

UNIVERSITY OF SINT EUSTATIUS SCHOOL OF MEDICINE



Paving the Path to Excellence in Healthcare Education





**UNIVERSITY OF SINT EUSTATIUS
SCHOOL OF MEDICINE**

Forging the path to excellence in healthcare education



Dear Medical School Candidate,

International medical graduates now account for over twenty-five percent of the physicians in the United States. This represents an increase of approximately 160 percent since 1975. We believe that successful physicians come from all backgrounds— academically, socially and culturally. The idea that there is any one personality and aptitude type that makes a better physician has long been discredited.

Here at the University of Sint Eustatius School of Medicine, we have welcomed into our family students from every walk of life— some with strong science backgrounds and high MCAT scores and others with humanities backgrounds and no MCAT scores— and molded them into fine physicians.

After reviewing the enclosed information we invite you to discuss your qualifications with a member of our experienced admissions team who will give you a clear, complete and meaningful assessment about how to proceed.

We look forward to hearing from you.

Sincerely,

Leonard Wisneski, M.D.

President and Dean



Overview of Medical Programs

Updated August 21, 2008

The University of Sint Eustatius offers a comprehensive M.D. degree program, including training in the Basic Sciences and in Clinical Education. Depending on qualifications, a student may enter at either of these levels of training. Since the University of Sint Eustatius offers 1 ½ academic years (3 terms) within one calendar year, students complete the programs in less calendar time than traditional 4-year medical programs in the U.S.

Basic Sciences Program

In the Basic Sciences program, students complete 5 terms (20 months) of Basic Sciences coursework. The first four terms (16 months) are completed on Sint Eustatius. Then, students have the option to complete their 5th term of Basic Sciences either on Sint Eustatius or in the United States. In partnership with the University of Sint Eustatius, the 5th semester in the U.S. is being hosted at Lincoln College, a fully accredited and licensed institution, which is located in Normal, Illinois.

Students who successfully complete this phase of training and subsequently pass Step I of the United States Medical Licensing Exam (USMLE) then transition into the Clinical Education program.

Clinical Education Program

In the Clinical Education program, students complete 72 weeks of clinical rotations at hospitals in the U.S. (or the U.K., at the student's preference). The University has over 75 high-quality clinical sites in dozens of U.S. states, Canada and the U.K.

Graduates

(Upon completion of the M.D. program)

Students will be awarded the M.D. degree if they have successfully completed the basic sciences and clinical curricula, passed the USMLE Step I, IICK and IICS and met their financial obligations for tuition/fees.

Additional Training Opportunities

Premedical Training

For students who need extra preparation or additional credit hours prior to entry into the Basic Sciences program, the University offers a 1 term (4 month)

curriculum of premedical courses on the island of Sint Eustatius. Upon successful completion of the premedical term, students automatically transition into the 5-term Basic Sciences program.

For students who lack select medical school prerequisites (e.g., Organic Chemistry I and II, Physics I and II) but have sufficient credit hours, the opportunity exists to complete the prerequisites while simultaneously completing the Basic Sciences.

Based on a comprehensive review of a student's application for admission, the Admissions Committee of the University of Sint Eustatius determines whether a student's initial placement is in the premedical term or in the 5-term Basic Sciences program.

Elective Programs of Undersea and Hyperbaric Medicine

While enrolled in the Basic Sciences program, students may elect to simultaneously enroll in one of the Programs of Undersea and Hyperbaric Medicine. Participants may earn basic technical certifications up to a Master's degree, depending on the depth of their involvement in the program. Coursework and training occurs in the evenings, so that students can still complete the Basic Sciences program without delay.



Philosophy and Vision

The mission of the University of Sint Eustatius School of Medicine is to develop skilled and compassionate physicians, through innovative educational approaches in conventional and complementary health sciences, to serve the expanding global need for comprehensive, quality health care.

The Four Pillars and Two Guideposts are a framework for our curriculum in line with advances made by leading schools of medicine around the world. We believe that these Educational Pillars provide a unique and valuable opportunity for our students to be fully prepared for the practice of medicine in today's world.

The Four Pillars:

- 1) Integrative Medicine – integrating a focus on patient-centered care and essential knowledge on the integration of complementary, alternative, and traditional health practices.
- 2) Educational Innovation –maximizing the application of developing technologies and their potential to improve the educational experience of our students and advance their clinical skills.
- 3) Multi-Cultural Competence – Promoting knowledge building for our students to understand various cultural perspectives on health and illness as well as develop communication techniques to improve the clinical experience of their future patients.
- 4) Clinical Sensitivity – promoting communication skills and personal

development that instill and portray compassion for each patient as a unique and valued individual.

The Two Guideposts:

At the University of Sint Eustatius School of Medicine we are dedicated to being a part of the solution to global medical issues. We promote a philosophy of service through leadership for our students.

■ Service to the Underserved – throughout the educational experience, we stress the importance and the opportunity of providing medical care in communities and countries where there are shortages of trained medical personnel.

■ Return of Professional Talent – the University of Sint Eustatius School of Medicine is expanding its medical recruitment to the international arena to encourage students from around the world to become physicians and return to their homeland to become pillars in their own communities. We have developed programs to insure our international students have the requisite understanding of the basic sciences to insure success in their medical training to match the USMLE standards.



Admissions Requirements

- Applicants to the Basic Sciences program at the University of Sint Eustatius School of Medicine must have a bachelor's degree or a minimum of 90 semester credit hours (the equivalent of three years of college study) from a U.S., Canadian or similar educational model college or have a baccalaureate degree or equivalent from a university in Europe, Asia, Australia, or Africa.
- Students who lack 90 semester credit hours may be able to rectify their credit hour deficiency by completing the one term of pre-basic sciences coursework offered on island by the University of Sint Eustatius. Applicants who have 90 credit hours but are deemed in need of additional preparatory training for the Basic Sciences program may also qualify for this additional educational term. The Admissions Committee will determine suitability for placement in the premedical term.
- U.S. and non-U.S. applicants who intend to practice in the U.S. should apprise themselves of the licensure requirements of the particular state or jurisdiction of interest regarding the applicant's premedical education. Since each licensing authority sets its own criteria with respect to an applicant's required premedical training, the specific requirements will vary across states and jurisdictions (e.g., some states will require the completion of specific premedical science courses, whereas others will require a less specific background in the sciences).
- Although not required for entry into the Basic Sciences program, taking the MCAT is recommended.
- Please note that applications for all programs and levels of study are considered on a rolling admissions basis, with no absolute timelines or deadlines.

Admissions Checklist

Completion of the steps below are required to qualify for an interview. All documents must be submitted to the New York Office.

University of Sint Eustatius
6901 Jericho Turnpike, Suite 215
Syosset, NY 11791

The following items must be submitted:

- ✓ **Completed Application**
- ✓ **Application Processing Fee** \$100 U.S. (personal check or money order)
- ✓ **Two Letters of Recommendation** from pre-medical committees, individual professors knowledgeable about the applicant's character and academic achievement and aptitude, or physicians familiar with the applicant's performance in healthcare settings. This should be on letterhead.
- ✓ **Four Color Photographs** of standard 2" x 2" passport-size, with the student's name signed on the back.
- ✓ **Official Transcripts (and Preceptor Evaluations, if applicable)** covering all coursework, clinical rotations, etc., pursued at each college or professional school attended, bearing the raised seal of the institution, and mailed directly to the New York Office.
- ✓ **MCAT Scores** (if applicable, not mandatory)
- ✓ **Personal Statement**

Transfer Students and Advance Standing

We welcome students from other appropriately recognized medical schools. Credits will be accepted provided that the previous medical school program is recognized by the WHO and the ECFMG and if courses were successfully passed as reflected on official sealed transcripts sent directly from the previous university program. If transcripts are not in English, a formal translation from WES (www.wes.org) must be provided.

Transfer students follow the same admissions protocols as any other applicant.

Students seeking transfer directly into the Clinical Education program must pass the USMLE Step I prior to starting clinical rotations. The Dean of Admissions, in consultation with the Deans of Basic Sciences and Clinical Education, will determine the suitability of an applicant's pre-clinical preparation for the Clinical Education program.

Basic Sciences Program

The Basic Sciences program takes place during 15-week terms on the island of Sint Eustatius. Summer and winter breaks are short by U.S. standards, permitting three academic terms in any given calendar year. Students may opt to complete their 5th term of Basic Sciences in the United States, thus reducing their total time away from their home country.

The Basic Sciences consists of training in multiple disciplines taught in a 5-term format. Courses are typically taught in double 45-minute blocks. Some subjects require two semesters of study.

For students needing extra preparation for the Basic Sciences program, the University offers an extended program involving an extra 4-month term of pre-basic sciences coursework (e.g., medical physics, organic chemistry).

Course Descriptions

1st and 2nd TERMS

BIOCHEMISTRY

Structure and function of carbohydrates, lipids, proteins, and other important biomolecules.

Lectures cover important topics such as structure-function relationships in molecular diseases, enzyme characteristics and kinetics, bioenergetics, metabolism and metabolic interrelationships of important biomolecules, the molecular basis of metabolic diseases, the biochemistry of hormones and cell signaling and biochemical principles in nutrition. In lab activities, students learn about basic tests and procedures used in general practice, including pregnancy tests, urine reagent strips and tablets for the detection of glucose and ketonic bodies and glucometers for monitoring diabetic patients.

GENETICS

Basic genetics and its relevance to inherited disorders.

This course covers topics including the structure and function of genes, the general organization of the human genome and the principles of Mendelian and non-Mendelian genetics as applied to disease. Chromosomal abnormalities, cytogenetics in principles and practice, population genetics as applied to issues of human health and the use of genetics in medicine are also covered. Also emphasized are principles of molecular recognition, the control of cellular proliferation and the organization, replication and repair of the genome. Gene expression, mutation, molecular genetics and the techniques of molecular biology are also covered.

GROSS & DEVELOPMENTAL ANATOMY

Gross structure and development of organs and systems of the human body.

The course is dedicated to teaching developmental aspects of major organ systems and integrating this with a discussion of gross anatomy of the human body. In addition to didactic lectures and cadaveric dissection, the learning of anatomy is enhanced with the help of small group discussions in the laboratory with computer software, study of X-rays, CT scans, MRIs and osteology. The emphasis of the course is on applied and clinical aspects of gross and developmental anatomy.

HISTOLOGY

Microscopic structure and function of cells, tissues and organs.

Formal lectures and student presentations explore the microscopic anatomy of cells, tissues and organs. Emphasis is on correlation of structure with function.

PHYSIOLOGY

Basic human biological processes.

Both normal and abnormal physiological states, as seen in both everyday life and in the clinical setting, will be examined fully. Specifically, the mechanical, biomedical, and regulatory processes of major organ systems— including cardiovascular, respiratory, renal, endocrine, gastrointestinal and neural— are covered. Clinical correlation is stressed via case studies of patients with major organ system dysfunction.

PUBLIC HEALTH

Epidemiology, Biostatistics and Preventive Medicine.

Epidemiologic principles, measurements, investigations and

research designs are discussed.

Students gain experience in applying epidemiologic methods in clinical problem solving and decision making. Principles of biostatistics applied to medicine are covered. Students gain knowledge in the process of testing hypotheses and making inferences from various types of data. Disease trends in human population and methods of prevention are discussed. Public health systems and medical care organizations are reviewed. Students participate in community health care projects.

3rd, 4th and 5th TERMS

INTRO. TO CLINICAL MEDICINE & PHYSICAL DIAGNOSIS

History taking, physical exam techniques and clinical presentations of diseases.

Students gain proficiency in conducting history and physical exams and writing hospital chart SOAP notes. Students reinforce their skills through hands-on workshops and learn to document their histories and physical exams in a manner consistent with current U.S. medical standards. The most common and basic aspects of clinical medicine are also covered. The pathophysiology of diseases is emphasized as it relates to USMLE Step 1 and patient care. As part of this discipline, students participate in routine and emergency patient care at the local hospital under the close supervision of a local practicing physician.



MEDICAL ETHICS

Moral and legal concerns in medicine.

Complex issues pertaining to confidentiality, informed consent, mental competency, obstetric/pediatric ethics, physician-assisted suicide and conflict of interest situations are examined. Current laws, regulations and judicial precedents governing ethical matters in medicine are discussed in depth.

MEDICAL PSYCHOLOGY

The biological and psychological bases of mental illness.

Major psychiatric disorders are covered with an emphasis on diagnostic features, neurobiological correlates and psychotherapeutic and biological treatments. During practical role-play exercises, students gain experience conducting mental status exams, interviewing for specific neuropsychiatric disorders, and managing suicidal behavior.

MICROBIOLOGY

Microorganisms causing infectious diseases: Classification, laboratory identification, pathogenesis and clinical manifestations of disease processes and treatment strategies.

Major human diseases of bacteria, viruses, fungi, protozoa and helminths are presented in lecture. Laboratory experiences supplement didactic instruction. Fundamental concepts of immunology are covered and integrated as various diseases are discussed.

NEUROSCIENCE

Structure and function of the brain, spinal cord and peripheral nervous system.

Didactic sessions and laboratory dissections of the human brain and spinal cord promote the clinically relevant understanding of the functional and dysfunctional nervous system. Through the integration of

neuroanatomy, physiology, pharmacology, and biochemistry, students will converse fluently in the language of the nervous system. Emphasized are the clinical examination and the correlation of findings with neuroimages.

PATHOLOGY

The study of basic reactions of cells, tissues and specialized organs to abnormal stimuli that underlie all diseases.

Using problem-based learning and team-based learning principles along with didactic lectures, the course will focus on describing various cellular, tissue, and organ responses to pathologic stimuli and on explaining the gross and microscopic changes of cells, tissues and organs following injury. The students will learn and become proficient in interpreting how these morphologic changes can lead to the presenting features of the disease by analyzing their clinical-pathophysiological correlations.

PHARMACOLOGY

An integration of anatomy, histology, physiology, biochemistry, microbiology and pathology in the understanding of complex actions of drugs on the living organism.

The main focus of this course is to provide future doctors with a basic understanding of the actions of drugs in the treatment of patients. Basic principles of pharmacology including absorption, distribution, metabolism, excretion, drug toxicity and drug-drug interactions will be presented together with the principles of drug-receptor interactions. After basic concepts are covered, the pharmacology of major organ systems will be explored, including the autonomic and central nervous systems and the cardiovascular, respiratory, renal and blood systems. The anti-microbial and cancer chemotherapeutic agents and the basic principles of toxicology will also be covered.

USMLE REVIEW COURSE

An overview and synthesis of materials covered in the Basic Sciences program in preparation for the successful writing of USMLE Step 1.

Presentations will focus on systems and disciplines that are key to USMLE Step 1, including Anatomy, Behavioral Sciences, Biochemistry, Immunology, Medical Genetics, Microbiology, Pathology, Pharmacology, and Physiology, etc. Students will also have access to USMLE-type practice questions. To enhance the Review Course, faculty of the University of Sint Eustatius make themselves available to address questions arising from the presentations or practice questions. Course achievement is measured through a simulated USMLE Step 1 examination, lasting approximately four hours in length. The simulated USMLE Step 1 examination provides diagnostic feedback to permit targeted formulation of remediation plans geared at addressing specific areas of weakness. Grades for the Review Course are awarded on a pass-fail basis.

OPTION FOR U.S.-Based 5th Term

As on Sint Eustatius, the 5th term that is hosted at Lincoln College includes the Introduction to Clinical Medicine and Physical Diagnosis course and the Review course for USMLE Step 1. At Lincoln College, students live in affordable housing on campus and take classes in an amphitheater style classroom.

For eligibility for the U.S.-based 5th semester, students must enroll by established deadlines, be in good financial standing with the University, and have the legal right to reside in the U.S.

Financial Information

The goal of the University of Sint Eustatius School of Medicine is to provide every student a first-rate medical education at a cost roughly comparable to that of a U.S. state university.



Tuition

Basic Sciences program tuition is currently set at \$7,800 per term, including the following:

- \$500 seat deposit (non-refundable and is required within 30 days of acceptable)
- Class registration and orientation fees
- Health insurance (includes term break coverage in the U.S.)
- Laboratory fees, manuals and materials
- Supplemental course fees
- Evacuation insurance
- Technology fees
- High-speed Internet access fee
- Library fees
- On island administrative fees
- Luncheon lectures

Textbooks are not included in tuition but must be purchased separately. Students may opt to purchase their books affordably and conveniently from the University's on-line bookstore at:

www.eustatiusmed.edu/bookstore.html

Students who opt to complete their 5th term of Basic Sciences in the U.S. will incur extra fees and should check with the Administration office in NY for current pricing.

Clinical Education program tuition is currently set at \$8,400 per term, including the following:

- Clerkship administrative fees (please check with the Clinical Department in NY as some sites may require *additional* fees)
- \$1,000 deposit (\$500 non-refundable)
- Health insurance (Once rotations are begun, the student's health insurance coverage cost will be paid through the student's tuition. Students may elect to purchase insurance prior to the start date of their clinical rotations).
- Malpractice insurance (during the Clinical Education program)
- USMLE Step sponsorships

Financial Aid

We suggest you read the Financial Aid section of the Basic Sciences Student Handbook (downloadable from our website www.eustatiusmed.edu). For more information about financing your education at the University of Sint Eustatius, please call the Financial Aid department or e-mail us at loans@eustatiusmed.edu.

The Basic Sciences Student Handbook is frequently updated and has information about our school, financial matters and important in-depth facts about living and learning on Sint Eustatius.

We do not claim in our literature to be accredited by any agency, either U.S. or foreign. We do state recognition by the World Health Organization (WHO) and the Educational Commission for Foreign Medical Graduates (ECFMG). We also state that our students are eligible to sit for the USMLE Step examinations and are eligible to become ECFMG certified upon completion of the M.D. curriculum and passing the USMLE Step 1, Step 2-CK, and Step 2-CS examinations.

Clinical Education Program

Core Rotations

Internal Medicine

(12 weeks)

Students participate in clinical management teams and are directly involved in patient care under the close supervision of attending physicians. Experience gained during ward rounds and from ambulatory centers is supplemented by formal lectures on the management of commonly encountered diseases.

Surgery

(12 weeks)

Students learn basic operating room protocol, perform pre-surgical histories and physical examinations, assist in surgical procedures, and participate in post-operative patient care.

Obstetrics and Gynecology

(6 weeks)

Students learn fundamentals of prenatal and postpartum care and help manage actual labor and delivery. They also gain experience in the diagnosis and treatment of common gynecological disorders.

Pediatrics

(6 weeks)

Students learn the similarities and differences between management of pediatric patients and their adult counterparts. Emphasis is placed on gaining understanding of normal patterns of growth and development, as well as common illnesses of childhood.

Psychiatry

(6 weeks)

Students participate in the care of patients with mental illnesses, developing skills in history taking and performing

mental status examinations on psychiatric patients. Students gain familiarity with the major psychotropic medications as well as other treatment modalities.

Family Practice

(6 weeks)

Students gain an appreciation for comprehensive patient care over longer periods of time than those typically encountered in the acute inpatient setting. Students are exposed to a wide variety of patient problems and concerns in all age groups, ranging from routine check-ups to life-threatening emergencies.

Elective Clerkship

Fourth Year (24 weeks)

Many elective rotations are available in hospitals throughout the U.S. and U.K. for fourth-year students at the University of Sint Eustatius. Elective rotations give students the opportunity to explore specific areas that sparked interest during core rotations. Students are advised to complete elective clerkships that will enhance their application to a residency program in their chosen field.

International Opportunities

For students who want to experience international opportunities, the U.K. provides short-term and long-term exposure to most specialty areas. European rotations are by student choice and not required. These rotations can augment experiences within the U.S. and can positively impact residency directors.



Student Life



New students will have to secure housing in the community. Detailed information about affordable housing is available on the University website and through the administrative office on Statia.

Classes at the University are taught in English. Each air-conditioned classroom is supplied with a variety of audio-visual equipment including a television, LCD projector, DVD player, computer, and wireless internet. Students complete laboratory requirements in smaller groups in dedicated labs. The school's facilities also include a computerized testing center, where students gain experience completing electronic USMLE-style exams throughout their Basic Sciences training.

Although students spend six to eight hours per day in class, they find time for leisure activities as well. There are many natural wonders waiting to be explored on the island of Sint Eustatius, from tropical rain forest to volcanic crater to coral reefs. Students can hike foot trails, swim, snorkel, and scuba dive. Athletes can pursue sports such as soccer, tennis and softball. The island also has several restaurants and bars for socializing.

No price can be placed on the stimulation offered by living and studying on a Caribbean island like Statia. Statians are friendly and hospitable, and students should take full advantage of the opportunities to get to know their hosts.

The island offers many of the modern services available in the United States, including on-campus wireless internet access (available to all students at our school), cable television and banks. Common household commodities are available from various retailers on the island.

Although students should expect that a small Caribbean island like Statia may lack some of the conveniences taken for granted at home, they soon discover that with a little initiative they find all the essential ingredients for a fulfilling, satisfying existence.

Students can look forward to taking home much more from their experience abroad than simply a knowledge of the basic medical sciences: They inevitably leave Statia to enter clinicals with new perspectives on themselves and on life.

No price can be placed on the stimulation offered by living and studying on a Caribbean island like Statia.

Programs of Undersea and Hyperbaric Medicine

Benefits of Training

Training in undersea and hyperbaric medicine at the University of Sint Eustatius greatly augments the critical faculties of the student.

Participants of the programs thus come to understand that, as the number and variety of clinical applications of hyperbaric oxygen increase, so too does the erroneous yet popular view of hyperbaric oxygen as a virtual panacea. By promoting an evidence-based approach to the use of hyperbaric oxygen therapy, however, the Programs of Undersea and Hyperbaric Medicine endeavor to entrench the judicious use of hyperbaric oxygen where benefit is demonstrable and to augment the systematic unbiased investigation of novel clinical uses for hyperbaric oxygen. Students enrolled in the programs have the added benefit of early hands-on exposure to patients, thus gaining an important experiential advantage over most of their U.S.-trained and foreign-trained counterparts. It is therefore inescapable that the broadening and deepening of basic scientific foundations coupled with the wealth of early clinical experience afforded by the Programs of Undersea and Hyperbaric Medicine lends a decidedly competitive edge to those ultimately pursuing residencies and medical licensure in the United States.

Graduation Requirements

The Master's Program graduation requirements are:

- a) Completion of a baccalaureate degree from an accredited college or university,
- b) Completion of the Required Courses (see list next column),

- c) Declaration of referees that the thesis (Master's Program) meets acceptable standards.

Graduation from either the Advanced or Introductory Technical Programs requires that students attend lectures and complete practical training as described below (see Required Courses) and achieve a passing grade on a comprehensive computer-based examination.

Required Courses

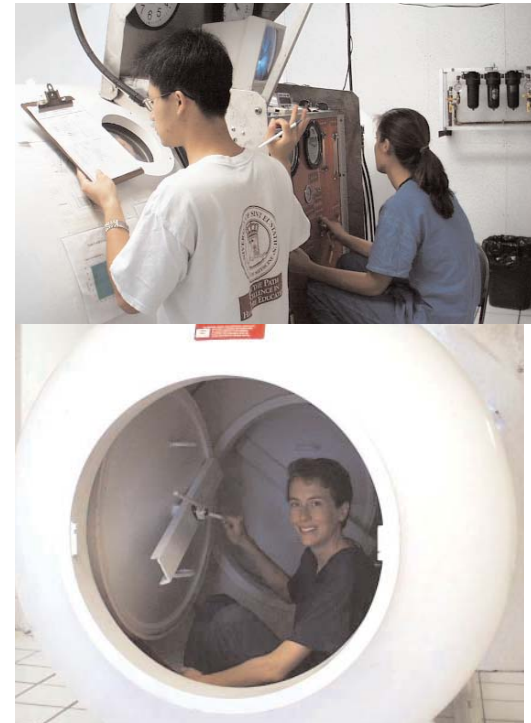
Master's & Diploma Programs

- Hyperbaric Medicine Seminar (13 hrs)
- Oxygen Therapeutics (88 hrs)
- Hyperbaric Chamber Training (6 hrs)
- Hyperbaric Chamber Recording (3 hrs)
- Hyperbaric Chamber Driving (9 hrs)
- *Anatomy (256 hrs)
- *Physiology (160 hrs)
- *Neuroscience (160 hrs)
- Thesis Preparation & Defense (this is for the Master's Program only and involves a variable number of hours)

**These are courses administered as part of the Program of Basic Sciences by the University of Sint Eustatius School of Medicine.*

Advanced Technical Program

- Hyperbaric Medicine Seminar (13 hrs)
- Hyperbaric Chamber Safety (1 hr)
- Hyperbaric Chamber Tending (1.5 hrs)



- Hyperbaric Chamber Recording (1.5 hrs)
- Hyperbaric Chamber Driving (4.5 hrs)

Introductory Technical Program

- Physics and Physiology (1 hr)
- Emergency Use of Hyperbaric Oxygen (1 hr)
- Treatment Protocols (1 hr)
- Hyperbaric Chamber Tending (0.5 hr)
- Hyperbaric Chamber Driving (0.5 hr)

Tuition

For students enrolled in the program of Basic Sciences, total tuition charges of \$5,700, \$3,800, \$1,900 or \$250 will be levied for the Master's, Diploma, and Advanced and Introductory Technical Programs, respectively.

Administration & Faculty



**Leonard A. Wisneski, M.D.,
F.A.C.P.
President and Dean**

**Drexel University, B.S.
Jefferson Medical College, M.D.**

Dr. Wisneski graduated from Thomas Jefferson Medical College and completed his postgraduate training in the field of Internal Medicine and Endocrinology in the George Washington University healthcare system, where he served as Chief Medical Resident in Internal Medicine. From 1977 until 1997, he was the Corporate Medical Director of Marriott International, Inc. and was Director of Medical Education at Holy Cross Hospital in Silver Spring, Maryland (an affiliate of George Washington University Medical School) and at Children's National Medical Center, where he devoted his efforts to the clinical practice of internal medicine and endocrinology.

In clinical practice, Dr. Wisneski has exemplified the true meaning of the title doctor— healer, teacher and listener— resulting in a close association with his patients. His thirst to scientifically incorporate natural methodologies and innovations in the field of mind-body medicine (psychoneuroimmunology) into clinical practice has caused his services to be widely sought. He maintains a Fellowship position in the American College of Physicians, the American College of Nutrition, and the American Institute of Stress. He has served as a member of the Board of Trustees of

the American Holistic Medical Association and is a past President of the International Society for the Study of Subtle Energies and Energy Medicine.

In addition to his clinical practice, Dr. Wisneski has been a Clinical Professor of Medicine since 1984 at George Washington University and an Adjunct Professor at the National College of Naturopathic Medicine. He has also been granted a professorial appointment at Georgetown University Medical School. During this time he has stressed the importance of humanism, holism, and innovation to medical students, interns and residents. He has served as founding Medical Director of the Bethesda Center, President of the Washington Region of American Whole Health and founding Medical Director of Integrative Medicine Communications. He has completed extensive research and development for pharmaceutical corporations, published a textbook on the scientific basis of integrative medicine and served as Chief Medical Editor of "The Integrative Medicine Consult." He has received numerous awards, including Teacher of the Year, Outstanding Faculty Member in Internal Medicine and the C. Everett Koop Award for Excellence.



**Clyde B. Jensen, Ph.D.
Chair, Board of Governors
Clinical Professor of
Pharmacology**

**University of North Dakota,
Ph.D.**

Clyde B. Jensen has one of the most distinctive and diverse resumes in medical education. After receiving his Ph.D. in 1974 from the Department of Physiology and Pharmacology at the University of North Dakota he became:

- America's youngest medical school president at the age of 32.
- The only person to serve as chief or senior executive at colleges of allopathic, osteopathic, naturopathic and oriental medicine.
- One of a few higher education executives to preside over a half-dozen colleges, including public and private, from community college through doctoral level programs.
- A member of institutional and programmatic higher education accrediting bodies.
- A reviewer for federally funded research proposals in the biomedical sciences.
- A recipient of teaching awards from higher education institutions and leadership awards from major health care professions.

- An investigator in the pharmaceutical and dietary supplement industries.

These and other experiences helped Dr. Jensen to value the commonalities among the health care professions and to seek ways to foster interprofessional collaboration. In 2001 he formed Continuum Biomedical Consultants and began to assist industry and higher education with the integration of conventional and complementary health care, research and education. His diverse range of experience and colleagues enables him to call upon experts from numerous fields of biomedical science to assist in providing innovative solutions to difficult problems.

A resident of Portland, OR, Dr. Jensen wishes to contribute to the development of a new, international model for the education of contemporary physicians and scientists. He is convinced that the University of Saint Eustatius can play an important role in that endeavor and is committed to working with physicians, scientists, students and policy makers from Saint Eustatius and elsewhere to enhance the quality and collaboration within international medical education and health care.

Administration & Faculty (cont.)



Michael Lumpkin, Ph.D.
Vice Chairman, Board of Governors

University of Texas,
Southwestern Medical
School, Ph.D.

Dr. Michael Lumpkin is a tenured Professor and immediate past Chair of the Department of Physiology and Biophysics at Georgetown University School of Medicine.

After completing his bachelor's degree in Biology and Government as a Phi Beta Kappa graduate of the University of Texas, he then earned his doctoral degree in Physiology in 1981 from the University of Texas Southwestern Medical School in Dallas. He completed NIH sponsored postdoctoral fellowship training in Neuroendocrinology at Southwestern Medical Center in 1983. He became Assistant Professor of Physiology

and Biophysics at Georgetown in 1984 and was promoted to Professor and Chairman of the Physiology and Biophysics Department of Georgetown's Medical Center in 1993. He has been the recipient of over 30 academic awards, honors, and visiting professorships.

His research has been supported by grants from NIH and biotechnology foundations. Dr. Lumpkin's current research involves studies of the mechanisms by which physical and psychological stressors disrupt the neuroendocrine systems that regulate growth, metabolism, immunity, and reproduction, thereby producing or exacerbating chronic disease states. From this work, he and his research group have

produced a patent for treating AIDS-related wasting syndromes in adults and children. He is also a central participant in a large NIH-funded initiative to bring integrative medicine (CAM) research and education to medical and graduate students at Georgetown. Dr. Lumpkin lectures extensively at national and international venues on the subjects of stress hormone physiology, psychoneuroimmunology (PNI), and mind-body medicine. He often incorporates mind-body skills into his presentations to help groups of conventional healthcare professionals better understand the links between stress, disease, and the ability to heal. He is also an officer in two international scientific societies, serves on several Boards of Directors of medical and educational organizations, and is a past Chair of the Georgetown University Rank and Tenure Committee. He lectures, instructs, and facilitates student groups in all aspects of neuroendocrinology, psychoneuroimmunology and mind-body medicine. Dr. Lumpkin is a director and lecturer in the Georgetown Complementary and Alternative Medicine (CAM) Mini-Medical School for the public. He is a Golden Apple and Kaiser Permanente Award winner for outstanding teaching. He serves as a representative to the Leadership Group of the Consortium of Academic Health Centers for Integrative Medicine. Dr. Lumpkin is the author of 175 scientific articles, book chapters, and abstracts.



William R. Hendee, Ph.D.
Secretary, Board of Governors

University of Texas, Ph.D.

William R. Hendee has accumulated a wealth of experience in health care through his service in a variety of research, education and administrative positions following receipt of the Ph.D. degree in Medical Physics in 1962 from the University of Texas. The positions he has held include:

- Distinguished Professor of radiology, radiation oncology, biophysics, community and public health
- Dean of a large graduate school in a well-known allopathic college of medicine
- Senior associate dean for research in a well-known allopathic college of medicine
- President of a research foundation
- Professor of biomedical engineering, adjunct professor of electrical engineering, and adjunct professor of radiology
- Interim dean of a large and well-known allopathic college of medicine

- Vice president for science and technology in the world's largest medical association
- Professor and chair of radiology in a large state-supported school of medicine

- Professor and director of radiological sciences in a large state-supported school of medicine

- Associate professor and chair of physics and astronomy in a highly-respected liberal arts college

Dr. Hendee values the strength of the collaborative enterprise that brings basic and clinical scientists together to yield a more effective environment for medical research, education and clinical service. He recognizes the importance of this enterprise in helping physicians and medical students master the emerging technologies that will become powerful tools to improve patient care in the future. He appreciates the contributions achievable through use of a variety of approaches to patient care that go beyond the boundaries of traditional allopathic medicine.

Administration & Faculty (cont.)



Aviad Haramati, Ph.D.
Member, Board of Governors

University of Cincinnati
College of Medicine, Ph.D.

Aviad Haramati, Ph.D. is Professor in the Departments of Physiology & Biophysics and Medicine at Georgetown University School of Medicine. A graduate of Brooklyn College, he received a Ph.D. in Physiology from the University of Cincinnati College of Medicine and did post-doctoral research training at Mayo Clinic. Dr.

Haramati's research interests centered on two main areas: the regulation of renal and electrolyte physiology during growth; and the cardiovascular-renal-endocrine regulation of volume homeostasis in heart failure. His research has been supported by grants from the National Institutes of Health, American Heart Association and the National Kidney Foundation and his work has received honors from several organizations and foundations. Currently, his focus is more on medical education and the incorporation of complementary medicine in the training of physicians.

Dr. Haramati has taught medical and graduate students for over 25 years, and for over a decade directed the medical school course in Human Physiology and other graduate school courses. He served on the Physiology Test Development Committee (USMLE Step 1) for the National Board of Medical Examiners, and is currently Chair of the Examination Section for the Certification Board of Nutrition Specialists (CBNS) of the American College of Nutrition. His teaching effectiveness has been recognized with numerous teaching awards: first at Mayo Clinic, and then at Georgetown University School of Medicine where he received 5 Golden Apple awards and the Golden Orchard honor. In 1997, the School of Medicine awarded him the Kaiser-Permanente Excellence in Teaching of the Basic Sciences, and in 2000 was the eighth recipient of the Arthur C. Guyton Teacher of the Year award by the American Physiological Society. In 2002, he received the Alpha Omega Alpha Robert J. Glaser Distinguished Teaching Award from the Association of American Medical Colleges. In 2004, he

was inducted into the Magis Society of Master Teachers at Georgetown University.

Dr. Haramati has been involved in curricular initiatives and governance/strategic planning at the School of Medicine for over 15 years. He served as chair of the pre-clinical course directors committee, and head of the task force to evaluate Problem-Based Learning at Georgetown. A member of the University Faculty Senate for several years, in June 2005, he concluded his second term as Vice-President of the University Faculty Senate and Chair of the Medical Center Caucus. During 2003-4, he was appointed by the Executive Vice President/Executive Dean to direct the Strategic Planning Task Force at Georgetown University Medical Center.

He is the past-president of the International Association of Medical Science Educators (IAMSE) and hosted the 4th (1999) and 7th (2003) IAMSE conferences. He is on faculty for the Program for Leaders in Medical Education, sponsored by Harvard Medical International, and a member of the executive committee of the Integrated Healthcare Policy Consortium. He has a deep interest to improve medical education across the globe, and currently advises a number of medical school deans. He was elected as the Founding Vice-Chair of the Consortium of Academic Health Centers for Integrative Medicine, and chaired the program committee for the North American Research Conference on Complementary and Integrative Medicine, held in May 2006 in Edmonton, Canada.

Dr. Haramati is principal investigator of a \$1.7 million NIH grant that is funding a broad educational initiative aimed at incorporating complementary, alternative (CAM) and integrative medicine into the 4-year medical curriculum at Georgetown. The goal of the initiative is not to train practitioners of CAM, but rather to educate skillful, knowledgeable physicians who understand the role of CAM in healthcare and are capable of discussing these issues with their patients.



Tham Nimal-Raj, BSc (Hon), MBChB, MSc (Hon), DMI (Rad), FRSH, DFFP, MRCME, DPM, Acup, LLM
Dean of International Affairs

Dr Nimal-Raj currently practices medicine as a Primary Care Physician within the National Health Service in an office North of London in the UK. Having had extensive experience and practice in the field of Radiology and Nuclear Medicine he worked for many years in a variety of capacities to positively impact patient outcomes. With a passion to bring quality medical care to all areas of the world, Dr. Nimal-Raj has turned his enthusiasm toward expanding the opportunities for medical education in the underserved nations of the world.

His years of work in the UK have resulted in relationships enabling medical students to gain clinical training

and experience in the clinic and hospital settings in England. He participates in clinical research, clinical trials and clinical audits. He has an interest in medical law and is currently completing a Masters Degree in Business Administration and Business Law. He is a dedicated family man who is an avid tennis player and enjoys golf and cricket. With a successful career in different facets of medicine, Dr. Nimal-Raj is now working to provide similar opportunities for those students coming into the field of medicine. The University of Sint Eustatius has worked with Dr. Nimal-Raj for over four years and looks forward to many more years of collaboration and cooperation in fulfilling mutual goals involving excellence in medical education.

Administration & Faculty (cont.)



Marc Poulin, M.S., B.S.
Assistant Dean of Clinical
Education/Vice President of
Academic Development

University of Maine, Orono,
M.S., B.S.

After graduating with a B.S. and M.S. from the University of Maine, Marc was recruited and hired by Parke-Davis, an international pharmaceutical company, to represent their cardiovascular products to community physicians and hospitals. He earned many awards and recognitions within the company through years of success and knowledge of physician practices. With significant downsizing of pharmaceutical companies in the late 90's, Marc joined an international medical school and gained valuable experience as an Assistant Dean.

As the vision and ideas of Sint Eustatius were conceived, Marc joined the founders to develop a clinical department that would afford quality clinical teaching and individualized guidance and

management of students. Working for the University of Sint Eustatius, in collaboration with a core group of professional administrators and professors, has allowed the program to develop an excellent reputation based on simple ideas to provide excellence in teaching and personal case management. As a senior member of the administrative team, Marc brings over a decade of industry knowledge and perspective to the educational process and continues to enjoy building and managing a reputable clinical program as Assistant Dean of Clinical Services and VP of Academic Development.



Brenda S. Kirkby, Ph.D.
Associate Dean of Basic
Sciences

University of Victoria, B.C.,
Canada, Ph.D.

After graduating Phi Beta Kappa from the University of Massachusetts with a B.S. degree in psychology, Dr. Kirkby earned her Masters and Doctoral degrees in neuropsychology from the University of Victoria in British Columbia, Canada. As a supplement to her doctoral training, she completed a 3-year research fellowship in neuroimaging in the Positron Emission Tomography Unit

of the Clinical Brain Disorders Branch at the National Institute of Mental Health in Bethesda, Maryland. Her research focused on neurofunctional changes following recovery from severe closed head injury and in schizophrenia. She completed her clinical internship at the University of Arizona Health Sciences Center, special-

izing in the assessment of patients with adult and child neuropsychological conditions and in the evaluation of medical psychology patients such as organ transplant candidates, sleep disordered patients, and in-patient reha-

bilitation patients.

After eight years of high profile postgraduate clinical and research training, Dr. Kirkby diverted her academic path to education and became a faculty member at a Caribbean medical school. Since 1997, she has developed, taught, and maintained highly regarded medicine-based behavioral sciences courses for medical students. Her courses of Medical Psychology and Medical & Legal Ethics are highly relevant to day-to-day medical practice and greatly contribute to the curriculum at the University of Sint Eustatius School of Medicine.

Along side her excellence in teaching, her status as a favorite professor amongst students and her devotion to high academic standards, she climbed the administrative ladder to her present position as Associate Dean of Basic Sciences.



R. Duncan Kirkby, Ph.D.
Associate Dean of
Student Affairs

University of Victoria, B.C.,
Canada, Ph.D.

After graduating with a B.A. and an M.A. in Psychology from the University of Saskatchewan, Canada, Dr. Kirkby obtained his Ph.D. in Psychology (NEUROSCIENCE track) from the University of Victoria, Canada. Dr. Kirkby was the recipient of national scholarships during his post-graduate training. In 1993, Dr. Kirkby won an award to pursue research into synaptic plasticity in the Department of Pharmacology at The Uniformed Services University of the Health Sciences, Maryland.

In 1994, Dr. Kirkby continued his research in the Neuronal Excitability Section of the National Institute of Neurological Disorders and Stroke of the National Institutes of Health, Maryland, focusing on neuronal mechanisms related to the promotion and suppression of seizures. During this period, he served as a preceptor to medical students from American medical schools.

In 1997, Dr. Kirkby shifted his attention from the laboratory to the classroom, developing a clinically-oriented approach to the teaching of neuroscience to international medical students. During his tenure at the University of Sint Eustatius School of Medicine since 1999, he has further extended his educational efforts into the realm of hyperbaric medicine, having established an array of programs to accommodate students with varied interests. These efforts contributed to the recent formation of an internationally governed non-profit foundation, the mission of which is the improvement of health and personal safety on local and international levels through the interrelated processes of education, the promotion of healthcare, and research in the realm of undersea and hyperbaric medicine and its chief clinical instrument, hyperbaric oxygen therapy. Overlapping with these developments, in 2002, Dr. Kirkby was appointed as Associate Dean of Student Affairs at the University of Sint Eustatius.

Administration & Faculty (cont.)



Lori Trout, M.D.
Assistant Dean of
Academic Services

University of Health
Sciences Antigua, British
West Indies, M.D.

Dr. Trout graduated from the University of Texas Medical Branch (UTMB) in Galveston, Texas with a B.S. degree and certification as a Physician Assistant. She was the recipient of the prestigious UTMB Allied Health Sciences A.J. Rodriguez Academic and Leadership Award. Dr. Trout earned her M.D. degree from the University Health Science Antigua School of Medicine in the British West Indies.

She has practical experience working as a health care professional at the University of Texas Medical Branch (UTMB), where she ran a specialty clinic treating hypertension and kidney disease patients. She also has a business perspective on medicine as an owner of a medical practice and medical billing company. Importantly, she has the insight gleaned from being a medical student from a foreign medical school program. Given her diverse training experience and background, Dr. Trout brings to Sint Eustatius a unique and broad perspective on the health care profession.

In 2007, Dr. Trout joined the University of Sint Eustatius as a faculty member in Clinical Medicine. She has developed, taught, and continues to expand the Clinical Medicine and Physical Diagnosis course for the University of Sint Eustatius, and she has been recognized by the student body as a favorite professor and mentor of the students. She is highly regarded for her initiatives in founding and chairing the University of Sint Eustatius chapter of the American Medical Student Association and the Osler Club.

With this amalgam of experiences combined with her refreshing initiative and creativity, Dr. Trout's leadership qualities quickly were recognized, and she was promoted to an administrative role. As Assistant Dean of Academic Services, Dr. Trout is responsible for the development and implementation of academic and clinical support services, including developing and overseeing licensing board preparatory instruction and academic remediation programs. She also spearheads curriculum innovation, including incorporation of problem-based learning, integrative medicine, cultural competence and clinical sensitivity into the educational experience.

Administration & Support, International Educational Management Corp.

Dr. Leonard Wisneski
PRESIDENT & DEAN

Marc Poulin
ASSOCIATE DEAN OF CLINICAL
SERVICES/VICE PRESIDENT OF
ACADEMIC DEVELOPMENT

Daniel Turetsky
CHIEF OPERATIONAL OFFICER

Ronya Bracey
DIRECTOR OF CLINICAL &
CREDENTIALING SERVICES

John Bluethgen
VICE PRESIDENT OF FINANCE

Claudia Finkle
DIRECTOR OF FINANCIAL AID

Ken Wysowski
DIRECTOR OF ADMISSIONS

Ilene Weinstein
DIRECTOR OF MARKETING AND
COLLEGIATE RELATIONS

Steven Grantowitz
DIRECTOR OF CREATIVE
TECHNOLOGY

Administration, Sint Eustatius

Dr. Brenda S. Kirkby
ASSOCIATE DEAN OF BASIC
SCIENCES

Dr. R. Duncan Kirkby
ASSOCIATE DEAN OF STUDENT
AFFAIRS

Dr. Peter Esteban
VICE PRESIDENT OF
FINANCE & UNIVERSITY
DEVELOPMENT

Administration & Faculty (cont.)

PROFESSORS

Bolanthur Shivaraj, Ph.D., M.Sc.

PROFESSOR OF BIOCHEMISTRY & GENETICS

Ph.D. (Biochemistry), University of Kerala, Kasturba Medical College, Manipal, India
M.Sc. (Biochemistry), University of Mysore, Kasturba Medical College, Manipal, India
B.Sc. (Botany, Zoology), University of Mysore, St. Aloysius' College, Mangalore, India

Abrar A. Khan, M.B.B.S.* , M.S.

DIRECTOR, 5th SEMESTER PROGRAM, LINCOLN COLLEGE
PROFESSOR OF CLINICAL MEDICINE & ANATOMY
M.B.B.S., J.N. Medical College, Aligarh, India
M.S. (Anatomy), J.N. Medical College, AMU Aligarh, India

Brenda S. Kirkby, Ph.D.

ASSOC. DEAN OF BASIC SCIENCES
PROFESSOR OF MEDICAL PSYCHOLOGY & MEDICAL ETHICS
Ph.D., M.S. (Neuropsychology), University of Victoria, British Columbia, Canada
B.S. (Psychology, cum Laude), University of Massachusetts, Amherst, MA

R. Duncan Kirkby, Ph.D.

ASSOC. DEAN OF STUDENT AFFAIRS
PROFESSOR OF NEUROSCIENCE
Ph.D. (Psychology, Neuroscience track), University of Victoria, British Columbia, CA
B.A., M.A. (Psychology, Neuroscience track), University of Saskatchewan, CA

George W. Odongo, M.B.B.S.*

PROFESSOR OF CLINICAL MEDICINE & PUBLIC HEALTH
CO-DIRECTOR OF ICMPD
M.B.B.S., Lagos University, Nigeria

James E. White, Ph.D.

PROFESSOR OF MICROBIOLOGY & HISTOLOGY
Ph.D. (Microbiol/Biochem), CUNY, NY
M.S. (Microbiology/Chemistry), NY Medical College, New York, NY
B.A. (Liberal Arts & Sciences), Univ. of Pennsylvania, PA

ASSOCIATE PROFESSORS

Niranjan Khadilkar, M.D., M.B.B.S.*

ASSOCIATE PROFESSOR OF PATHOLOGY
M.D. (Pathology), Kasturba Medical College, Manipal, India
M.B.B.S., J.N. Medical College, India

Paul Koo, Ph.D.

ASSOCIATE PROFESSOR OF PATHOLOGY AND MOLECULAR BIOLOGY
Ph.D., Experimental and Molecular Pathology, Univ. of Toronto, Ontario, CA
M.Sc., Molecular Biology, University of Toronto, Ontario, CA
B.Sc., Microbiology, Univ. of Toronto, Ontario, CA

Lori Trout, M.D.

ASSISTANT DEAN OF ACADEMIC SERVICES
ASSOCIATE PROFESSOR OF CLINICAL MEDICINE, LABORATORY SCIENCES AND MEDICAL GENETICS
CO-DIRECTOR OF ICMPD
M.D., University of Health Sciences Antigua School of Medicine, British West Indies
B.S., PA, University of Texas Medical Branch, Galveston, Texas

ASSISTANT PROFESSORS

Sushil Kumar, M.B.B.S.* , M.D.

ASSISTANT PROFESSOR OF ANATOMY AND EMBRYOLOGY
M.B.B.S., Patna Medical College, India
M.D. (Anatomy), Banaras Hindu Univ, India

Glory Alexander, M.S.

ASSISTANT PROFESSOR OF PHYSIOLOGY & PUBLIC HEALTH
STUDENT COUNSELOR
M.S. (Biology), Saint Joseph College, West Hartford, Connecticut
B.Sc. (Zoology), Bishop Moore College, Kerala University, India
B.Ed., Titus II College, Kerala Univ., India

N.S. Alexander, M.Sc.

ASSISTANT PROFESSOR OF PUBLIC HEALTH
STUDENT COUNSELOR
M.Sc. (Physics), Safia College, Bhopal University, India
B.Sc. (Physics), Mar Ivanios College, Trivandrum, Kerala University, India
B.Ed., University College, Annamalai, India
College, Vellore, Madras University, India

ADJUNCT PROFESSORS

Fazal A. Baboe, M.D.

ADJUNCT PROFESSOR OF CLINICAL MEDICINE
M.D., Anton De Kom University of Suriname, Faculty of Medical Sciences

Sharda S. Baboe, M.D.

ADJUNCT PROFESSOR OF CLINICAL MEDICINE
M.D., Anton De Kom University of Suriname, Faculty of Medical Sciences

LECTURERS

Menno Bakker, M.Pharm.

LECTURER IN PHARMACOLOGY
M.Pharm., University of Utrecht, The Netherlands

*The M.B.B.S. degree is the foreign equivalent of an American M.D. degree.

Island Life

Island Location

Located in the North Eastern Caribbean 150 miles east of Puerto Rico, 90 miles east of St. Croix, 38 miles south of St. Maarten and 17 miles south-east of Saba. Statia lies 17.00 in latitude and 63.04 in longitude. Together with sister islands Saba and St. Maarten, Statia forms the Windward Islands of the Dutch Caribbean.

Time

Atlantic standard time; the same as Eastern daylight saving time, all year round.

Customs

Sint Eustatius is a duty-free port without customs.

Language

Statians have a natural affinity for different cultures and speak several languages, including English, Dutch and Spanish. Dutch is the official language. English is spoken everywhere. But be assured whatever language you may speak, Statians will find a way to communicate. All classes at the University are taught in English.

Electricity

The voltage is 110 A.C. 60 cycles. 220 voltage A.C. will not work without a transformer. Plugs tend to be two flat prongs.

Climate

Generally dry and sunny. Light cooling north east trade winds bring sufficient moisture to keep average day time

temperatures down to about 80 degrees F. The average night time temperatures drop to a comfortable 71 degrees F. Rainfall occurs in showers of medium duration during the months of April, June and Sept.

Telephone

Fully automatic system with good IDD connections. Country code: 599. Outgoing international code: 00.

Festivals

Carnival is the main event of the year and takes place for ten days starting late July until early August. It is very similar to other Caribbean carnivals with a pyjama jump-up in the early morning and the Carnival Queen and Calypso.

Sports & Activities

Watersports predominate, and for many visitors will form the central part of the holiday. Snorkeling is the most popular, but the island is perhaps becoming best-known as a centre for scuba diving. Many wrecks lie on the black sand amid coral reefs and near the submerged old port just off Oranjestad, and these have long attracted staggering varieties of marine life. Increasing numbers of expert divers are drawn to Statia by its unique combination of warm and clear waters, first-rate dive sites and facilities, comfortable hotels and excellent cuisine.

What We're Wearing

Casual informal summer wear is the rule in Statia. Semi-formal clothing is advisable for a night out in one of the island's cozy restaurants.



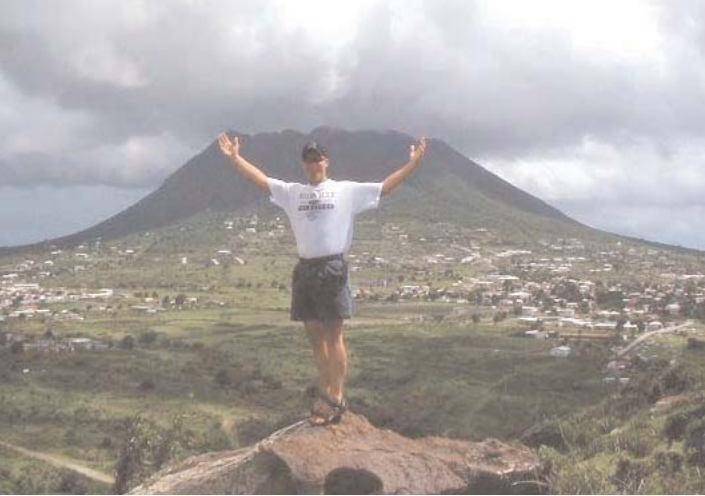
Dear Students,

We are pleased to welcome you to our shores and hope you are able to settle in at the facility as well as on the Island. We look forward to you experiencing our culture, the island, and its people in a positive way. Although our cultures may differ, we offer you the opportunity to share and experience our unique Island and its people. I am certain you will blend in among our friendly and helpful Statians. The establishment of the School of Medicine is a benefit to mankind and is also a positive economic and social tribute to Sint Eustatius. We look forward to a continued cooperation in the area of healthcare education and practice. Your being here as a student makes this all possible.

Welcome!

Mr. Hyden C.I. Gittens MAcc, CPA

Lt. Governor of
The Island Territory of St. Eustatius



**UNIVERSITY OF SINT EUSTATIUS
SCHOOL OF MEDICINE**

Placing the Student in the Center of the Educational Experience

Admissions & Clinical Offices
Please contact:
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Syosset, New York 11791
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The University reserves the right to make changes in the curriculum, degree requirements, course offerings, tuition/fees, and all rules and regulations at any time and without prior notice.

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Fall Term 2008

Orientation & Registration: Sept. 8
First Day of Classes: Sept. 9
Antillean Day: Oct. 21
Reading Days: Oct. 24 & 27
Statia Day: Nov. 16
Awards Ceremony: Dec. 17
End of the Term: Dec. 19
Christmas Day: Dec. 25
Boxing Day: Dec. 26
Holiday Break: Dec. 29- Jan 2
New Year's Day: Jan. 1

Winter Term 2009

Orientation & Registration: Jan. 12
First Day of Classes: Jan. 13
Reading Days: Feb. 27 & Mar 2
Easter Friday: April 10
Easter Sunday: April 12
Easter Monday: April 13
Awards Ceremony: April 23
End of the Term: April 24
Queen's Birthday: April 30
Labor Day: May 1

Spring Term 2009

Orientation & Registration: May 11
First Day of Classes: May 12
Ascension Day: May 21
Reading Days: June 26 & 29
Awards Ceremony: Aug. 20
End of the Term: Aug. 21

Fall Term 2009

Orientation & Registration: Sept. 7
First Day of Classes: Sept. 8
Reading Days: Oct. 23 & 26
Statia Day: Nov. 16
Awards Ceremony: Dec. 17
End of the Term: Dec. 18
Christmas Day: Dec. 25
Boxing Day: Dec. 26
Holiday Break: Dec. 28- Jan. 3