- **Ms. Natoya Henry**
  Student Affairs Coordinator
  email ID: natoya.henry@tau.edu.gy

External Counselors

- **Ms. Michelle Amsterdam**
  Mobile : +592 676 8557
- **Ms. Anju Vivekanandaraj**
  Mobile: +592 613 9255
- **Ms. Carlotta Walcot**
  Mobile: +592 665 0228