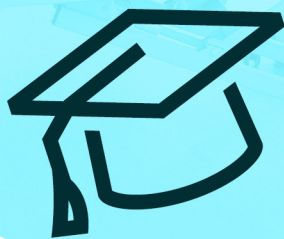




THE UNIVERSITY OF THE WEST INDIES  
FIVE ISLANDS CAMPUS

# 2024 STUDENT HANDBOOK 5



SCHOOL OF  
HEALTH AND  
BEHAVIOURAL  
SCIENCES

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# WELCOME MESSAGES

## DIRECTOR OF ACADEMIC AFFAIRS



Dear Students,

Welcome to the School of Health and Behavioral Sciences at the University of the West Indies Five Islands Campus! As Dean, it is my great pleasure to welcome you to the 2024/2025 academic year.

Our school offers a diverse range of programs designed to equip you with the knowledge and skills necessary to excel in your chosen field. Whether you are pursuing a BSc in Nursing, Psychology, Criminology and Criminal Justice, Pharmacy (traditional), Generative Pharmacy, an MSc in Public Health Management, or are part of our Sport Academy, you are embarking on a journey of academic excellence and personal growth.

We are committed to providing a supportive and dynamic learning environment. Our distinguished faculty, state-of-the-art facilities, and comprehensive curriculum are all geared towards helping you achieve your academic and professional goals.

As you begin this new academic year, I encourage you to take full advantage of the opportunities available to you. Engage with your professors and peers, participate in extracurricular activities, and make use of the resources provided by our campus. Your success is our priority, and we are here to support you every step of the way.

Together, let us make this academic year a rewarding and transformative experience. Welcome once again to the School of Health and Behavioral Sciences.

We look forward to celebrating your achievements and contributions to our vibrant academic community.

With great anticipation,

*Curtis B. Charles, Ph.D.*  
Dean/Director of Academic Affairs

## HEAD OF SCHOOL MESSAGE TO STUDENTS



Dear Students, Faculty, and Staff,  
A warm welcome to all new and returning members of the School of Health and Behavioral Sciences (SoHBS) at the University of the West Indies, Five Islands Campus, for the 2024-2025 academic year. This year promises to be filled with exciting experiences as you embark on this journey with your Five Islands family.

At SoHBS, we aim to provide a comprehensive, multidisciplinary academic program that equips students with the knowledge and skills to address complex healthcare needs locally and globally. Our curriculum fosters critical thinking, cultural competence, and innovative problem-solving, preparing graduates to excel in a rapidly evolving healthcare landscape.

By integrating evidence-based practice, cutting-edge research, and interprofessional collaboration, we strive to develop healthcare leaders committed to improving health outcomes, advocating for health equity, and advancing health and behavioral sciences globally.

We are thrilled to introduce several new programs to prepare you for the evolving healthcare and sports landscape.

Our expanded curriculum now includes innovative undergraduate and master's programs in Generative Pharmacy, Traditional Pharmacy, Psychology, Sports Coaching, Sports Kinetics, and a Master's in Public Health. These additions reflect our commitment to providing a diverse and comprehensive education to meet the dynamic challenges of modern healthcare and wellness industries.

Welcome to the School of Health and Behavioral Sciences, where, together, we will achieve greatness and impact the health and well-being of our communities.

Mrs. Ronis Joseph-Browne, MSc, BSc, CM, RN

## STUDENT GUILD REPRESENTATIVE MESSAGE FOR THE SOHBS TO THE STUDENTS



STUDENT GUILD REPRESENTATIVE, Francella Antoine

Greetings! As we begin a new academic year at the University of the West Indies, Five Islands Campus, I am pleased to welcome you on behalf of the Guild of Students. I am Francella E. Antoine, your School of Health and Behavioral Science Student Representative, committed to ensuring that your voices are heard and your needs are met within our thriving academic community. I began my studies in the nursing program here in September 2023, and am deeply committed to initiatives that foster both academic excellence and personal development.

One of the hallmarks of our school is the exceptional faculty and staff, whose dedication and expertise are fundamental to our learning environment. These professionals are not only experts in their respective fields but are also genuinely committed to student success, offering guidance and support that go well beyond traditional teaching roles. Their passion for education and mentorship enriches our experiences and prepares us for future challenges.

Our school is renowned for its rigorous curriculum and strong commitment to practical knowledge application. This year, we are particularly excited as the School of Health & Behavioral Sciences (SoHBs) is expanding its program offerings, enhancing our robust educational framework, and providing additional opportunities for student success.

When I first joined the nursing program at the School of Health & Behavioral Sciences, I found it quite challenging to adjust to the new workload and the environment itself. Recognizing that this is a common experience for many, as your student representative, I have initiated a program to make this transition smoother for our students. With this in mind, I am proud to introduce the Sisterhood Program, an initiative designed to enhance our supportive community. In this program, students from lower levels (Years 1 and 2) will have the opportunity to pair up with those in upper levels (Years 3 and 4) for guidance, and support, and to learn what it truly means to be part of a nurturing and empowering sisterhood.

## FACULTY



**LECTURER**  
Dr. Karen Josiah



**LECTURER**  
Mrs. Rochelle  
Zachariah-Gore



**ASSISTANT LECTURER**  
Ms. Kadian Henry



**CLINICAL INSTRUCTOR**  
Mrs. Josephine Williams



**ADJUNCT COORDINATOR -  
PHARMACY PROGRAMME**  
Mr. Algernon Roberts



**SIMULATION LAB INSTRUCTOR**  
Mr. Quacey Peters

# CONSULTANTS AFFILIATED WITH THE SCHOOL OF HEALTH & BEHAVIOURAL SCIENCES



**PROF. O. PETER ADAMS**, BSc (Lond), MB BS, MSc, DM (Family Medicine) (UWI), Cavehill Campus, Faculty of Medical Sciences



**PROFESSOR EULALIA KAHWA**, PhD, BScN (Hons), RN, RM, Adv. Dipl. Nutrition, Dipl. Ed., Mona Campus, Faculty of Medical Sciences, UWI School of Nursing



**PROF. KENNETH L. CONNEL**, MMBS DM (UWI), PhD (KCL), FACP FRCP (London) FACC, Cavehill Campus, Faculty of Medical Sciences

# ACADEMIC CALENDAR 2024-2025

## Graduation Dates

Saturday October 12th 2024

## Semester I Dates 2024-2025

Semester begins August 25th , 2024

Teaching begins September 2nd , 2024

Teaching ends Friday November 22nd , 2024

Review/Study Week November 24th , - December 1st , 2024

Examinations Monday December 2nd , 2024

Semester I ends Friday December 20th , 2024

## Semester II Dates 2024-2025

Semester II begins January 19th, 2025

Teaching begins January 20th, 2025

Teaching ends April 11th, 2025

Review/Study Week Monday April 1st – 20th , 2025

Examinations Tuesday April 22nd , 2025

Semester II ends Friday May 9th , 2025

# PHILOSOPHY OF THE SCHOOL OF HEALTH AND BEHAVIORAL SCIENCES

## VISION

To be a leading institution in the Caribbean, fostering excellence in health and behavioral sciences education, research, and practice, contributing to the advancement of healthcare and well-being in our communities and beyond.

## MISSION

To deliver comprehensive and innovative educational programs in health and behavioral sciences that prepare students to excel in their professional fields, engage in impactful research, and provide high-quality, compassionate care and services to diverse populations.

## PURPOSE

The School of Health and Behavioral Sciences seeks to provide an educational experience that will equip students with the cognitive, interpersonal, and technical skills necessary to assist clients/patients at any life cycle stage in meeting their health needs.

## AIM

To educate and develop professionals who are capable of leading and innovating in their respective fields within health and behavioral sciences, fostering a holistic approach to health and well-being.

# GENERAL REGULATIONS FOR THE BACHELOR OF SCIENCE DEGREE IN THE SCHOOL OF HEALTH AND BEHAVIOURAL SCIENCES

## DEFINITION OF TERMS

<b>ADVISING HOLD</b>	An Advising Hold may be placed on a student record to indicate that the student must get academic advising prior to registration.
<b>ANTI-REQUISITES</b>	Refers to courses where content overlap precludes courses being taken together for credit. Students are urged to view the listings in this handbook and consult their department for guidance.
<b>CORE OR COMPULSORY COURSES</b>	Courses that students must complete in order to be awarded a degree.
<b>CREDIT</b>	Refers to a unit of study counting towards a degree or diploma. Undergraduate courses in the Faculty normally carry a weighting of three (3) credits. A number of courses, however, carry a weighting of six (6) credits.
<b>EXEMPTION WITH CREDIT</b>	Refers to cases where a student is granted exemption from UWI courses because the student has already passed courses in other programmes at UWI or passed courses of similar content at other recognized institutions. Students are not required to take replacement courses.
<b>FREE ELECTIVES</b>	Courses which are optional in the degree programme concerned and may be selected from any department or faculty. Please note that Level I courses cannot be used as electives in Level II/III of the programme.
<b>LEVEL I, LEVEL II &amp; LEVEL III</b>	Represents the different standard of courses that must be completed in the undergraduate degree programme. Each level is designated by the first numeral in the course code. Levels II and III courses are equally weighted for the assessment of class of degree.
<b>PREREQUISITES</b>	Courses which must be completed before registration for another course is permitted.
<b>PART-TIME REGISTRATION</b>	A student who is admitted based on CSEC qualifications only must be registered as a Part Time student. Part-time students shall register for no more than 15 credits (2+3 courses) per academic year in the first level of the programme. Such students in possession of one A' level, may register for no more than 9 credits per semester.
<b>FULL-TIME REGISTRATION</b>	A student is fully matriculated and therefore registered for not more than 15 and not less than 12 credits per semester.

## GENERAL OBJECTIVES FOR ALL THE PROGRAMMES IN THE SCHOOL OF HEALTH & BEHAVIOURAL SCIENCE

The diverse undergraduate and master's programs within the SoHBs seek to:

1. **Interdisciplinary Knowledge Integration:** Equip students with a foundational understanding of health, behavior, and human physiology, enabling them to integrate knowledge across disciplines such as nursing, pharmacy, psychology, and sports sciences.
2. **Ethical and Professional Practice:** Foster ethical principles and professional behaviors that align with the standards of practice in nursing, pharmacy, psychology, and sports sciences, ensuring students are prepared to uphold integrity and professionalism in their respective fields.
3. **Critical Thinking and Problem-Solving:** Develop students' abilities to critically analyze and solve complex health and behavioral issues through evidence-based approaches, applicable in clinical settings, pharmaceutical practices, psychological assessments, and sports performance enhancement.
4. **Effective Communication and Collaboration:** Cultivate effective communication skills and collaborative practices among students, preparing them to work efficiently within interdisciplinary teams, including healthcare providers, pharmacists, psychologists, and sports professionals.
5. **Research and Evidence-Based Practice:** Encourage students to engage in research and apply evidence-based practices, fostering a culture of inquiry and innovation that drives advancements in healthcare, pharmaceutical sciences, psychology, and sports sciences.
6. **Cultural Competence and Sensitivity:** Instill an understanding of cultural diversity and the importance of cultural competence, ensuring that students are equipped to provide inclusive care and support in diverse populations across various healthcare and behavioral science fields.
7. **Leadership and Advocacy:** Prepare students to take on leadership roles and advocate for policies and practices that promote health and well-being in their communities, across healthcare, pharmacy, psychology, and sports settings.
8. **Lifelong Learning and Professional Development:** Encourage a commitment to lifelong learning and continuous professional development, ensuring that students remain current with emerging trends and advancements in their respective disciplines.

## ENTRY QUALIFICATIONS BY PROGRAM

COURSE	DURATION	ENTRY REQUIREMENTS
<b>BSc. Nursing</b>	4 years (Full-time)	<p>Two (2) 2-unit Caribbean Advanced Proficiency Examination (CAPE) subjects: One from Mathematics, Physics, Chemistry or Biology.</p> <p>At least five (5) passes in Caribbean Examination Council (CSEC), General Certificate Examination (GCE) Ordinary Level or approved equivalent passes including English A, Mathematics, Biology, OR Human &amp; Social Biology AND Two subjects from Agricultural Science, Geography, Caribbean History, A Modern Language, Social Studies, Religious Education, Food &amp; Nutrition, Home Economics Management, Principles of Accounts, Principles of Business, English Literature, Business Studies, Information Technology, Chemistry, Physics, Psychology.</p> <p>The Nursing Council requires that candidates have passes at CXC/CSEC General Proficiency – Grades I, II, III, GCE O'Level – Grades A, B or C or CAPE – Grades 1-4.</p> <p>No applicant will be accepted for indexing with more than two subjects at CXC General Grade III or GCE O'Level Grade C or a combination of both.</p> <p>Applicants are also required to:</p> <ul style="list-style-type: none"> <li>• Be at least 17 years at the time of admission to the program;</li> <li>• Provide two (2) letters of recommendation</li> </ul> <p>Applicants may also be required to submit to a personal interview the school decides.</p>

COURSE	DURATION	ENTRY REQUIREMENTS
<b>BSc. Generative Pharmacy or Traditional Pharmacy</b>	4-years (Full-time)	<p>Passes in at least five (5) subjects at CSEC (CXC) General Proficiency (Grade I or II pre-1998 and Grades I-III from 1998) or GCE O-Level or BGCSE (Grade A-C) or approved equivalents, which must include English Language, Mathematics, Chemistry, Biology and Physics.</p> <p>Three (3) CAPE or GCE A-Level equivalent passes with Grade I or II in Chemistry, plus two others from Biology, Zoology, Physics, or Mathematics.</p> <p>Passes in the above subjects taken in preliminary and/ or introductory examinations in the Faculty of Science and Technology, UWI, or equivalent examinations in institutions recognized by the UWI. (FROM UWI STA)</p> <p>At least two (2) A'Level Grades 1-3, including Mathematics and Chemistry.</p> <p>Five CXC passes Grades 1-3 in English A, Mathematics, Chemistry, Biology, and any other subject.</p>
<b>BSc. Psychology</b>	3-years (Full-time)	<p>Passes in five subjects at CSEC (CXC) General Proficiency (Grades I-II pre 1998 and Grades I-III from June 1998) or GCE O-Level/BGCSE or approved equivalents, which must include English Language and Mathematics.</p> <p>Passes in at least two subjects at GCE A-Level or passes in at least two 2-Unit CAPE (CXC) subjects or approved equivalent, excluding Communication and Caribbean Studies at CAPE or General Paper at A-Level.</p>
<b>BSc. Criminology and Criminal Justice</b>	3-years (Full-time)	<p>Passes in five subjects at CSEC (CXC) General Proficiency (Grades I-II pre 1998 and Grades I-III from June 1998) or GCE O-Level/BGCSE or approved equivalents, which must include English Language and Mathematics.</p> <p>Passes in at least two subjects at GCE A-Level or passes in at least two 2-Unit CAPE (CXC) subjects or approved equivalent, excluding Communication and Caribbean Studies at CAPE or General Paper at A-Level.</p>

COURSE	DURATION	ENTRY REQUIREMENTS
<b>M.S. Public Health</b>	2-years (Part-time)	<p>(a) Full registration as a medical practitioner, dental surgeon or veterinary surgeon, with at least three years' professional experience (preferably in Public Health) after successfully completing the final examination in their discipline;</p> <p>(b) A first degree from an approved university with at least three years of relevant practical experience;</p> <p>(c) An approved technical or professional qualification awarded by an approved body with at least five years' relevant practical experience;</p> <p>(d) Have in the opinion of the University, other qualifications of special relevance to the course and at least five years of relevant practical experience.</p>
<b>Sports Coaching and Sports Kinetics program</b>	3-year program (Full-time)	<p>All persons entering the BSc Sports Coaching programme must have a minimum of five (5) passes in the following:</p> <ol style="list-style-type: none"> <li>9. Mathematics and English Language from either of the following examination bodies: <ol style="list-style-type: none"> <li>(a) General Certificate of Education, The General Certificate of Education, Ordinary level (GCE O' Level) Grades A, B or C.</li> <li>(b) Caribbean Examination Council (CXC) General Proficiency Level 1 or 2 pre-1998 and General Proficiency Level 3 after June 1998.</li> </ol> </li> <li>10. Two (2) subjects from either or both of the following examination bodies. <ol style="list-style-type: none"> <li>(a) General Certificate of Education, Advanced Level (GCE A' Level) Grades A, B, C, D, or E.</li> <li>(b) Caribbean Advanced Proficiency Examination (CAPE) Units 1 &amp; 2 of each course Grades 1- 5.</li> </ol> </li> <li>11. Two (2) subjects at either CXC or CAPE level.</li> </ol> <p>Candidates with qualifications other than the ones specified above will be assessed on a case-by-case basis.</p> <p>Additionally, candidates are required to complete the University of the West Indies Proficiency test.</p>



# BACHELOR OF SCIENCE IN NURSING

## OUTLINE OF THE BScN DEGREE PROGRAMME

- (i) The Bachelor of Science degree in nursing is awarded on the basis of a programme of study comprising a total of not less than 139 credits in courses covering both theory and practice and will be offered on full-time basis.
- (ii) Each course normally extends over not more than one (1) semester, but in some cases may extend over two (2) semesters.
- (iii) In order to be eligible for the award of the degree, candidates must have obtained passes in courses equivalent to a minimum of one hundred and thirty-nine (139) credits from Levels I, II, III and IV, as follows: -

LEVEL	CREDITS
Level 1	39
Level 2	35
Level 3	34
Level 4	31
<b>Total</b>	<b>139</b>

- (iv) All nursing courses are compulsory. Currently courses from levels 2-4 are calculated in the degree GPA.
- (v) All students must complete the foundation courses listed in the programme plan.
- (vi) The general elective must be completed by the second semester of year three.

## PROGRAMME STRUCTURE EFFECTIVE FROM 2019

COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
<b>LEVEL 1</b>					
<b>YEAR 1: SEMESTER I</b>					
FOUN1101	Caribbean Civilization	3	45	Matriculation Requirements	
PSYC1000	Introduction to Psychology: Development, Social, Abnormal	3	45	Matriculation Requirements	
NURS1108	Human Anatomy & Physiology 1	3	75	Matriculation Requirements	NURS1111 & NURS1014
NURS1014	Biochemistry	3	75	Matriculation Requirements	-

COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
NURS1111	Microbiology	3	75	Matriculation Requirements	NURS1014 & NURS1108
FOUN1006 <b>OR</b> FOUN1008	Exposition for Academic Purpose An Introduction to Professional Writing	3	36	Students who received a Grade 1 at CSEC or CAPE ONLY	
FOUN0100	Fundamentals of Written English	0	36	Students who received a Grade 2 or 3 at CSEC.  Achieve a passing grade. Then go on to register for FOUN1006 or FOUN1008 the following semester.	
<b>TOTAL CREDITS</b>		<b>18</b>	<b>360</b>		
<b>YEAR 1: SEMESTER II</b>					
NURS1013	Nutrition	3	45	NURS1014	
NURS1109	Anatomy and Physiology 2	3	75	NURS1111; NURS1014 & NURS1108	
NURS1113	Epidemiology	3	45	NURS1111	NURS1114
NURS1114	Health Informatics	3	75	Matriculation Requirements	
SOC11002	Introduction to Sociology	3	45	Matriculation Requirements	
SOC11005	Introductory Statistics for the Behavioral Sciences	3	45	Matriculation Requirements	
FOUN1301	Law Governance, Economy & Society in the Caribbean	3	36		
<b>OR</b> SPAN0101	<b>OR</b> Beginners Spanish				
<b>TOTAL CREDITS</b>		<b>21</b>	<b>375</b>		
<b>YEAR 1 TOTAL CREDITS</b>		<b>39</b>	<b>735</b>		

COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
<b>LEVEL 2</b>					
<b>YEAR 2: SEMESTER I</b>					
NURS2015	Introduction to Professional Nursing	3	45		
NURS2019	Concepts Applied to Nursing	3	75	NURS1108 & NURS1109	NURS2117 & NURS2118
				NURS1108;	
NURS2117	Health Assessment	3	75	NURS1109;	
				NURS1013 &	
				NURS1114	
NURS2118	The Nursing Process	3	45	NURS1108 & NURS1109	NURS2117
NURS2124	Human Pathophysiology	3	45	NURS1108 & NURS1109	
<b>TOTAL CREDITS</b>		<b>15</b>	<b>285</b>		
<b>YEAR 2: SEMESTER II</b>					
NURS2010	Pharmacology	3	45		
NURS2011	Health Promotion	3	45		
NURS2112	Patient and Healthcare Worker Safety	3	45	NURS2015	
NURS2020	Concepts Applied to Nursing Clinical Practicum	3	126	NURS2019; NURS2015; NURS2117 & NURS2118	
	FREE ELECTIVE	3			
<b>TOTAL CREDITS</b>		<b>15</b>	<b>261</b>		
<b>YEAR 2: SUMMER</b>					
NURS2213	Nursing Care of Adults	4	75		
NURS2214	Nursing Care of Adults Clinical Practicum	4	189		NURS2213
<b>TOTAL CREDITS</b>		<b>8</b>	<b>264</b>		
<b>YEAR 2 TOTAL CREDITS</b>		<b>38</b>	<b>810</b>		

COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
<b>LEVEL 3</b>					
<b>YEAR 3: SEMESTER I</b>					
NURS3015	Nursing Care of Older Adults	3	75	NURS1108; NURS1109 & NURS2112	
NURS3016	Nursing Care of Older Adults Clinical Practicum	3	126	NURS1013 & NURS2124	
NURS3136	Mental Health Nursing	3	45	Successful Completion of Years 1 & 2 Courses	
NURS3137	Mental Health Nursing Clinical Practicum	3	126		NURS3136
NURS3030	Research Methodology	3	45		
<b>TOTAL CREDITS</b>		<b>15</b>	<b>327</b>		
<b>YEAR 3: SEMESTER II</b>					
NURS3000	Parent-Child Nursing	3	45	Successful Completion of Years 1, 2 & 3 Sem. 1 Courses	
NURS3001	Parent-Child Nursing Clinical Practicum	4	189		NURS3000
NURS3019	Community Health Nursing	3	45	Successful Completion of Years 1 & 2 Sem. 1 Courses	
NURS3020	Community Health Nursing Clinical Practicum	3	126	Successful Completion of Years 1 & 2 Sem. 1 Courses	NURS3019
<b>TOTAL CREDITS</b>		<b>13</b>	<b>405</b>		
<b>YEAR 3: SUMMER</b>					
NURS3018	Diet Therapy	3	45		
NURS3017	Principles of Life Support and First Aid	3	45		
<b>TOTAL CREDITS</b>		<b>6</b>	<b>315</b>		
<b>YEAR 3 TOTAL CREDITS</b>		<b>34</b>	<b>987</b>		

COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
<b>LEVEL 4</b>					
<b>YEAR 4: SEMESTER I</b>					
NURS4010	Nursing Care of Children & Adolescents	3	75	Successful Completion of Years 1; 2 & 3 Courses	
NURS4011	Nursing Care of Children & Adolescents Clinical Practicum	4	189	Successful Completion of Years 2 & 3 Courses	
NURS4014	Research Project	3	45	NURS 3030	
	FREE/GENERAL ELECTIVE	3	39		
<b>TOTAL CREDITS</b>		<b>13</b>	<b>348</b>		
<b>YEAR 4: SEMESTER II</b>					
NURS4015	Leadership and Management in Nursing	3	45	Levels 1, 2 & 3 Nursing Courses	
NURS4016	Leadership and Management in Nursing Clinical Practicum	4	189		NURS 4015
NURS4012	Nursing care of patients in Specialized Care Settings	3	45	All Clinical Nursing and Support Courses	
NURS4013	Nursing care of patients in Specialized Care Settings Clinical Practicum	4	189		NURS4012
<b>TOTAL CREDITS</b>		<b>14</b>	<b>528</b>		
<b>YEAR 4: SUMMER</b>					
NURS 4017	Clinical Internship	4	189	Successful Completion of all B.Sc.N Programme	
NURS4018	Senior Nursing Review	0	221/4 wks.	Successful Completion of all B.Sc.N Programme	
<b>TOTAL CREDITS</b>		<b>4</b>	<b>410</b>		
<b>YEAR 4 TOTAL CREDITS</b>		<b>31</b>	<b>1,286</b>		

## PROGRAMME STRUCTURE EFFECTIVE FROM SEPTEMBER 2024

LEVEL 1 COURSE CODES	COURSE NAME	CREDITS	PRE-REQUISITES	CO-REQUISITES
<b>YEAR 1: SEMESTER I</b>				
PSYC1000	Introduction to Psychology: Development, Social, Abnormal	3	Matriculation Requirements	
NURS1108	Human Anatomy & Physiology 1	3	Matriculation Requirements	
NURS1014	Biochemistry	3	Matriculation Requirements	
NURS1111	Microbiology	3	Matriculation Requirements	
FOUN1006 OR FOUN1008	Exposition for Academic Purpose An Introduction to Professional Writing	3	Students who receive a Grade 1 at CSEC or CAPE only	
FOUN0100	Fundamentals of Written English	0	Students who receive a Grade 2 or 3 at CSEC. Then go on to FOUN 1006 or FOUN1008 next Semester	
FOUN1101	Caribbean Civilization	3	Matriculation Requirements	
<b>TOTAL CREDITS 18</b>				
<b>YEAR 1: SEMESTER II</b>				
NURS1109	Anatomy and Physiology 2	3		
NURS1113	Epidemiology	3	NURS1111	
NURS1114	Health Informatics	3		
SOC11002	Introduction to Sociology	3		
FOUN1301 OR SPAN0101	Law Governance, Economy & Society in the Caribbean OR Beginners Spanish	3		
SOC11005	Introductory Statistics for the Behavioral Sciences	3		
<b>TOTAL CREDITS 18</b>				
<b>YEAR 1: SUMMER</b>				
NURS1013	Nutrition	3	NURS1014	

NURS1017	Principles of Life Support and First Aid	3	Matriculation Requirements	
<b>TOTAL CREDITS 6</b>				
<b>YEAR 1 TOTAL CREDITS 42</b>				
LEVEL 2 COURSE CODES	COURSE NAME	CREDITS	PRE-REQUISITES	CO-REQUISITES
<b>YEAR 2: SEMESTER I</b>				
NURS2015	Introduction to Professional Nursing	3		
NURS2019	Concepts Applied to Nursing	3	NURS1108 & NURS1109	NURS2117 & NURS2118
NURS2117	Health Assessment	3	NURS1108 & NURS1109	
NURS2118	The Nursing Process	3		NURS2117
NURS2124	Human Pathophysiology	3	NURS1108 & NURS1109	
NURS2112	Patient and Healthcare Worker Safety	3	NURS1111	
<b>TOTAL CREDITS 18</b>				
<b>YEAR 2: SEMESTER II</b>				
NURS2010	Pharmacology	3		
NURS2011	Health Promotion	3		
NURS2020	Concepts Applied to Nursing <b>Clinical Practicum</b>	3	NURS2015 & NURS2019	
NURS2213	Nursing Care of Adults	4	NURS2019, NURS2117 & NURS2124	
NURS2016	Diet Therapy	3	NURS1013	
<b>TOTAL CREDITS 16</b>				
<b>YEAR 2: SUMMER</b>				
NURS2214	Nursing Care of Adults <b>Clinical Practicum</b>	4	NURS2213	
<b>TOTAL CREDITS 4</b>				
<b>YEAR 2 TOTAL CREDITS 38</b>				
LEVEL 3 COURSE CODES	COURSE NAME	CREDITS	PRE-REQUISITES	CO-REQUISITES
<b>YEAR 3: SEMESTER I</b>				
NURS3015	Nursing Care of Older Adults	3	NURS2213	
NURS3016	Nursing Care of Older Adults <b>Clinical Practicum</b>	3		NURS3015
NURS3136	Mental Health Nursing	3	NURS2213	

NURS3137	Mental Health Nursing <b>Clinical Practicum</b>	3		NURS3136
NURS3030	Research Methodology	3		
	FREE/GENERAL ELECTIVE	3		
<b>TOTAL CREDITS 18</b>				
<b>YEAR 3: SEMESTER II</b>				
NURS3000	Parent-Child Nursing	3	Successful Completion of Years 1 & 2 Courses	
NURS3001	Parent-Child Nursing <b>Clinical Practicum</b>	4		NURS3000
NURS3019	Community Health Nursing	3	Successful Completion of Years 1 & 2 Courses	
	FREE/GENERAL ELECTIVE (if not done)			
	Total	10		
<b>YEAR 3: SUMMER</b>				
NURS3020	Community Health Nursing <b>Clinical Practicum</b>	3		
	FREE/GENERAL ELECTIVE (if not done)			
<b>TOTAL CREDITS 3</b>				
<b>YEAR3 TOTAL CREDITS 31</b>				
LEVEL 4 COURSE CODES	COURSE NAME	CREDITS	PRE-REQUISITES	CO-REQUISITES
<b>YEAR 4: SEMESTER I</b>				
NURS4010	Nursing Care of Children & Adolescents	3	Successful Completion of Years 2 & 3 Courses	
NURS4011	Nursing Care of Children & Adolescents <b>Clinical Practicum</b>	4		NURS4010
NURS4014	Research Project	3	NURS3030	
NURS4012	Nursing Care of Patients in Specialized Care Settings	3	Successful Completion of all Clinical Nursing Courses	
<b>TOTAL CREDITS 13</b>				
<b>YEAR 4: SEMESTER II</b>				
NURS4015	Leadership and Management in Nursing	3	Successful Completion of all Clinical Nursing courses	

NURS4016	Leadership and Management in Nursing <b>Clinical Practicum</b>	4	NURS 4015
NURS4013	Nursing Care of Patients in Specialized Care Settings <b>Clinical Practicum</b>	4	NURS4012
<b>TOTAL CREDITS 11</b>			
<b>YEAR 4: SUMMER</b>			
NURS4017	Clinical Internship	4	Successful Completion of all courses in the B.Sc.N Programme
NURS4018	Senior Nursing Review	0	Successful Completion of all courses in the B.Sc.N Programme
<b>TOTAL CREDITS 4</b>			
<b>YEAR 4 TOTAL CREDITS 28</b>			
<b>PROGRAMME TOTAL CREDITS 139</b>			
<b>TOTAL CLINICAL HOURS 1638</b>			

## BACHELOR OF SCIENCE IN GENERATIVE PHARMACY

The duration for the programme (full-time) is not less than eight (8) semesters.

### OUTLINE OF THE BSC PHARMACY DEGREE PROGRAMME

- (i) The Bachelor of Science degree in Pharmacy is awarded on the basis of a programme of study comprising a total of not less than 159 credits in courses covering both theory and practice and will be offered on full-time basis.
- (ii) Each course normally extends over not more than one (1) semester, but in some cases may extend over two (2) semesters.
- (iii) In order to be eligible for the award of the degree, candidates must have obtained passes in courses equivalent to a minimum of one hundred and thirty-nine (159) credits from Levels I, II, III and IV, as follows: -

LEVEL	CREDITS
Level 1	43
Level 2	41
Level 3	47
Level 4	37
<b>Total</b>	<b>168</b>

- (iv) All pharmacy courses are compulsory. Currently courses from levels 2-4 are calculated in the degree GPA.
- (v) All students must complete the foundation courses listed in the programme plan.
- (vi) The general elective must be completed by the second semester of year three.

## BSC PHARMACY

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>YEAR 1 SEMESTER 1</b>		
PHAR1201	Pharmacy Practice I (Introduction to Pharmacy)	3
PHAR 1204 (new)	Integrated Basic Health Sciences I (Anatomy and Physiology) Introduction to Programming	4 3
PHAR 1202	Pharmaceutical Chemistry (YEAR LONG)	3
FOUN 1101	Caribbean Civilization	3
FOUN 0100	Fundamentals of Written English	0
AND FOUN 1006 OR FOUN 1008	Exposition for Academic Purposes An Introduction to Professional Writing	3
<b>TOTAL CREDITS 19</b>		

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>YEAR 1 SEMESTER 2</b>		
PHAR 1206	Integrated Basic Health Sciences II (Anatomy and Physiology)	4
PHAR 1205	Integrated Basic Health Sciences ( Introduction to Biochemistry)	3
PHAR 1201	Pharmaceutical Practice I (Pharmaceutical Calculations)	2
PSYC 1000	Introduction to Psychology	3
PECH 1101	Communication Principles for Effective Health care	3
FOUN 1301	Law, Governance, Economy, and Society in the Caribbean	3
<b>TOTAL LEVEL CREDITS</b>		<b>18</b>
<b>YEAR 1 SUMMER</b>		
PHAR 2105	Integrated Basic Health Sciences (Microbiology, Immunology & General Pathology)	3
(new) PHAR1xxx	Basic AI Algorithms and Tools	3
<b>TOTAL LEVEL CREDITS</b>		<b>6</b>
<b>TOTAL YEAR CREDITS</b>		<b>43</b>
<b>YEAR 2 SEMESTER 1</b>		
PHAR 2209	Pharmacology I	3
PHAR2212	Pharmaceutics I (Dosage form Designs)	4
PHAR 2202	Medical Chemistry I	3
(new) PHAR2xxx	Global Perspectives in Pharmacy Practice	3
(new) PHAR2xxx	Introduction to AI Healthcare Informatics	3
(new) PHAR2xxx	AI Foundation in Health Sciences	3
<b>TOTAL LEVEL CREDITS</b>		<b>19</b>
<b>YEAR 2 SEMESTER 2</b>		
PHAR 2209	Pharmacology II	3
PHAR 2213	Pharmaceutics II (Biopharmaceutics)	3
(new) PHAR2xxx	Harnessing AI in Pharmaceutical Analysis	3
(new) PHAR2xxx	AI in Drug Discovery Basics	3
PHAR 2202	Medical Chemistry II	3
PHAR 2201	Pharmacy Practice II (compounding & clinical application)	2
<b>TOTAL LEVEL CREDITS</b>		<b>17</b>
<b>YEAR 2 SUMMER</b>		
PHAR 2201	Pharmacy Practice II (sterile compounding)	2
(new)	AI and Biostatistics	3

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>TOTAL LEVEL CREDITS</b>		<b>5</b>
<b>TOTAL YEAR CREDITS</b>		<b>41</b>
<b>YEAR 3 SEMESTER 1</b>		
PHAR3205	Applied Therapeutics I	6
PHAR 3202	Pharmacokinetics I (Basic & Clinical)	3
(new) PHAR3xxx	Generative Pharmacy, Supply Chain, Engagement and Logistics	3
(new) PHAR3xxx	Pharmacogenomics	3
NURS 3030	Research Methods	3
(new) PHAR3xxx	AI in Clinical Trials	2
<b>TOTAL LEVEL CREDITS</b>		<b>20</b>
<b>YEAR 3 SEMESTER 2</b>		
PHAR 3206	Applied Therapeutics II	6
(new) PHAR3xxx	AI in Personalized Medicine and Pharmacogenomics	3
(new) PHAR3xxx	AI in Drug Discovery and Design	3
(new) PHAR3xxx	Pharmaceutical Quality Assurance	3
(new) PHAR3xxx	AI in Pharmacovigilance	3
<b>TOTAL LEVEL CREDITS</b>		<b>18</b>
<b>YEAR 3 SUMMER</b>		
PHAR 3203	Pharmacokinetics II	3
PHAR 4110	Introductory Pharmacy Practice Experience	6
<b>TOTAL LEVEL CREDITS</b>		<b>9</b>
<b>TOTAL YEAR CREDITS</b>		<b>47</b>
<b>YEAR 4 SEMESTER 1</b>		
(new) PHAR4xxx	AI in Applied Therapeutics III (focus on clinical decision-making)	3
(new) PHAR4xxx	AI in Pharmacy Management and Ethics	3
(new) PHAR4xxx	Pharmacy Law & Regulatory Affairs	3
(new) PHAR4xxx	AI Application in Pharmacy Practice	3
(new) PHAR4xxx	AI in Advanced Healthcare Decision Making	3
<b>TOTAL LEVEL CREDITS</b>		<b>15</b>
<b>YEAR 4 SEMESTER 2</b>		
(new) PHAR4xxx	Seminar in Pharmacy and AI	1
(new) PHAR4xxx	Final Project-Capstone Project- AI in Pharmacy (optional international collaboration)	6

COURSE CODE	COURSE TITLE	COURSE CREDITS
PHAR4203 PHAR4xxx	Clinical Pharmacy Experiential Clerkship (Inpatient medicine)	6
(new) PHAR4xxx	AI in Pharmacognosy	3
<b>TOTAL LEVEL CREDITS</b>		<b>16</b>
<b>YEAR 4 SUMMER</b>		
PHAR 4204	Clinical Pharmacy Experiential Clerkship II (Ambulatory medicine)	6
<b>TOTAL LEVEL CREDITS</b>		<b>6</b>
<b>TOTAL YEAR CREDITS</b>		<b>37</b>
<b>TOTAL PROGRAMME CREDITS</b>		<b>166</b>

## BACHELOR OF SCIENCE IN TRADITIONAL PHARMACY

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>YEAR 1 SEMESTER 1</b>		
PHAR1205	Integrated Basic Health Sciences (Biochemistry)	3
FOUN 1301	Law, Governance, Economy and Society in the Caribbean	3
PSYC 1000	Psychology	3
FOUN 1101	Caribbean Civilization	3
FOUN 0100	Fundamentals of Written English	0
AND FOUN 1006	Exposition for Academic Purposes	3
OR FOUN 1008	An Introduction to Professional Writing	
<b>TOTAL LEVEL CREDITS</b>		<b>15</b>
<b>YEAR 1 SEMESTER 2</b>		
PHAR 1202	Pharmaceutical Chemistry	6
PHAR 1201	Pharmacy Practice I (Introduction to Pharmacy)	3
PECH 1101	Communication Principles for Effective Healthcare	3
PHAR 1204	Anatomy and Physiology I	4
PHAR 1204	Anatomy and Physiology II	4
FOUN 1201	Pharmacy Practice I (Pharmaceutical Calculations)	2
<b>TOTAL LEVEL CREDITS</b>		<b>22</b>
<b>YEAR 1 SUMMER</b>		
PHAR 2105	Integrated Basic Health Sciences (Microbiology, Immunology & General Pathology)	3
(new)	Basic AI Algorithms and Tools	3

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>TOTAL LEVEL CREDITS</b>		<b>6</b>
<b>TOTAL YEAR CREDITS</b>		<b>43</b>
<b>YEAR 2 SEMESTER 1</b>		
PHAR 2xxx	Introduction to AI Healthcare Informatics	3
PHAR 2212	Pharmaceutics I	4
PHAR 2106	Pharmaceutical Analysis	3
PHAR 2209	Pharmacology I	3
PHAR 2213	Biopharmaceutics (Pharmaceutics II)	4
PHAR 2201	Pharmacy Practice II (Compounding & Clinical application)	2
<b>TOTAL LEVEL CREDITS</b>		<b>19</b>
<b>YEAR 2 SEMESTER 2</b>		
PHAR 2xxx	Introduction to Artificial Intelligence	3
PHAR 2202	Medicinal Chemistry I	3
PHAR 2201	Pharmacy Practice II (sterile compounding)	2
PHAR 2209	Pharmacology II	3
PHAR 2xxx	Global Perspectives in Pharmacy Practice	3
<b>TOTAL LEVEL CREDITS</b>		<b>14</b>
<b>YEAR 2 SUMMER</b>		
PHAR 2202	Medicinal Chemistry II	3
<b>TOTAL LEVEL CREDITS</b>		<b>3</b>
<b>TOTAL YEAR CREDITS</b>		<b>36</b>
<b>YEAR 3 SEMESTER 1</b>		
PHAR 3205	Applied Therapeutics I	6
PHAR 3206	Applied Therapeutics II	6
PHAR 3203	Pharmacokinetics I (Basic & Clinical)	3
PHAR 3202	Pharmacokinetics II	3
(new) PHAR3xxx	Generative Pharmacy, Supply Chain, Engagement and Logistics	3
<b>TOTAL LEVEL CREDITS</b>		<b>21</b>
<b>YEAR 3 SEMESTER 2</b>		
(new) PHAR3xxx	Pharmacognosy	3
(new) PHAR3xxx	Pharmacogenomics	3
(new) PHAR3xxx	Pharmaceutical Quality Assurance	3
PHAR 3105	Biostatistics & Research Methods	3

COURSE CODE	COURSE TITLE	COURSE CREDITS
(new) PHAR3xxx	Pharmacy Management and Ethics	2
<b>TOTAL LEVEL CREDITS</b>		<b>14</b>
<b>TOTAL YEAR CREDITS</b>		<b>35</b>
<b>YEAR 4 SEMESTER 1</b>		
PHAR 4103	Pharmacy Seminar	2
(new) PHAR4xxx	Final Project	3
PHAR 4110	Introductory Pharmacy Practice Experience	6
(new) PHAR4xxx	Pharmacy Law and Regulatory Affairs	2
(new) PHAR4xxx	Free Elective	3
<b>TOTAL LEVEL CREDITS</b>		<b>16</b>
<b>YEAR 4 SEMESTER 2</b>		
PHAR 4203	Clinical Pharmacy Experiential Clerkship (Inpatient medicine)	6
PHAR 4204	Clinical Pharmacy Experiential Clerkship (Ambulatory medicine)	6
	Free Elective	3
<b>TOTAL LEVEL CREDITS</b>		<b>15</b>
<b>TOTAL YEAR CREDITS</b>		<b>31</b>
<b>TOTAL PROGRAMME CREDITS</b>		<b>145</b>

## BSC. CRIMINOLOGY AND CRIMINAL JUSTICE

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>LEVEL I</b>		
PSYC1000	Introduction to Psychology	3 credits
PSYC1004	Introduction to Social Psychology	3 credits
SOC11002	Introduction to Sociology I	3 credits
SOC11005	Introduction to Statistics for Behavioral Sciences	3 credits
FOUN1101	Caribbean Civilization	3 credits
FOUN1006	Exposition for Academic Purposes	3 credits
<b>OR</b>		
FOUN1008	An Introduction to Professional Writing	3 credits
FOUN0100	Fundamentals of Written English	0 credits
GOVT1001	Introduction to Political Philosophy	3 credits

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>OR</b>		
GOVT1005	Introduction to Public Policy Analysis	3 credits
FREN0101	Beginner's French	3 credits
<b>OR</b>		
SPAN0101	Beginner's Spanish	3 credits
FOUN1210	Science, Medicine and Technology in Society	3 credits
PLUS: One (1 additional Level 1 courses i.e. six (3) additional Level 1 course credits		
<b>TOTAL LEVEL CREDITS</b>		<b>30</b>
<b>LEVEL 2</b>		
GOVT2010	Delinquency and Juvenile Justice	3 credits
GOVT2011	Criminal Justice Systems	3 credits
PSYC2002	Abnormal Psychology	3 credits
SOCI2007	Survey Design and Analysis	3 credits
SOCI2031 (SOCI2011)	Anthropology of the Peoples of the Caribbean II	3 credits
PLUS: Five (5) additional Level II/III courses i.e. fifteen (15) additional Level I/II course credits		
<b>SUGGESTED ELECTIVES</b>		
GEND2013	Men and Masculinities in the Caribbean	3
GOVT2062	International Security	3 credits
<b>TOTAL LEVEL CREDITS</b>		<b>30</b>
<b>LEVEL 3</b>		
GOVT3011	Violence and Development	3 credits
SOCI3030	Sociology of Penal Practice	3 credits
SOCI3032	Criminology I	3 credits
SOCI3036	Criminology II: Police and Society	3 credits
SOWK3015	Drugs and Society	3 credits
PLUS: Five (5) additional Level II/III courses i.e. fifteen (15) additional Level II/III course credits		
<b>SUGGESTED ELECTIVES:</b>		
GOVT2070	Anti-Corruption Strategies in Developing Countries	3 credits
GOVT3054	Introduction to International Relations in the Caribbean	3 credits
GROUP ALL ELECTIVES TOGETHER * II & III GEND 2013 , GOVT 2062		
<b>TOTAL LEVEL CREDITS</b>		<b>30</b>
<b>TOTAL PROGRAMME CREDITS</b>		<b>90</b>



## BSC. PSYCHOLOGY (SPECIAL)

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>LEVEL 1</b>		
PSYC1003	Introduction to Psychology	3
PSYC1004	Introduction to Social Psychology	3
PSYC1013	Introduction to Psychological Research and Report Writing	3
PSYC1012	Fundamentals of Developmental Psychology	3
PSYC1015	Historical Issues in Psychology	3
MGMT1000	Introduction to Computers	3
SOC1005	Introductory Statistics for Behavioral Sciences	3
FOUN1101	Caribbean Civilization	3
FOUN1301	Law, Governance, Economy and Society in the Caribbean	3 credits
<b>OR</b>		
FREN0101	Beginner's French	3 credits
<b>OR</b>		
SPAN0101	Beginner's Spanish	3 credits
FOUN1006	Exposition for Academic Purposes	3 credits
<b>OR</b>		
FOUN1008	An Introduction to Professional Writing	3 credits
FOUN0100	Fundamentals of Written English	0 credits
<b>TOTAL LEVEL CREDITS 30</b>		
<b>LEVEL 2</b>		
PSYC2022	Psychology of Conception to Adolescence	3 credits
PSYC2008	Cognitive Psychology	3 credits
PSYC2009	Psychology of Learning: From Theory to Practice	3 credits
PSYC2004	Personality Psychology	3 credits
PSYC2003	Foundations of Neuropsychology	3 credits
PSYC2014	Quantitative Exploration of Psychological Experiences	3 credits
PSYC2002	Abnormal Psychology	3 credits
PSYC2026	Gender and Psychology	3 credits
Two (2) approved Level II/III courses		6 credits

COURSE CODE	COURSE TITLE	COURSE CREDITS
<b>TOTAL LEVEL CREDITS 30</b>		
<b>LEVEL 3</b>		
PSYC2007	Psychometrics	3 credits
PSYC3024	Applied Psychology Research Methods	3 credits
PSYC3013	Contemporary Issues in Social Psychology	3 credits
PSYC3014	Industrial and Organizational Psychology	3 credits
PSYC3021	Research Thesis in Applied Psychology	3 credits
PSYC3050	Research Project in Applied Psychology	3 credits
Two (2) approved Level II/III Psychology courses		6 credits
Two (2) approved Level II/III courses		6 credits
<b>TOTAL LEVEL CREDITS 30</b>		
<b>TOTAL PROGRAMME CREDITS 90</b>		

## MASTER'S OF PUBLIC HEALTH

CONNECTOR	COURSE CODE	TITLE	CREDITS
<b>LEVEL 1 SEMESTER I</b>			
	PBHE6600	Environmental Health	3
<b>AND</b>	PBHE6500	Primary Health care/ Family Health	4
<b>AND</b>	PBHE6200	Epidemiology I	3
<b>AND</b>	PBHE6930	Qualitative Research Methods	2
<b>AND</b>	PBHE6015	Social & Behavioral Sciences	3
<b>AND</b>	PBHE6900	Research Methodology (Quantitative)	2
<b>AND</b>	PBHE6100	Biostatistics	2
<b>AND</b>	PBHE6925	Computing for Public Health	0
<b>TOTAL CREDITS 19</b>			
<b>AND</b>	PBHE6400	Health Care Systems (Health System Management)	3
<b>AND</b>	PBHE6060	Qualitative Data Analysis	2
<b>AND</b>	PBHE6000	Health Promotion	3
<b>AND</b>	PBHE6420	Human Resources for Health	3
<b>AND</b>	PBHE6105	Quantitative Data Analysis	2
<b>AND</b>	PBHE6110	Epidemiology of Priority Diseases	3
<b>AND</b>	PBHE6050	Health Economics	3

CONNECTOR	COURSE CODE	TITLE	CREDITS
			<b>TOTAL CREDITS 19</b>
			<b>TOTAL LEVEL CREDITS 38</b>

## COURSE DESCRIPTIONS

### NURSING (NURS)

**Course Title:** BIOCHEMISTRY

**Course Code:** NURS 1014

**Course Credits:** 3 Credits

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

**Course Title:** CARIBBEAN CIVILIZATION

**Course Code:** FOUN 1101

**Course Credits:** 3 Credits

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

**Course Title:** COMMUNITY HEALTH NURSING

**Course Code:** NURS 3019

**Course Credits:** 3 Credits

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

**Course Title:** COMMUNITY HEALTH NURSING CLINICAL PRACTICUM

**Course Code:** NJURS 3020

**Course Credits:** 3 Credits

**Course Description:** This course focuses on community health and community health nursing in the community. Guided clinical experiences are provided at selected community-based agencies and organizations to enable students to assess the health of a community, practice health teaching, and observe the role

of members of the health team in the practice environments. Students will demonstrate progressive independence in selected areas of experience in the community.

**Course Title:** CLINICAL INTERNSHIP

**Course Code:** NURS 4017

**Course Credits:** 4 Credits

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

**Course Title:** CONCEPTS APPLIED TO NURSING

**Course Code:** NURS 2019

**Course Credits:** 3 Credits

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

**Course Title:** CONCEPTS APPLIED TO NURSING CLINICAL PRACTICUM

**Course Code:** NURS 2020

**Course Credits:** 3 Credits

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

**Course Title:** DIET THERAPY

**Course Code:** NURS 3018

**Course Credits:** 3 Credits

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

**Course Title:** EPIDEMIOLOGY

**Course Code:** NURS 1113

**Course Credits:** 3 Credits

**Course Description:** This course introduces the student to the key concepts of epidemiology.

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

**Course Title:** PRINCIPLES OF LIFE SUPPORT & FIRST AID

**Course Code:** NURS 3017

**Course Credits:** 3 Credits

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

**Course Title:** HUMAN ANATOMY & PHYSIOLOGY I

**Course Code:** NURS 1108

**Course Credits:** 3 Credits

**Course Description:** An organ to system approach, the correlation between anatomical structure and physiological functions, the interaction of chemicals, tissues, organs and organ systems in the maintenance of homeostasis is presented in this course. The course is divided into two parts. Part I introduces anatomy and physiology and focus on the integumentary, musculo-skeletal, nervous, endocrine, and respiratory systems. Human Anatomy and Physiology II covers the remaining body systems, and is taught in the second semester. Laboratory exercises are included in both courses.

**Course Title:** HUMAN ANATOMY AND PHYSIOLOGY II

**Course Code:** NURS 1109

**Course Credits:** 3 Credits

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

**Course Title:** HEALTH INFORMATICS

**Course Code:** NURS 1114

**Course Credits:** 3 Credits

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

**Course Title:** HEALTH PROMOTION

**Course Code:** NURS 2011

**Course Credits:** 3 Credits

**Course Description:** This course explores concepts of health, primary health care, health promotion, health protection and illness prevention throughout the lifespan. It introduces the student to factors influencing health and wellness and the

strategies for promotion and maintenance of health in the individual, family, and community. Concepts, models and strategies of health promotion including international, regional and national policies, charters and declarations, as well as issues and barriers to health promotion are explored. Jamaica's perspective on health policy in general and specifically as it relates to health promotion is analyzed.

**Course Title:** HUMAN PATHOPHYSIOLOGY

**Course Code:** NURS 2124

**Course Credits:** 3 Credits

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

**Course Title:** INTRODUCTION TO PROFESSIONAL NURSING

**Course Code:** FOUN 1008

**Course Credits:** 3 Credits

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

**Course Title:** INTRODUCTION TO PSYCHOLOGY: DEVELOPMENTAL, SOCIAL, ABNORMAL

**Course Code:** PSYC 1000

**Course Credits:** 3 Credits

**Course Description:** This is an introductory level or foundational survey course, which provides an introduction to psychology. Psychology is a discipline concerned with human thought, emotion, and behavior. The science and practice of psychology are based on knowledge developed from both human and animal research. The course will therefore introduce many key topics, and specifically those in the sub-fields of developmental, abnormal, and social psychology. After a brief introduction to the history of the discipline and the research methods that provide the foundation for psychological investigation and knowledge building, the focus will be on the subareas of developmental, personality, and social psychology. Students will be able to appreciate the similarities and differences among these three sub-areas after completing PSYC1000/PS 10A.

**Course Title:** INTRODUCTORY STATISTICS FOR THE BEHAVIORAL SCIENCES

**Course Code:** SOCI 1005

**Course Credits:** 3 Credits

**Course Description:** This course aims to introduce students to basic univariate and bivariate statistics. A student who successfully completes this course will possess a reasonable level of knowledge of basic statistics and their interpretations.

**Course Title:** LEADERSHIP & MANAGEMENT IN NURSING

**Course Code:** NURS 4015

**Course Credits:** 3 Credits

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

**Course Title:** LEADERSHIP & MANAGEMENT IN NURSING CLINICAL PRACTICUM

**Course Code:** NURS 4016

**Course Credits:** 4 Credits

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

**Course Title:** MENTAL HEALTH NURSING

**Course Code:** NURS 3136

**Course Credits:** 3 Credits

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

**Course Title:** MENTAL HEALTH NURSING CLINICAL PRACTICUM

**Course Code:** NURS 3137

**Course Credits:** 3 Credits

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

**Course Title:** MICROBIOLOGY

**Course Code:** NURS 1111

**Course Credits:** 3 Credits

**Course Description:** An introduction to the history of microbiology, eukaryotic and prokaryotic cell structure and taxonomy. The course also covers the diversity of microbes,

as well as their nutritional needs, growth and reproduction. In addition, the course focuses on the control of microbes by physical and chemical agents, microbial ecology, pathogenicity, immunity and immune response. Laboratory exercises are included.

**Course Title:** NURSING CARE OF ADULTS (19-64 YRS.)

**Course Code:** NURS 2213

**Course Credits:** 4 Credits

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

**Course Title:** NURSING CARE OF ADULTS (19-64 YRS.) CLINICAL PRACTICUM

**Course Code:** NURS 2214

**Course Credits:** 4 Credits

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

**Course Title:** NURSING CARE OF OLDER ADULTS

**Course Code:** NURS 3015

**Course Credits:** 4 Credits

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

**Course Title:** NURSING CARE OF OLDER ADULTS CLINICAL PRACTICUM

**Course Code:** NURS 3016

**Course Credits:** 3 Credits

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

**Course Title:** NURSING CARE OF CHILDREN & ADOLESCENTS

**Course Code:** NURS 4010

**Course Credits:** 3 Credits

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

**Course Title:** NURSING CARE OF CHILDREN & ADOLESCENTS CLINICAL PRACTICUM

**Course Code:** NURS 4011

**Course Credits:** 4 Credits

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

**Course Title:** NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS

**Course Code:** NURS 4012

**Course Credits:** 3 Credits

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

**Course Title:** NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS CLINICAL PRACTICUM

**Course Code:** NURS 4013

**Course Credits:** 3 Credits

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

**Course Title:** NUTRITION

**Course Code:** NURS 1013

**Course Credits:** 3 Credits

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

**Course Title:** PARENT-CHILD NURSING

**Course Code:** NURS 3000

**Course Credits:** 3 Credits

**Course Description:** This course focuses mainly on the child bearing family and specifically on healthy mothers and well neonates. It engages the student in critical thinking and application of evidence-based practice in parent and child health. It prepares students to demonstrate caring in delivering appropriate and effective nursing care to the parents during the normal pre-pregnancy period, parental and foetal health during pregnancy, labour, delivery and the puerperium. Emphasis is placed on foetal and neonatal transitions and neonatal life. Social, cultural, traditional and contemporary influences, sexuality, parenting and family life, gender issues, ethical and legal issues are explored as are health education, health promotion and family planning. Students will spend time in the clinical settings observing and providing ethical and legal care for the childbearing family. Related clinical practicum skills are provided in the associated Parent Child Nursing Clinical Practicum.

**Course Title:** PARENT-CHILD NURSING CLINICAL PRACTICUM

**Course Code:** NURS 3001

**Course Credits:** 4 Credits

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

**Course Title:** PATIENT & HEALTH CARE WORKER SAFETY

**Course Code:** NURS 2112

**Course Credits:** 3 Credits

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

**Course Title:** PHARMACOLOGY & THERAPEUTICS IN NURSING

**Course Code:** NURS 2010

**Course Credits:** 3 Credits

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

**Course Title:** RESEARCH METHODOLOGY

**Course Code:** NURS 3030

**Course Credits:** 3 Credits

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

to practice. The course also exposes students to ethical frameworks for conducting research and using evidence-based knowledge.

**Course Title:** RESEARCH PROJECT

**Course Code:** NURS 4017

**Course Credits:** 3 Credits

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

**Course Title:** SENIOR NURSING REVIEW

**Course Code:** NURS 4018

**Course Credits:** 0 Credits

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

**Course Title:** SOCIOLOGY FOR THE CARIBBEAN

**Course Code:** SOCI 1002

**Course Credits:** 3 Credits

**Course Description:** This course provides an introduction to the problems, issues, themes and main ideas of sociology. It is intended to provide basic social facts about the Caribbean and other similar developing societies, and to enable students to adopt a scientific approach to understanding and interpreting social phenomena. Sociology for the Caribbean lays the foundation upon which advanced academic work in sociology and the other social sciences can be built. Furthermore, the course enables students to tackle contemporary policy problems in a theoretically and empirically informed manner.

**Course Title:** THE NURSING PROCESS:

**Course Code:** NURS2118

**Course Credits:** 3 Credits

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

**Course Title:** HEALTH ASSESSMENT:

**Course Code:** NURS 2117

**Course Credits:** 3 Credits

**Course Description:** This course introduces the student to health assessment of well individuals throughout the lifecycle. Opportunities are provided for students to engage critical thinking skills in data collection and health assessment with healthy

individuals of all ages through interviewing and performing physical examination. The importance of cultural, gender and religious diversity in health assessment and the provision of health and nursing care are introduced.

## GENERATIVE PHARMACY

### YEAR 1

#### LEVEL I

##### SEMESTER I

**Course Title:** PHARMACY PRACTICE I (Introduction to Pharmacy)

**Course Code:** PHAR 1201

**Course Credits:** Three (3)

**Course Description:** This course introduces the student to the profession of pharmacy. It covers the development of pharmacy since the emergence of scientific medicine through the current pharmaceutical care era. It includes the position of pharmacy in the delivery of health care by exploring major issues such as societal, political, philosophical, economic, legal and ethical issues affecting the practice of the profession. It emphasizes the requirements, responsibilities and attitudes that are essential for success as a professional and examines the various career pathways and roles of the pharmacists.

**Course Title:** PHARMACEUTICAL CHEMISTRY

**Course Code:** PHAR 1202

**Course Credits:** Three (3)

**Course Description:** This course covers the study of organic, inorganic and physical chemistry of chemicals to provide an understanding of chemical structures, physicochemical properties and behavior of drugs at the molecular level. The course also includes the study of various classes of compounds like alkanes, alkyl halides, alkenes, cyclic aliphatic, aromatic and heterocyclic compounds; stereochemistry and its applications to the activities of pharmaceuticals; chemical reactions of various functional groups; concepts of acidity and alkalinity, solubility, partition coefficient and chemical kinetics; and the use of different classes of inorganic compounds in pharmaceutical/ medicinal applications, including radionuclides. Laboratory experiments are designed to illustrate the applications of these concepts in the analysis of drugs and pharmaceuticals.

**Course Title:** CARIBBEAN CIVILISATION

**Course Code:** FOUN 1101

**Course Credits:** Three (3)

**Course Description:** The student develops an awareness of the main process of cultural development in the Caribbean societies, highlighting the factors, the problematic and the creative output that have fed the emergence of Caribbean identities; a perception of the Caribbean as wider than island nations or linguistic blocs; stimulate students' interest in, and commitment to Caribbean civilisation and to further their self definition.

**Course Title:** Integrated Basic Health Sciences (Anatomy and Physiology I)

**Course Code:** PHAR 1204

**Course Credits:** Four (4)

**Course Description:** Integrated Basic Health Sciences I builds a foundation of knowledge for the understanding of pathophysiology of diseases involving the various organ systems in the human body. Using this acquired knowledge, students will be able gain a better understanding of the mechanistic actions of drugs on diseases that affect the various organ systems. The course is delivered concurrently with Integrated Basic Health Sciences II (Biochemistry). This course is delivered as a series of lectures, and via Problem Based Learning exercises that shows the functional interrelationship between Anatomy & Physiology and Biochemistry.

##### SEMESTER II

**Course Title:** PHARMACY PRACTICE I (Pharmaceutical Calculations)

**Course Code:** PHAR 1201

**Course Credits:** Two (2)

**Course Description:** This course deals with various types of calculations required for compounding and dispensing of medications, including conversions of different units of measurement, interpretation of prescription orders and accurate dosage calculations.

**Course Title:** LAW, GOVERNANCE, ECONOMY AND SOCIETY

**Course Code:** FOUN 1301

**Course Credits:** Three (3)

**Course Description:** The course introduces some of the major institutions in Caribbean society. It exposes the student to both the historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed.

**Course Title:** Communication Skills for Effective Health Care

**Course Code:** PECH 1101

**Course Credits:** Three (3)

**Course Description:** The second of several courses exploring Professionalism, Ethics and Communication in Health this course provides students with the basic knowledge and principles of communication and their application in various different contexts. In addition, it provides students with the opportunity to develop core skills in these areas. In this light student are first introduced to key elements of best practice as it pertains to personal deportment, the use of social media, online professionalism and communications. Students will then study professional communication in the form of individual oral presentations, report writing and interacting with other health professionals. Finally, students are introduced to the clinical communication context in the form of the medical interview and exposed to the Four-Habits Model. Like other courses in the program, PECH 1101 will utilize lectures and small group tutorials sessions as the primary means of course instruction. There is again a strong emphasis on the development of skills and students will be expected to demonstrate these skills in classroom presentations, role play and group interactions. Assessment methods are tailored to evaluate these skills particularly during continuous assessment. As an example, actual presentations for assessment are videotaped for self-analysis and

improvement of verbal and non- verbal skills.

**Course Title:** Integrated Basic Health Sciences (Biochemistry)

**Course Code:** PHAR 1205

**Course Credits:** Three (3)

**Course Description:** This course introduces students to the basic concepts of biochemistry. The course shows how the science of Biochemistry plays a pivotal role, in the function of the various organs systems within the human body. This integration of Biochemistry with Anatomy & Physiology is further explored in Integrated Basic Health Sciences I, via Problem Based Learning Exercises. Students are encouraged to use the knowledge obtained from both Integrated Basic Health Sciences I & II and apply it to solving problems orientated towards the allied healthcare professional.

**Course Title:** Integrated Basic Health Sciences (Anatomy and Physiology II )

**Course Code:** PHAR 1206

**Course Credits:** Four (4)

**Course Description:** This course builds on the knowledge acquired from Integrated Basic Health Sciences I & II and introduces the students to the remaining organ systems of the human body. Students will learn about the biochemical, anatomical and physiological aspects of organ systems such as respiratory, urinary, digestive, reproductive and endocrine. In addition, this course is concurrent with The Integrated Basic Health Sciences IV (Community Health). The integration of these basic health sciences is delivered the Problem Based Learning activities that students are required to complete. This type of learning enhances the students' communication skills through group-based learning.

Course title: PSYCHOLOGY

Course code: PSYC1000

Course credits: 3

Course description: This course is designed to introduce students to the theory and practice of the science of psychology. Throughout the course, students will explore the hereditary and environmental origins of behaviour. Students will gain a broad-based knowledge of the many fields of psychology, increase their self-awareness, and develop skills that will lead to a more critical analysis of human behaviour in our society.

## SUMMER SEMESTER

**Course Title:** MICROBIOLOGY, IMMUNOLOGY AND GENERAL PATHOLOGY

**Course Code:** PHAR 2105

**Course Credits:** Three (3)

**Course Description: Microbiology:** Students are expected to develop knowledge and understanding of the pharmaceutical aspects of microbiology, the nature and use of antibiotics and other antimicrobial agents, and the types and use of antiseptics, disinfectants and preservatives. The course includes a study of microorganisms and the clinical infections they cause; theoretical and practical aspects of active and passive immunisation against infectious diseases; classification or range of antimicrobial agents; sterilisation methods preventing contamination of pharmaceutical products; and understanding the need for a well-developed strategy for controlling infectious diseases.

**Immunology:** Incorporates an overview of the immune system (organisation of the immune system, innate and acquired immunity, antibodies, including generation of diversity, structure and function relationships, T-cells – structure, function and effects mechanisms); Major histocompatibility antigens, antigen processing and presentation; Overview of cytokines; Immunopathology, including immunodeficiency, hypersensitivity, autoimmunity, transplantation and immunosuppressive modality; and immunisation.

**General pathology:** Basic pathophysiological and morphological changes that are associated with some common pathological states like cell injury, acute and chronic inflammation, cell growth, oedema, haemorrhage, thrombosis, wound healing, mechanisms of carcinogenesis and characteristics of neoplasms are covered

**Course Title:** Basic AI Algorithms

Code XXXX

**Course Credits:** Three (3)

**Course Description:** This foundational course equips pharmacy students with essential knowledge in AI algorithms, acting as a springboard for more advanced applications in drug discovery and patient care. Students will delve into heuristic search, genetic algorithms, and artificial neural networks, all critical for personalized medicine. They'll also explore computer vision for pharmaceutical image analysis and Natural Language Processing for extracting insights from research and clinical notes. The curriculum bridges the gap between theoretical AI principles and their tangible applications in the pharmaceutical arena, ensuring students are primed for advanced AI and Machine Learning endeavors in their future studies and careers.

## LEVEL II SEMESTER 1

**Course Title:** PHARMACOLOGY I

**Course Code:** PHAR 2209

**Course Credits:** Three (3)

**Course Description:** This course has been designed to assist the students in learning about the most often used medications to treat patients. It will provide a framework for more in-depth study of pharmacology and support the student in learning the names, mechanisms/ actions, uses, and side effects of commonly used drugs affecting autonomic, cardiovascular, central and peripheral nervous, gastrointestinal, blood and renal systems, and also of the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer.

**Course Title:** PHARMACEUTICS I (Dosage Form Design)

**Course Code:** PHAR 2212

**Course Credits:** Three (3)

**Course Description:** An introduction to the technologic and scientific principles underlying the preparation of dosage forms and drug delivery systems. Students should develop an understanding of the inter-relationship between physical pharmacy principles, biopharmaceutics and dosage form design, including modifying the release pattern of a drug from its dosage form/device



(sustained-release, controlled-release and site-specific drug delivery systems) and the clinical applications in patient care. Product examples and the applications of each type of dosage form are emphasised to give the beginner an orientation to pharmacy practices.

**Course Title:** MEDICINAL CHEMISTRY I

**Course Code:** PHAR 2202

**Course Credits:** Three (3)

**Course Description:** This course has been designed to assist the students in understanding the structure, Structure-Activity-Relationships (SAR), physicochemical and structural basis of drug action; drug sources; mechanisms of drug action; drug design and drug selectivity; drug incompatibility; drug interactions of commonly used drugs affecting autonomic, cardiovascular, central and peripheral nervous, gastrointestinal, blood and renal systems; and also the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer. The course also describes how the physical features of the drug such as pKa and partition coefficient, and the chemical features such as conformational and configurational features, contribute to drug activity and affect its administration, distribution, metabolism and excretion.

## LEVEL II SEMESTER 2

**Course Title:** PHARMACOLOGY II

**Course Code:** PHAR 2209

**Course Credits:** Three (3)

**Course Description:** This course has been designed to assist the students in learning about the most often used medications to treat patients. It will provide a framework for more in-depth study of pharmacology and support the student in learning the names, mechanisms/ actions, uses, and side effects of commonly used drugs affecting autonomic, cardiovascular, central and peripheral nervous, gastrointestinal, blood and renal systems, and also of the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer.

**Course Title:** PHARMACEUTICS II (Biopharmaceutics)

**Course Code:** PHAR 2213

**Course Credits:** Three (3)

**Course Description:** Biopharmaceutics, New drug delivery systems and devices:  
Biopharmaceutics provides an understanding of the relationship between physical, chemical and biological principles as they apply to drug absorption, distribution, metabolism, excretion and factors that influence the bioavailability of orally administered drugs

**Course Title:** MEDICINAL CHEMISTRY II

**Course Code:** PHAR 2202

**Course Credits:** Three (3)

**Course Description:** This course has been designed to assist the students in understanding the structure, Structure-Activity-Relationships (SAR), physicochemical and structural basis of drug action; drug sources; mechanisms of drug action; drug design and drug selectivity; drug incompatibility; drug interactions of commonly used drugs affecting autonomic, cardiovascular, central and

peripheral nervous, gastrointestinal, blood and renal systems; and also the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer. The course also describes how the physical features of the drug such as pKa and partition coefficient, and the chemical features such as conformational and configurational features, contribute to drug activity and affect its administration, distribution, metabolism and excretion.

**Course Title:** PHARMACY PRACTICE II (Compounding & clinical application)

**Course Code:** PHAR 2201

**Course Credits:** Two (2)

**Course Description:** Compounding Skills: The student receives instructions on the art and science of compounding products that are used for (self) treatment to cure or alleviate specific (dermatological, ophthalmic etc.) conditions as well as for physician-prescribed medicaments. Techniques used in compounding are emphasised to ensure that good manufacturing practices are achieved. Storage and handling, aseptic techniques and preparation, equipment, labelling, expiration dating, documentation and patient counselling are discussed, among other topics.

**Course Title:** AI in Drug Discovery Basics

**Course Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course introduces undergraduate pharmacy students to the foundational concepts of artificial intelligence (AI) and its significant role in modern drug discovery. Students will explore AI techniques such as machine learning and their applications in pharmacology, the importance of data in drug development, real-world AI-driven drug discovery case studies, and the ethical considerations inherent in this fusion of technology and medicine. Incorporating hands-on experiences with user-friendly tools, the curriculum aims to equip students with an understanding of AI's potential in revolutionizing the future of drug research and personalized medicine.

**Course Title:** Harnessing Artificial Intelligence in Pharmaceutical Analysis

**Course Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course explores the multifaceted integration of artificial intelligence (AI) techniques across pharmaceutical research and development, manufacturing, and quality assurance. Students will examine how algorithms enable high-throughput drug screening, predictive in silico modeling for drug design, automated quality control via computer vision, AI-driven analytical workflows, and data-intensive pharmacovigilance strategies. The curriculum covers foundational AI methods like machine learning and deep learning, explaining their implementation in pharmaceutical laboratories for spectroscopic data processing, robotic automation, bioanalytical testing, and experimental optimization. Real-world case studies will highlight the application of AI across the pharmaceutical value chain - from early-stage drug discovery all the way through manufacturing analytics and post-market surveillance. Students will gain computational skills and hands-on experience applying AI to tackle industry challenges through interactive projects. This course provides pharmacy students with crucial knowledge of AI's expanding

role in accelerating and enhancing pharmaceutical product development, analysis, and quality assurance.

## YEAR 2 SUMMER SEMESTER

**Course Title:** PHARMACY PRACTICE II (Sterile compounding)

**Course Code:** PHAR 2201

**Course Credits:** Two (2)

**Course Description:** Sterile Product Preparation: The sterile products laboratory module introduces the students to sterile preparations and intravenous admixtures. Emphasis is placed on the sterile environment, aseptic techniques, effective use of a laminar flow hood, manipulations of the various injectable packages/ needles/ syringes, dose calculations, incompatibilities, safe compounding/ dispensing/ administration, quality assurance, the preparation of Parenteral Nutrition and the safe preparation and handling of cytotoxic agents. Students learn the role and responsibilities of the clinical pharmacist in parenteral nutrition prescription and cytotoxic agents prescriptions.

**Course Title:** AI and Biostatistics Course

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** AI and Biostatistics for Pharmacy Students is an interdisciplinary course tailored for those in the pharmaceutical field, emphasizing the significant role of Artificial Intelligence (AI) in modern biostatistics. This course delves deep into the nexus between AI and biostatistics, paving the way for the students to gain a nuanced understanding of today's state-of-the-art biostatistical methods, all enhanced and sharpened by the power of AI. In an age where vast and complex datasets are the norm, especially in drug discovery, clinical trials, and pharmacogenomics, the application of AI-driven biostatistical tools is indispensable. Through this course, pharmacy students will not only acquire the foundational knowledge of these AI models but also gain hands-on experience in harnessing these tools to dissect, interpret, and predict patterns within intricate biological data.

## YEAR 3 SEMESTER 1

**Course Title:** APPLIED THERAPEUTICS I & II

**Course Code:** PHAR 3205 & 3206 Semester: One (1) & Two (2)

**Course Credits:** Six (6) per course

**Course Description:** Study of this course involves a description of the basic pathophysiology and clinical manifestations of disease states; how the pharmacological actions of drugs and their pharmacokinetic properties are utilized in the clinical setting to produce therapeutic effect; to explain the toxicities, interactions and contraindications to these drugs; to acquire the skill required to ensure the most effective and efficient use of drugs as therapeutic tools from a knowledge of the desired therapeutic objectives and feasible therapeutic alternatives, by selecting and individualizing a drug treatment regimen and

by designing a patient monitoring plan to achieve the stated therapeutic goals. It provides opportunities for a student to select, interpret and integrate patient, drug and disease information in order to prevent, detect and resolve drug related problems.

**Course Title:** PHARMACOKINETICS I & II (BASIC & CLINICAL)

**Course Code:** PHAR 3203

**Course Credits:** Six (6) (3 per course)

**Course Description:** This course aims to provide a basic understanding of the time course of drugs and metabolites in the body, including the quantitative aspects of drug absorption, distribution, metabolism and excretion. Compartmental and non-compartmental treatment of kinetic data, parameter calculations and the applications of these concepts in estimation of loading and maintenance doses will be employed.

**Clinical Pharmacokinetics:** This course aims to provide an understanding of the potential clinical applications of the principles of pharmacokinetics through presentation and solution of common clinical problems. The student must integrate information from pharmacokinetics, biopharmaceutics and therapeutics to decide how to maximize a patient's drug therapy while minimising untoward effects. The student learns about therapeutic drug level monitoring, how to summarise the influence of other drugs, diseases and patient factors on pharmacokinetic parameter values and make pharmacokinetic based dosage alterations.

**Course Title:** Introductory Pharmacy Practice Experience

**Course Code:** PHAR 4110

**Course Credits:** Six (6)

**Course Description:** The experiential aspect of the course is designed to introduce students to the practice pharmaceutical care in collaboration with physicians, nurses and other health care providers on patient care units and in community, through the use of skills in communication, information evaluation and provision, care planning and pharmacy management. Students will develop professional judgement and practise these while gaining an understanding of the extended role and assume responsibility for outcomes of decisions made in providing pharmaceutical care. Rotations in public and community dispensaries will be designed to facilitate learning in pharmacy-based patient care and pharmacy administration. This course supports the mission of the School to produce pharmacy professionals with foundation skills for pharmacy practice.

**Course Title:** Research Methods

**Course Code:** NURS 3030

**Course Credits:** Three (3)

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

**Course Title:** Generative Pharmacy Supply Chain, Engagement, and Logistics

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course examines the applications of artificial intelligence and machine learning techniques in pharmacy supply chain management. Students will learn how AI can be leveraged to optimize pharmacy operations, forecast demand, prevent drug shortages, and enhance supply chain visibility. The course takes an interdisciplinary approach suitable for students of both technical and non-technical backgrounds. Upon completion, students will be equipped to evaluate, recommend, and implement AI solutions to transform pharmacy supply chain operations. This will prepare them to meet current and future pharmacy supply chain needs.

**Course Title:** Pharmacogenomics

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course explores the genetic basis for individual variability in drug disposition and response. Students will examine polymorphisms in drug metabolizing enzymes, transporters, receptors, and other pharmacological targets. Discuss clinical standards for genetic screening and implications for drug therapy selection, dosing, and monitoring based on pharmacogenomics biomarker profiles. Appreciate the promise of pharmacogenomics for avoiding adverse events and improving efficacy through patient-tailored treatments based on genotype.

**Course Title:** AI in Clinical Trials

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course provides a comprehensive overview of how artificial intelligence (AI) and machine learning are revolutionizing and optimizing the entire clinical trial process. Students will learn how AI is being applied to transform clinical trial design, improve patient recruitment, enhance data management and analysis, strengthen safety monitoring, increase operational efficiency, and predict trial outcomes. The course covers real-world case studies of AI implementation across phases of drug development from preclinical to post-market. Students will gain practical skills in leveraging AI tools and techniques for protocol optimization, computational modeling, predictive analytics, and safety signal detection applied to clinical trial data sets. By learning both the capabilities and limitations of modern AI, students will be prepared to effectively evaluate and integrate AI solutions to help accelerate clinical trials and drug discovery while ensuring robust levels of patient privacy and safety.

**Course Title:** AI in Personalized Medicine and Pharmacogenomics

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course provides pharmacy students with a comprehensive understanding of the pivotal role artificial intelligence (AI) is playing in enabling personalized medicine and pharmacogenomics. As healthcare increasingly emphasizes precision treatment tailored to an individual's genetic profile, AI offers sophisticated tools to predict responses, avoid

adverse events, and optimize therapies on a highly customized basis. The course will explore foundational concepts of pharmacogenomics before delving into machine learning techniques being applied to discern intricate correlations between genotypes, drug metabolism, and clinical outcomes. Students will learn how AI can leverage vast datasets from clinical trials, medical records, and cutting-edge genetic sequencing to model drug-gene interactions and predict variability in drug reactions. Through hands-on tools, real-world case studies, and analysis of emerging research, students will gain practical competencies in applying AI to inform individualized drug dosage, selection, and monitoring. Ethical considerations regarding data privacy, algorithmic bias, and the responsible use of AI will be emphasized. By mastering skills at the intersection of artificial intelligence, personalized medicine, and pharmacogenomics, students will be prepared to actively shape and lead future pharmaceutical practices that harness advanced technologies to fulfill the promise of providing every patient the right drug at the right dose.

**Course Title:** AI in Pharmacovigilance

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course provides undergraduate pharmacy students with a comprehensive understanding of the emerging role of artificial intelligence (AI) in the realm of pharmacovigilance. The dynamic landscape of drug safety and the challenges of post-market surveillance are becoming increasingly complex. With the exponential growth of data, there is an urgent need for innovative solutions. AI, with its capability to handle vast datasets and generate insights, is poised to revolutionize pharmacovigilance. Within this course, students will engage in an in-depth exploration of the fundamental principles underpinning artificial intelligence, machine learning, and natural language processing. They will subsequently investigate their pertinent applications within the spheres of drug safety, the detection of adverse drug reactions (ADRs), and associated risk management strategies. The curriculum underscores a synergistic, interdisciplinary approach, intertwining elements from the pharmaceutical sciences, data analytics, and ethical considerations.

**Course Title:** AI in Drugs Discovery and Design

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** The "AI in Drug Discovery and Design" course provides pharmacy students with a comprehensive understanding of how artificial intelligence (AI) is revolutionizing the drug development process. This curriculum offers insights into the application of AI in areas such as molecular docking, compound screening, and drug formulation. Through a combination of lectures, computational labs, and case studies, students will explore the practical applications and challenges of AI in drug development. The course also addresses the ethical and regulatory dimensions of AI in the pharmaceutical industry. Upon completion, students will have a foundational knowledge of the intersections between AI and pharmacology, preparing them to contribute to and navigate the evolving pharmaceutical landscape.

**Course Title:** AI Foundation in Health

**Course Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** In this course, students will engage in a multidisciplinary examination of the intersection between artificial intelligence (AI) and health sciences. The objective of this course is to provide pharmacy students with a foundational knowledge of AI principles and their transformative implications in the healthcare and medical research domains. Initiating with an in-depth analysis of AI's foundational principles, such as machine learning and natural language processing, the curriculum subsequently delves into the intricacies of the healthcare domain, highlighting the pivotal role of data ranging from clinical diagnostics to pharmacological discovery. Furthermore, students will scrutinize the profound impacts of AI on emergent applications in genomics that inform drug discovery and individualized medicine. Emphasizing the increasing significance of AI in clinical determinations, the course outlines its role in enhancing diagnostic prognosis and therapeutic strategizing. Additionally, the ethical dimensions of AI's integration into healthcare, including concerns related to data confidentiality and algorithmic predispositions, are critically examined. Reinforcing the essence of multidisciplinary collaboration, the course advocates for synergies between data scientists, medical practitioners, and ethicists. Concludingly, students will engage in discourses on the prospective trajectories of AI in health sciences, considering both nascent technological advancements and forthcoming challenges.

**Course Title:** Pharmaceutical Quality Assurance

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** Students will learn about comprehensive quality systems for ensuring safety, identity, purity, strength, quality, and reliability of pharmaceutical products. Master validation processes, cGMP regulations, product stability, quality control testing, auditing, documentation, standard operating procedures, and dealing with non-conformances. Assess risk and develop mitigation strategies through FMEA and other quality tools. Tour manufacturing facilities to witness these concepts applied in regulated environments producing life-saving medications.

**Course Title:** AI in Applied Therapeutics III (Focus on clinical decision-making)

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** AI in Applied Therapeutics III represents an advanced exploration of artificial intelligence and its evolving role in enhancing clinical decision-making for pharmacists. As pharmacotherapy becomes increasingly complex, with ever-growing treatment options and vast amounts of data, AI offers innovative solutions to optimize therapeutic recommendations. This course builds upon the core competencies developed in Applied Therapeutics I and II, equipping students with specialized knowledge on leveraging AI-driven clinical support systems, predictive analytics, and personalized medicine platforms. Through dynamic lectures, case-based analysis, and hands-on experiences, students will gain strategic insights into the prudent integration

of AI technologies into evidence-based practice. Core topics covered include: interpreting AI-generated drug recommendations, assessing efficacy and safety considerations, evaluating ethical and regulatory dimensions, and sharpening critical thinking skills to validate AI-assisted decisions. Students will also engage in interprofessional collaborations, communicating with IT specialists to better comprehend AI workflows.

**Course Title:** AI in Pharmacy Management and Ethics

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course provides pharmacy students an in-depth look at how artificial intelligence and machine learning technologies can optimize operations, inventory, supply chain, and workflow management in pharmacy settings. However, these efficiencies must be balanced with ethical considerations around patient privacy, data biases, automation, and the evolving role of the pharmacist. Through dynamic lectures, real-world case studies, and critical analysis, this course equips students with competencies in leveraging AI solutions to drive data-driven business decisions and enhance productivity. However, there is a core emphasis on doing so while adhering to legal/regulatory guidelines and prioritizing patient-centered care values. Students will sharpen leadership skills for managing AI integrations and anticipating socio-technical challenges. Ultimately, this course produces pharmacists who can astutely administer the operational benefits of AI without compromising on ethics or humanity in patient services.

**Course Title:** AI Application in Pharmacy

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course provides a comprehensive exploration of the applications of artificial intelligence and automation in contemporary pharmacy practice. Students will gain an in-depth understanding of leading AI innovations transforming key facets of the pharmacy profession, including: robotic prescription dispensing, intelligent medication adherence monitoring, automated inventory control, data-driven patient counseling apps, predictive analytics for precision medicine, and more. Through dynamic lectures, hands-on simulations, and collaborative projects with IT specialists, students will develop core competencies in leveraging these technologies to drive pharmacy operational excellence and enhance patient outcomes. However, discussions will also focus on the practical implementation challenges, ethical considerations, and limitations involved in integrating emerging AI solutions into patient-centered pharmacy workflows. Ultimately, students will graduate as strategic thinkers, equipped to nimbly administer both existing and future AI innovations in a manner that augments and strengthens the pharmacist's role in delivering humanistic care.

**Course Title:** AI for Advanced Healthcare Decision

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** This course explores how artificial intelligence technologies can augment and enhance clinical decision-making and optimize outcomes in pharmacy

practice. Students will gain an in-depth understanding of key AI applications assisting diagnosis, personalized treatments, preventive care, operational decisions, and novel discoveries. Through lectures, case studies, and hands-on exercises, students will examine AI clinical decision support systems, treatment recommendation engines, predictive analytics, chatbots, wearables, and more. However, discussions will also focus on the ethical application of AI and the importance of human judgement in healthcare. Ultimately, students will learn to integrate AI intelligently into evidence-based practice to amplify (not replace) human expertise. They will graduate as well-informed pharmacists, empowered to leverage AI to improve patient-centered decision-making. By the end of this course, students will be able to critically evaluate both the advantages and limitations of various AI applications for improving pharmacist decision-making, with an emphasis on holistic, humanistic patient care

**Course Title:** Seminar in Pharmacy and AI

Code: XXXXX

**Course Credits:** One (1)

**Course Description:** This intensive 1-credit seminar provides an overview of emerging topics and trends at the intersection of pharmacy and artificial intelligence. Through a series of guest lectures by multidisciplinary experts, interactive discussions, and student-led analyses of real-world case studies, students will gain exposure to cutting-edge innovations, opportunities, and challenges associated with integrating AI into pharmacy practice. Each week's session will focus on a distinct theme or application area, exploring subjects like intelligent clinical decision support systems, predictive analytics in precision medicine, automation of pharmacy operations, ethical AI implementation, and interdisciplinary collaborations driving future AI pharmacy solutions. Students will learn to critically assess the advantages and limitations of these technologies to determine appropriate AI adoption strategies focused on elevating patient-centered care. By engaging with specialists across healthcare AI, data science, ethics, and other relevant domains, students will also develop valuable perspectives on navigating AI integration in collaborative, holistic ways to advance pharmacy's service to society.

**Course Title:** AI in Pharmacognosy

Code: XXXXX

**Course Credits:** Three (3)

**Course Description:** "AI in Pharmacognosy" offers a comprehensive exploration of the intersection between traditional pharmacognosy practices and advanced artificial intelligence techniques. Students will delve into the profound impact of AI on the discovery, characterization, and understanding of medicinal compounds from nature. The curriculum, enriched with lectures, interactive labs, and project-based modules, emphasizes the potential of AI to revolutionize pharmacogenetic research, making the drug discovery process more efficient and ensuring the sustainable utilization of natural resources. Furthermore, the course integrates a study of herbal medicine, facilitating a comparative analysis between pharmacy and herbal practices, and concludes with an in-depth examination of herbal toxicology.

## YEAR 4

**Course Title:** Clinical Pharmacy Experiential Clerkship II (Inpatient medicine)

**Course Code:** PHAR 4203

**Course Credits:** Six (6)

**Course Description:** The experiential aspect of the course is designed to allow students to extend the practice pharmaceutical care on patient care units for general medicine and selected specialty, through bedside rotations and application of skills in communication, information evaluation and provision, care planning and pharmacy management. Students will continue to develop professional judgement and practice these while gaining an understanding of the extended role and assume responsibility for outcomes of decisions made in providing pharmaceutical care. Learning will be primarily facilitated by bedside rounds and inpatient pharmacy services. This course supports the mission of the School to produce pharmacy professionals with required skills for institutional pharmacy practice.

**Course Title:** Clinical Pharmacy Experiential Clerkship II (Ambulatory Medicine)

**Course Code:** PHAR 4204

**Course Credits:** Six (6)

**Course Description:** The experiential aspect of the course is designed to allow students to practice pharmaceutical care in collaboration with physicians, nurses and other health care providers in outpatient clinics and in community pharmacy, through the use of skills in communication, information evaluation and provision, care planning and pharmacy management. Students will have opportunities to develop an understanding of the extended role of the pharmacist in these settings, and assume responsibility for outcomes of decisions made in providing pharmaceutical care. This course supports the mission of the School to produce pharmacy professionals with required skills for community practice.

## BACHELOR OF SCIENCE IN TRADITIONAL PHARMACY

### YEAR 1

**Course Title:** Basic AI Algorithms

**Course Code:** XXXX

**Course Credits:** Three (3)

**Course Description:** This foundational course equips pharmacy students with essential knowledge in AI algorithms, acting as a springboard for more advanced applications in drug discovery and patient care. Students will delve into heuristic search, genetic algorithms, and artificial neural networks, all critical for personalized medicine. They'll also explore computer vision for pharmaceutical image analysis and Natural Language Processing for extracting insights from research and clinical notes. The curriculum bridges the gap between theoretical AI principles and their tangible applications in the pharmaceutical arena, ensuring students are primed for advanced AI and Machine Learning endeavors in their future studies and careers.

**Course Title:** Introduction to Psychology: Developmental, Social, Abnormal

**Course Code:** PSYC 1000

**Course Credits:** Three (3)

**Course Description:** This is an introductory level or foundational survey course, which provides an introduction to psychology. Psychology is a discipline concerned with human thought, emotion, and behavior. The science and practice of psychology are based on knowledge developed from both human and animal research. The course will therefore introduce many key topics, and specifically those in the sub-fields of developmental, abnormal, and social psychology. After a brief introduction to the history of the discipline and the research methods that provide the foundation for psychological investigation and knowledge building, the focus will be on the subareas of developmental, personality, and social psychology. The teaching and learning environment is student-centered where students are encouraged to take responsibility for their learning needs. The course is assessed by course work and a final examination.

**Course Title:** PHARMACEUTICAL CHEMISTRY

**Course Code:** PHAR 1202

**Course Credits:** Three (3)

**Course Description:** This course covers the study of organic, inorganic and physical chemistry of chemicals to provide an understanding of chemical structures, physicochemical properties and behaviour of drugs at the molecular level. The course also includes the study of various classes of compounds like alkanes, alkyl halides, alkenes, cyclic aliphatic, aromatic and heterocyclic compounds; stereochemistry and its applications to the activities of pharmaceuticals; chemical reactions of various functional groups; concepts of acidity and alkalinity, solubility, partition coefficient and chemical kinetics; and the use of different classes of inorganic compounds in pharmaceutical/ medicinal applications, including radionuclides. Laboratory experiments are designed to illustrate the applications of these concepts in the analysis of drugs and pharmaceuticals.

**Course Title:** CARIBBEAN CIVILISATION

**Course Code:** FOUN 1101

**Course Credits:** Three (3)

**Course Description:** The student develops an awareness of the main process of cultural development in the Caribbean societies, highlighting the factors, the problematic and the creative output that have fed the emergence of Caribbean identities; a perception of the Caribbean as wider than island nations or linguistic blocs; interest in and commitment to Caribbean civilisation and to further their self definition.

**Course Title:** PHARMACY PRACTICE I (Introduction to Pharmacy)

**Course Code:** PHAR 1201

**Course Credits:** Three (3)

**Course Description:** This course introduces the student to the profession of pharmacy. It covers the development of pharmacy since the emergence of scientific medicine through the current pharmaceutical care era. It includes the position of pharmacy in the delivery of health care by exploring major issues such as societal, political, philosophical, economic, legal and ethical issues affecting

the practice of the profession. It emphasizes the requirements, responsibilities and attitudes that are essential for success as a professional and examines the various career pathways and roles of the pharmacists.

**Course Title:** PHARMACY PRACTICE I (Pharmaceutical Calculations)

**Course Code:** PHAR 1201

**Course Credits:** Two (2)

**Course Description:** This course deals with various types of calculations required for compounding and dispensing of medications, including conversions of different units of measurement, interpretation of prescription orders and accurate dosage calculations.

**Course Title:** Integrated Basic Health Sciences (Anatomy and Physiology I)

**Course Code:** PHAR 1204

**Course Credits:** Four (4)

**Course Description:** Integrated Basic Health Sciences I builds a foundation of knowledge for the understanding of pathophysiology of diseases involving the various organ systems in the human body. Using this acquired knowledge, students will be able gain a better understanding of the mechanistic actions of drugs on diseases that affect the various organ systems. The course is delivered concurrently with Integrated Basic Health Sciences II (Biochemistry). This course is delivered as a series of lectures, and via Problem Based Learning exercises that shows the functional interrelationship between Anatomy & Physiology and Biochemistry.

**Course Title:** Integrated Basic Health Sciences (Anatomy and Physiology II)

**Course Code:** PHAR 1206

**Course Credits:** Four (4)

**Course Description:** This course builds on the knowledge acquired from Integrated Basic Health Sciences I & II and introduces the students to the remaining organ systems of the human body. Students will learn about the biochemical, anatomical and physiological aspects of organ systems such as respiratory, urinary, digestive, reproductive and endocrine. In addition, this course is concurrent with The Integrated Basic Health Sciences IV (Community Health). The integration of these basic health sciences is delivered the Problem Based Learning activities that students are required to complete. This type of learning enhances the students' communication skills through group-based learning.

**Course Title:** Communication Skills for Effective Health Care

**Course Code:** PECH 1101

**Course Credits:** Three (3)

**Course Description:** The second of several courses exploring Professionalism, Ethics and Communication in Health this course provides students with the basic knowledge and principles of communication and their application in various different contexts. In addition, it provides students with the opportunity to develop core skills in these areas. In this light student are first introduced to key elements of best practice as it pertains to personal deportment, the use of social media, online professionalism and communications. Students will then study professional communication in the form of individual oral presentations, report writing and interacting with other health professionals. Finally, students are introduced to the clinical communication context in the form of the medical interview and exposed to the Four-Habits Model.

Like other courses in the program, PECH 1101 will utilize lectures and small group tutorials sessions as the primary means of course instruction. There is again a strong emphasis on the development of skills and students will be expected to demonstrate these skills in classroom presentations, role play and group interactions. Assessment methods are tailored to evaluate these skills particularly during continuous assessment. As an example, actual presentations for assessment are videotaped for self-analysis and improvement of verbal and non-verbal skills.

**Course Title:** Integrated Basic Health Sciences (Biochemistry)

**Course Code:** PHAR 1205

**Course Credits:** Three (3)

**Course Description:** This course introduces students to the basic concepts of biochemistry. The course shows how the science of Biochemistry plays a pivotal role, in the function of the various organs systems within the human body. This integration of Biochemistry with Anatomy & Physiology is further explored in Integrated Basic Health Sciences I, via Problem Based Learning Exercises. Students are encouraged to use the knowledge obtained from both Integrated Basic Health Sciences I & II and apply it to solving problems orientated towards the allied healthcare professional.

**Course Title:** LAW, GOVERNANCE, ECONOMY AND SOCIETY

**Course Code:** FOUN 1301

**Course Credits:** Three (3)

**Course Description:** The course introduces some of the major institutions in Caribbean society. It exposes the student to both the historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed.

**Course Title:** MICROBIOLOGY, IMMUNOLOGY AND GENERAL PATHOLOGY

**Course Code:** PHAR 2105

**Course Credits:** Three (3)

**Course Description:** Microbiology: Students are expected to develop knowledge and understanding of the pharmaceutical aspects of microbiology, the nature and use of antibiotics and other antimicrobial agents, and the types and use of antiseptics, disinfectants and preservatives. The course includes a study of microorganisms and the clinical infections they cause; theoretical and practical aspects of active and passive immunisation against infectious diseases; classification or range of antimicrobial agents; sterilisation methods preventing contamination of pharmaceutical products; and understanding the need for a well-developed strategy for controlling infectious diseases.

Immunology: Incorporates an overview of the immune system (organisation of the immune system, innate and acquired immunity, antibodies, including generation of diversity, structure and function relationships, T-cells – structure, function and effects mechanisms); Major histocompatibility antigens, antigen processing and presentation; Overview of cytokines; Immunopathology, including immunodeficiency, hypersensitivity, autoimmunity, transplantation and immunosuppressive modality; and immunisation.

General pathology: Basic pathophysiological and morphological changes that are associated with some common pathological states like cell injury, acute and chronic inflammation, cell growth, oedema, haemorrhage, thrombosis, wound healing, mechanisms of carcinogenesis and characteristics of neoplasms are covered

## YEAR 2

**Course Title:** Introduction to AI Health Informatics

**Course Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course is an exploration into the rapidly evolving intersection of artificial intelligence (AI), information technology (IT), and healthcare. In an era where digital transformation is revolutionizing healthcare paradigms, this course stands as a beacon for those aspiring to be at the forefront of this innovation. The curriculum offers a deep dive into how IT and data analytics are driving improvements and innovations in healthcare delivery systems. From patient care to research initiatives, to widespread public health campaigns, data-driven insights are reshaping the way healthcare professionals make decisions and approach challenges.

**Course Title:** Introduction to Artificial Intelligence

**Course Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course teaches what every student should know about Artificial Intelligence. AI is a fast-moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology

**Course Title:** Global Perspective in Pharmacy Practice

**Course Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course offers an immersive journey into the intricacies of international pharmacy practices. Drawing from a rich tapestry of traditions, regulations, and methodologies, this course seeks to cultivate a holistic understanding of how the realm of pharmacy functions across diverse cultural and geopolitical landscapes. Students will embark on a methodical exploration of pharmacy systems worldwide. By juxtaposing different systems against one another, they will gain insights into the underpinnings of various regulatory frameworks, appreciating how local cultural norms, socioeconomic factors, and public health needs influence the evolution of pharmacy practices in different nations. Furthermore, the course will provide an in-depth understanding of the universal principles that govern pharmaceutical care, ensuring the

safety, efficacy, and ethical administration of medications, irrespective of geography. Concurrently, students will confront the unique challenges and dilemmas that pharmacists face in various parts of the world, ranging from resource constraints in low-income countries to navigating the complexities of advanced pharmaceutical biotechnologies in more developed regions. One of the defining features of modern pharmacy is its intersection with global health. As such, students will critically analyze pressing global health issues, from pandemics to chronic diseases, and the pivotal role pharmacists play in not just treatment but also prevention, education, and health promotion on a global scale.

Recognizing the increasing diversity of patient populations, the course underscores the significance of cross-cultural competence. Students will delve into case studies and real-world scenarios where understanding cultural nuances is paramount for effective patient care. They will also engage in interactive sessions, honing their skills in cross-cultural communication, and exploring strategies to build trust, elicit essential information, and provide tailored health advice to patients from varied backgrounds.

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**Course Code:** XXXXX

**Course Credits:** Three (3)

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**Course Title:** PHARMACEUTICS I

**Course Code:** PHAR 2212

**Course Credits:** Three (3)

**Course Description:** An introduction to the technologic and scientific principles underlying the preparation of dosage forms and drug delivery systems. Students should develop an understanding of the inter-relationship between physical pharmacy principles, biopharmaceutics and dosage form design, including modifying the release pattern of a drug from its dosage form/device (sustained-release, controlled-release and site-specific drug delivery systems) and the clinical applications in patient care. Product examples and the applications of each type of dosage form are emphasised to give the beginner an orientation to pharmacy practices.

**Course Title:** PHARMACEUTICAL ANALYSIS

**Course Code:** PHAR 2106

**Course Credits:** Three (3)

**Course Description:** This course involves the practical application of modern analytical techniques such as spectroscopy and chromatography to the identification and quantisation of drugs and pharmaceutical products.

**Course Title:** PHARMACOLOGY I & II

**Course Code:** PHAR 2209

**Course Credits:** Six (6) (3 credits per course)

**Course Description:** This course has been designed to assist the students in learning about the most often used medications to treat patients. It will provide a framework for more in-depth study of pharmacology and support the student in learning the names, mechanisms/ actions, uses, and side effects of commonly used drugs affecting autonomic, cardiovascular, central and peripheral nervous, gastrointestinal, blood and renal systems, and also of the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer.

**Course Title:** PHARMACEUTICS II (Biopharmaceutics)

**Course Code:** PHAR 2213

**Course Credits:** Three (3)

**Course Description:** Biopharmaceutics, New drug delivery systems and devices:



Biopharmaceutics provides an understanding of the relationship between physical, chemical and biological principles as they apply to drug absorption, distribution, metabolism, excretion and factors that influence the bioavailability of orally administered drugs

**Course Title:** PHARMACY PRACTICE II (Compounding & clinical application)

**Course Code:** PHAR 2201

**Course Credits:** Two (2)

**Course Description:** Compounding Skills: The student receives instructions on the art and science of compounding products that are used for (self) treatment to cure or alleviate specific (dermatological, ophthalmic etc.) conditions as well as for physician-prescribed medicaments. Techniques used in compounding are emphasised to ensure that good manufacturing practices are achieved. Storage and handling, aseptic techniques and preparation, equipment, labelling, expiration dating, documentation and patient counselling are discussed, among other topics.

**Course Title:** MEDICINAL CHEMISTRY I

**Course Code:** PHAR 2202

**Course Credits:** Three (3)

**Course Description:** This course has been designed to assist the students in understanding the structure, Structure-Activity-Relationships (SAR), physicochemical and structural basis of drug action; drug sources; mechanisms of drug action; drug design and drug selectivity; drug incompatibility; drug interactions of commonly used drugs affecting autonomic, cardiovascular, central and peripheral nervous, gastrointestinal, blood and renal systems; and also the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer. The course also describes how the physical features of the drug such as pKa and partition coefficient, and the chemical features such as conformational and configurational features, contribute to drug activity and affect its administration, distribution, metabolism and excretion.

**Course Title:** PHARMACY PRACTICE II (Sterile compounding)

**Course Code:** PHAR 2201

**Course Credits:** Two (2)

**Course Description:** Sterile Product Preparation: The sterile products laboratory module introduces the students to sterile preparations and intravenous admixtures. Emphasis is placed on the sterile environment, aseptic techniques, effective use of a laminar flow hood, manipulations of the various injectable packages/ needles/ syringes, dose calculations, incompatibilities, safe compounding/ dispensing/ administration, quality assurance, the preparation of Parenteral Nutrition and the safe preparation and handling of cytotoxic agents. Students learn the role and responsibilities of the clinical pharmacist in parenteral nutrition prescription and cytotoxic agents prescriptions.

**Course Title:** MEDICINAL CHEMISTRY II

**Course Code:** PHAR 2202

**Course Credits:** Three (3)

**Course Description:** This course has been designed to assist the students in understanding the structure, Structure-Activity-Relationships (SAR), physicochemical and structural basis of drug action; drug sources; mechanisms of drug action;

drug design and drug selectivity; drug incompatibility; drug interactions of commonly used drugs affecting autonomic, cardiovascular, central and peripheral nervous, gastrointestinal, blood and renal systems; and also the drugs used to prevent or treat various bacterial, viral, protozoal and fungal infections and cancer. The course also describes how the physical features of the drug such as pKa and partition coefficient, and the chemical features such as conformational and configurational features, contribute to drug activity and affect its administration, distribution, metabolism and excretion.

## YEAR 3

**Course Title:** Generative Pharmacy Supply Chain, Engagement, and Logistics

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course examines the applications of artificial intelligence and machine learning techniques in pharmacy supply chain management. Students will learn how AI can be leveraged to optimize pharmacy operations, forecast demand, prevent drug shortages, and enhance supply chain visibility. The course takes an interdisciplinary approach suitable for students both technical and non-technical backgrounds. Upon completion, students will be equipped to evaluate, recommend, and implement AI solutions to transform pharmacy supply chain operations. This will prepare them to meet current and future pharmacy supply chain needs.

**Course Title:** Pharmacogenomics

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course explores the genetic basis for individual variability in drug disposition and response. Students will examine polymorphisms in drug metabolizing enzymes, transporters, receptors, and other pharmacological targets. Discuss clinical standards for genetic screening and implications for drug therapy selection, dosing, and monitoring based on pharmacogenomics biomarker profiles. Appreciate the promise of pharmacogenomics for avoiding adverse events and improving efficacy through patient-tailored treatments based on genotype.

**Course Title:** Pharmacognosy

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** Pharmacognosy covers drugs used in the practice of pharmacy and medicine which are derived from natural products. This course also covers their isolation (extraction), chemical constitution, biochemical nature, and physiological actions. Furthermore, the course integrates a study of herbal medicine, facilitating a comparative analysis between pharmacy and herbal practices, and concludes with an in-depth examination of herbal toxicology.

**Course Title:** Pharmacy Law & Regulatory

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** Students will be introduced to the local Pharmacy Laws and Regulatory Affairs that govern pharmaceutical practice locally, regionally and

internationally. Explore pharmaceutical regulations, drug control policies, and healthcare compliance frameworks. Embrace the importance of upholding patient confidentiality, informed consent, and professional ethics. This course will equip you to navigate the complexities of pharmacy law and regulatory affairs, ensuring that he/she practices pharmacy with integrity and adheres to the highest legal and ethical standards.

**Course Title:** Pharmacy Management and Ethics

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** This course is designed to impart the requisite skills and knowledge needed to students to perform managerial functions in community and institutional pharmacy and/or the pharmaceutical industry. The area of study includes planning and integrating professional services, budgeting, inventory management, human resource management, and functioning in a business environment.

**Course Title:** Pharmaceutical Quality Assurance

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** Students will learn about comprehensive quality systems for ensuring safety, identity, purity, strength, quality, and reliability of pharmaceutical products. Master validation processes, cGMP regulations, product stability, quality control testing, auditing, documentation, standard operating procedures, and dealing with non-conformances. Assess risk and develop mitigation strategies through FMEA and other quality tools. Tour manufacturing facilities to witness these concepts applied in regulated environments producing life-saving medications.

**Course Title:** APPLIED THERAPEUTICS I

**Course Code:** PHAR 3205

**Course Credits:** Six (6)

**Course Description:** This is the first semester course of the two applied therapeutics courses which integrate information concerning the pathophysiology of disease states with the basic concepts of drug action. State-of-the-art concepts in the pharmacotherapy of Cardiovascular, Hematopoietic, Respiratory, Gastrointestinal and Endocrine diseases will be presented during this course. For each disease state, a brief review of epidemiology, pertinent pathophysiology, clinical features, diagnostic procedures and an in-depth presentation of rational pharmacotherapy will be reviewed. Emphasis will be placed on drug product selection, dosing regimen design, appropriate monitoring parameters for efficacy, and avoidance of adverse reactions and drug interactions. This course seeks to enhance the student's knowledge of certain disease states, and how drug therapy impacts upon these disease states and also enhances the student's therapeutic problem-solving skills to allow integration of pathophysiology and pharmacotherapeutic concepts in the development of drug therapy plans. This course will be delivered through didactic lectures and reinforced through solving problems with student participations and it will be assessed by MCQs, structured short answer questions and. case study discussion.

**Course Title:** APPLIED THERAPEUTICS II

**Course Code:** PHAR 3206

**Course Credits:** 6

**Course Description:** The applied therapeutics II course is the continuation of applied therapeutics I course This is the second semester course of the two applied therapeutics courses which integrate information concerning the pathophysiology of disease states with the basic concepts of drug action. State-of-the-art concepts in the pharmacotherapy of Central nervous system disorders, Joint and Skin diseases, Infectious diseases, Eye disorders and Woman health and Gynaecological disorders will be presented during this course. For each disease state, a brief review of epidemiology, pertinent pathophysiology, clinical features, diagnostic procedures and an in-depth presentation of rational pharmacotherapy will be reviewed. Emphasis will be placed on drug product selection, dosing regimen design, appropriate monitoring parameters for efficacy, and avoidance of adverse reactions and drug interactions. This course seeks to enhance the student's knowledge of certain disease states, and how drug therapy impacts upon these disease states and also enhances the student's therapeutic problem-solving skills to allow integration of pathophysiology and pharmacotherapeutic concepts in the development of drug therapy plans. This course will be delivered through didactic lectures and reinforced through solving problems with student participations and it will be assessed by MCQs, structured short answer questions and. case study discussions.

**Course Title:** PHARMACOKINETICS I & II (BASIC & CLINICAL)

**Course Code:** PHAR 3203

**Course Credits:** Six (6) (3 per course)

**Course Description:** This course aims to provide a basic understanding of the time course of drugs and metabolites in the body, including the quantitative aspects of drug absorption, distribution, metabolism and excretion. Compartmental and non-compartmental treatment of kinetic data, parameter calculations and the applications of these concepts in estimation of loading and maintenance doses will be employed.

Clinical Pharmacokinetics: This course aims to provide an understanding of the potential clinical applications of the principles of pharmacokinetics through presentation and solution of common clinical problems. The student must integrate information from pharmacokinetics, biopharmaceutics and therapeutics to decide how to maximize a patient's drug therapy while minimising untoward effects. The student learns about therapeutic drug level monitoring, how to summarise the influence of other drugs, diseases and patient factors on pharmacokinetic parameter values and make pharmacokinetic based dosage alterations.

**Course Title:** BIostatISTICS & RESEARCH METHODOLOGY

**Course Code:** PHAR 3105

**Course Credits:** Three (3)

**Course Description:** The Biostatistical module of this course is intended to introduce students to elementary statistical concepts and commonly used analytical tools while providing the rationale underlying their use. More specifically, the course will enable students to understand basic probability concepts and use them; familiarise themselves with statistical reasoning and skills; draw inferences

using statistical logic; and use statistical packages for data management and processing. The research methodology module is intended to expose students to basic research designs and principles applicable to medical health fields.

## YEAR 4

**Course Title:** Pharmacy Law & Regulatory

**Code:** XXXXX

**Course Credits:** Three (3)

**Course Description:** Students will be introduced to the local Pharmacy Laws and Regulatory Affairs that govern pharmaceutical practice locally, regionally and internationally. Explore pharmaceutical regulations, drug control policies, and healthcare compliance frameworks. Embrace the importance of upholding patient confidentiality, informed consent, and professional ethics. This course will equip you to navigate the complexities of pharmacy law and regulatory affairs, ensuring that he/she practices pharmacy with integrity and adheres to the highest legal and ethical standards.

**Course Title:** Final Project – Capstone Project – AI in Pharmacy

**Code:** XXXXX

**Course Credits:** Six (6)

**Course Description:** The “AI in Pharmacy” Capstone Project serves as the culmination of the BSc in Generative Pharmacy program, allowing students to demonstrate their competency and innovative prowess in integrating Artificial Intelligence within pharmacy practice. Building on the foundational knowledge and skills acquired throughout the program, students will embark on a comprehensive journey to design, develop, or critically evaluate AI-powered solutions addressing real-world pharmacy challenges

**Course Title:** Pharmacy Seminar

**Course Code:** PHAR 4103

**Course Credits:** Three (3)

**Course Description:** This course will help to increase student awareness and understanding of pharmacy and health care contemporary issues and enhance the student's verbal and written presentation skills. Students will be expected to select topics of general interest in pharmacy practice, in consultation with the course coordinator or facilitators, and present to an audience consisting of their peers and faculty. Topics may be selected from various contemporary issues (list below) and related areas which may have an impact on the pharmacy profession. Students in groups of five will select a topic of general interest in pharmacy practice, in consultation with the pharmacy practice staff and preceptors, and present it to an audience consisting of students and faculty, including preceptors. Topics may be selected from contemporary issues such as health economics, pharmacoeconomics, pharmacoepidemiology, generic drugs and drug regulatory aspects, contemporary pharmacy practice in the country vis a vis practice in other countries, and related areas which may have some impact on the pharmacy profession and clinical cases they have come across during their experiential rotation. Each group will present two seminars. The presentations will be assessed by faculty and peers.

**Course Title:** Introductory Pharmacy Practice Experience

**Course Code:** PHAR 4110

**Course Credits:** Six (6)

**Course Description:** The experiential aspect of the course is designed to introduce students to the practice pharmaceutical care in collaboration with physicians, nurses and other health care providers on patient care units and in community, through the use of skills in communication, information evaluation and provision, care planning and pharmacy management. Students will develop professional judgement and practise these while gaining an understanding of the extended role and assume responsibility for outcomes of decisions made in providing pharmaceutical care. Rotations in public and community dispensaries will be designed to facilitate learning in pharmacy-based patient care and pharmacy administration. This course supports the mission of the School to produce pharmacy professionals with foundation skills for pharmacy practice.

**Course Title:** Clinical Pharmacy Experiential Clerkship II (Inpatient medicine)

**Course Code:** PHAR 4204

**Course Credits:** Six (6)

**Course Description:** The experiential aspect of the course is designed to allow students to extend the practice pharmaceutical care on patient care units for general medicine and selected specialty, through bedside rotations and application of skills in communication, information evaluation and provision, care planning and pharmacy management. Students will continue to develop professional judgement and practise these while gainmg an understanding of the extended role and assume responsibility for outcomes of decisions made in providing pharmaceutical care. Learning will be primarily facilitated by bedside rounds and inpatient pharmacy services. This course supports the mission of the School to produce pharmacy professionals with required skills for institutional pharmacy practice.

**Course Title:** Clinical Pharmacy Experiential Clerkship II (Ambulatory Medicine)

**Course Code:** PHAR 4204

**Course Credits:** Six (6)

**Course Description:** The experiential aspect of the course is designed to allow students to practice pharmaceutical care in collaboration with physicians, nurses and other health care providers in outpatient clinics and in community pharmacy, through the use of skills in communication, information evaluation and provision, care planning and pharmacy management. Students will have opportunities to develop an understanding of the extended role of the pharmacist in these settings, and assume responsibility for outcomes of decisions made in providing pharmaceutical care. This course supports the mission of the School to produce pharmacy professionals with required skills for community practice.

## BSC. CRIMINOLOGY AND CRIMINAL JUSTICE

### YEAR 1

**Course Title:** Introduction To Psychology

**Course Code:** PSYC 1001

**Course Credits:** 3

**Course Description:** The concepts and practice of psychology are becoming increasingly important in our society. This course allows students to gain an understanding of basic principles in psychology. It also illustrates some basic techniques of measuring human behaviour. An attempt will also be made to indicate where psychological principles could play an effective part in understanding and solving certain problems. The course is organized into seven sections. An attempt will also be made to use a multi-disciplinary approach through illustrations. The theme of humanistic psychology will be used alongside the Freudian and Behaviouristic approaches to explore whether human beings have the inherent nature to transcend the environment or to remain always at the mercy of environmental forces. Among the topic areas dealt with in this course are sensation and perception, learning, motivation, memory, emotions, intelligence, personality, development and research methods. This course is a prerequisite for all other second and third year.

**Course Title:** Introduction To Social Psychology

**Course Code:** PSYC 1004

**Course Credits:** 3

**Course Description:** This course seeks to introduce students to the field of Social Psychology as the scientific study of how people think about, influence, and relate to one another while introducing its scope of study and its methodology. This course intends to give students an appreciation for the combined analysis of psychological and sociological perspectives in studying human behaviour. Social Psychology will, therefore, be constructed as an interactionist discipline. Students will be exposed to numerous social psychological concepts, particularly in the light of empirical research, including primary and secondary socialization and its consequences in relationships; self and personality development; attitude formation and measurement; persuasion; conformity, compliance, obedience and deviance; group behaviour; interpersonal relations; impression formation, aggression and altruistic behaviour. Each topic will be covered in sufficient depth for students to be able to appreciate classical social psychological concepts and findings. Students will also develop a keen appreciation for social psychology as a tool for national, as well as personal development.

**Course Title:** Introduction To Political Philosophy

**Course Code:** GOVT 1001

**Credits:** Three (3)

**Course Description:** This course provides students with an awareness of political ideas and concepts based on the writings of classic and contemporary political thinkers and philosophers.

**Course Title:** Introduction To Public Policy Analysis

**Course Code:** GOVT 1005

**Credits:** Three (3)

**Course Description:** This course seeks to establish an understanding of the conceptual

foundation as it relates to public policy analysis. The course will also focus on two broad areas which are policy issues/problems and policy analysis.

**Course Title:** Introduction to Sociology I

**Course Code:** SOCI 1002

**Credits:** Three (3)

**Course Description:** What is Sociology about? Structures of Power. An analysis of social institutions and processes.

**Course Title:** Introductory Statistics for The Behavioural Sciences

**Course Code:** SOCI 1005

**Credits:** Three (3)

**Course Description:** Introduction to Statistics for the Behavioural Sciences represents an attempt to understand social and behavioural phenomena from a measurement perspective. Given the wide variation in measurement, based on the nature of the population that is being measured, this course will sensitize students to varying methods of data collection, treatment and analysis consistent with ongoing changes and variations in behavioural phenomena. To this end, the objective of this course is to train students to measure, understand and interpret behavioural phenomena.

**Course Title:** CARIBBEAN CIVILISATION

**Course Code:** FOUN 1101

**Course Credits:** Three (3)

**Course Description:** The student develops an awareness of the main process of cultural development in the Caribbean societies, highlighting the factors, the problematic and the creative output that have fed the emergence of Caribbean identities; a perception of the Caribbean as wider than island nations or linguistic blocs; interest in and commitment to Caribbean civilisation and to further their self definition.

## YEAR 2

**Course Title:** Delinquency And Juvenile Justice

**Course Code:** GOVT 2010

**Credits:** Three (3)

**Course Description:** This course surveys the roles of youth as offenders and victims. It examines statistics, research and the literature as it relates to youth, delinquency and justice, and evaluates current patterns and practices of law enforcement, criminal courts and corrections relative to youth as offenders and victims.

**Course Title:** Criminal Justice Systems

**Course Code:** GOVT 2011

**Credits:** Three (3)

**Course Description:** This course examines the institutional arrangements devised by societies to respond to crime. It provides an overview of the Criminal Justice System - and while not being explicitly comparative, locates the Caribbean in the wider international context offering some comparisons and contrasts with both the developed and some developing countries. It involves a survey of the police, courts and corrections. General issues for consideration include

– how and why the system developed in the region as it did; how theories relate to policies and how the existing system may be reformed and/or transformed.

**Course Code:** PSYC 2002

**Course Title:** Abnormal Psychology

**Credits:** Three (3)

**Course Description:** This course introduces students to the classification, causes, and treatment of abnormal behaviour. It will examine topics such as reactions to stress and adjustment disorders, anxiety disorders, personality disorders, schizophrenia, substance-related and addictive disorders, disorders of mood and disorders of childhood and adolescence. The course provides a biopsychosocial approach to understanding the causes of psychological disorders. Methods of assessment and various approaches for treatment will also be considered.

**Course Code:** SOCI 2007

**Course Title:** Survey Design And Analysis

**Credits:** 3

**Course Description:** This course allows students to understand the various interconnections between the methods (used in survey designs) and reliability of findings. Students gain hands-on experience with the computer, as it relates to the data entry of the actual survey which the student conducts in a test of understanding phenomena and research.

**Course Title:** Anthropology Of The Peoples Of The Caribbean II

**Course Code:** SOCI 2031 (SOCI 2011)

**Credits:** Three (3)

**Course Description:** Building on Anthropology of the Peoples of the Caribbean I, students learn about some of the important institutions and processes of social change in Caribbean society. Urbanization and the changing ethnic and class relations in named Caribbean societies are considered, as are the various theoretical perspectives on the region, focusing on religion, the family, gender relations, “family land”, “higglering” and “the informal sector”.

### SUGGESTED ELECTIVES

**Course Title:** Men And Masculinities In The Caribbean

**Course Code:** GEND 2013

**Credits:** 3

**Course Description:** This course aims to develop an awareness of the main issues involved in the study of men and masculinities. Masculinity studies emerged in response to the feminist discourses on women, femininity and gender. It is now a growing and significant body of knowledge both internationally and in the Caribbean. This course will explore approaches to the study of men and masculinities and identify key concepts and issues for in depth consideration.

**Course Code:** GOVT 2062

**Course Title:** International Security

**Credits:** Three (3)

**Course Description:** This course provides a broad conceptual framework for understanding and analyzing the main challenges to international security, and for assessing the appropriate policy responses. It will examine the different approaches

to security, the different ways in which security is interpreted in theory and policy and a range of traditional and non-traditional concepts of security including military, WMD, terrorism, energy security, health and security, human security and transnational crime.

## YEAR 3

**Course Title:** Violence And Development

**Course Code:** GOVT 3011

**Credits:** Three (3)

**Course Description:**

This course examines the historical changes in the patterns and meanings of violence globally. Special attention is paid to individual, collective and state violence in the Caribbean context. The main theories explaining the causes of violence and current research on attitudes to violence and the use of force to bring about social and political change are reviewed. Strategies of conflict management and prevention and their relationship to development and the transformation of political culture and state institutions that seek to monopolize the legitimate use of violence are discussed.

**Course Title:** Sociology Of Penal Practice

**Course Code:** SOCI 3030

**Credits:** Three (3)

**Course Description:** This course considers the sociology of policing, lower and higher courts, imprisonment, capital punishment, welfare alternatives to prison, and attempts to develop popular justice. A considerable literature from a developmental perspective is available on the police, on courts, and on alternative strategies.

**Course Title:** Criminology I

**Course Code:** SOCI 3032

**Credits:** Three (3)

**Course Description:** This course seeks to provide students with a basic understanding of the major theories of crime and deviance and their relevance in terms of research and policy development. It also seeks to provide students with a working understanding of selected issues on crime with a local and Caribbean focus. Some of these selected issues include: theories of crime, Caribbean Criminology, the Muslimeen Insurrection, juvenile delinquency, white-collar crimes, crime statistics, fear of crime, community policing, victimization, gender and crime, and crime research and policy.

**Course Title:** CRIMINOLOGY II: POLICE AND SOCIETY

**Course Code:** SOCI 3036

**Credits:** Three (3)

**Course Description:** In Police & Society we examine and critique two of the essential institutions in society intended to treat or deal with crime: law enforcement and corrections. We will also as part of the content of the course develop complimentary research knowledge on deportees.

**Course Title:** Drugs And Society

**Course Code:** SOWK 3015

**Credits:** Three (3)

**Course Description:**

This course explores the use and misuse of drugs, the social consequences and the national and regional implications of drug trafficking. Theories and research relating to these issues are explored and prevention, intervention and treatment strategies are examined.

**SUGGESTED ELECTIVES:**

**Course Title:** Anti-Corruption Strategies In Developing Countries

**Course Code:** GOVT 2070

**Credits:** Three (3)

**Course Description:** This course examines corruption from a developing world perspective drawing from lessons and various scholarly perspectives. It will incorporate the use of case studies, student debates, interactive lectures and other materials to enhance students' understanding of the course.

**Course Title:** Introduction To International Relations In The Caribbean

**Course Code:** GOVT 3054

**Credits:** Three (3)

**Course Description:** This course examines the international relations of the Caribbean from the colonial period to the present. It traces the history and evolution of the Caribbean region through colonialism, slavery, indentureship and independence to the current era and examines the theories, which guide the discourse on Caribbean identities in an effort to facilitate a better understanding of the region. The course proceeds to examine the theoretical underpinnings of the Caribbean's development problematique in the context of the broader crisis in development faced by developing countries. It then explores the challenges faced by the Caribbean in its external relations with the superpower, the United States and magablocs such as the European Union. Finally, the course addresses the regional security dilemma in the context of the New Global Disorder ushered in by non-traditional security threats such as crime, drug-trafficking, human trafficking, environmental degradation, climate change and a global financial crisis.

## BSC. PSYCHOLOGY (SPECIAL)

### YEAR 1

**Course Title:** Introduction To Psychology

**Course Code:** PSYC 1003

**Credits:**

**Course Description:** This course is designed to introduce students to the theory and practice of the science of psychology. Throughout the course students will explore the hereditary and environmental origins of behaviour. Students will gain a broad based knowledge of the many fields of psychology, increase their self-awareness and develop skills that will lead to a more critical analysis of human behaviour in our society. Topics for discussion with include the biological basis of behaviour, consciousness, thinking and language, motivation and emotion, stress and health.

**Course Title:** Introduction To Social Psychology

**Course Code:** PSYC 1004

**Credits:**

**Course Description:** This course is designed to introduce students to the psychological discipline that uses scientific methods to understand and explain how the thoughts, feelings and behaviour of individuals are influenced by the actual, imagined presence of others. Students will gain general knowledge of this interesting and exciting profession. Major content areas include prejudice and discrimination, prosocial behaviour, aggression, interpersonal attraction and close relationships. Issues will be discussed within the Caribbean context.

**MISSING: ARE THESE ALL OF THE COURSES FOR THIS YEAR?**

### YEAR 2

**Course Title:** Abnormal Psychology

**Course Code:** PSYC 2002

**Credits:**

**Course Description:** The student should have gained a basic understanding of the general principles of psychology and an appreciation of the variations of the different schools of psychology in the introductory courses and PSYC2012 Developmental Psychology. In addition, from PSYC2012 Developmental Psychology, the student should understand the physical, social and psychological development of an individual from birth to death. With an appreciation of the limits of normal behavioural, the student is prepared for a course in psychology.

**MISSING: ARE THESE ALL OF THE COURSES FOR THIS YEAR?**

### YEAR 3

**Course Title:** PSYCHOMETRICS

**Course Code:** PSYC 2007

**Credits:**

**Course Description:** It is of integral importance that students from an early stage understand and appreciate the need for rigorous testing in the field of Psychology. This course will provide an in-depth look into the field of psychometrics (a.k.a. psychological measurement) which addresses psychological testing and assessment. An exploration of psychological testing will include an examination of the history, theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical, practitioner and research settings. Special attention will be placed on the development of student evaluation skills to enable them to determine the psychometric soundness of tests. The reliability, validity, the application and the suitability of psychological tests for the specific cultural environment and ethics of psychological testing will be addressed.

**Course Title:** Contemporary Issues in Social Psychology

**Course Code:** PSYC 3013

**Credits:**

**Course Description:** This course builds upon the foundation laid by the introductory social psychology course and focuses on how Social Psychologists address contemporary social issues. Drawing on contemporary theory, and pure and applied research, students will engage in a critical analysis of the crucial person and environment variables that influence behaviour in our Caribbean society. Topics for discussion will include prejudice and discrimination, interpersonal attraction, close relationships, social influence, prosocial behaviour, aggression, and social psychology applied to health.

**Course Title:** Industrial & Organizational Psychology

**Course Code:** PSYC 3014

**Credits:**

**Course Description:** This course explores the applications of psychological theories and concepts to problems encountered in work environments with special reference to the Caribbean. It will address the research methods and consulting techniques used to study and modify behaviour in organizations. Topics for discussion will include research methods in Industrial and Organisational Psychology, employee recruitment and selection, evaluating employee performance, employee training and development, motivation, job satisfaction, communication, organizational culture and human factors.

**Course Title:** Research Thesis in Applied Psychology

**Course Code:** PSYC 3021

**Credits:**

**Course Description:** This course is designed to develop an understanding, instill an appreciation, and provide hands on experience in designing and conducting an original piece of research in psychology. Students will gain experience in applying theories and skills attained throughout their undergraduate programme to conduct research. This two-semester research thesis will involve empirical and/or theoretical work using scientific methodology to address problems that emerge out of the condition of the Caribbean experience.

**Course Title:** Applied Psychology Research Methods

**Course Code:** PSYC 3024

**Credits:**

**Course Description:** This course is designed to provide psychology students with the knowledge, skills and abilities necessary to conduct successful research studies and to improve the research skills of third year psychology students in the following courses: (PSYC 3021 Research Thesis in Applied Psychology (2 semesters) and PSYC 3050 Research Project in Applied Psychology (for Minors) (1 semester). The emphasis will be on imparting both conceptual understanding and skills students can apply when designing their third year research studies: developing their research proposals, collecting research data, analyzing research data and presenting research findings. This course will consist of lectures, tutorials and computer laboratory sessions, with each aspect geared at specific skill development.

**Course Title:** Research Project in Applied Psychology

**Course Code:** PSYC 3050

**Credits:**

**Course Description:** This course is designed to develop an understanding, instil an appreciation, and provide hands on experience in designing and conducting an original piece of research in psychology. Students will gain experience in applying theories and skills attained throughout their undergraduate programme to conduct research. This one-semester research project will involve empirical and/or theoretical work using scientific methodology to address problems that emerge out of the Caribbean experience.

## MASTERS IN PUBLIC HEALTH

### SEMESTER 1

**Course Title:** Social and Behavioral Sciences

**Course Code:** PBHE 6015

**Credits:** Three (3)

**Course Description:** This course teaches how social and behavioural factors affect the health of individuals and populations. Social and behavioural sciences greatly contribute to the understanding of the social context and individual behaviour in relation to health and illness. This course introduces and examines basic theories and models from a range of social and behavioural disciplines that are used in public health research and practice. The course identifies the causes of social and behavioural factors on health, illness and health seeking behaviour, and aims to provide the students with the knowledge and skill set to critically apply interdisciplinary health concepts to their public health research and practice.

**Course Title:** Biostatistics

**Course Code:** PBHE 6100

**Credits:** Two (2)

**Course Description:** The course will run over one semester only and introduces methods for summarizing data, and methods for analyzing a single variable (univariate methods) or two variables simultaneously (bivariate methods). Univariate analyses are used primarily for descriptive purposes, while bivariate and multivariable analyses are geared more towards explanatory purposes and the testing of hypotheses. Univariate analyses are commonly used in the first stages of research, and would be followed by more advanced, bivariate or multivariable techniques.

**Course Title:** Epidemiology I

**Course Code:** PBHE 6200

**Credits:** Three (3)

**Course Description:** Epidemiology is the core science of Public Health, providing the concepts and tools to assess and monitor the health of populations, investigate the causes of different health states, direct interventions to address those causes and monitor their impact. This course aims to provide a solid grounding in epidemiology as applied to Public Health.

**Course Title:** Family Health

**Course Code:** PBHE 6300

**Credits:** Two (2)

**Course Description:** This semester-long course focuses on the concepts and approaches to the provision of health care services for families throughout the life process. Lectures and discussions will focus on the individuals comprising the family as well as the impact of illness on the family as a unit. The course is relevant to MPH students who do not have a clinical or direct health care delivery background, whether working as active field practitioners or at the managerial or policy level.

**Course Title:** Primary Health Care

**Course Code:** PBHE 6500

**Credits:** Two (2)

**Course Description:** The first five (5) weeks of this course, including the midterm exam, are offered jointly with the Family Health course.

The course will first consider the epidemiologic and demographic transitions and their implications for PHC and health policy. The evolution of PHC from the Alma Ata Declaration to the Sustainable Development Goals, the interplay of governmental responsibilities, the Essential Public Health functions and wider factors such as poverty, economics and globalisation will be critically examined. The course explores many cutting edge issues and is ideal for current and aspiring leaders in Public Health.

**Course Title:** Environmental Health

**Course Code:** PBHE 6600

**Credits:** Three (3)

**Course Description:** This semester-long course introduces the learner to the philosophical constructs that underpin environmental health, in particular the interconnectedness between humans and the environment and the resulting impact on health at the local and global level. It fosters exploration of environmental hazards and the development and application of environmentally sustainable management practices. The course is relevant to all MPH graduates, whether working as active field practitioners or at the managerial or policy level.

**Course Title:** Research Methodology (Quantitative)

**Course Code:** PBHE 6900

**Credits:** Two (2)

**Course Description:** This course complements the qualitative research methods course and aims to provide an introduction to the principles and practicalities of undertaking valid, reliable and ethical research relevant to public health. Note that some topics relevant to both quantitative and qualitative research methods, such as ethics and project management are covered in one or the other course, but not both. The course is designed to be highly practical and by the end of the course, as well as having practical insight into quantitative research methods, students should be fully conversant with the concepts of validity and reliability and their relevance to measurement and study design.

**Course Title:** Computing Skills for Public Health

**Course Code:** PBHE 6925

**Credits:** Zero (0)

**Course Description:** The course will be offered as a pre-requisite for all students who wish to take the MPH data analysis courses. It also aims to strengthen general computer literacy and skills. The course content focuses on the required skillset which encompasses programs such as Microsoft Word, Excel, PowerPoint and application of software tools used for file and data management and reference management. It will be delivered primarily via interactive lectures with individual exercises. However, it is expected that students will acquire these skills through self-directed learning facilitated by the provision of links to online tutorial and videos.

**Course Title:** Qualitative Research Methods

**Course Code:** PBHE 6930

**Credits:** Two (2)

**Course Description:** This course aims to introduce students to the principles of qualitative research in health services. It covers theoretical underpinnings, data collection, analysis and dissemination methods. It is intended to benefit professionals seeking to conduct and interpret qualitative research results in the health care.

## SEMESTER 2

**Course Title:** Health Promotion

**Course Code:** PBHE 6000

**Credits:** Three (3)

**Course Description:** The aims of the course are:

- To provide a general overview of health education and health promotion, its principles, scope and practice through a determinants-based approach.
- To stimulate awareness of the current global public health issues and the relevance of health promotion strategies to these issues.
- To introduce the integrated approach to needs assessment and implementation of planned interventions in a variety of settings.

**Course Title:** Health Economics

**Course Code:** PBHE 6050

**Credits:** Three (3)

**Course Description:** This course introduces the sub-discipline of Health Economics. It sets a framework with basic economic concepts and presents the economic model of the market. It explains how markets function and why health is considered to be a specialised market with unique features that determine resource allocation and regulation. The methods of economic evaluation are examined and guidance is provided in the use of tools to critically appraising economic evidence. Students are oriented to current issues facing health systems.



**Course Title:** Qualitative Data Analysis

**Course Code:** PBHE 6060

**Credits:** Two (2)

**Course Description:** The course meets the needs of health allied health and behavioural science professionals who need to: critically analyse, design and conduct qualitative research in healthcare settings. It contains theoretical and practical elements of qualitative analysis, including the use of relevant computer software. It also introduces the student to core principles involved in the process of disseminating qualitative research.

**Course Title:** Quantitative Data Analysis

**Course Code:** PBHE 6105

**Credits:** Two (2)

**Course Description:** The course aims to help students design data collection instruments then manipulate the data collected using surveys and other epidemiological study designs. Two types of software will be used: RedCap and Stata. Students will become familiar with the design of questionnaires, and will be able to enter, clean and analyse newly collected data and data collected using external databases. There will be a focus on data management techniques for preparing 'messy' data for analysis, and ultimately on performing univariate, and regression analysis using real data from regional studies of Caribbean health. Statistical techniques taught in PBHE6100 (semester 1) will be implemented in Stata.

**Course Title:** Epidemiology of Priority Diseases

**Course Code:** PBHE 6110

**Credits:** Three (3)

**Course Description:** This course covers the current distribution, trends, determinants and approaches to the prevention and control of diseases of major public health significance in the Caribbean. In particular, the roles of surveillance, policy formulation, programme planning; implementation and evaluation are addressed as part of societal efforts aimed at the prevention and control.

**Course Title:** Health Care Systems

**Course Code:** PBHE 6400

**Credits:** Three (3)

**Course Description:** This course is an introduction to generic management theory and practice including basic roles, skills and functions as relates to healthcare system management in. It targets both mid- and entry level persons who wish to function at a mid-management or higher level in a health care or related setting. The course explores the management of two key types of resources: people and non-people resources including, finances and information. It challenges the notion about the differences between leadership and management and examines the legal and ethical frameworks which underpin management in healthcare system resources.

**Course Title:** Human Resources for Health

**Course Code:** PBHE 6420

**Credits:** Three (3)

**Course Description:** This course is an introduction to generic management theory and practice including basic roles, skills and functions as relates to healthcare system management in. It targets both mid- and entry level persons who wish to function at a mid-management or higher level in a health care or related setting. The course explores the management of two key types of resources: people and non-people resources including, finances and information. It challenges the notion about the differences between leadership and management and examines the legal and ethical frameworks which underpin management in healthcare system resources.

# PROGRESS THROUGH THE BSC NURSING PROGRAMME

1.
  - (i) Candidates admitted to the programme are encouraged to register for all courses as well as the necessary foundation courses at the beginning of the school year, as outlined in the Curriculum.  
N.B. Registration for the summer semester will be done prior to the beginning of the semester.
  - (ii) Candidates must meet all pre-requisites and co-requisites requirements to access courses for which these are stated.
  - (iii) Candidates who achieve a GPA of less than 2.00 within any one semester will be placed on academic warning in-keeping with the UWI GPA regulations. This warning will be removed if the students' GPA improves in the successive semester.
2. Progression of students from one level to the next is based on success in the theory and clinical practice.
  - (i) **Progression from Level I to II**  
In order to satisfy the minimum requirement for entry to Level II, a candidate must attain passes in ALL Level I courses including all foundation and supportive courses.
  - (ii) **Progression from Level II to III**  
Promotion to Level III will be granted ONLY if passes have been attained in all Level II courses. N.B. NURS 2117 Health Assessment and NURS2118 The Nursing Process are prerequisites for Year Two Semester Two.
  - (iii) **Progression from Level III to IV**  
Promotion to Level IV will be granted if passes have been attained in all Level III courses. Candidates will ONLY be eligible for NURS4017 Clinical Internship and NURS4018 Senior Nursing Review if they are successful in ALL COURSES (including foundation and support courses).
3. Candidates will be asked to withdraw from the school if:
  - (i) his/her GPA remains below 2.00 for two consecutive semesters
  - (ii) he/she has failed a nursing course on the third attempt
  - (iii) he/she has failed all courses taken in Semester I, Year 1

## A. CLINICAL PRACTICUM COURSES

- (a) Candidates pursuing the clinical aspects of the programme in designated institutions, are required to be suitably attired, have appropriate material/equipment for their clinical activities, are to be punctual and remain for the specified time. In so far as it may be necessary to use the institutions or client's/patient's property in their clinical learning process, candidates are expected to exercise due care. Failure to comply with this regulation will result in candidate being debarred from the clinical practice area.
- (b) It is COMPULSORY that students be present and on time for ALL clinical learning experiences in the skills laboratory and clinical institutions.
- (c) Students must communicate with the course leader/clinical instructor within 24 hours when occasions of absence/lateness arise.

- (d) Candidates are required to ensure that all registers, clinical interaction record(s), progress reports, and any other relevant clinical documents are appropriately completed, signed, stamped and submitted to the course leader and or designate by the last day of the rotation. Failure to do so may result in the students' course grade written as "Incomplete (I)".
- (e) Candidates who have NOT completed the requisite clinical hours will be given an "Incomplete (I)" grade until the hours are completed and the relevant documents submitted to the course leader or designate. See UWI regulations.
- (f) Candidates with outstanding hours (designated I) have up to three (3) weeks after the end of the rotation to complete these outstanding hours and submit the validated documents.
- (g) Candidates with I are NOT considered to have completed the course and therefore regulations regarding incomplete courses will be applied.
- (h) The nursing/administrative staff of the designated clinical area may make suggestions regarding alterations to the schedule and objectives of students in collaboration with the lecturer in charge of the clinical activity.
- (i) Emergency requests are to be directed to the University lecturer/preceptor in charge of the clinical/field activity. The employees of the designated clinical site are not authorized to alter the time to be spent by the candidates, or the objectives to be pursued.

## B. FAILED CLINICAL PRACTICUM COURSES

- (a) A student who A candidate who fails a course requiring 189 hours (27 days)
  - 45-49% repeat 5 days
  - 30-44% repeat 10 days and course work
  - 1-29% repeat ALL 27 days and all course requirements
- (b) A student who fails a clinical practicum course requiring 126 hours (18 days)
  - 45-49% repeat 5 days
  - 30-44% repeat 10 days and course work
  - 1-29% repeat ALL 18 days and all course requirements

## C. CONDITIONS FOR SUPPLEMENTAL EXAMINATIONS

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

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

that candidate will be required to repeat the course(s) and examination(s) at the next available opportunity.

## SUPPLEMENTAL EXAMINATIONS

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

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- (c) If a candidate attains the prescribed standard on the supplemental examination, that candidate will then be deemed to have satisfied the examiners and will receive the credits for the course.
- (d) If a candidate does not attain the prescribed standard on the supplemental examination, that candidate will be required to repeat the course(s) and examination(s) at the next available opportunity.

## UNIVERSITY EXAMINATION PROTOCOLS

The following Examination Protocols are established for Face-to-Face exams. Protocols are to ensure the integrity, efficiency, and fair administration of examinations or tests at the School of Health and Behavioral Sciences during the mid-semester, end of the year, or any other exams or tests. All students are expected to be familiar with protocols and abide accordingly.

Any student, who engages in any form of cheating or behavior that disrupts the examination process, is in violation of the University's Examination Regulations and can face automatic expulsion from the program.

1. Students must have their university identification badges when sitting an exam.
2. Students should, therefore, report to the Examination Room at least 30 mins before so that all preliminary preparations may be completed on time.
3. In-class tests and exams may be done at the usual allotted class time or at an arranged time by the lecturer; however, all other protocols should be observed.
4. Students who arrive late at an exam must have a valid excuse to be allowed in the exam room.
5. The Invigilator will decide whether that student will be given any extra time to complete an exam.
6. Students should not have any personal belongings with them during the examination.
7. All personal belongings such as – back packs, purses, pencil cases, coats, book bags, pocketbooks, cell phones, smart watches, tablets, blue tooth devices, iPod, etc. must be placed in the designated areas and be collected at the end of the examination.
8. Students must ensure that all of the electronic devices are turned off or silenced when they are placed at the front of the class.
9. Cell phones will not be allowed to be used to monitor the time or for calculations.
10. If the examination room is cold, students may be allowed to wear an approved jacket which mu be inspected by the invigilator prior to exam.
11. Foods or drinks will not be allowed in the exam room, either before or during the exams. However, clear water in a clear bottle container or a sweet or mint will be allowed. These should be displayed on the student's desk, where they are visible to the Invigilator.
12. Students should only have pens, pencils, a sharpener, an eraser, or a calculator if required. These must be displayed on the desk as pencil cases are not allowed.
13. The invigilator reserves the right to seat students or change their seating location.
14. Students should not open the cover page of exams before start signal from the invigilator.
15. Students should not write their names on the exam papers but should use their given identification codes.
16. There must be absolutely no talking or any form of communication during exams, including body languages, gestures, or signals.
17. Once the examination has begun, students may not approach the invigilator to ask questions but should raise their hands to be recognized by the invigilator if they have a question.
18. Students will not be allowed to leave the examination room; however, in the case of an emergency and a student must visit the restroom, an invigilator will accompany the student

- to the entrance of the restroom and accompany the student back to the exam room.
19. No more than one student would be permitted to leave the room at any time for the rest room.
  20. All students must stop writing when allotted exam time has expired. Students will then wait for further instructions as to how their papers will be collected before they leave the room.
  21. If a student completes the examination before the allotted time has expired, he may raise his hand for the Invigilator, who will make a decision as to whether the student will be allowed at this time to hand in his exam papers. If permission is given, he should then leave quietly without disturbing the rest of the class.
  22. A student who is unable to attend an examination test due to illness must submit a sick certificate on the day of the exam. The student will then be allowed to write the examination at a later date. If a sick certificate is not presented then the student is deemed to have failed the course exam.
  23. ALL Online Examinations are subjected to University's Regulations. Students will be expected to follow given guidelines issued by the Examinations Office.

## ACADEMIC INTEGRITY

Academic integrity is a fundamental component of success and growth in the classroom. It prepares a student for personal and professional challenges as well as providing a blueprint for future fulfillment and success. It involves being honest, fair and maintaining academic standards set by professional bodies and departments within the wider university.

The UWI, FIC, School of Health and Behavioral Sciences will not tolerate acts of dishonesty which include, but are not limited to: cheating, unauthorized collaboration among students, falsification of records, plagiarism, and offering money, gifts, or any service to a faculty member or any administrative personnel to gain academic advantage.

## PLAGIARISM POLICY

### APPLICATION OF THESE REGULATIONS

1. These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

### DEFINITION OF PLAGIARISM

2. In these Regulations, "plagiarism" means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing;
  - "Level 1 plagiarism" means plagiarism which does not meet the definition of Level 2 plagiarism.
  - "Level 2 plagiarism" means plagiarism undertaken with the intention of passing off as original work by the plagiarizer work done by another person or persons.
3. What may otherwise meet the definition of plagiarism may be justified for the purposes of Regulation 2 where the particular unacknowledged use of the words, ideas and creations of another is by the standards of the relevant academic discipline a function of part or all of the object of the work for evaluation whether or not for credit, for example:

- (a) The unacknowledged use is required for conformity with presentation standards;
  - (b) The task set or undertaken is one of translation of the work of another into a different language or format;
  - (c) The task set or undertaken requires producing a result by teamwork for joint credit regardless of the level of individual contribution;
  - (d) The task set or undertaken requires extensive adaptation of models within a time period of such brevity as to exclude extensive attribution;
  - (e) The task set or undertaken requires the use of an artificial language, such as is the case with computer programming, where the use of unoriginal verbal formulae is essential.
4. It is not a justification under Regulations 2 and 3 for the unacknowledged use of the words, ideas and creations of another that the user enjoys the right of use of those words, ideas and creations as a matter of intellectual property.

### OTHER DEFINITIONS

5. In these Regulations, "Chairman" means the Chairman of the relevant Campus Committee on Examinations;
  - "Examination Regulations" means the Examination and other forms of Assessment Regulations for First Degrees Associate Degrees Diplomas and Certificates of the University;
  - "set of facts" means a fact or combination of facts.

### EVIDENCE OF PLAGIARISM

6. In order to constitute evidence of plagiarism under these Regulations, there shall be identified as a minimum the passage or passages in the student's work which are considered to have been plagiarised and the passage or passages from which the passages in the student's work are considered to have been taken.

### STUDENT STATEMENT ON PLAGIARISM

7. When a student submits for examination work under Regulation 1, the student shall sign a statement, in such form as the Director of Administration may prescribe, that as far as possible the work submitted is free of plagiarism including unattributed quotation or paraphrase of the work of another except where justified under Regulation 3.
8. Quotation or paraphrase is attributed for the purpose of Regulation 7 if the writer has indicated using conventions appropriate to the discipline that the work is not the writer's own.
9. The University is not prohibited from proceeding with a charge of plagiarism where there is no statement as prescribed under Regulation 7.

### ELECTRONIC VETTING FOR PLAGIARISM

10. The results of any electronic vetting although capable, where the requirements of Regulation 7 are satisfied, of constituting evidence under these Regulations, are not thereby conclusive of any question as to whether or not plagiarism exists.

### LEVEL 1 PLAGIARISM

11. In work submitted for examination where the Examiner is satisfied that Level 1 plagiarism has been committed, he/she shall penalize the student by reducing the mark which would have otherwise been awarded taking into account any relevant regulations of the School of Business and Management.

## **LEVEL 2 PLAGIARISM**

12. Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner shall report it to the Head of School or the Director of Academic Affairs and may at any time provide the Director of Administration with a copy of that report. In cases where the examiner and the Director of Academic Affairs are one and the same, the report shall be referred to the Head of the School and also to the Director of Administration.
13. Where any other person who in the course of duty sees material being examined which he or she believes is evidence of Level 2 plagiarism that other person may report it to the Head of School or the Director of Academic Affairs and may at any time report it to the Director of Administration who shall take such action as may be appropriate.
14. Where a Director of Academic Affairs or Head of School receives a report either under Regulation 12 or 13, the Director of Academic Affairs or Head of School, as the case may be, shall:
  - (a) where in concurrence with the report's identification of evidence of Level 2 plagiarism, report the matter to the Director of Administration ; or
  - (b) where not concurring in the identification of evidence of plagiarism, reply to the examiner declining to proceed further on the report; or
  - (c) where concluding that there is evidence of Level 1 plagiarism, reply to the examiner indicating that conclusion and the Examiner shall proceed as under Regulation 11.
15. Where a report is made to the Director of Administration under Regulation 14a or 16, the Director of Administration shall lay a charge and refer the matter to the Campus Committee on Examinations.
16. Where the Director of Administration receives a report alleging Level 2 plagiarism from the Examiner or any other person except the Director of Academic Affairs or Head of School, the Director of Administration shall refer the matter to a senior academic to determine whether there is sufficient evidence to ground a charge of plagiarism and where such evidence is found, the Director of Administration shall proceed as under Regulation 15.
17. Where the matter has been referred to the Campus Committee on Examinations pursuant to Regulation 15, the proceedings under these Regulations prevail, over any other disciplinary proceedings within the University initiated against the student based on the same facts and, without prejudice to Regulation 21, any other such disciplinary proceedings shall be stayed, subject to being reopened.
18. If the Campus Committee on Examinations is satisfied, after holding a hearing, that the student has committed Level 2 plagiarism, it shall in making a determination on the severity of the penalty take into consideration:
  - (a) the circumstances of the particular case;
  - (b) the seniority of the student; and
  - (c) whether this is the first or a repeated incidence of Level 2 plagiarism
19. Where the Campus Committee is of the view that the appropriate penalty for an offence of Level 2 plagiarism is for the student to be:
  - awarded a fail mark;
  - excluded from some or all further examinations of the University for such period as it

may determine;

- dismissed from the University, it shall make such recommendation to the Academic Board.

## **CLEARANCE ON A CHARGE OF LEVEL 2 PLAGIARISM**

20. A determination of the Campus Committee on Examinations that Level 2 plagiarism has not been found will be reported to the Director of Administration at the Five Islands Campus, who shall refer it to the Examiner and notify the student. Where the Committee has not identified Level 2 but has identified Level 1, it shall be reported to the Director of Administration who shall refer it to the examiner.

## **LEVEL 2 PLAGIARISM: APPEAL TO THE SENATE**

21. A student may appeal to the Senate from any decision against him or her on a charge of plagiarism made by Academic Board.

## **DELEGATION BY DIRECTOR OF ACADEMIC AFFAIRS OR HEAD OF SCHOOL**

22. The Director of Academic Affairs or Head of School, as the case may be, may generally or in a particular instance delegate that officer's functions under these Regulations.

## **CONFLICT OF INTEREST DISQUALIFICATION**

23. Any person who has at any time been an examiner of work or been involved in procedures for laying charges in relation to which an issue of plagiarism is being considered under these regulations shall withdraw from performing any functions under these regulations other than those of supervisor and examiner.

# GRADING SCHEME & DESCRIPTORS

## AWARD OF DEGREES

### NOTIFICATION OF RESULTS

For those candidates who have completed the requirements of the B.Sc. degree a pass list shall be published and arranged alphabetically in the following categories:

- First Class Honours
- Second Class Honours
- Upper Division
- Lower Division
- Pass

### GRADE POINT AVERAGE SYSTEM

- (a) These regulations shall apply to all students admitted to the University commencing academic year 2023-2024.
- (b) The class of degree to be awarded shall be determined on the basis of a weighted Grade Point Average (GPA).
- In the calculation of the weighted GPA a weight of zero shall be attached to all Level I courses.
  - Levels II and III courses shall have equal weight in determining the weighted GPA.
  - Core courses satisfying the requirements of specials, majors, and minors must be considered in determining the weighted GPA.
- (c) A course designated as not-for-credit (NFC) shall not count in determining the weighted GPA.
- (d) The class of degree shall be awarded as follows:
- First Class Honours - Weighted GPA of 3.6 and above
  - Second Class Honours - Upper Division - Weighted GPA 3.00 - 3.59
  - Second Class Honours - Lower Division - Weighted GPA 2.50 - 2.99
  - Pass - Weighted GPA 2.00 - 2.49

### MARKING SCHEME FOR EXAMINATION

In determining GPA, the grades with corresponding quality points shall be as defined in the University Regulations governing the GPA. The authorized marking scheme is as follows:

REVISED AUGUST 2020 - GRADING POLICY		
GRADE	QUALITY POINTS	MARK%
A+	4.30	90-100
A	4.00	80-89
A-	3.70	75-79
B+	3.30	70-74

REVISED AUGUST 2020 - GRADING POLICY		
B	3.00	65-69
B-	2.70	60-64
C+	2.30	55-59
C	2.00	50-54
F1	1.70	40-49
F2	1.30	30-39
F3	0	0-29

### REVISED GRADE DEFINITIONS W.E.F. 1 AUGUST 2020

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
A+	90-100	4.3	Exceptional	Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.
A	80-89	4.0	Outstanding	Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualization, which is original, innovative and/or insightful. Applies outstanding critical thinking skills.
A-	75-79	3.7	Excellent	Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original thought, strong analytical and critical abilities; excellent organizational, rhetorical and presentational skills.
B+	70-74	3.3	Very Good	Demonstrates evidence of very good critical and analytical thinking skills in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
B	65-69	3.0	Good	Demonstrates good knowledge, rhetorical and organizational skills. Good insight into the material and a good use of range of appropriate resources. Good integration of a range of principles, techniques, theories, and evidence.
B-	60-64	2.7	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes.
C+	55-59	2.3	Fair	Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.
C	50-54	2.0	Acceptable	Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.
F1	40-49	1.7	Unsatisfactory	Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking organizational and rhetorical skills.
F2	30-39	1.3	Weak	Weak overall performance with very limited knowledge and understanding of the subject. Little evidence of theoretical and reflective insights. Weak organizational and rhetorical skills.
F3	0-29	0	Poor	Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence or critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills.

# GENERAL RULES AND POLICIES

## FOREIGN LANGUAGE PROFICIENCY REQUIREMENT

- All students registered in the School of Health and Behavioural Sciences who do not have at least CSEC General Grade II before 1998, or Grade III after 1998, or its equivalent, in a foreign language are required to complete three (3) credits in one of the following courses.

- SPAN0101 - Beginners' Spanish 1
- FREN0101 - Beginners' French 1
- (Sign Language will be offered from Jan 2025)
- Any other language course as approved by the School of Humanities and Education at UWI FIC.

A student may substitute one of the following Foundation Courses :

- FOUN1210 Science Medicine and Technology in Society
- FOUN1301 Law, Governance, Economy and Society

with a foreign language course at the level of their competence.

For Example, Table 1 presents a summary of the eligible courses for substitution and the options for the foreign language requirement within the respective schools at FIC.

**Table 1:** Summary of Eligible replacement course and Foreign Language Courses to fulfill Requirement

SCHOOL	COURSE THAT CAN BE SUBSTITUTED	FOREIGN LANGUAGE COURSE OPTIONS (CHOOSE 1)
School of Health and Behavioural Sciences (SoHBS)	FOUN1301	Spanish French Sign Language
School of Science Computing and Artificial Intelligence (SoSCAI)	FOUN1301	Spanish French
School of Business and Management Studies (SoBMS)	FOUN1210	Spanish French Mandarin
School of Humanities and Education (SoHE)	FOUN1301 <b>OR</b> FOUN1210	Spanish French Sign Language

- ALL international students whose first language is not English and who matriculated into the School of Health and Behavioural Sciences with English as a Second Language (ESL) qualifications shall be exempted without credit from this requirement.
- Students may opt not to take a UWI foreign language course and choose instead the self-directed learning path to foreign language competency. Those who do so must demonstrate competency to the satisfaction of The UWI, that is at the Common European Framework of

Reference for Language: Learning, Teaching, Assessment (CEFR) A1 or its equivalent in other systems.

4. Students who do not possess certification in a foreign language but might have pursued a foreign language may take a proficiency test to demonstrate their competence to the satisfaction of The UWI (i.e., CEFR A1 or its equivalent)
5. Students may fulfil this requirement at any time during their undergraduate programme.

## CLASSROOM POLICY / PROTOCOLS

The effective management of the learning environment is crucial to the facilitation and meeting of the course objectives of the curriculum. Hence the following Classroom policies/ protocols are deemed necessary for effective and efficient guidance.

**The following protocols will guide the teaching and learning environment for both face-to-face and online modality.**

1. Students are expected to attend ALL classes and should not arrive late or leave the class early as these behaviors disrupt the learning environment.
2. All students should be in a state of readiness for class before the lecturer arrives, for example, completing objectives, assignments, or presentations. Failure to do so could result in the lecturer asking the student to leave the class session to complete the same.
3. The display of disrespectful behavior, whether in words, gestures, or attitudes towards any Faculty, inclusive of full-time or part-time is considered to be a transgression of the most grievous nature and will be dealt with as such.
4. All students are expected to actively participate in class sessions, and their level of participation will be observed and documented by the lecturer.
5. Students will not be allowed to keep their heads on the desk during class sessions as this is deemed disrespectful behavior. If a student is not feeling well enough to participate in class, then the student would be required to report to the Class Coordinator, where a decision would be made regarding the appropriate solution.
6. The Lecturer reserves the right to reassign student seating arrangement as deemed necessary to facilitate the learning objectives.
7. If a Lecturer is unable to attend a class, other arrangement will be made to facilitate the students learning. Students should not loiter but should use the time responsibly for learning.
8. When changing classrooms or lecture halls, students should do so quickly and quietly to cause the least disruption to other classes.
9. All Online protocols set by the university should be followed accordingly during Online modality.

## ILLEGAL DRUGS

ALL students are expected to abide by the Laws of Antigua and Barbuda. The School will not serve as a sanctuary and cannot insulate its students from the consequences of illegal acts. The university will not protect students from prosecution under the law.

1. All illegal drugs are prohibited from the university.
2. Any students who choose to use, sell, and purchase or keep illegal drugs in their possession

must be prepared to accept complete responsibility for their actions.

3. Any student found using or selling illegal drugs or having illegal drugs in his or her possession at the Campus will be expelled on the approval of the Disciplinary Committee.
4. Students should not smoke, sell or use alcoholic drinks on the Campus.

## FIREARMS OR LETHAL WEAPONS

1. No individual shall have on his or her possession a rifle, shotgun, or firearm
2. No student shall have any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to equipment, buildings, or structures on the grounds of the Campus.

## GAMBLING

1. All forms of gambling activities are strictly prohibited on Campus.

## VISITORS POLICY

1. All visitors to the School of Health and Behavioural Sciences should first check with the Campus gate security officers for instructions before proceeding to the Administrative Block or other areas on Campus.

## GUIDELINES FOR STUDENTS IN THE UNDERGRADUATE NURSING PROGRAM

### ATTENDANCE

1. Students must attend all scheduled classes punctually and should first inform the Class Coordinator by telephone; if telephone service is down, then through another communication medium when unable to attend a class.
2. Students' Attendance Record will be kept for both face to face and Online classes.  
(It is a requirement by the Nursing Council of Antigua and Barbuda that each student's attendance hours be documented to account for required course hours)
3. Students are also expected to attend all scheduled meetings by the school.  
School hours lost as a result of sickness, absenteeism or tardiness will be worked back during the scheduled vacation period. Only two days per semester will be allotted to cover students who have a certified sick certificate.  
These two days will be subtracted from the period, and the other days must be worked back during the available vacation period.
4. Students should notify Class Coordinator in advance of anticipated absence.  
If an absence occurs due to serious illness or urgent family matters, the student is responsible for obtaining all class notes and assignments.
5. If a student has an appointment during the lunch period and perceives that the appointment will run over the time, then permission to arrive to class late should be sought from the Head of School/Class Coordinator, who will inform the lecturer of the next class.

## PROFESSIONAL GROOMING



## **A. UNIFORM**

All students are required to be neatly attired in their prescribed uniform, in the classroom or the clinical setting. The students' appearance must always be in keeping with the dignity and good image of the profession. The uniform must be worn properly and be respected at all times.

- (i) Students should avoid wearing uniforms outside the clinical and classroom settings unless otherwise specified or permitted.
- (ii) Students behavior should always reflect a positive image of nursing especially when in uniform
- (iii) Caps remain part of the uniform dress code for females and must be worn at the clinical Institutions during the clinical rotations
- (iv) At Ceremonial events, students are required to wear the official full uniform approved by the School. This includes the wearing of the caps for females.
- (v) Uniforms must be made strictly according to the specifications provided by the School
- (vi) Only white or blue cardigans or sweaters are allowed to be worn over uniform when at the School or clinical area. These must not have any words or phrases written on them and, when worn, should not cover up the students' white top completely.
- (vii) Students will be asked to leave the clinical area or classroom if they are dressed inappropriately

## **B. PERSONAL HYGIENE**

- (i) Students should maintain good personal and oral hygiene at all times, and must be free of offensive body odors and cigarette smoke.
- (ii) Student should avoid loud/strong cologne, aftershave, scented lotions and/or perfumes, especially in the clinical area around clients/patients to avoid any allergic reactions or potential operational hazard

## **C. HAIR**

- (i) Hair should be of conventional style, worn short, clean and tidy for all students.
- (ii) Male students should have their hair, beard, sideburns and mustaches neatly trimmed
- (iii) All hairstyles for the female students should be simple, neat, and held off their uniform collars
- (iv) The following hairstyles are strictly prohibited: punk rock, Mohawk hairstyles, sculpturing of patterns in hair, or bald head, unless for medical reasons, which must be substantiated by a licensed Medical Practitioner for female students in uniform.
- (v) Enough hair must be on the head of the female student to accommodate wearing of the cap when needed.
- (vi) Hair colors should be as natural looking as possible and not too loud to draw attention;
- (vii) Weaves and braids should be neatly done must not be done with excessive amounts of hair and should be pinned up off the uniform collar. (This reduces the risk of spreading infections)
- (viii) Wearing of hair beads or hair ornaments such as gold, silver or cosmetic while in uniform is prohibited.

## **D. MAKEUP**

- (i) Makeup should be simple and as natural looking as possible.
- (ii) No loud makeup colors such as white, red, blue, black or purple or such other bold colors are allowed with uniform.
- (iii) False eyelashes should not be worn while in uniform

## **E. NAILS**

- (i) Nails should be cut short and kept clean at all times.
- (ii) No extensions or any nail polish is allowed while in uniform.

## **F. EARRINGS**

- (i) Ear knobs if worn, should be gold, silver or white cosmetic
- (ii) Ear knobs size should be roughly between 3 - 4 mm and must only be worn in a conventional way, that is, one pierced hole in the lower ear lobe.

## **G. RINGS**

- (i) Only one ring or embellished sets of significance is allowed to be worn on the finger during training, e.g. wedding, engagement, or graduation
- (ii) It is required during clinical procedures that rings be removed for the safety of both the patient and students and reduce infection transmission.
- (iii) Other visible body rings are not allowed, such as nose rings, lip rings, brow
- (iv) No other pieces of jewelry such as wrist chains or anklets are allowed

## **H. NECKLACE**

- (i) Only one (1) simple short necklace, gold or silver is allowed.
- (ii) Necklace must not hang out of the uniform as this can pose a danger to students during patient interaction

## **I. TATTOOS**

- (i) Students are expected to keep all visible tattoos covered with appropriate natural-looking makeup throughout training.

## **J. SHOES**

- (i) Shoes for both male and female students should be low, comfortable with support, and must not make noise while walking as this can disturb patient's rest.
- (ii) The student's feet must be protected; therefore, no open-toes, heels-out shoes, or sandals should be worn both in the clinical setting.
- (iii) Shoes should not be Ballerina shoe-style or made of swede or cloth material as these offers little protection to feet.

## **K. STOCKINGS**

- (i) These must be worn by female students while in uniform
- (ii) Must be of your skin color black, grey, brown or natural-looking
- (iii) No fishnet or decorated stocking is allowed.

## **L. RESPECT FOR SCHOOL AND STUDENT PROPERTY**

All students are encouraged to assist in keep their surroundings: classrooms, clinical and simulation laboratories tidy at all times. Garbage should be placed in the appropriate receptacle provided.

- (i) Students shall not deface the university's properties or by writing, scribbling, drawing, carving, or marking of any sort of graffiti on the wall, chairs, and tables, etc.
- (ii) Deliberate damage to the university's property could lead to a fine or other punishment.
- (iii) Students should protect their personal property/ belongings at all times as the university will not be held liable for students' property damaged or lost whether at the classroom or in the clinical area.

## **PREGNANCY POLICY**

Students are advised against becoming pregnant during training. This is due to the possible risks to

both mother and baby. The demands of the program, in addition to the required clinical experiences at various health settings, can be significantly taxing and rigorous on the student who is pregnant. It is the university's policy not to discriminate against any student who becomes pregnant but to facilitate them as necessary in completing their program.

However,

- (i) If a student becomes pregnant while in training, the student will be allowed to complete the academic courses of that semester.
- (ii) If the student is at the Preceptorship period (Internship), they may need to take time off for a period for personal reasons. This is so because she will be expected while still in training to rotate to all clinical areas and perform the required duties to meet her objectives
- (iii) The student whose training was interrupted due to pregnancy will be allowed to re-enter the program at the appropriate entry point on completion of the delivery of the baby and the postnatal recovery period of no less than six (6) weeks.
- (iv) The intention to resume classes must be supported in writing by a Medical Practitioner who certifies that the student is fit to continue her studies.

## STUDENT ILLNESS POLICY

Students may become ill in the classroom or clinical setting. If this occurs, the following actions should take place:

1. A colleague should immediately inform the Class Coordinator, Clinical instructor of the student's illness.
  - (a) A decision will be made after assessing the student, whether to initiate basic treatment, call the ambulance or have the parents take the student home, or have them rest in the sickbay facility area for a period.
  - (b) If the campus Nurse is available, he or she would be informed of the illness and would proceed with appropriate interventions.
2. If the student is at the Clinical setting, the clinical instructor should assess the student and then decide if the student should visit a doctor or attend the Emergency Room.

## HANDLING ISSUES AND INJURIES AT CLINICAL SITES

1. Students must be familiar with the institution's policy on the reporting of accidents and injuries.
2. Any problems or issues occurring at or related to the clinical setting must first be reported to the clinical instructor. In their absence, reports should be made to the nurse supervisor, who will, in turn, inform the Head of the Nursing School.
3. Students are responsible for reporting any issues or complaints in writing 24-48 hours after the occurrence.
4. According to the school policy, Students are to follow the necessary channels when addressing issues and complaints.
5. Students are expected to practice safely in the clinical areas and use the required personal protective equipment (PPEs) according to institutions' and universal policies to reduce the risk of personal injuries and endangering patients
6. In the event of an injury such as a fall or needle stick, the students must follow the institution's injury policy immediately.

7. The student should immediately inform the clinical instructor and follow their instructions in alignment with the Institutional policy.
8. The clinical instructor is responsible for informing the Head of School if students are injured on the clinical site(s) within 24-48 hours after.

## RETURN POLICY FOLLOWING HEALTH CHANGES

1. Any student who desires to return to the program after having experienced a health emergency, hospitalization, acute physical or mental illness, and physical or emotional trauma must submit a sick medical certificate for the period of absence to the Head of School.
2. In specific cases, it may be necessary for the student to also submit evidence of counseling during or after the crises. This ensures that the student is in the best condition to continue with program objectives.
3. Their healthcare provider must also prepare a released statement confirming that the student is now physically and mentally/emotionally able to provide direct nursing care to patients without restrictions. The release must be signed and dated by the healthcare provider.

## SIMULATION LAB / CLINICAL EXPERIENCE POLICY

The Simulation Laboratory will mimic real-life situations and complement the clinical learning experience. The Sim Lab will engage the use of high fidelity manikins, standardized patients, and realistic equipment in a natural clinical setting to provide nursing students with a controlled and safe environment. It will allow the demonstration of psychomotor skills, teamwork, communication, and critical thinking skills.

The following policies must be adhered to in the use of the simulation Lab:

1. All students should come to the simulation laboratory with a professional attitude and a desire to actively participate in the learning experience.
2. Students should ensure that they attend the required specific orientation prior and that assigned preparatory work is completed before coming to the simulation lab.
3. Students should not arrive late or leave early the clinical experiences, as this may place the student at risk for not achieving course objectives and competencies, including professional behaviors. Early dismissal from the clinical experience may only occur with prior Faculty approval.
4. All students must treat the clinical setting, including the manikins and the equipment, with proper care and respect.
5. Always wash your hands before and after any contact with the manikins and/or equipment as the natural oils on your hands can destroy the mannequin "skins".
6. Avoid the use of betadine, dyes, and inks as these will leave a permanent mark on the manikins; therefore, ONLY pencils are permitted in the Sim Lab for the writing of notes.
7. All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab. Utilize gloves provided as you would in the clinical setting.
8. No student should sit or lay on the beds in the clinical labs.
9. All sharps must be disposed of in an appropriately labeled sharps container and at no time should sharps be removed from the Nursing Simulation Lab.
10. All injuries, including clean needle sticks, should be reported to the faculty and Nursing

Simulation Lab Staff.

11. Food and beverages are not permitted in the Simulation Lab.
12. The lab should be left clean and tidy after each clinical experience.

## MISCONDUCT IN THE CLINICAL SETTING

All nursing students must behave themselves on Campus and in their immediate vicinity with the highest professional conduct and consideration for others and should never bring the profession into disrepute.

ALL forms of abuse and disrespect of clients, colleagues, faculty or administrative staffs, clinical instructors, whether verbally or physically in the classroom or clinical area, will not be tolerated.

## USE OF ELECTRONIC DEVICES

Students are expected to manage the use of their electronic devices responsibly during School hours. Although these can be helpful for the students learning, they can also be quite distracting and can impede learning.

1. The use of electronic devices such as (cell phones, iPod, iPads, kindles, blue tooth devices, etc.) are not permitted during classes. However, special permission can be given by the lecturer for their use during specific class sessions.
2. Students are strongly advised to adhere to electronic use policies to facilitate a responsible teaching and learning environment.

## FEES

1. Students are responsible for paying ALL fees: tuition and other fees on time. Fees are generally paid before the start of the new semester or on specified dates as required by the University.

## PRECEPTORSHIP (INTERNSHIP) PERIOD POLICY

The preceptorship or internship period is expected to be between 2 to 3 months of rigorous assessment. Students are assigned to a preceptor to assist them in transitioning to a confident, skilled, professional practitioner.

Criteria before commencing the preceptorship period:

1. All students must successfully pass ALL courses of the program.
2. All required practicum and clinical hours must be achieved.
3. All required research and projects and clinical skills evaluation must be completed.
4. Students must read and sign an agreed internship contract.

## DECLARATIONS AND ACCEPTANCE OF RULES

ALL students are subject to the university's rules and policies while in training and should abide by them to avoid disciplinary action.

Students are expected to read and understand the rules and policies in the SoHBS Handbook and adhere to them.

The University reserves the right to change or update rules as it deems fit or appropriate. Students will be notified of any changes and bound by such revisions.



THE UNIVERSITY OF THE WEST INDIES  
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OFFICE OF ACADEMIC AFFAIRS  
School of Health and Behavioural Sciences  
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# DECLARATION AND ACCEPTANCE OF RULES STATEMENT

I, [ \_\_\_\_\_ ], solemnly declare

Student Name (BLOCK LETTERS)

my commitment to upholding the highest standards of professionalism, integrity, and ethical conduct throughout my education and practice as a student in the School of Health & Behavioural Sciences. I understand that as a student in fields such as nursing, pharmacy, psychology, or other health and behaviour related disciplines, I am responsible for providing competent, compassionate, and ethical care or service to individuals, families, and communities, in accordance with the standards of my chosen profession. I pledge to:

- **Respect the dignity, autonomy, and cultural diversity** of all individuals I interact with, whether patients, clients, or colleagues.
- Maintain **confidentiality** and safeguard sensitive information, except when it harms myself or others.
- **Collaborate** with peers, faculty, and other professionals in advancing my education and professional development, while always adhering to the highest ethical standards.
- **Practice critical thinking** and professionalism, respecting the expertise of my instructors and mentors, and addressing concerns or conflicts with integrity and respect.

I acknowledge the importance of continuous learning and professional development across all disciplines in the School of Health & Behavioural Sciences. Therefore, I will actively seek out educational opportunities, embrace mentorship, and engage with feedback to improve my knowledge, skills, and competence in my chosen field. I also recognize the value of interdisciplinary collaboration and teamwork in healthcare and related fields. I will work effectively with interdisciplinary teams, communicate openly and respectfully, and advocate for the best interests of those I serve while upholding the core values and principles of my profession.

I understand that my conduct reflects not only on myself but also on my school and the institution as a whole. Therefore, I pledge to maintain honesty, accountability, and professionalism at all times, striving to uphold the trust and confidence placed in me as a student in the school of health and behavioural sciences.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_





# UWI

FIVE ISLANDS  
CAMPUS

