2025-2026 SCHOOL OF MEDICINE

COURSE CATALOG

Introduction

The **School of Medicine Student Course Catalog** is a reference for medical and academic health students and others regarding the administrative policies, rules and regulations of Emory University and the Emory University School of Medicine. In addition, the ***Student Handbook*** contains policies and procedures for areas such as admissions, academic and professional standards, progress and promotion, financial aid, student organizations, disability insurance, academic and personal counseling, and student health.

It is the responsibility of each student enrolled in the Emory University School of Medicine programs to understand and abide by the regulations and policies within the course catalog, student handbook, and within Emory University.

Accreditation Statement

Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, doctorate, and professional degrees. Questions about the accreditation of Emory University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Nondiscrimination Statement

Emory University is an inquiry-driven, ethically engaged, and diverse community dedicated to the ideals of free academic discourse in teaching, scholarship, and community service. Emory University abides by the values of academic freedom and is built on the assumption that contention among different views is positive and necessary for the expansion of knowledge, both for the University itself and as a training ground for society at large. Emory is committed to the widest possible scope for the free circulation of ideas.

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment.

Department of Veterans Affairs Pending Payment Rights

In compliance with Title 38 United States Code Section 3679(e) Emory University adheres to the following provisions for any student(s) that are/is considered "a covered individual" who are using Chapter 33 Post 9/11 Gi Bill, or Chapter 31

Vocational Rehabilitation and Employment, U.S. Department of Veterans Affairs benefits:
The University will not:

- Prevent the student's enrollment in classes
- Assess a penalty fee (late fees, administrative fees) due to delayed disbursements from the Department of Veterans Affairs under Chapter 31 or Chapter 33
- Deny access to any school resources, classes, libraries, or other institutional facilities that are available to other paid students
- Require the student to borrow additional funds for the length of time these provisions are applicable

The university will require students to provide the following documents to be considered a "covered individual":

- An official "Certificate of Eligibility", or "Statement of Benefits" from the VA website or ebenefits [Chapter 33] or a VAF 28-1905 [Chapter 31] on or before the first day of class for the semester.
- A completed Veterans Enrollment Certification Student Data Form (http://www.registrar.emory.edu/_includes/documents/sections/records-transcripts/VeteransEnrollmentDataInformation.pdf)
- Any additional documentation required to ensure proper certification of benefits

Having met all requirements, the Department of Veterans Affairs will provide the university with payment ending on the earlier of either:

- The date on which payment from VA is made to the institution,
- Ninety (90) days after the date the institution certified tuition and fees

Any difference in the amount of the student's financial obligation to the university and the amount the student is eligible to receive from the Department of Veterans Affairs may incur an additional fee, or payment/payment arrangement may be required to cover the difference. Please note that all eligibility documents must be submitted to the School Certifying Official in the Office of the University Registrar. Instructions for submission of this paperwork can be found at the website below.

http://www.registrar.emory.edu/registration/veterans-education-benefits.html

Student Complaints

Overview
Emory University is committed to receiving and addressing written student complaints against the university, its faculty, staff, or administrative personnel in a timely manner. Appropriate procedures are described below and should be adhered to in response to student complaints. Students should first attempt to resolve their complaints with the office most directly responsible for the action being challenged. Each school or administrative unit at Emory has an office of Student Services or other office that can further assist students and direct them if they are uncertain

about where to start. In addition, students may use the Office of the Ombuds (https://ombuds.emory.edu/) to assist with complaints if they are uncertain or wish to discuss a situation confidentially before taking more formal action. Note that in cases of sexual misconduct, the Ombuds is a mandated reporter.

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. You may file a complaint with the State of Georgia Nonpublic Postsecondary Education Commission (GNPEC) website at www.GNPEC.org to submit your complaint/grievance with the state. You may also contact GNPEC by mail or by phone at the following address and/or phone number: Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; Office: 770-414-3300, Fax: 770-414-3309. Please be aware that: "The Commission requires that students utilize and complete their institution's grievance procedure in an attempt to resolve any complaint or concern before submitting a complaint to the Commission. If the institution's resolution is not satisfactory, a student may then appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution."

An agreement with the Georgia Nonpublic Postsecondary Education Commission permits students enrolled in distance learning programs to file a complaint with the following agencies if their complaint cannot be resolved by following Emory University procedures: 1) the Georgia Nonpublic Postsecondary Commission, 2) the Southern Association of Colleges and Schools, Commission on Colleges, and 3) a complaint to the state in which the distance learning student resides.

Applicability
This policy applies to current and former students who choose to make a formal written complaint against the university, its faculty, staff, or administrative personnel.

Policy Details

Documentation of the Complaint
Student complaints must be submitted in writing and accompanied by relevant documentation describing 1) the specific action, practice or decision that is being challenged, 2) the individuals involved in or with knowledge of the action, practice or decision at issue, 3) the impact of the decision, 4) what resolution is desired, and 5) why it should be granted.

Complaint Resolution
Except in situations involving allegations of discrimination or harassment (where students may file complaints directly with the Office of Institutional Equity and Compliance), Emory encourages each student to pursue complaints against faculty,

staff, or administrative personnel at the school, office, or unit level. Each school and administrative unit has its own procedures as described in the student handbook, school's catalog, or unit website. Academic or other concerns usually begin with student service personnel in each school or administrative unit who then typically route the concerns to the appropriate school or administrative authority. Student concerns can be effectively handled by school or administrative unit personnel who have staff expertise in the academic or service discipline involved, familiarity with the faculty/staff, and who have experience in handling similar decisions made regarding its students.

To expedite a prompt resolution, complaints should include current contact information of the individual filing the complaint. In most cases, responses to the complaint, including the final decision, will be provided in writing within 30 days of receipt of the complaint. However, exceptions to this timeframe may be allowed with reasonable and regular communication to inform the student of the current status of the complaint.

Record Retention

The designated school or unit representative for reporting purposes should retain the written complaint along with the resolution of the complaint and any additional supporting documentation, including emails, or other communication. In addition, an action log of all complaints received should be maintained each year. This action log is collected by the Office of Planning and Administration as a part of the Annual Report process. An example is provided below in the "Related Link" section.

DISTANCE LEARNING: NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS

Effective March 17, 2016, the Georgia Nonpublic Postsecondary Education Commission (GNPEC) approved Emory University to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). A "State authorization reciprocity agreement" is an agreement between two or more States that authorizes an institution located and legally authorized in a State covered by the agreement to provide postsecondary education through distance education or correspondence courses to students in other States covered by the agreement. If a complaint submitted by a student enrolled in a distance learning program cannot be resolved by following the Emory University procedures, a student may file a complaint with the following agencies: 1) Georgia Nonpublic Postsecondary Commission (complete the SARA Online Student Complaint form), 2) the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Emory University's regional accrediting body ("Complaint Procedures"), and 3) a complaint to the state within which the distance learning student resides (file a complaint in your state).

State of Georgia

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. If you have a complaint, you may file it with Emory's financial aid office or call the Trust Line at 1-888-550-8850 or file a report online at https://www.mycompliancereport.com/EmoryTrustLineOnline. You may also file a complaint about Emory University with the State of Georgia Nonpublic Postsecondary Education Commission (GNPEC). Use the website at www.GNPEC.org to submit your complaint/grievance with the state. You may also contact GNPEC by mail or by phone at the following address and/or phone number: Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; Office: 770-414-3300, Fax: 770-414-3309. Please be aware that: "The Commission requires that students utilize and complete their institution's grievance procedure in an attempt to resolve any complaint or concern before submitting a complaint to the Commission. If the institution's resolution is not satisfactory, a student may then appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

The Southern Association of Colleges and Schools Commission on Colleges is Emory University's regional accrediting body. Students may make inquiries to SACSCOC regarding complaint procedures or about issues and concerns that could be considered complaints. Policy and procedures for filing student complaints are outlined in the document "Complaint Procedures against SACSCOC or its Accredited Institutions." SACSCOC asks that you read its policy statement before filing a complaint.

FEDERAL FINANCIAL AID

Matters pertaining to federal financial aid should be referred to the United States Department of Education.

Definitions

A complaint is a written description of a problem or concern that has not been resolved through normal academic or administrative processes at the office or unit level. Student complaints can be categorized into four major areas: Academic, Non-academic, Discrimination/Harassment (equityandinclusion.emory.edu),or Appeals of any of the previously mentioned areas.

If a student has a complaint involving discrimination, harassment or sexual misconduct against an Emory employee, the complaint can be made directly to the Office of Inclusion and Compliance. Otherwise, a complaint should be filed with and handled by the relevant school or administrative unit.

The "handling official" is the person designated in each school or administrative unit to address the complaint.

An ombudsperson is an independent, impartial individual from whom students may seek confidential guidance regarding a problem, conflict, or concern. The Emory Ombuds Office offers assistance through informal means only and is not an advocate in grievance procedures, judicial procedures, or any other formal processes.

A "State authorization reciprocity agreement" is an agreement between two or more States that authorizes an institution located and legally authorized in a State covered by the agreement to provide postsecondary education through distance education or correspondence courses to students in other States covered by the agreement.

Related Links

- Current Version of This Policy: http://policies.emory.edu/10.12
- Office of the Ombuds Website (https://ombuds.emory.edu/)
- Emory Trustline (http://www.mycompliancereport.com/EmoryTrustLineOnline)
- State of Georgia Nonpublic Postsecondary Education Commission (GNPEC)(b.ttps.:l.lgn.peg-g.eugj.a-gg.y) Southern Association of Colleges and Schools Commission on Colleges Complaint Procedures (http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf)
- NC-SARA Online Student Complaint Forms (https://gnpec.georgia.gov/student-complaint-forms)
- Information for Filing Complaints in Other States (https://sheeo.org/about])
- Federal Financial Aid (https://www.ed.gov/answers/link/portal/)
- Student Complaint Example (https://policies.emory.edu/uploads/StudentComplaintLogExample1.pdf)

Contact Information

Subject	Contact	Phone	Email
Clarification of Policy	Office of the Provost	404-727-4170	nancy.bliwise@emory.edu

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DOCTOR OF MEDICINE (MD)

Emory University School of Medicine offers a dynamic blend of active learning, early clinical skills training, patient contact, traditional lecture, and small-group learning. The MD program is complemented by close interaction with faculty mentors who are committed to training men and women to become the future leaders of American medicine.

MISSION

The Emory University School of Medicine is a leading institution with the highest standards in education, biomedical research, and patient care.

We are committed to recruiting and developing a diverse group of students and innovative leaders in biomedical science, public health, medical education, and clinical care.

We foster a culture that integrates leading edge basic, translational, and clinical research to further the ability to deliver quality health care, to predict illness and treat the sick, and to promote health of our patients and community.

OBJECTIVES

Provide outstanding educational programs for medical and graduate students and for training health care professionals

Develop outstanding clinicians and investigators who are lifelong learners, who will provide the highest quality compassionate care, and who will serve the needs of their community and the world in the best traditions of our profession

Conduct innovative and collaborative research and integrate this knowledge into the practice of medicine

Advance the early detection, treatment, and prevention of disease

Ensure the highest ethical and professional standards in all of our endeavors

ACCREDITATION

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The Emory University School of Medicine MD Program is fully accredited by the Liaison Committee on Medical Education (LCME). Current accreditation standards and additional information are available the LCME website.

ADMISSIONS POLICY

Emory University is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status. Emory University does not discriminate in admissions or educational programs on the basis of any factor stated above or prohibited under applicable law. Students are assured of participation in university programs and in the use of facilities without such discrimination.

APPLICATION REQUIREMENTS

A Note to Applicants for Fall 2026

The 2025-2026 Interview Season will begin in September and end in late February and will be conducted remotely (on the Zoom platform) again this year.

We will accept MCAT scores administered through October 2025, so long as your scores meet our prescreening criteria (See Step 3 for more details). However, we strongly recommend that you take the exam as early as possible. It is important to both apply early and to know your MCAT scores when you submit your AMCAS application. This will allow you to apply to schools where your application will be competitive. We expect to open our Supplemental Application mid-July.

Step 1: Course Requirements
You must complete at least 90 semester hours (or 135 quarter hours) of a balanced undergraduate education from a regionally accredited institution in the United States or a similarly accredited institution in Canada. Completion of the baccalaureate degree is highly preferred.

If your undergraduate degree is from a college outside the United States and Canada, you must complete all 32 semester hours of the required science coursework at a regionally accredited U.S. institution or a similarly accredited institution in Canada. International Applicants

Required courses must be completed prior to matriculation at medical school. Minimum course requirements:

- Physical Science - 8 semester hours (with lab)
- Biology - 8 semester hours (with lab)
- Chemistry - 8 semester hours (with lab)
- Organic Chemistry - 8 semester hours (with lab)
- English - 6 semester hours
- Humanities/Social Sciences - 18 semester hours

Applicants should present a strong academic record in all coursework - not just the required courses. The average cumulative undergraduate GPA for accepted students is 3.7.

Science course requirements are intended to demonstrate a sound knowledge in each of the basic science areas. We expect medical school students to have a strong foundation in these areas prior to attending medical school. An applicant's GPA in the sciences is carefully considered, although not weighted.

The English requirement is intended to demonstrate competency in grammar and composition at the college level. Literature courses may be used to fill the English requirement if the course was writing-intensive.

Emory will accept some Advanced Placement (AP) and International Baccalaureate (IB) credit, as long as the credits appear on a college transcript. If you have AP and/or IB credit in any of the science areas, it is recommended that you complete an upper-level course to maintain your knowledge in that area.

Exceptions to the course requirements can only be granted by the Admissions Committee and will be determined only once a complete application is submitted.

Step 2: Experiences

A strong application will include exposure to patients and physicians in a clinical setting, for example volunteering at a local hospital, clinical volunteer work abroad, clinical employment and shadowing a physician. The Admissions Committee is most interested in applicants who have face-to-face experience with the patient-doctor relationship. A strong application will also reflect a variety of extra-curricular activities, community involvement, and leadership experiences.

Step 3: MCAT

You must complete the Medical College Admissions Test (MCAT) within four years of the matriculation year AND no later than October of the year prior to the matriculation year (ex: for application for fall 2026, the MCAT must be completed between 2022 and October 2025). MCAT score reports do not need to be sent to Emory. Your MCAT scores will be verified by AMCAS and reported directly to Emory.

For the 2025-26 Application Cycle, we **will prescreen applicants for minimum MCAT scores.** If you have taken the MCAT more than once, **only your latest MCAT score** will be used to determine your eligibility; however, if you have taken the MCAT more than three times, you are not eligible to receive the Emory Supplemental Application.

In order to receive an invitation to submit an Emory Supplemental Application, your **latest** MCAT exam must have:

- An overall score of 502 or higher **AND**

- A score of 124 or higher on EACH subtest

We encourage you to review the resources on the Association of American Medical Colleges (AAMC) website (www.aamc.org) for tips on preparing for the exam, access to practice tests, covid safety updates and more.

Step 4: AMCAS Application

You must submit an application through the Association of American Medical Colleges (AAMC) American Medical College Application Service (AMCAS).

The deadline to apply through AMCAS is October 15 by 11:59 PM Eastern Standard Time (prior to the year of matriculation). Applicants are strongly advised to submit their AMCAS application early and as soon as possible. Deadline extensions will not be granted.

Once your AMCAS application is submitted, your information will be verified within 4 to 8 weeks. As soon as your AMCAS Application is verified, your information will be sent to Emory.

Step 5: Letters of Recommendation

We will accept one of the following via the AMCAS Letter Service:

- A packet of letters or a composite letter from a Pre-Medical or Pre-Health Committee
- A packet of letters from a Career Center or a Letter Writing Service
- Three letters of recommendation from individuals, two of whom should be familiar with your knowledge in the sciences. If your letters are submitted by three individual letter writers rather than your school's Pre-Health or Pre-Medical Committee, you will be asked on the Emory Supplemental Application to explain why you are not submitting a Committee letter.

If you are applying to the MD/PhD Program, you must also submit letters of recommendation from all research mentors, in which case you may send as many letters as needed.

All letters of recommendation must be sent directly to AMCAS no later than 11:59 pm EST on December 1. Instructions for submitting letters to AMCAS are provided within the AMCAS application. Please DO NOT send letters directly to us.

We strongly recommend that you DO NOT send additional letters; however, all letters that are submitted via the AMCAS Letter Service (and by the December 1 deadline) will be included in your application.

Step 6: Supplemental Application and Technical Standards

If you select Emory School of Medicine on your AMCAS application and your MCAT scores meet our minimum requirements, you will receive an Emory Supplemental

Application. These instructions will not be sent until your AMCAS application is submitted, verified, and pre-screened. The deadline to submit the Emory Supplemental Application is 11:59 pm EST on December 1 (prior to the year of matriculation).

A completed Supplemental Application will include payment of a non-refundable application fee of $120 (USD). Payment must be submitted by credit card. Cashier's checks and money orders will not be accepted. Payment of the application fee must be processed on or before the December 1 deadline. If you receive a fee waiver from AMCAS, you will automatically receive a waiver of the Emory Supplemental Application fee.

A completed Supplemental Application will also include your photograph. The photo must be a recent headshot photo taken against a plain background. Do not submit cropped photos, photos that include other people, or photos in a social setting. Photos must be submitted electronically with the Emory Supplemental Application.

For admission to and completion of the MD Program, you must meet certain Technical Standards. Emory is committed to providing an equal opportunity to all students to participate in and benefit from programs and services. If you have questions about accessibility, please visit the Department of Accessibility Services website for more information.

Once your application is complete, we will notify you by email. **All completed applications (AMCAS plus Supplemental) will remain in review throughout the interview season**.

No completed applicant is rejected during the interview season. Please note that ***there is no change in the status of your completed application*** unless you are invited to interview. Please do not call the Office of Admissions to check on the status of your application. If you are selected for an interview, we promise to contact you immediately. We conduct interviews from September through the end of February.

All completed applicants will receive a final decision about their application in March.

MD Admission Deadline

Date and Time	Details
October 15 by 11:59 PM EST	Deadline to submit the AMCAS Application
December 1 by 11:59 PM EST	Deadline to submit the Emory Supplemental Application (including photo and application fee) Deadline to submit all letters of recommendation online via the AMCAS Letter Service
March 1	Recommended deadline to submit FAFSA and PROFILE financial aid applications
April 30	Final decision deadline for students accepted to both the MD and the MD/PhD program (incoming students may hold only one acceptance to a medical school after this date)
July 1	Deadline to select "Commit to Enroll" at Emory School of Medicine on the AMCAS Choose Your Medical School tool, indicating that a final decision has been made about where to attend medical school and that all other acceptances and wait list spots have been withdrawn.

IMPORTANT NOTE: Due to the high volume of applications that we receive each year, we strongly recommend that you submit your applications (both the AMCAS application and the Emory Supplemental Application) EARLY. Early submission does not guarantee an interview, but it does place your application in review earlier. Please also note that no deadline extensions will be granted.

International Students
International applicants (those who are not citizens or permanent residents of the U.S.) are welcome to apply to Emory School of Medicine. All completed applicants will receive a full review of their file, regardless of citizenship or immigration status.

No TOEFL scores are required.

If your undergraduate degree is from a college outside the United States and Canada, you must complete all 32 semester hours of the required science coursework at a regionally accredited U.S. institution or an accredited institution in Canada.

At the present time, Emory School of Medicine does not offer need-based financial aid for international students. All international students must be prepared to document funding resources to pay their tuition and expenses for all four years of medical school. Tuition and expenses are estimated at over $80,000 per year.

The Emory Office of International Student and Scholar Services (ISSS) works closely with international students who have been accepted to our programs to

assist in obtaining or maintaining their immigration status and immigration documents as required by the U.S. government. More information will be provided to students upon their acceptance to Emory.

APPLICATION REQUIREMENTS FOR MD DUAL DEGREE PROGRAMS

MD/PhD

Those who wish to apply to the MD/PhD Program must submit an application via AMCAS. If the application meets our minimum MCAT scores, an Emory Supplemental Application will be sent, which is where applicants will indicate their interest in our MD/PhD Program. All of the same requirements and deadlines for the MD Program apply. Research experience is required, and applicants will be asked to provide detailed information about their research experience on the Emory Supplemental Application. To review the admission and degree requirements click here.

MD/MPH

Those who wish to apply to the MD/MPH program must first submit an application via AMCAS. If the application meets our minimum MCAT scores, the applicant will be sent the Emory Supplemental Application, which is where applicants will indicate their interest in the MPH program. To review the admission and degree requirements click here.

MD/MSCR

Students do not formally apply to the Master of Science in Clinical Research (MSCR) until their third year of medical school. At that time, students apply separately to the MSCR Program through the Laney Graduate School of Arts and Sciences. To review the admission and degree requirements click here.

MD/MA in Bioethics

Those who wish to apply to the MD/MA program may indicate this on the Emory Supplemental Application. Instructions for submitting a separate application to the Laney Graduate School of Arts and Sciences will be sent to applicants who indicate this interest on their Emory Supplemental Application. To review the admission and degree requirements click here.

MD/MBA

Students do not formally apply to the Master of Master of Business Administration (MBA) until their third year of medical school. At that time, students apply separately to the MBA Program through the Goizueta Business School. To review the admission and degree requirements click here.

Other Program for Medical Students

Emory medical students may be accepted to graduate program at Emory such as the Juris Master (JM) program at Emory Law School. Applicants must follow all AAMC procedures to apply through AMCAS first. Verified applicants will be sent instructions to complete the online Supplemental Application, and all of the same

medical school application deadlines apply. Accepted students who wish to apply to the MD/JM program may do so by submitting a **separate application** to Emory Law School in the third year of medical school. To review the admission and degree requirements click here.

APPLICATION REVIEW PROCESS

All completed applications will be reviewed and will remain in review until the end of the interview season (September – February). We cannot guarantee the timeframe in which your application will be reviewed – only that it will be reviewed thoroughly. **No completed applications will be rejected during the interview season.** The ONLY decision that is made during this time is the decision to invite for an interview. Applicants selected for an interview will be contacted by email or telephone.

It is extremely critical that you keep your contact information updated with AMCAS during this time. Please also let the Office of Admissions know if you will be out of the country or unreachable by telephone or email for any period of time during the interview season (September – February).

A personal interview is required to be considered for acceptance – there are no exceptions. (Due to the high volume of applications we receive from exceptional candidates each year, it is impossible to interview all qualified applicants. Consequently, failure to be offered an interview is not an indication that a student is considered unsuited for a medical career.)

ACCEPTANCE

Admissions Committee
The Admissions Committee meets monthly from October to February. If you are accepted, you will be notified via regular U.S. mail. Applicants will NOT be notified by email or telephone.

Emory School of Medicine operates on a rolling admission cycle. If you are not selected for admission at the first Committee meeting following your interview day, your application will remain in consideration at all subsequent meetings. **No completed applicant will be rejected during the interview season.**

If you are accepted, you will be asked to confirm your spot in the incoming class within two weeks of the receipt of your acceptance letter. No admissions deposit is required.

Throughout the spring and summer prior to matriculation, accepted students are required to submit the following (more details will be provided to accepted students):

- Final, official transcripts from **all schools attended** (even if credits were transferred to another institution)
- A medical history, separate physical examination report, and an updated immunization record (**Emory School of Medicine forms must be used**)
- Notarized Georgia Certificate of Residence (for residents of the State of Georgia only)
- Release of criminal background check and drug screening results to Emory
- Waiver of health insurance (if not purchasing the Emory student health insurance)
- Required online training courses **prior to Orientation**

CREDIT FOR PRIOR EDUCATION AND TRAINING

The MD program does not award credits from prior education and training with the exception of the MD/OMF program.

ENROLLMENT POLICY

We expect to receive more than 13,000 applications for our entering class of only 138 students—that means your application must be as competitive as possible. We fully consider all applicants based upon their entire application, which includes all academic achievements, letters of recommendation, community involvement, leadership, exposure to patients in a clinical setting and extracurricular activities. However, a solid foundation in the sciences and a strong GPA and MCAT are important in order to be a competitive applicant.

Accepted Applicants and Conditions of Enrollment
Accepted applicants to the first-year class are asked to accept their position in the incoming class within two weeks of the receipt of their acceptance letter. The deadline for students to make a final decision for medical school is April 30. No admission deposit is required.

All accepted students are expected to maintain their academic performance, personal characteristics, and behavior. Documented evidence to the contrary may result in revocation of acceptance. This includes, but is not limited to, all Emory University School of Medicine Policies and Regulations for Professionalism, Conduct and Academic Integrity. A complete listing of policies and regulations can be found online at: http://www.med.emory.edu/handbook/.

All accepted students will be asked to authorize a third party to perform a criminal background check and drug screen and to release all findings to Emory University School of Medicine. This requirement must be completed prior to matriculation.

All applicants are expected to follow the "AAMC Recommendations for Medical School Applicants."

All students are required to maintain health insurance coverage that meets Emory University minimum coverage requirements throughout the entire period of enrollment at Emory University. Emory will automatically enroll accepted students in the Emory Student Health Insurance Plan. If the student has health insurance coverage with another carrier that meets Emory University minimum coverage requirements, the Emory Student Health Insurance Plan can be waived.

All incoming students will be required to complete and pass health and safety training courses prior to M1 Orientation. Courses will be available online in the summer prior to M1 Orientation.

Attendance and full participation in all orientation sessions for incoming students will be required. No exceptions will be granted and all acceptances are contingent upon attendance at ALL orientation sessions.

ATTENDANCE

Active participation in all aspects of the medical education program is critical to students' development as physicians. Attendance is strongly encouraged at all scheduled activities and is mandatory at all small group sessions, preceptorships, laboratory experiences, patient presentations, and any other educational activities designated as required. Attendance is also mandatory for all examinations, including written, oral, and objective structured clinical exams (OSCEs). Attendance is likewise mandatory for class meetings and orientation sessions. Daily attendance during clinical clerkships is mandatory, except for scheduled days off as outlined below.

Duty Hours on Clinical Clerkships
During clinical clerkships, students must adhere to the duty hour guidelines as outlined by the Accreditation Council of Graduate Medical Education (ACGME), with the exception that students cannot work more than 80 hours in any given week.

Duty hours are defined as all clinical and academic activities related to the program:

- Patient care (both inpatient and outpatient)
- Administrative duties relative to patient care
- The provision for transfer of patient care
- Time spent in-house during call activities
- Scheduled activities, such as conferences

Duty hours do not include reading and preparation time spent away from the duty site. Students on clinical clerkships are required to report their duty hours on a weekly basis via OASIS. The Executive Curriculum Committee monitors student duty hours and makes any necessary curricular revisions to ensure duty hour compliance.

Punctuality
In addition to attendance, punctuality is considered part of professional duty and is one of the Student Physician Activities (SPA PP-04). It is the responsibility of the student to arrive on time for all required experiences.

ARRIVING LATE FOR OR MISSING AN EXAMINATION
Students who arrive after an examination has begun may be refused admission to the examining room, thus jeopardizing their course or clerkship grade. Unapproved absences from a scheduled exam will result in a grade of "U" for that examination. Unapproved absences from NBME or OSCE exams will result in the student being charged for any additional costs associated with rescheduling of the examination.

Students who are late for an examination or other required sessions as outlined above, are subject to an Unprofessional Conduct Evaluation Form being submitted to the Progress and Promotions Committee.

ABSENCES

We strongly recommend students to be present for ALL educational activities. And as stated in the Attendance section, for many of the educational sessions, attendance is required.

The practice of medicine is collaborative and collegial. Excellent patient care requires good communication and trust between colleagues. Medical education requires students to work collaboratively with each other, patients, fellow students, staff, and faculty in a regular and predictable manner.

The nature of our work as caregivers requires that we notify appropriate people when we must be absent so that patient care is not compromised, and both clinical and educational responsibilities are fairly shared. As a supportive community that values wellness and well-being, the School of Medicine faculty, staff, and administration realize that various circumstances--emergent or otherwise--will require that members of our community must occasionally be absent from required events. Furthermore, we must work together to support each other during circumstances that take us away from required events. This policy outlines the process by which students can request an absence from required duties.

Failure to comply with this policy will be considered unprofessional behavior that, depending on the situation, can be reported to Progress and Promotions via professionalism report.

ABSENCE POLICY

<u>During Foundations</u>
During Foundations, absences from required activities will be considered for the following reasons:

- Appointments for medical care that cannot reasonably be scheduled outside your MD program responsibilities
- Acute medical illness or family emergency
- To give a scholarly presentation at an academically relevant national meeting
- Running for or holding national office in a relevant professional organization
- Religious observances
- Required student meetings with deans and potential/actual Discovery mentors
- Required MD/PhD meetings, including the annual MD/PhD retreat
- Important personal events (weddings/graduations of immediate family members)
- Curriculum committee meetings

Other possible absences will be considered by the Associate Dean for Medical Education and Student Affairs on a case-by-case basis.

Requests should be made as far in advance as possible, and always before the experience for which the student will be absent. **For emergent absences, students should phone AND email the appropriate Dean.** All other requests should be made in person or by email.

If the requested absence is approved, the Associate Dean for Medical Education and Student Affairs will notify the Foundations director and the student's Small Group Advisor.

Any required sessions or assignments that are missed must be fulfilled to the satisfaction of the course and Foundations director and the appropriate Dean. Within reason, course directors will assist students to complete all work missed during approved absences, as they deem necessary. If an approved absence does not allow for the missed work to be made up before the end of the course or phase, the student may be assigned a grade of "Incomplete" until the work is completed. If the student is unable to complete the missed work in a timely manner, as determined by the course director, the grade may be converted to "Withdrawal". The designation of "Withdrawal" would require the student to repeat the course.

Unapproved absences during the Foundations phase will be considered a professionalism concern and will be brought to the attention of the Progress and Promotions (P&P) committee. If a student has three or more unapproved absences, the student will be referred to the P&P committee.

During the Application, Discovery, and Translation phases, students should follow the Absence from Clinical Duties Policy and Process (below). Clinical training is an essential part of medical education and represents a critical phase of the medical student experience. Given this, any absence from clinical duties (ACD) is considered a serious matter and may require the time to be made up. This includes if the absence is anticipated (for example: attendance/presentation at a national meeting, important personal events, etc.) OR unanticipated (for example, personal

illness/injury or family emergency). Clerkship directors understand that circumstances will sometimes require a student to be absent from clinical duties.

Per SOM policy, students have 1 day off per week (timing negotiated with their clinical teams or the clerkship director) and 1 wellness half-day per month on rotations that are 4 weeks or longer. Clerkship directors may place restrictions on when days off and wellness half-days can be taken (e.g., not during orientation, exam periods, didactic days, etc.). The following are responsibilities and general guidelines for a medical student considering an ACD.

Terms and Definitions

Absence from Clinical Duties (ACD)

This is defined as an absence that occurs during scheduled duty hours, not during mandatory time off or on additional scheduled days off from clinical service. A student who has an ACD may be required to make up the time absent (or work missed), depending on how much time and what activities were missed.

There are no automatically "approved" absences. You must discuss the need to make up any clerkship-related activities with your clerkship director. Your clerkship director will also direct when any missed time/work will be made up.

Anticipated Absences from Clinical Duties

If possible, try to schedule activities **outside of clinical duty hours**. If this is not possible, the student should notify the clerkship director and clerkship coordinator, as well as the Associate Dean of Student Affairs, Clinical Services, Dr. Higgins as soon as **a need is known** to seek permission to miss clinical duties during the affected clerkship.

Please make requests in a **professional** manner. **Approval is not guaranteed**, as some clerkship activities cannot be rescheduled or made-up. The final decision regarding accommodation of anticipated absences will be with the Associate Dean of Student Affairs, Clinical Services.

Below is a non-exhaustive list of common anticipated reasons that an ACD may be requested.

- Appointments for medical care that cannot reasonably be scheduled outside of the MD program responsibilities (should be scheduled during wellness half-days if possible)
- To give a scholarly presentation at an academically relevant national meeting
- Running for or holding national office in a relevant professional organization
- Religious observances

- Required student meetings with deans and potential/actual Discovery mentors (should be scheduled during wellness half-days or late in the day/early evening to limit interference with clinical activities)
- Required MD/PhD meetings, including the annual MD/PhD retreat
- Important personal events (weddings/graduations/funerals of immediate family members)
- Curriculum committee meetings
- Residency interviews, including "second look" invitations after online interviews

Other possible anticipated absences will be considered by the clerkship director and the Associate Dean of Student Affairs, Clinical Services on a case-by-case basis.

Unanticipated Absences

Include:

- Personal illness/injury
- Family emergency

Students with unanticipated circumstances requiring ACD should notify the clerkship director and coordinator and the Associate Dean of Student Affairs, Clinical Services **immediately** via text, email, or phone call, as well as the attending faculty and/or the most senior resident member of their clinical team.

Students with Confirmed or Suspected COVID-19 Illness:

1. Students with suspected/confirmed COVID or other febrile respiratory illness (i.e., fever and cough/sore throat) may return to work if all 3 criteria are met:
    - No fever for at least 24 hours without fever-reducing medication (e.g., acetaminophen or ibuprofen) AND
    - Improving symptoms for at least 24 hours AND
    - Student agrees to always wear a surgical mask at school or in clinicals (unless alone AND actively eating/drinking) for 10 days from the onset of symptoms (NOTE: the first day of symptoms is considered "day 0")
2. Students missing 4 days or more of clinical duties or coursework would need a medical excuse from their PCP, SHS or urgent care for it to be an approved absence.

Time Allowed Before Make-Up is Required

Below is a general guideline of when clinical make up time is required after missed days.

- 1-week clerkship/rotation: any days missed
- 4-week clerkship/rotation: if miss more than 1 day
- 6-week clerkship: if miss more than 2 days

- 8-week clerkship: if miss more than 3 days

Scheduling Make-Up Time or Work

The student will need to work with the clerkship director and the Associate Dean of Student Affairs, Clinical Services, to find an appropriate time to do this. School policy does not allow missed time to be made up for one clerkship while engaged in another clerkship.

Scheduled Days ON/Mandatory Time off/Wellness Half-Day

Each clerkship (except Emergency Medicine) will assign a number of scheduled days off, which includes the minimum mandatory time off from duty hours, as specified by ACGME guidelines. The total number of scheduled days off will be determined by each clerkship according to clinical service needs and schedules. Required wellness half-days are considered mandatory time off from clinical duties and students are expected to request the allotted amount of wellness half-days for each clerkship.

Student Responsibilities

- Students should attempt to schedule non-clerkship related activities outside of normal duty hours for that clerkship (e.g., late afternoons/evenings and weekends or scheduled/mandatory time off, or during wellness half-days).
- Students must communicate all requests with advance notice (as soon as the need is known to the student) to the clerkship director, clerkship coordinator, and Associate Dean for Student Affairs, Clinical Services.
- Students must recognize that not all requests for ACD will be able to be accommodated and should be willing to prioritize their requests to assist the clerkship leadership team with their planning.
- All communication regarding requests for time off should be done in a professional manner.
- Students who are ACD are required to collect any didactic materials/notes from lectures that they may have missed during their time away.

Guidelines

- Advance communication with the clerkship director, clerkship coordinator, and the Associate Dean for Student Affairs, Clinical Services is required for any requested activity that could result in an ACD. Requests should be made as far in advance as possible, and always before the experience for which the student will be absent. For emergent absences, students should phone AND email the Associate Dean for Student Affairs, Clinical Services, and clerkship director.
- With advance notice, the clerkship directors will work with the student to try and avoid an ACD. This may include arranging rotations or shifts to accommodate the request or helping the student select the best days/times to attend their activity and limit time away from clinical duties. If accommodations can be made to align the student's scheduled time off with their activity, the absence will not be considered an ACD. However, clerkship

directors may not always be able to accommodate these requests. In this case, if the clerkship director permits the student to attend the activity, this will result in an ACD.

- Emergency requests for ACD such as student illness, personal injury, or injury/illness/death of a family member should be communicated as soon as possible to the Associate Dean for Student Affairs, Clinical Services and the clerkship director and clerkship coordinator.
- In cases of ACD without prior communication with, or approval by, the Associate Dean for Student Affairs, Clinical Services office and the clerkship director, a Professional Conduct Evaluation Form will be filed by the clerkship director. This includes unauthorized extension of a previously authorized ACD.

Further information about common reasons for missing required educational events

Absence from Clinical Duties for Personal Medical Care

Medical students are strongly encouraged to maintain their own physical and mental health and well-being. Whenever possible, students should schedule non-emergent healthcare appointments during times that do not conflict with classroom and clinical activities. In the event an appointment must be scheduled during a required educational activity, students must request permission to be absent from required duties from the appropriate Dean (see above).

Religious Observances

The Emory School of Medicine recognizes and respects the importance of individual religious beliefs and practices. While the School of Medicine calendar includes only religious observances recognized as U.S. federal holidays, the school seeks to accommodate student religious needs reasonably and within the requirements of the academic schedule. There shall be no adverse or prejudicial effect resulting to any student requesting an absence from required duties for religious observances. Students assigned to patient care educational activities may request assignments that allow the student to meet their religious needs; however, students may be asked to attend patient care activities that cannot be reasonably re-scheduled, such as on-call time with a care team. Required academic work missed as part of an absence from required duties must be made up to the satisfaction of the supervising faculty member.

Residency Interviews

During clinical clerkships, students MAY be granted one-day of absence from clinical duties for residency interviews per each two weeks of the clinical rotation. This may vary on rotations that schedule shift clinical duties (e.g., Emergency Medicine). Students should discuss and submit requests for absence from clerkship responsibilities to the Dean's Office and clerkship director PRIOR to making travel or other interview plans. Regardless of absences for interviews, students must complete the requirements of the rotation by the last day of the rotation. Any

deviation from this policy must be approved by the Associate Dean for Student Affairs, Clinical Services.

Participation in the MD or MD/PhD Admissions Process

Students actively participate in the MD and MD/PhD admissions process, serving as interviewers. Students will not be allowed to miss mandatory components of any clerkship to serve as an interviewer.

Participation in Meetings of the EUSOM Executive Curriculum Committee and its Subcommittees

Students actively participate in the subcommittees of the EUSOM Executive Curriculum Committee. They play an invaluable role in curricular decisions.

Required Student Meetings with Deans and Potential/Actual Discovery Mentors

During the required clerkships, students are required to meet with the Associate Dean for Student Affairs, Clinical Services, or their designee. In addition, students need to meet with faculty members in order to select a mentor for their Discovery phase project. If possible, these meetings should be scheduled during a time that minimizes student disruptions in clinical care activities.

CURRICULUM

The MD curriculum was designed by the faculty and student leadership in keeping with the following desired characteristics of Emory School of Medicine graduates.

- Superb clinicians who demonstrate the highest degree of professionalism, outstanding clinical competency and problem-solving skills, and the ability to understand and utilize basic science in the clinical setting
- Curious and creative thinkers with the ability to utilize available resources to answer clinical and research questions and to assess information critically
- Lifelong adult learners with the ability to take ownership of their own present and future educational needs
- Physicians who continue to be passionate about medicine and about making a difference, who are involved in and appreciate efforts to improve the health of local and global communities, and who see medicine as a profession that seeks to address issues of social justice
- Physicians committed to understanding the sociological, psychological, and economic issues of the patient, the family, and the community
- Future leaders eager and able to play leadership roles in their chosen field of medicine or biomedical science, and in their community

BENEFITS

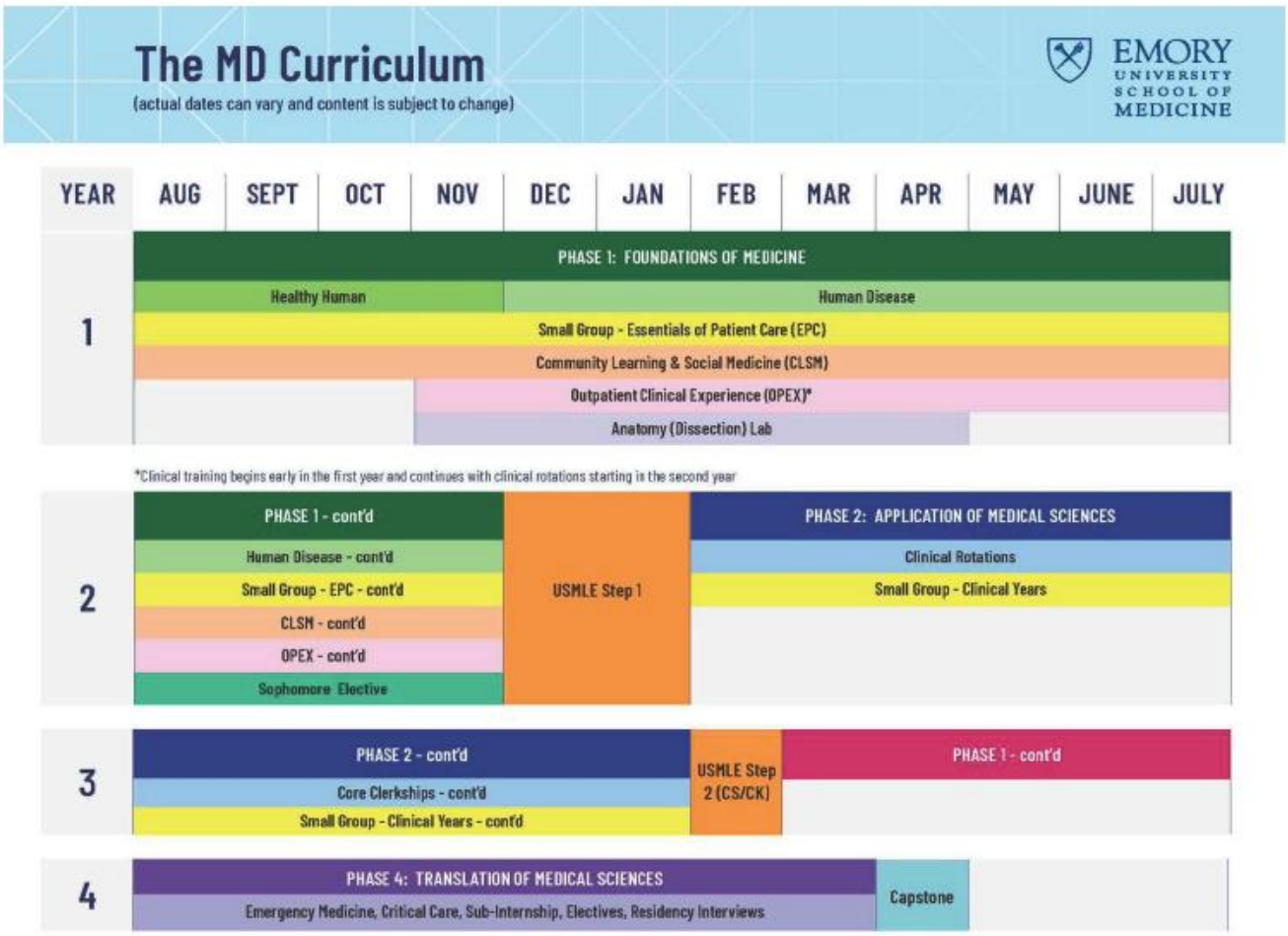
THE EMORY UNIVERSITY SCHOOL OF MEDICINE MD CURRICULUM PREPARES YOU TO:

- Cultivate professional attitudes and behaviors under the guidance of skilled clinicians
- Integrate basic and clinical science
- Begin clinical clerkships in the middle of the M2 Year
- Complete all core rotations before applying to residency programs
- Gain valuable hands-on exposure to specialty and subspecialty fields
- Graduate with the experience of completing their own research project; writing an academic paper; and acquiring presentation skills
- Benefit from a diverse and committed faculty
- Develop close, one-on-one relationships and mentorships with multiple faculty members
- Develop supportive relationships with small group classmates, spanning the entire four years of medical school
- Care for patients earlier
- Understand and meet the needs of our evolving communities and populations
- Develop critical professional attitudes and skills that foster compassion and empathy
- Develop team leadership skills with healthcare professionals from other disciplines, such as physician assistants, nurses, medical imaging specialists, genetic counselors, and physical therapists
- Practice critical skills in simulated, highly realistic team-training exercises
- Graduate well-prepared for life as a successful and fulfilled physician

Four Phases in Four Years

The MD curriculum is divided into four phases (view a chart of the 4 year MD Curriculum):

- **Phase 1:** *Foundations of Medicine*. This phase provides students with the core knowledge of basic and clinical sciences.
- **Phase 2:** *Application of Medical Sciences*. This phase provides students with core knowledge of the basic clinical medical specialties.
- **Phase 3:** *Discovery*. This phase is a structured time for students to concentrate in a specific area of interest, such as basic or clinical research, public health, community development, medical ethics, or other areas.
- **Phase 4:** *Translation of Medical Sciences*. This phase prepares the student for the transition to physician. Rotations as a Sub-Intern; advanced clinical work in an ICU; experience in the Emergency Department; and a final Capstone Course prior to graduation are required.



Foundations of Medicine (18 months)

Following orientation and "Week on the Wards," students begin "Healthy Human," a five-month period focused on healthy human physiology, basic science, and epidemiologic principles. During this time, students also begin their clinical skills training, meeting regularly with their small group.

In addition to clinical skills, small groups discuss professionalism, ethics, communication, cultural competency, and other essential aspects of patient care skills. Central to small groups is intentional support for the whole medical student at EUSOM: academic, professional and at times, even personal.

Using these new skills, students begin to see patients through the Outpatient Experience (OPEX) curriculum during the early months of medical school. Reporting for service at an outpatient clinic, one afternoon every other week for twelve months, first-year medical students have hands-on, clinical experience throughout the first two years.

In winter of the first year, students begin studying human disease in organ-system based courses for the duration of the Foundations phase (Behavioral Sciences,

Cardiology, Endocrine, Gastrointestinal, Hematology, Infectious Disease, Neuroscience, Pulmonary, Renal & Genitourinary, Reproduction, and Skin/Muscle/Bone/Joints. Anatomy also takes place during this time.

Throughout Foundations, students study microbiology, immunology, pharmacology, biochemistry, physiology, and pathology as thread topics interwoven into courses and other educational experiences. In addition, students study climate change and environmental health, clinical decision making, ethics in medicine, financial literacy, health equity and interprofessional education for collaborative practice throughout the 4-year curriculum.

Every student has a longitudinal small group advisor for all four years of medical school. There are 16 total small group advisors that lead 2 small groups separated by one year. Structurally, the 16 small groups per medical school class, collapse into four society groups, as part of the "Society System." The small group advisors are typically currently practicing physicians or have extensive previous clinical experience who are dedicated clinical teachers focused on the students' development. Every student is assigned to a Society and a Small Group Advisor at the start of their M1 year.

Another integral part of the MD curriculum is the Community Learning and Social Medicine (CLSM) course, required for all students. This structured learning experience combines community service with cultural competence, preparation, action, and reflection. Learners will have the opportunity to work with one of over 50 community-based organizations/partners focused on one of a number of underserved or disadvantaged populations, including elderly, disabled, economically disadvantaged, and immigrant/refugee populations.

Upon successful completion of the formal courses in the Foundations phase, students are given dedicated study time for the United States Medical Licensing Exam (USMLE). After successful completion of Step 1 (see Step 1 section), students may begin the Application of Medical Sciences curricular phase.

Course Requirements for MD Degree Program (183 Total Credits)

Phase 1: Foundation Phase (18 months) – 83 credit hours

MD 509 **Foundation – From Cells to Humans** – 4 weeks/credits Required, S/U

MD 519 **Foundation – Systemic Control of the Nervous & Endocrine Systems** – 3weeks/credits. Required, S/U

MD 529 **Foundation – Nutrition, Physiology & Metabolism** – 4 weeks/credits. Required, S/U

MD 539 **Foundation – Genetics, Epidemiology, and Risk Assessment** – 3 weeks/credits. Required, S/U

MD 540 **Foundation – Aging and Dying** – 1 week/credit
Required, S/U

MD 545 **Foundation – Intro to Human Disease** – 3 weeks/credits
Required, S/U

MD 550 **Foundation – Skin, Bones, Muscles & Joints** – 3 weeks/credits
Required, S/U

MD 555 **Foundation – Pulmonary** – 4 weeks/credits
Required, S/U

MD 560 **Foundation – Cardiovascular** – 4 weeks/credits
Required, S/U

MD 565 **Foundation – Gastrointestinal** – 3 weeks/credits
Required, S/U

MD 570 **Foundation – Renal and Genitourinary** – 4 weeks/credits
Required, S/U

MD 590 **Foundation – Anatomy**– 5 weeks/credits
Required, S/U

MD 601 **Foundation – Endocrine** – 3 weeks/credits
Required, S/U

MD 602 **Foundation – Reproductive Health** – 2 weeks/credits
Required, S/U

MD 605 **Foundation – Hematology** – 3 weeks/credits
Required, S/U

MD 610 **Foundation – Neuroscience –** 4 weeks/credits
Required, S/U

MD 615 **Foundation – Behavioral Science** – 4 weeks/credits
Required, S/U

MD 620 **Foundation – Infectious Disease** – 2 weeks/credits
Required, S/U

MD 625 **Foundation – Elective** – 2 credits
Required, S/U

MD 630 **Foundation – Review Human Disease** – 3 weeks/credits

Required, S/U

MD 635 **Foundation – Review and Self Study** – 4 weeks/credits
Required, S/U

MD 639 **Foundation – Essentials of Patient Care (EPC) I –** 8 credits
Required, S/U

MD 642 **Foundation – Ethics in Medicine I –** 1 credit
Required, S/U

MD 645 **Foundation – Community Learning & Social Medicine (CLSM)** –
6 credits, Required, S/U

PUBH 501 **Interprofessional Education and Public Health Leadership** –
0 credit
Required, S/U

Phase 2: Application of Medical Sciences (12 months)

Building on the foundation of basic sciences and early clinical skills development, the yearlong Application Phase immerses students in intensive clinical education. Students gain core knowledge of the basic clinical medical and surgical fields e through the following required clinical rotations: Surgery, Medicine, Pediatrics, Psychiatry, Neurology, Obstetrics & Gynecology, Radiology, Primary Care, Dermatology, Ophthalmology, Palliative Care, and Anesthesiology.

Students complete these rotations at Emory and Emory-affiliated healthcare facilities throughout the Atlanta area, including:

- Grady Memorial Hospital
- Emory University Hospital
- Emory University Hospital Midtown
- Emory Decatur Hospital
- Children's Healthcare of Atlanta at Arthur Blank Hospital
- Children's Healthcare of Atlanta at Hughes Spalding
- Emory Wesley Woods Center
- Atlanta Veterans Affairs Medical Center
- The Emory Clinic (multiple sites around Atlanta)
- Multiple non-Emory primary clinical sites in and around Atlanta

During the Application phase, students still regularly meet with their Small Groups to further develop their professional identity and to process and reflect on their clinical experiences. In addition, students study ethics in medicine that builds on clinical experiences in the core rotations.

Application Phase – 52 credit hours

MD 705 **Application – Adult Primary Care** – 6 credits
Required, S/U

MD 710 **Application – Internal Medicine** – 6 credits
Required, S/U

MD 715 **Application – Neurology** – 3 credits
Required, S/U

MD 720 **Application – Obstetrics/Gynecology** – 6 credits
Required, S/U

MD 725 **Application – Pediatrics** – 6 credits
Required, S/U

MD 730 **Application – Psychiatry** – 6 credits
Required, S/U

MD 735 **Application – Surgery** – 6 credits
Required, S/U

MD 740 **Application – Anesthesiology** – 1 credit
Required, S/U

MD 741 **Application – Dermatology** – 1 credit
Required, S/U

MD 742 **Application – Palliative Care** – 1 credit
Required, S/U

MD 743 **Application – Ophthalmology** – 1 credit
Required, S/U

MD 745 **Application – Radiology** – 2 credits
Required, S/U

MD 750 **Application – Ethics in Medicine II** – 1 credit
Required, S/U

MD 755 **Application – Integration I** – 1 credit
Required, S/U

MD 756 **Application – Integration II** – 1 credit
Required, S/U

MD 757 **Application – Integration III** – 1 credit
Required, S/U

Phase 3: Discovery Phase (5 months)

The Discovery Phase is a structured time for students to conduct a hypothesis-driven research project under the direction of a faculty member. While the Discovery project must be a scientific inquiry based in medicine, students are able to combine their interests in other areas, such as creative writing, public health, community development, education, or health policy, into their project. Some students are also able to include an international experience in their Discovery project. This is an opportunity for students to renew their creative energies and explore a new facet of medicine under the tutelage of an Emory faculty member.

Students must carry out a research project that meets the standards for the MD degree as established by the Discovery faculty. With prior approval, this project can be part of the student's second-degree program (e.g., MD/PhD, MD/MPH, MD/MSCR, etc.) and may be designed and undertaken as part of that program. The Discovery leadership is responsible for assuring that the project fulfills the requirements for the Discovery phase of the MD curriculum. Failure to fulfill these requirements will result in consequences for students' ability to progress.

During Discovery, medical students work full time on their projects with minimal other academic commitments except occasional seminars or workshops relevant to their research. Many students publish their Discovery work in peer-reviewed scientific journals, and all students are required to present their Discovery project at Medical Student Research Day in the fourth year.

The Discovery phase in the fourth year does not apply to MD/PhD or some of the master's degree students as they will complete more comprehensive research as part of those degrees.

MD 800 Discovery Phase – 20 credit hours
Required*, S/U Grade

** Students taking an extra year to obtain a dual degree (other than MD/MBA and certain concentrations of the MD/MPH degree that do not require a thesis) are granted an exemption from this five-month phase.*

Phase 4: Translation of Medical Sciences (7 months)

This phase prepares each individual for the transition to physician. Required senior rotations include Emergency Medicine, Critical Care Medicine (ICU), and a sub-internship in Surgery, Medicine, or Pediatrics; there is sufficient time for electives or away-rotations during this year. The Translation phase concludes with a required month-long Capstone course that offers carefully designed lectures, workshops, panel discussions, and exercises which equip the soon-to-be-graduate with the practical skills and information that will be crucial to their success as residents.

Translation Phase – 28 credit hours

MD 905 **Translation – Senior Medicine Sub-Internship** – 4 credits
Required*, S/U

MD 906 **Translation – Senior Surgery Sub-Internship** – 4 credits
Required*, S/U

MD 907 **Translation – Senior Pediatrics Sub-Internship** – 4 credits
Required*, S/U

** Students are required to select and complete one of the sub-internships from this list.*

MD 910 **Translation – Critical Care** – 4 credits
Required, S/U

MD 915 **Translation – Emergency Medicine** – 4 credits
Required, S/U

MD 920 **Translation – Elective** (3 required)* –
4 credits each/12 credits total
Required, S/U

** Students are required to take three electives for a total of 12 credit hours. There are over 100 elective course offerings. If a student has an interest in an area where there is no elective offering, they can create a unique experience with a faculty preceptor. This experience requires the advance approval of the Associate Dean of Clinical Education.*

MD 940 **Capstone – 4 credits**
Required, S/U

COURSE REQUIREMENTS FOR MD/PHD AND MD/OMS PROGRAMS

MD/PhD (155-159 total credits)
In additional to all of the requirements for the PhD degree, students who are enrolled in the MD/PhD program at Emory University School of Medicine must meet all of the requirements for the MD program, with the following minimum course requirements:

Foundation Phase – 83 credit hours
Curriculum requirements listed above

Application Phase – 52 credit hours
Curriculum requirements listed above
Students re-entering after completion of their PhD will begin with an ungraded IM experience.

Discovery Phase – Exempt as listed above – 0 credit hours
Curriculum requirement fulfilled by the PhD degree

Translation Phase – 20-24 credit hours
4 weeks Senior Medicine Sub-Internship, Senior Pediatrics Sub-Internship, or Senior Surgery Sub-Internship

4 weeks Critical Care

4 weeks Emergency Medicine *(for those who matriculated in 2015 or later)*

8 weeks electives (2 electives, 4 weeks each; students re-entering in spring 2024 or later will be required to take 3 electives, 4 weeks each)

4 weeks Capstone

Upon return from the graduate program, and during the final year of medical school, MD/PhD students may be required to complete additional elective rotations, as determined by the Associate Dean of Clinical Education. MD/PhD students will be required to participate in the 4-week Capstone course, including Research Day, to present their research project findings.

MD/PhD students are required to be enrolled each semester into the MD/PhD MTSP Forum course. In addition, MD/PhD students are strongly encouraged to volunteer at clinical sites during their Graduate School years, as they are able, in order to continue to maintain and develop their clinical skills. In the final year as a PhD student, prior to re-entry to medical school, all students must take the MD/PhD Clinical Refresher Course, which prepares them to begin clinical clerkships.

MD/PhD students who meet the requirements for PhD degree will be exempt from completing the Discovery Phase with the School of Medicine in order to receive the

MD degree. Students who matriculated before 2015 will not be required to take Emergency Medicine; however, it can be taken toward elective credit.

MD/Oral & Maxillofacial Surgery Program (MD/OMS) (93 Total Credits)
In additional to all of the requirements for the Oral & Maxillofacial Graduate Medical Education Program, students who are enrolled in the special MD/OMS Program at Emory University must complete the following requirements in order to receive the MD degree:

Students matriculate as a transfer student upon completion of the following requirements:

- passing score on USMLE Step 1, and
- passing score on the End of Foundations Objective Structured Clinical Examination (OSCE).

Application Phase – 42 credit hours
6 weeks – Internal Medicine
6 weeks – Surgery
6 weeks – Pediatrics
6 weeks – Obstetrics & Gynecology
6 weeks – Psychiatry
5 weeks – Adult Primary Care
3 weeks – Neurology
1 week – Dermatology
1 week – Ophthalmology
1 week – Palliative Medicine
1 week – Anesthesiology

Radiology intertwined with Application clerkships (2 credit hours)
Ethics in Medicine II (1 credit hour)
Integration I, II, and III (1 credit hour each)

Discovery Phase – 20 credit hours
A faculty-mentored research project as described by the Discovery Phase curriculum must be completed. All requirements for the Discovery Phase must be met, including a final paper and poster presentation to be presented on Senior Research Day during Capstone.

Translation Phase – 20 credit hours
4 weeks – Senior Sub-Internship
4 weeks – Critical Care Medicine
4 weeks – Emergency Medicine
4 weeks – Elective (1)
4 weeks – Capstone

MD/OMS students are *exempt* from these regular MD requirements:
Two 4-week electives in the Translation Phase

ADDITIONAL GRADUATION REQUIREMENTS FOR THE MD DEGREE

STUDENT PHYSICIAN ACTIVITIES (SPAS)

The Emory University School of Medicine (EUSOM) Executive Curriculum Committee (ECC) defines the learning outcomes of the MD program in terms of the activities that are characteristic of a physician. Throughout students' journey, these "Student Physician Activities" (SPAs) define what students are expected to perform prior to graduation. The successful demonstration of high quality student performance in all 24 SPAs is enumerated in the EUSOM MD graduation requirements.

- SPA PP-01 Fulfill the unique professional role of a physician in society
- SPA PP-02 Demonstrate trustworthiness to patients, colleagues, and other healthcare personnel
- SPA PP-03 Recognize and address ethical dilemmas
- SPA PP-04 Manage time
- SPA PC-05 Take a patient-centered history (focused and complete)
- SPA PC-06 Perform a physical examination (standard and "core and cluster") and recognize normal and abnormal findings
- SPA PC-07 Prioritize a differential diagnosis based on clinical reasoning
- SPA PC-08 Develop a patient care plan that applies best evidence to the care of individual patients
- SPA PC-09 Execute technical procedures* at the specified level of performance
- SPA MK-10 Demonstrate understanding of relevant scientific principles of medicine and explain their application to patient care
- SPA MK-11 Contribute to generalizable medical knowledge
- SPA PL-12 Use feedback to improve one's own practices
- SPA PL-13 Identify personal limitations and seek assistance as needed
- SPA PL-14 Formulate clinical questions and search the literature for evidence that enhances patient care
- SPA PL-15 Use electronic medical records and medical informatics to care for patients
- SPA PL-16 Teach peers and team members
- SPA IC-17 Treat patients while understanding own biases
- SPA IC-18 Communicate with patients and their support system regarding their care
- SPA IC-19 Participate in difficult conversations with patients and their families
- SPA IC-20 Document and present patient findings and treatment plans
- SPA SP-21 Recognize, resist, and work to rectify the inequities in health and health care that reinforce systemic racism, discrimination, and bias
- SPA SP-22 Serve the community
- SPA SP-23 Contribute to healthcare quality and safety initiatives
- SPA SP-24 Work collaboratively in interprofessional teams and with other healthcare professionals

*** Graduation Technical Procedures List**

1. Adherence to universal precautions
2. Putting on gloves and gowns using sterile technique
3. Basic life support (as evidence by completion of a BLS course)
4. Use of an automatic external defibrillator
5. Drawing venous blood

ACADEMIC REQUIREMENTS

The judgment of the faculty as to the fitness of a student to receive the MD degree is based not only upon scholastic achievement, but also upon demonstration of the attitudes and behaviors expected of a medical professional. Each student must be approved for graduation by the dean and the School of Medicine Council of Chairs.

To be eligible to receive the degree of Doctor of Medicine from Emory University School of Medicine, students must:

1. Have attained satisfactory standing in all courses and clerkships required for the degree.
2. Have mastered the EUSOM SPAs and have successfully completed all the required activities and assessments related to the SPAs.
3. Have taken and successfully passed Step 1 and Step 2 Clinical Knowledge of the USMLE.
4. Have completed all academic requirements of the MD degree within no more than six academic years from the date of matriculation.
5. Have taken and successfully passed the End of Application (EOA) OSCE.

FINANCIAL OBLIGATIONS FOR GRADUATION

It is a requirement for graduation that all financial obligations to the University shall have been satisfied. Students with an unpaid balance on their student accounts may have a hold placed on their diploma and transcripts until the balance is paid in full.

GRADUATION REQUIREMENTS FOR OTHER MD DUAL DEGREE PROGRAMS

MD/PhD

All MD students enrolled in the MD/PhD program at Emory University School of Medicine must meet all of the stated requirements for the MD program, in addition to all of the requirements for the PhD degree as set by the Laney Graduate School of Arts and Sciences and the Director for the MD/PhD program at Emory University.

Students who meet the requirements for MD/PhD degree will be **exempt the Discovery Phase** with the School of Medicine in order to receive the MD degree. Students who **matriculated prior to 2015 are not required to take Emergency Medicine. Total elective credits required is 8.**

Upon return from the Laney Graduate School of Arts and Sciences, and during the final year of medical school, MD/PhD students may be required to complete additional elective rotations, as determined by the Associate Dean of Clinical Education. All MD/PhD students are required to participate in Research Day for their graduating class and present their PhD research findings.

MD/MPH

All students enrolled in the MD/MPH program at Emory University School of Medicine must meet all of the regular requirements for the MD program, in addition to all of the requirements for the MPH degree as set by the Rollins School of Public Health at Emory University.

Students who meet the Discovery research requirements while pursuing the MPH degree will be **exempt from the Discovery Phase** with the School of Medicine in order to receive the MD degree. **MPH programs with a capstone requirement in lieu of a thesis will also be expected to complete the MD Discovery Phase.**

Upon return from the Rollins School of Public Health, and during the final year of medical school, MD/MPH students may be required to complete additional elective rotations, as determined by the Associate Dean of Clinical Education. All MD/MPH students are required to participate in Research Day for their graduating class and present their MPH degree program thesis.

MD/MSCR

All MD students who participate in the MSCR program at Emory University must meet all of the regular requirements for the MD program, in addition to all of the requirements for the MSCR degree as set by the Atlanta Clinical & Translational Science Institute and the Director of the MSCR Program.

Students who meet the requirements for MSCR degree will be **exempt from the Discovery Phase** with the School of Medicine in order to receive the MD degree.

MD/MSCR students are required to complete 5 additional *research* electives to fulfill the requirements for the MSCR degree. All MD/MSCR students are required to participate in Research Day for their graduating class and present their MSCR project findings.

MD/MA in Bioethics

All MD students enrolled in the MA in Bioethics program at Emory University School of Medicine must meet all of the regular requirements for the MD program, in addition to all of the requirements for the MA in Bioethics degree as set by the Laney Graduate School of Arts and Sciences and the Director for the MA in Bioethics Program at Emory University.

Students who meet the requirements for MA in Bioethics degree will be exempt the Discovery Phase with the School of Medicine in order to receive the MD degree.

Upon return from the Laney Graduate School of Arts and Sciences, and during the final year of medical school, MD/MA students may be required to complete additional elective rotations. All MD/MA students are required to participate in Research Day for their graduating class and present their MA degree program thesis.

MD/MBA

All MD students who participate in the MBA program at Emory University must meet all of the regular requirements for the MD program in addition to all of the requirements for the MBA degree as set by the Goizueta Business School.

Students who meet the requirements for the MBA degree will **complete four of the five months of the MD Discovery Phase** and any other requirements set by the Discovery Phase Director with the School of Medicine in order to receive the MD degree.

All MD/MBA students are required to participate in Research Day for their graduating class and present their research findings.

Other Dual Degree Programs

MD Students who wish to pursue other degrees at Emory University or other institutions must meet with the Dean of Medical Education to determine an academic plan for the remainder of the MD requirements prior to matriculation in any other degree program or at any other institution.

STANDARDS OF PROGRESS

Assessment, Evaluation, and Grading

Assessments are measurements of student performance conducted using instruments such as written exams or observational checklists. Evaluations are comprehensive summaries of student performance measured against a performance standard.

A wide variety of assessment types are used to measure students' academic and professional performance in relation to the Emory University School of Medicine. Student Physician Activities (SPAs) and are incorporated into grades for courses and clerkships. In addition to written exams and academic papers, instructor observational assessments are often used during small group work, during patient care on clerkships, for elective courses, and in research labs. Objective Structured Clinical Exams (OSCEs) are a regular and vital element of student assessment.

Students receive both narrative and summative assessments during the 4-year curriculum. See policies regarding narrative assessments and summative assessments.

Grading Scales

S/U

"S" indicates satisfactory work; Pass

"U" indicates unsatisfactory work and carries no academic credit; Fail

A grade of "U" carries no academic credit. A student cannot be promoted to the next phase of the curriculum with a grade of "U" on their transcript. Any student who receives a "U" will, at a minimum, have to remediate the course, and will be susceptible to additional actions such as probation or dismissal, as determined by the Progress and Promotions Committee.

IP and I

"IP" indicates 'in-progress' course work. Final transcripts cannot carry grades of "IP."

"I" indicates incomplete course work.

The grade of "I" will be assigned to students who have been unable to complete the requirements of the course/clerkship due to absences approved by the dean's office. The grade of "I" is appropriate only when enough work has been completed at an acceptable level of performance such that the student can complete the remaining work without repeating the entire course/clerkship.

If a student receives a grade of "I," the remaining work must be completed within a reasonable time, as determined by Associate Dean for Clinical Education, or the grade of "I" will automatically convert to an "F." The grade of "I" cannot be assigned for unsatisfactory work. The grade of "I" is to be viewed as a non-prejudicial entry on the student's record.

W

"W" indicates withdrawal from course or clerkship without penalty

"WU" indicates unsatisfactory withdrawal

Grading in the Foundation Phase

In the Foundations Phase of the curriculum, grades "S" or "U" are assigned to students for each module. Students will receive a grade of Satisfactory in any module during the Foundations phase if students meet either of the following criteria: A student's total score for the course must be greater than 2 standard deviation units below the mean (i.e. $z > -2.0$) **OR** the student's total percentage score is greater than 68.2%. When appropriate, students may also be assigned the grades of "I," "IP," "W," "WF," or "WU."

Students may not progress to the Application Phase of the curriculum without receiving a final grade of "S" in all Foundations courses. Although Anatomy is not a

separately graded course, students must reach a satisfactory standard of performance as defined in the Anatomy syllabus.

Remediation During the Foundation Phase
Assessments are used to identify those students who have not achieved minimal competency during a course: remediation is the process used to improve student performance and ensure that **all** students achieve the designated Student Physician Activities (SPAs) before moving on to the Application Phase of the curriculum.

Remediation Policy

The Office of Medical Education and Student Affairs will notify students of their need to remediate a module no later than three weeks after exam completion. This email will be cc'd to the module director.

Schedule

- The student must contact the course director within one week after the notification from OMESA. **It is the responsibility of the student to schedule the remediation process with the course director.**
- Students are required to make their first attempt at remediation no later than two weeks after their notification about the need to remediate an anatomy examination, and no later than the end of the week following the next school break for all other courses. Under certain circumstances, remediation may be delayed *with prior permission* from Dr. David Schulman, Director of Foundations.
- Students with remediations outstanding at the end of the Foundations Phase must complete these remediations no later than December 31 of their second year of medical school. All remediations must be complete before a student may move into the Application phase.

Process

- Students requiring remediation must meet with the director of the course to be remediated. If, during this conversation, the student identifies a non-academic contributor to their poor performance (i.e., something medical or social), this should be brought to the attention of the Executive Associate Dean of Medical Education and Student Affairs, Dr. Bill Eley, jeley@emory.edu or 404-712-9979, or his designee within 24 hours.
- The process for remediation, as determined by the course director, should be tailored to the individual student through the identification and correction of specific areas of deficiency. Retaking the entire course exam should only be necessary if the student's performance in all major content areas is unsatisfactory. A take-home exam on its own does not allow the student to demonstrate competence.
- The course director will provide the Office of Medical Education and Student Affairs a record of the remediation process for each student. This record will outline the format of the remediation, the date(s) on which it occurred, and whether the student successfully remediated on that date. If the student was unsuccessful on a remediation attempt, the course director will briefly outline

how they were unsuccessful, and the Foundations Phase Director will notify the Student Success Group for formal student review prior to additional remediation. This will be part of the student's internal record but will not be indicated on the student's official transcript. If a student is not able to demonstrate mastery of the course material after two attempted remediations, the course director will refer the student to the Progress and Promotions Committee for recommendation of repetition of part or all of the Foundations phase curriculum.

- Each failed anatomy exam will need to be individually remediated. If a student fails any exam on the first attempt, that failure will be documented for Progress and Promotions.

To identify students in academic difficulty and offer them additional support services in a timely fashion, students who need to remediate more than one course/thread will be provided with information on receiving a learning assessment, the results of which may trigger further support services that may help the student avoid the need to remediate additional courses.

For students required to repeat the Foundations phase of the curriculum, student progression in anatomy will be as follows:

- Students will be allowed to continue in anatomy, at the discretion of the anatomy director, *if* they begin the repetition process after having already started the anatomy thread. In this situation, students will not be required to retake anatomy (as part of repeating Foundations) if they pass ALL of the anatomy exams.

Grading in the Application, Discovery, and Translation Phases
In the Application, Discovery, and required clerkship portion of the Translation Phases of the curriculum, S/U are assigned to students. For electives taken during in the Translation Phase, grades of "S" or "U" are assigned. When appropriate, students may also be assigned the grades of "I," "IP," "W," "WF," or "WU."

If a student fails any aspect of a clerkship that is required to pass the clerkship, the student will receive a failing grade (U) for the clerkship and be required to repeat the clerkship in its entirety. The student will be re-enrolled in the clerkship and a second grade will be issued after repetition of the clerkship; however, the "U" grade earned after completing the clerkship for the first time will remain on the student's official transcript.

Students must successfully complete all Applications clerkships before proceeding to the next phases of the curriculum.

Completion of Clerkship Requirements
All clerkship requirements, as defined by the individual clerkship directors, must be completed by 5pm on the final day of the rotation, including but not limited to patient logs in OASIS and direct observation forms. Students who fail to complete clerkship requirements on time will be subjected to penalties outlined by the

clerkship directors and may result in a grade deduction or a failing grade for the clerkship.

Remediation During the Application, Discovery, and Translation Phases
Students who receive a U in a clerkship or Discovery will have to repeat and successfully pass the respective clerkship or Discovery in order to progress to the next phase of the curriculum.

Conflicts of Interest in Grading
Residents and faculty members with a conflict of interest (e.g., professional, personal, or familial relationship to a student, including providing health services or psychiatric/psychological counseling) should not participate in assessing a student in which a conflict exists. The EUSOM Separation of Roles outlines this in further detail.

On the rare occasion when a student's Small Group Advisor is also a clerkship director, the department Vice Chair for Education (or designee) will be responsible for assigning grades for those students in which a conflict exists.

Grade Appeals
Students are encouraged to discuss their final grades with the course, clerkship, or elective director. Although grades are assigned as an accurate and fair representation of a student's work, students have the right to appeal a grade and to receive an independent review of the grading criteria and their performance.

If a student wishes to appeal a final grade, this should be presented in writing to the Executive Associate Dean of Medical Education and Student Affairs **within 14 days** of receiving the grade. The appeal may be based on the process that led to the grade and/or questions of factual content used in the evaluation process. The Executive Associate Dean for Medical Education and Student Affairs or his/her designee will then review the basis for the appeal of the grade.

Upon review, the Executive Associate Dean for Medical Education and Student Affairs may find that based on process or factual content, there is no basis for a change of an evaluation or grade.

Alternatively, the Executive Associate Dean for Medical Education and Student Affairs may recommend that the grade be changed.

After review by the Executive Associate Dean for Medical Education and Student Affairs and submission of the reconsidered grade, the student may appeal any decision to the Dean of the medical school. The decision by the Dean shall be final.

It should be noted that any and all grade appeals should be conducted in a professional manner by the student involved; that is, demonstrating respectful disagreement with the perspective and judgment used by faculty members. Failure to exhibit appropriate professional attitudes may immediately terminate the appeal process and lead to an unprofessional conduct report.

End of Phase Required Objective Structured Clinical Examinations (OSCE)

Emory University SOM requires a final (End of Application Phase) comprehensive OSCE examination outside of the required clinical clerkships to assess the clinical and diagnostic reasoning skills of students. The EOA OSCE is given to students who have completed the Application Phase of the curriculum over a several month time period in the spring and summer. Students are required to schedule their own exam during this time. Passing this examination is required for graduation. The passing benchmark is pre-determined using a standard setting method by the Human Simulation Advisory Group.

Remediation Policy for Students Who Fail the EOA OSCE

A student failing the End of Applications OSCE (EOA exam) for the first time will follow the remediation policy developed by the Human Simulation Advisory Group (HSAG). Students who fail multiple SPAs or demonstrate deficits in professionalism may be referred to the Associate Dean for Student Affairs, the Associate Dean for Student Success, and the Progress & Promotions Committee as appropriate at the discretion of the HSAG. Once remediation is complete the student will re-take the EOA at a time to be agreed upon by the student and Human Simulation Education Center (HSEC) staff.

If a student fails the EOA exam a second time, the HSEC director will contact the Associate Dean for Student Affairs, the Associate Dean for Student Success, and the Chair of the Progress and Promotions (P&P) Committee and provide the details of the student's deficiencies. The two deans will review the student's overall performance across the Application Phase and design an appropriate remediation plan for any non-clinical deficiencies. For deficiencies in clinical skills the deans will consult with one of the directors of the Essentials of Patient Care (EPC) thread to develop an appropriate remediation plan. All remediation plans will be shared with P&P. At their next meeting, the P&P committee will discuss and recommend an appropriate academic sanction for the student as necessary; such students may be considered for probation at the committee's discretion. Once finalized, the deans will inform HSEC of the planned timing of retesting of the student, and any need to use the HSEC facilities as part of the remediation process. Retesting will occur when one of the involved deans contacts HSEC to confirm that remediation is complete.

Following a third failure of the EOA, the student may be considered for dismissal by the P&P committee.

National Board of Medical Examiners (NBME) Subject and United States Medical Licensing Examination (USMLE) Requirements for Medical Students

NBME Subject Exams

NBME Clinical Science Subject Examinations are an important part of the educational process, evaluating the performance of a large, representative group of examinees at the same stage of training. These exams are consistently used during the Applications Phase of the curriculum as one part of the student's clerkship evaluation process. Students are required to take NBME Subject Examinations at scheduled times and locations. Those students granted accommodations for testing must make sure that clerkship coordinators, clerkship directors, and the Assessment Coordinator in OMESA are aware of their need for accommodation. It is required for students to email the clerkship director and clerkship coordinator with their DAS letter at the beginning of each clerkship.(see accommodations section for more information)

Individual arrangements will be made for the student at each exam in accordance with the specified accommodations.

For NBME examinations, students MUST test during the exam time (and date) supported by the medical school. A published exam schedule is available through the OASIS calendar.

To ensure the security of NBME materials and compliance with testing regulations, all NBME subject exams must be administered by trained proctors in an NBME-approved testing site.

Arriving Late for an NBME Exam or Missing Examinations
It is considered part of professional behavior and the responsibility of the student to arrive on time for scheduled examinations with their Emory ID cards.

Emory designates a Chief Proctor for NBME exams. It is the responsibility of the Chief Proctor and their designees to assure that NBME exams are given in strict accordance with NBME policy. As per this policy, a student may be admitted to a testing room up to 30 minutes after the exam has started, provided the student's name is on the check-in roster and the Chief Proctor approves the late start. Students arriving late for an exam will be expected to end the exam at the same time as other examinees; no extra time will be allotted to compensate for their tardiness.

Incident reports are submitted to the NBME for late starts and addition of students. The Chief Proctor and their designees are not required to allow any student to start an exam late if doing so will be excessively disruptive to the other students.

United States Medical Licensing Examination (USMLE)
The USMLE is an examination series with three complementary steps, the first two of which are graduation requirements for Emory University School of Medicine, in addition to academic requirements outlined earlier. Students must successfully pass Step 1 and Step 2 Clinical Knowledge to graduate from Emory University School of Medicine.

USMLE Step 1
In addition to successful performance during the Foundations phase, students must also earn a passing score, as set by the USMLE, on Step 1 examination of the United States Medical Licensing Examination (USMLE) prior to beginning the Application phase of the Emory University School of Medicine curriculum.

Prior to taking USMLE Step 1, all academic requirements of the Foundations phase, including any necessary remediation, must be completed. For students who do not meet these deadlines, the school cannot guarantee Application, Discovery and Translation schedules that will permit the student to graduate at the originally expected time. Any delay in taking USMLE Step 1 must be discussed and agreed up with the Associate Dean for Student Success. Delays will be considered for illness, personal and family emergencies, and if recommended by the Associate Dean for Student Success for other valid reasons.

The deadline for taking USMLE Step 1 is **three weeks** before the start of the Application phase. Prior to taking USMLE Step 1, all academic requirements of the Foundations phase, including any necessary remediation, must be completed. For students who do not meet these deadlines, the school cannot guarantee Application, Discovery and Translation schedules that will permit the student to graduate at the expected time. Any delay in taking USMLE Step 1 must be approved by the Associate Dean for Student Success. Delays will be considered for illness, personal and family emergencies, and if recommended by the Associate Dean for Student Success.

Students are offered an EUSOM Step 1 Guide, regular Step 1 workshops, EUSOM tutors, and 1:1 Step 1 planning sessions through the Center for Holistic Student Success. Any delays or failures will be discussed with the Associate Dean of Student Success and any further delays will be discussed with the Associate Dean of Student Affairs, Clinical Services specific to date choices and their impact on scheduling and graduation (see chart above for implications by date of exam).

Students who do not meet these deadlines for completion of academic requirements and for taking and passing USMLE Step 1 may be referred to the Progress and Promotions Committee for consideration of academic sanctions related to failure to progress. This includes consideration for dismissal from the MD program if a student has three unsuccessful attempts to pass Step 1.

The following guidelines have been adopted regarding failure to pass the first administration of Step 1 of the USMLE. A student whose overall academic record warrants promotion, but has failed Step 1, has two options to gain promotion into the clinical years:

Option A:

- Student re-takes the test at the next available administration in partnership with the Associate Dean of Student Success to discuss both narrative (well-

being, life events) and paradigmatic variables (data driven readiness measures)
- Once the examination has been re-taken, the student may begin clinical work prior to receiving their score.
- If a passing score is achieved, the student will continue the Application phase
- If a passing score is not achieved, the student will cease Application phase course work and be allowed to retake the examination a 3rd time.
- Emory School of Medicine gives a limit of 3 attempts at Step 1 until the student is reviewed by Progress and Promotions for failure to progress and recommended for dismissal.
- A student may appeal to the Progress and Promotions Committee to ask for a 4th attempt at Step 1. The National Board of Medical Examiners allows only 4 attempts total for any student. After a fourth failed attempt, the student would be dismissed from medical school.

Option B:
Grants a year's time during which the student is encouraged to obtain remedial help and engage in an intense review of the basic sciences, with retake of the examination by the deadline of the following year (3 weeks prior to the start of the Application phase). If the test is passed by that time, the student then enters the Application phase with the following class (see chart above with implications by test date).

Students will work with the Associate Dean of Student Success to decide on test readiness based on passing at least two practice NBME exams with a 70% or above.

Students must delay taking Step 1 until they have passed two NBME practice exams (CBSSA, CBSE, or Free 120). UWorld has validity, but NBME is the measurement for test readiness.

An inability to pass a practice Step 1 exam, can be for many reasons, such as:

- Well-being
- Foundational knowledge gaps
- Test taking experience and confidence
- Question strategy
- Endurance
- Life Events
- Physical or mental health concerns
- Pressure of time

Any delay in taking Step 1 may have repercussions on the ability of a student to graduate in four years. For a student intending to graduate in four years, time taken in delayed entry to the clerkships (Application phase) must be made up later from the time allocated in the curriculum for Step 2 CK study and residency interviews. For students on-cycle, Step 2 CK study time is a 4-week period and residency interviews are also a 4-week period. For every delay, you will take away weeks from this 8-week period. Once the 8 weeks is gone, that means you

graduate a year later to ensure enough time for all clerkships, electives, Discovery, and beyond.

Any student who delays Step 1 more than three months from the beginning of the Application phase will rejoin the class below them the following March, granted that the student has successfully passed Step 1 (See chart above on implications by test date).

Any student who delays taking Step 1 should have regular check-ins with Dr. Christen Hairston (Associate Dean for Student Success) and Dr. Stacy Higgins (Associate Dean for Student Affairs, Clinical Services) so that support and student schedules can be maximized. In addition, students need to meet with a representative from the Office of Financial Aid to understand the potential impact on their financial aid package.

USMLE Step 2 Clinical Knowledge (CK)
Clinical Knowledge (CK) Students are encouraged to take Step 2 CK as soon as feasible after the Application phase. At the latest however, students must take Step 2 CK by October 1st of their senior year. **Students who plan on completing a dual degree are required to take Step 2 CK prior to leaving the MD program to begin their second degree.** MD/PhD Students are expected to complete Step 2 as soon as possible following the completion of the Application phase. They must complete Step 2 before they begin laboratory rotations in preparation for PhD enrollment.

Passing Step 2 CK is a requirement for graduation. **Students will have no more than 3 attempts to pass USMLE Step 2 CK**. A student who has three unsuccessful attempts to pass Step 2 CK of the USMLE will be considered for dismissal from the MD program by the Progress and Promotions Committee.

Again, the national USMLE guidelines state:
The total number of attempts allowed per Step is four (4). Examinees who have attempted any USMLE Step four or more times and have not passed are ineligible to apply for USMLE Steps. (USMLE Common Questions, 2025)

Once a student has failed Step 2 CK four times, they will be dismissed from the School of Medicine.

PROMOTIONAL GUIDELINES AND THE PROGRESS AND PROMOTIONS COMMITTEE

PROMOTIONAL GUIDELINES

A student is considered to have achieved adequate academic progress if they pass the sequence of courses, clerkships, and other requirements established by the

Executive Curriculum Committee. The passing standards for each course and clerkship reflect the course or clerkship objectives. These objectives map to the overall graduation requirements, which are known as the Student Physician Activities (SPAs). The SPAs include the knowledge, skills, behaviors, and attitudes achieved by Emory University medical school graduates and are published in the Student Handbook.

Professionalism is an integral component of many SPAs, and standards of professionalism – as contained in the SPAs and as otherwise described in the Student Handbook – are factors in consideration of adequate academic progress. Independent of the final grade, unprofessional behavior may be the sole criterion for which a student receives an intervention as described throughout this document.

Students must be aware that the Office of Financial Aid monitors the satisfactory academic progress of students. As outlined in Part V: Section 4 (Maintaining Academic Eligibility for Financial Aid) of the Student Handbook, failure to maintain satisfactory academic progress, including not completing courses/clerkships and/or not receiving satisfactory grades in them, may impact federal financial aid.

PROGRESS AND PROMOTIONS COMMITTEE

The Progress and Promotions (P&P) Committee regularly monitors the academic progress of students during the Emory University School of Medicine (EUSOM) MD curriculum (the "curriculum") to ensure that students are performing at an acceptable level to successfully complete their present phase and to advance to the next phase. The P&P Committee reviews all students' academic progress, discusses students who may not be making adequate academic progress, and notifies students about their concerns (each notification action an "intervention").

The P&P Committee decides whether students can advance through the phases based on EUSOM policies outlined below. P&P Committee decisions are communicated to the Executive Associate Dean (EAD), the Associate Dean of Student Success, and the Associate Dean of Student Affairs. The EAD delivers each student the P&P letter either virtually or in person.

Academic Advancement Criteria
All EUSOM students' academic records are reviewed regularly to ensure adequate academic progress of students across the curriculum. At the end of each phase, the chair of the P&P Committee consults with a representative from the Registrar's office, the Associate Dean for Student Affairs, the Associate Dean for Student Success, and the Foundations Director to review each student's academic and professional progress to determine whether the individual is ready to progress to the next phase of the curriculum (e.g., Foundations to Applications). The names of those who have not satisfactorily met all requirements will be sent to and discussed by the P&P Committee. The P&P Committee will consider all aspects of a student's

performance in this discussion, including but not limited to course grades and adherence to the EUSOM Conduct Code, Honor Code, and EUSOM and University policies.

The P&P Committee determines whether a student meets criteria to advance to the next phase using the following criteria:

1. Adequate Academic Progress: Students with passing grades in all courses/clerkships.
2. Inadequate Performance for Advancement (these students would not be promoted):
    - Students who do not complete any course or clerkship requirement(s);
    - Students who fail a course or clerkship and do not satisfactorily remediate;
    - Students who fail to complete any P&P Committee-mandated activities on which promotion is contingent;
    - Students who are on suspension;
    - Students who have failed to satisfy expectations pertaining to professionalism.

Monitoring Student Progress

In addition to the evaluation conducted at the end of each phase, during the academic year, the P&P Committee will also regularly review the progress of all students to identify those whose performance may not be adequate for promotion to the next phase of the curriculum. The P&P Committee will take a more thorough review of any students who meet the following criteria, or whose performance otherwise suggests they may be found to have inadequate performance for advancement:

- Have received interventions from the P&P Committee in the past;
- Have two or more incompletes in any phase;
- Have one or more Unsatisfactory grades in a course or clerkship;
- Have received a professionalism report.

For expectations related to the process for reporting and responding to alleged professionalism violations, please refer to Part III: Section 13 (Professional Conduct) of the Student Handbook.

The P&P Committee will review the totality of the student's academic and professional record at EUSOM and may at any point determine that interventions are needed according to the criteria outlined below. Professionalism is of equal concern to purely academic progress, and each situation will be considered in context. For these discussions, initial unsatisfactory grades in courses and clerkships are considered. Although successful remediation will result in a satisfactory grade on a student's transcript, the number of remediations required of a student will form part of the discussion of a student's academic progress.

Meeting deadlines is an important professional behavior. All course and thread requirements, as defined by the individual course and thread directors, must be

completed by the deadlines assigned. Students who fail to meet deadlines without prior approval from the relevant faculty member will be referred to the Progress and Promotions Committee. The consequences of not meeting deadlines will be determined based on factors including the significance of the requirement not completed, length of time past the deadline, and the number of missed deadlines, and can range from a letter of concern up to and including dismissal. The Progress and Promotions Committee will be notified of missed deadlines by the relevant course or thread director.

P&P Committee Notifications for Students of Concern

The interventions comprising the P&P Committee's notification actions are typically progressive in nature. However, depending on the severity or persistence of the concern, the P&P Committee may move to a more significant intervention and is not obligated to move through available options in sequence.

Letter of Concern

When the P&P Committee initially has concerns about a student's academic or professional performance, a ***Letter of Concern*** will outline the deficit areas and recommended resources for support, including the Center for Holistic Student Success.

The Letters of Concern are meant to foster a growth mindset but also to clearly delineate the consequences if the student's performance does not improve. Letters of Concern will be included in a student's internal academic file but will typically not appear on the Medical Student Performance Evaluation (MSPE).

The following is a non-exhaustive set of examples for which a student might be considered for a Letter of Concern:

- A student is required to remediate two Foundations examinations (end of course and/or Anatomy)
- A student has a professionalism or a clinical skills performance issue

Academic Deficiency

When a student's deficiencies are of a more serious nature, the P&P Committee may issue a **Letter of Academic Deficiency**. The entirety of the student's academic performance at EUSOM is factored into this decision. Notification of this status is intended to alert the student that, without improvement, they may have inadequate performance for advancement and ultimately may not succeed in medical school. Letters of Academic Deficiency will be included in a student's internal academic file but will typically not appear on the MSPE.

Although not an exhaustive list, Letters of Academic Deficiency may be considered when a student:

- Must remediate three Foundations examinations (end of course and/or Anatomy) and the summed credit hours for the three courses is six or more. For this determination and those interventions below, a single anatomy exam counts as one credit hour.
- Is noted to have a deficiency in their clinical performance over more than one clerkship or course (e.g., difficulty synthesizing clinical information, poor shelf exam performance, etc.).
- Received a Letter of Academic Warning in the Foundations phase and continues to struggle in a later phase.
- Missed deadlines during Discovery.
- Has professionalism problems that form a pattern or has a single, significant professionalism transgression.

Academic Probation

When the P&P Committee has significant concern about a student's performance and, without improvement, the student is in danger of having to repeat the curriculum or to be dismissed, the student will be placed on Academic Probation. This serves three functions:

- Provides official documentation that the student is deficient in areas related to academic or professional performance;
- Provides a pathway and defines a timeline the student must follow to regain good standing which may include, but is not limited to, remediation, maintaining appropriate performance standards, and/or adhering to professional expectations;
- Describes the consequences that will result if a student does not meet stated expectations.

Typically, Academic Probation will continue until a student successfully completes the current phase. Alternative criteria by which a student may return to good standing may be set by the Progress and Promotions Committee in consultation with the EAD and/or their designee.

Academic Probation will be included in a student's internal academic file and may be reported on their MSPE at the discretion of the MSPE Committee (for further information, see Part III, Section 9 of this handbook). Academic Probation will be reported to residency programs and licensing bodies that request this information.

The following is a non-exhaustive list of examples for which a student would be considered eligible for Academic Probation:

- A student is required to remediate four Foundations examinations (end of course and/or Anatomy) and the total for the courses is ten credit hours or more.
- A student receives an initial grade of Unsatisfactory in a clerkship or course in the Application, Discovery, or Translation phases. Remediation of the clerkship or course will be prioritized in the student's schedule. A student may be required to stop their clerkships until they have completed this remediation.
- A student has a professionalism issue(s) that the P&P Committee members judge to be significant and highly concerning or has had repeated professionalism issues that have not improved following intervention.
- A student receives an Unsatisfactory grade on their second attempt at the End of Applications OSCE.
- A student fails USMLE Step 1 or Step 2 exam twice

Repetition

Students with ongoing academic difficulty may need to repeat a course, clerkship, or phase of the curriculum. There are two primary reasons for *Repetition*:

- Students may voluntarily repeat a phase because of specific events which disrupted a student's performance but which are not considered to be indicative of larger concerns about a student's overall performance capability (e.g., health, personal, or family issues). A voluntary repetition can only be approved by the EAD or the EAD's designee. In these cases, the student will repeat the course or phase without academic penalty.
- Students may opt to repeat -or may be required by the P&P Committee to repeat- a course, clerkship, or phase, out of concern that the student has not mastered the relevant learning objectives. When a student receives Academic Probation for their initial attempt at a course, clerkship, or phase, they will remain on Academic Probation until they successfully complete that phase of the curriculum. The repetition will also be apparent on the student's transcript.

The following is a non-exhaustive list of circumstances under which the P&P Committee would require a student to repeat a course, clerkship, or phase in the curriculum:

- A student is required to remediate five or more Foundations exams (end of course or Anatomy). For a student to repeat based on this criterion, they must already meet the criteria for Academic Probation
- A student fails to receive a Satisfactory grade on the second remediation attempt for the same Foundations course or exam. The student's final grade for the course will be Unsatisfactory.
- A student receives a grade of Unsatisfactory in the Discovery phase.
- A student receives a grade of Unsatisfactory in a clerkship or course in the Application or Translations phases.

When a student is repeating a phase due to performance issues, any Unsatisfactory grade during this period should be taken seriously. Students required to repeat a course, clerkship, or phase should meet with the Associate Dean for Student Success to support their successful completion of the repetition.

Academic Suspension

Academic Suspension is considered for serious academic or professional issues that indicate the student would benefit from time away from the curriculum to manage external distractions or other concerns. Before being suspended, a student may be asked to meet with the P&P Committee and, if not, may request such a meeting. The period of suspension will typically be six months to one year and will require specific conditions to be met before the student may restart the curriculum. Students on Academic Suspension cannot restart the curriculum until the concerns that placed them on Academic Suspension have been resolved, reviewed, and approved by the EAD or their designee.

Dismissal

Dismissal is considered for serious breaches in professional conduct and/or significant academic concerns. Prior to voting on dismissal, the P&P Committee chair will contact the student and invite them to meet with the P&P Committee. The student will be advised of the right to bring a mentor/advocate with them, as well as the conduct at issue and the possible consequences. The student will be invited to discuss the issue(s) at hand and their plans to address it/them if they are not dismissed.

A student may be considered for Dismissal from EUSOM by the P&P Committee for reasons including but not limited to those listed below.

Foundations phase:

- A student is eligible for Dismissal if, due to academic reasons, they do not successfully complete all required components of the Foundations phase within two attempts at the phase.
- A student who is repeating the Foundations phase and who received Academic Probation during their initial attempt at the phase is eligible for Dismissal under the following circumstances:
    - They are required to remediate three Foundations examinations (end of course and/or Anatomy) and the summed credit hours for the three courses is six or more.
    - They are required to remediate two courses for which they received Unsatisfactory grades in their initial attempt at the phase. Note that students who are repeating the Foundations phase need to take for a grade only those courses that they haven't successfully completed already, either with an initial or remediated grade of Satisfactory.

Discovery phase:

A student who is repeating the Discovery phase is eligible for Dismissal if they receive an Unsatisfactory grade for the repeated attempt at completing the phase.

Application or Translation phase:

A student is eligible for Dismissal if they receive either of the following:

- Two initial Unsatisfactory grades in separate courses or clerkships.
- An Unsatisfactory grade for their second attempt at a course or clerkship.
- An Unsatisfactory grade on the third attempt at the End of Applications OSCE

Professionalism:

- A single professionalism violation that the P&P Committee members consider egregious may result in Dismissal. This includes, but is not limited to, negligence that, in the P&P Committee's judgment, could have led to death or serious injury. It also includes behavior that is grossly inappropriate by the standards of the medical profession.
- Multiple professionalism violations that indicate a student's inability to achieve the level of professionalism required of a physician may also result in Dismissal.

A student who does not complete the MD program within six years and who does not have approval to complete an additional degree or coursework is eligible for Dismissal (see below on Length of Time to Complete Degree).

Student Right to Appeal P&P Committee Decisions

Students may appeal interventions by the P&P Committee, including Academic Probation, Repetition, Academic Suspension, and Dismissal. If a student wishes to appeal, this request should be presented in writing to the EAD within 14 calendar days of receiving notification of the action. The appeal may be based on the following grounds:

- To consider new information or other relevant facts that the student appealing the decision feels the P&P Committee may not have known and that may have influenced their initial decision.
- To allege a procedural error in the P&P Committee process that may have substantially impacted the fairness of the decision.

For appeals of Academic Probation, the EAD will make the final decision on the appeal and will notify the student of that decision. For appeals of Repetition, Academic Suspension, or Dismissal, the EAD will convene an ad-hoc appeals panel of three faculty members to consider the appeal. The appeals panel will review the documentation from the P&P Committee and recommend to the EAD whether the

P&P Committee's decision should stand or be rescinded, with a different intervention to be put in place by the EAD, or the matter to be sent back to the P&P Committee for further action, in the discretion of the EAD.

The EAD will ultimately make the final decision on appeals and will notify the student of that decision. All appeal decisions are final.

Appeals should be conducted in a professional manner by the student involved. Students should be respectful of the perspective and judgment of members of the P&P Committee and appeals panel.

Failure to exhibit appropriate professional behavior during the appeals process may result in immediate termination of the appeal process and filing of a professionalism report by the appeals panel.

Length of Time to Complete Degree

The standard MD program at EUSOM takes four academic years to complete, either consecutively or non-consecutively.

- Obtaining another degree (e.g., MPH, MBA, etc.)
- Spending a year doing a scholarly project (or extended Discovery)
- Taking an additional year of formal coursework

Students must have a well-defined plan for this extra time to complete their MD degree and must seek approval for these additional activities from the EAD or their designee.

Students who need time off for extenuating health, personal, or family issues may seek to take leave from full time coursework. Students considering a leave of absence should consult Part III, Section 8 of the Student Handbook.

Students who plan to obtain the MD degree with no additional degrees or certificates must complete all academic requirements of the MD degree within no more than six academic years from the date of matriculation. The academic records of students in year four will be reviewed by the Registrar and the P&P Committee to ensure students can complete the requirements by the end of six years; students who will not complete the program in four years will be monitored annually, at a minimum.

A student who fails to progress in the curriculum and who is in danger of not meeting the six-year deadline is eligible for interventions by the P&P Committee, up to and including Dismissal.

Approved leaves of absence will not be counted as part of the six academic years.

However, students on leave for health, personal, or family issues or who have taken an extended time to study for a USMLE exam (for information on delaying USMLE Step 1, see Part III, section 10 of the Student Handbook) must maintain regular contact with EUSOM, respond to communications about their status, and keep the EAD or their designee informed of their plans for continuation in the program. Failure to do so may lead to referral to the Progress and Promotions Committee.

Students should also be aware that the Federation of State Medical Boards has a seven-year requirement to complete all three steps of the USMLE exam in the state of Georgia. Every state has different requirements and those can be found here: https://www.fsmb.org/step-3/state-licensure

Inclusion of P&P Decisions in the Medical Student Performance Evaluation (MSPE)

P&P decisions are included in a student's internal academic file. Refer to the MSPE section of the MD Handbook to see which P&P decisions are included in the Medical Student Performance Evaluation.

Length of Time to Complete Degree

The standard MD program at EUSOM takes four years to complete; however, students may apply to postpone graduation for a year if they want to:

1. Obtain another degree (e.g., MPH)
2. Spend a year doing a scholarly project (or extended Discovery)
3. Take an additional year of formal coursework

Students who need time off for extenuating medical/personal issues are advised to take a Leave of Absence (LOA) from medical school. Students may be eligible to be enrolled at EUSOM for additional periods for purposes of remediation or completion of degree requirements.

Students who plan to obtain the MD degree with no additional degrees or certificates must complete all academic requirements of the MD degree within no more than six academic years from the date of matriculation. Approval for a well-planned fifth year is required. The academic records of students who are approaching the deadline of "Time to Degree" for the MD degree will be reviewed by the Registrar and the Progress and Promotions Committee, with enough notice to enable the student to complete the requirement by the end of "Time to Degree".

Wellness and Well-Being

Emory University School of Medicine is committed to the wellness and well-being of learners, faculty, and staff from diverse backgrounds. This is facilitated through multiple domains which is longitudinal and begins at the start of medical school and extends to graduation. These faculty and student-driven initiatives are in alignment with the EUSOM ‘s goal on wellness which is to "facilitate system-wide cultural

changes to maximize the success and well- being of our patients, learners, and teachers".

While not an exhaustive list, EUSOM supports student wellness including mental and physical health, and financial, environmental, and social well-being. Well-being resources include:

- **Center for Holistic Student Success**: EUSOM student success center focused on mind, body, and spirit of students
- **Relationships and Community**: Emory organizes society social events, and other offerings that help promote a healthy learning environment and a sense of belonging within the community for students.
- **Purpose**: EUSOM helps students develop their professional identity and find meaning within their medical school experience. EUSOM embraces the value of diversity and personal growth and encourages students to pursue their passions (via Discovery, elective and other opportunities).
- **Mental and physical health**: Emory provides counseling and psychological (CAPS) and student health services (SHS) for all medical students. EUSOM encourages the practice of meditation, supports the enhancement of the physical environment (such as the Healthy Emory Sustainable initiatives) and strives to ensure students build their resiliency. EUSOM provides support systems and encourages healthy habits such as allowing students time to go to their doctor's appointments. In addition, Emory is a Tobacco Free Campus. EUSOM provides suggestions to enhance how students organize and manage their lifestyle which can be found in the manual "Academic Success in Emory Medical School".
- **Security**: EUSOM promotes student safety through policies and procedures regarding student mistreatment, harassment, and equal opportunity, and by ensuring a safe environment with the help of Emory's Public Safety Departments. EUSOM helps promote financial security by organizing workshops on debt management and finances throughout the curriculum.
- **Wellness Half-Days**: During the clerkships, students are required to take half-days off with "no questions asked" to engage in any preventative wellness activity. The number of wellness half-days depends on the length of the clerkship.

Other resources include your small group advisors, deans and access to the SOM Wellness and Well-being Committee through your student representative.

Center for Holistic Student Success

The Center for Holistic Student Success (CHSS) at Emory School of Medicine opened its doors in 2023 with a passion to positively (1) improve access to mental health resources, (2) improve access to academic support resources, and (3) promote trust and sense of belonging within the School of Medicine. With great success in partnership with faculty, staff, and most of all, students, CHSS continues to go deeper into ways to meet the EUSOM students' needs.

CHSS **mission** is to improve students' energy preservation through structures, systems, and supports that enhance student learning and development.

CHSS **vision** is to create an environment that optimizes the balance of health science students' mind, body, and spirit at Emory School of Medicine.

The goal of the CHSS is to promote student's self-guided learning and ability to navigate life with:

1. optimal coping mechanisms,
2. agency in accessing support, and
3. experience in refining one's professional excellence.

The holistic triad of CHSS is the mind, body, and spirit of the SOM student.

MIND: ACADEMIC AND MENTAL HEALTH RESOURCES

- 1:1 academic coaching
- Learning strategy support
- Accommodations
- Tutoring
- Access to mental health resources inside and outside of Emory
- USMLE Step 1 and 2 preparation resources
- Student success workshops

BODY: PHYSICAL ENVIRONMENT AND WELLNESS INITIATIVES

- Well-being calendar complete with yoga, meditation, community-building, and holistic wellness initiatives
- Encourage check-ups, preventative medicine, etc.
- Access to healthy eating and promotion of options on campus
- Workshops focused on food and movement and its impact on your learning
- Continuous improvement of the physical space in the SOM
- Provide oversight of student mistreatment reporting and action taken

SPIRIT: SPIRITUAL AND HUMAN CONNECTION

- Mentorship
- Grounding you in your "why"
- Focus on sense of trust and sense of belonging among students, faculty, and staff
- Emory connections to chaplains, religious and/or spiritual services, and access to interest groups focused on spiritual growth and development
- Building synergy across the School of Medicine to optimize student success through relationship building, mission alignment, and community building.

Center for Holistic Student Success, School of Medicine, Suite 305

REQUIRED SUPPLIES

Laptops
Laptops are required of all Emory University School of Medicine students. Laptops must meet technical specifications and have the required software programs installed. The School of Medicine Information Technology Services (SOMITS) is available to assist students with technical and software issues for their laptops that meet the specifications.

All newly enrolled School of Medicine students are encouraged to visit the School of Medicine's IT office before orientation to obtain help configuring laptops and mobile devices for Emory's wireless network (Emory Unplugged) and Exchange Email System.

Please verify your laptop meets all Minimum Requirements by using the requirements guide provided by IT.

Other Equipment

ID Badges
Upon matriculation, all first-year medical students will be given a set of Emory University ID badges. Badges must be worn at all time when in the hospitals and clinics.

During the clinical years, additional hospital ID badges will be provided to students. Hospital ID badges should be worn whenever in the hospital for clerkships or other training.

White Coats
Students are required to wear white coats for all clinical clerkships and outpatient clinics. Medical student white coats must have the EUSOM patch sewn on the upper left sleeve.

The Office of Admissions will provide all first-year medical students with a white coat. EUSOM patches are available in the Office of Admissions. Lab coats will be provided for the Anatomy lab. Additional white coats can be purchased by students at the University bookstore.

Required Tools
- Stethoscope (with separate bell and diaphragm end pieces)
- Otoscope-Ophthalmoscope (with ear speculae of varying sizes +/- insufflator bulb)
- Reflex Hammer
- Sphygmomanometer (with adult and pediatric blood pressure cuffs)
- Tuning forks (128 Hz, 512 Hz)
- Pen light

Other items you will need:

- Tongue depressors
- Cotton swabs
- Small flexible metric ruler or tape measure
- Safety pins
- Rosenbaum hand-held Visual Acuity chart
- Small notebook and writing instruments
- Nitrile or latex rubber gloves (for Anatomy lab)

Helpful to have – not required:

- Medical bag

Books

The Emory University Bookstore, located on Oxford Road on the Emory Campus, offers books and supplies at reasonable prices to students, faculty, and staff.

2025-2026 TUITION AND FEES

Medical school tuition covers a normal program of study for the Doctor of Medicine degree. In addition, students must pay the following mandatory fees each semester: Athletic Fee, Activity Fee, Immunization/Disability Fee, Health & Wellness Fee, Clinical Administrative Fee, and Technology Fee. A one-time Transcript Fee is assessed to students for their first semester of a degree seeking program at Emory.

A portion of the Student Activities Fee is returned to the individual classes/organizations to cover funding of appropriate class activities. Tuition payments are divided, one-half to be paid at fall registration and one-half to be paid at the beginning of spring semester. In the case that certain federal funds are not appropriated in future years for the support of education in the School of Medicine, subsequent increases in tuition rates may be necessary. Tuition rates are subject to change and will affect all students unless otherwise specified.

The 2025-2026 tuition rate for the Doctor of Medicine program is $29,500 per semester. The Doctor of Medicine program has two semesters of payment (Fall and Spring) per year.

The Board of Trustees sets the tuition and fee rates for the upcoming academic year every February. Below are the MD program tuition and fees rates:

Tuition per semester	$29,500
Athletic Fees per Semester	$171
Activity Fees per Semester	$105
Transcript Fee (Entering students only) one-time fee	$70
Health/Wellness fee	$130
Clinical Administrative Fee per Semester	$80

Student Immunization and Disability Fee per Semester	$125
Technology Fee per Semester	$80

Each year the Financial Aid Office must estimate all normal expenses incurred by students in each academic program. This estimate is called the Cost of Attendance. In addition to tuition and fees, this estimate includes expenses for books, supplies, transportation, health insurance, food, rent, utilities, etc. The estimated Cost of Attendance for the 2025-2026 academic year (Fall 2025/Spring 2026) is approximately $109,402. This covers a 12- month period. For more information visit the MD Program Cost website.

REFUND POLICY

Students who withdraw from the curriculum for any reason may qualify for a tuition refund on a semester basis. Tuition refunds will be calculated as follows:

Withdrawal during	**Charge**	**Credit**
First 5 class days (through drop/add)	0%	100%
Second 5 class days	20%	80%
Third 5 class days	40%	60%
Fourth 5 class days	60%	40%
Fifth 5 class days	80%	20%

There will be no refunds after the fifth week of any semester.

Financial Aid Resources/Helpful Links

Emory University Office of Financial Aid: Detailed instructions and information regarding the financial aid application process: www.studentaid.emory.edu

Emory University Student Financial Services (Student Accounts Office): Sends bills, accepts payment for tuition and fees, and processes refunds: www.studentfinancials.emory.edu

Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov

CSS PROFILE: www.collegeboard.org

How much should I expect to borrow for the entire MD program?

The average indebtedness for the students who graduated from the program in 2024 was approximately $182,564. (This includes loans for students who pursued a dual degree.) Some students borrowed more and some borrowed less.

Are there programs that can reduce my indebtedness?

Yes, there are a number of employment arrangements in which students can reduce their indebtedness after they complete their degree. Some of these include the National Institutes of Health, the U.S. military, and state health agencies. Also, some health care facilities will offer loan repayment incentives to potential

employees. These arrangements often require the employee to commit to employment for a specific number of years. Also, students who work for a non-profit health care facility may qualify to have the balance of their loans forgiven after 10 years of repayment through the Public Service Loan Forgiveness Program.

Emory medical students and recent MD graduates who choose a primary care career in pediatrics, medicine, family medicine, or geriatrics and commit to practicing in Georgia may be eligible for **The Kathelen and Dan Amos Medical Student Loan Forgiveness Program: Improving Access to Primary Care** in Georgia. This program offers annual awards of $40,000 - up to $160,000 maximum. More information, including eligibility requirements and FAQs, available here.

ACADEMIC CALENDARS

At the time of publication, the 2025-2026 academic calendar had not yet been released as part of the educational transformation process.

Class of 2028

Emory University School of Medicine
Calendar Overview 2024-2025
MD Program
Class of 2028

Fall 2024 Foundation Phase 1	
Date	**Event**
Monday, July 1, 2024	Fall Semester Begins
Mon, Jul 22– Fri, Jul 26, 2024	Orientation
Mon, Jul 29– Fri, Aug 2, 2024	Week on the Wards
Monday, August 5, 2024	Healthy Human Begins
Monday, July 29, 2024	First Day of Class
Monday, September 2, 2024	No Class (*Labor Day*)
Monday, November 18, 2024	Human Disease Begins
Saturday, November 23, 2024	Thanksgiving Break Begins
Monday, December 2, 2024	Classes Resume After Thanksgiving
Friday, December 13, 2024	Last Day of Class
Saturday, December 21, 2024	Winter Break Begins
Spring 2025 Foundation Phase 1	
Date	**Event**
Thursday, January 2, 2025	Classes Resume after Winter Break
Monday, January 20, 2025	No Class (*Martin Luther King Jr. Day*)
Saturday, April 19, 2025	Spring Break Begins
Monday, April 28, 2025	Classes Resume after Spring Break
Monday, May 19, 2025	Last Day of Class
Summer 2025 Foundation Phase 1	
Date	**Event**
Wednesday, May 21, 2025	First Day of Class
Monday, May 26, 2025	No Class (*Memorial Day*)
Thursday, June 12, 2025	Last Day of Class
Friday, June 14, 2025	Summer Break Begins
Sunday, July 6, 2025	Summer Break Ends

Class of 2027

Emory University School of Medicine
Calendar Overview 2024-2025
MD Program
Class of 2027

Fall 2024 Foundation Phase 2	
Date	**Event**
Monday, July 1, 2024	Fall Semester Begins
Monday, July 8, 2024	First Day of Class After Summer Break
Monday, September 2, 2024	No Class (*Labor Day*)
Saturday, October 5-8, 2024	Fall Break Begins
Wednesday, October 9, 2024	Classes Resume After Fall Break
Saturday, November 23, 2024	Thanksgiving Break Begins
Monday, November 18-22, 2024	Dedicated USMLE Step 1 Study Period Begins
Saturday, December 14, 2024	Winter Break Begins
Spring 2025 Application Phase	
Date	**Event**
Tuesday, January 2, 2025	Dedicated USMLE Step 1 Study Cont.
Monday, February 10, 2025	Deadline to take USMLE Step 1
Monday, February 17, 2025	Application Phase Begins
Mon, Feb 17– Fri, Feb 21, 2025	Integration I
Mon, Feb 24– Fri, Feb 28, 2025	Orientation to the Clinical Years
Monday, March 3, 2025	Clinical Clerkships Begin
Saturday, May 24, 2025	Summer Break Begins
Summer 2025 Application Phase	
Date	**Event**
Monday, June 2, 2025	Clinical Clerkships Resume
Thursday, June 19, 2025	No Class (*Juneteenth*)
Friday, June 27, 2025	End of AY 2024-2025

Class of 2026

Emory University School of Medicine
Calendar Overview 2024-2025
MD Program
Class of 2026

Fall 2024 Application Phase	
Date	**Event**
Monday, July 8, 2024	Fall Semester Begins
Thursday, July 4, 2024	No Class (*Independence Day*)
Mon, Aug 26– 30, 2024	Integration II
Monday, September 2, 2024	No Class (*Labor Day)*
Thursday, November 28, 2024	Thanksgiving Break Begins
Monday, December 2, 2024	Clerkships Resume after Thanksgiving
Saturday, December 21, 2024	Winter Break Begins
Spring 2025 Discovery/Translation Phase	
Date	**Event**
Thursday, January 2, 2025	Clerkships Resume after Winter Break
Mon, Mar. 3 – Fri, Mar. 7, 2025	Integration III
Friday, March 7, 2025	End of Application Phase
Monday, March 3, 2025	Discovery/Translation Phase Begins
Monday, March 3, 2025	Courses Resume
Saturday, May 24, 2025	Summer Break Begins
Summer 2025 Discovery/Translation Phase	
Date	**Event**
Monday, June 2, 2025	Courses Resume after Summer Break
Wednesday, June 19, 2025	No Class (*Juneteenth*)
Friday, June 27, 2025	End of AY 2024-2025

Class of 2025

Emory University School of Medicine
Calendar Overview 2024-2025
MD Program
Class of 2025

Fall 2024 Discovery/Translation Phase	
Date	**Event**
Monday, July 8, 2024	Fall Semester Begins
Saturday, August 24 – Sun., Sept. 1, 2024	Break
Monday, September 2, 2024	*Labor Day* (no class)
Tuesday, October 1, 2024	Deadline to take Step 2 CK
Thursday, November 28 – Sun., Dec. 1, 2024	*Thanksgiving Break*
December 21, 2024	*Winter Break*
Spring 2025 Discovery/Translation Phase	
Date	**Event**
Thursday, January 2, 2025	Clerkships Resume after Winter Break
Friday, January 3, 2025	Spring '25 Degree Application Opens in OPUS
Monday, January 20, 2025	No Class *(Martin Luther King, Jr. Day*)
Friday, February 14, 2025	Deadline to Submit Spring '25 Degree Application
Saturday, March 1-9, 2025	Break
Monday, March 10, 2025	Clerkships Resume After Break
Friday, March 21, 2025	Match Day
Monday, April 7 - Friday May 2, 2025	Capstone
Friday, May 2, 2025	Last Day of Class
Friday, May 9, 2025	MD Graduate Recognition Ceremony
Monday, May 12, 2025	University Graduation & Degree Conferral
Monday, May 12, 2025	End of Spring Term

COURSES

REQUIRED COURSES

MD 509 From Cells to Humans, 4 credits
Foundation Phase, Required, S/U
As the initial course in the School of Medicine curriculum, From Cells to Humans has the primary goal of introducing the basic design of the cell, the fundamental features of basic tissues, and the control of cellular growth and death. We will also be covering the fundamentals of cellular physiology, molecular biology, and biochemistry. Later components of the course will build on these basic concepts to expand into embryology and human development, including the provision of care to infants and children, with a focus on the biopsychosocial model in medicine, and identification of the major milestones and health-related concerns of infancy, childhood, adolescence and adulthood.

MD 519 Systemic Control of Nervous and Endocrine Systems, 3 credits
Foundation Phase, Required, S/U
As the second formal course in the School of Medicine's Foundations curriculum, Systemic Control of Nervous and Endocrine Systems builds upon the basic biological concepts covered in From Cells to Humans and focuses on their applications to two critical organ systems. In exploring the nervous system, we cover the cellular biology of neurons and glia, and discuss the biochemistry of neuronal signaling, including deeper dives into the chemistry of synaptic transmission, the autonomic nervous system, and the somatosensory and special sensory systems. Students will also learn about the biology underlying movement, and the interaction of sensory and motor modalities within the brain, including coverage of the neuroanatomy and functional properties of clinical components of the neurologic examination. We will then turn to the regulatory functions of the endocrine system, including pituitary, thyroid, and adrenocortical axes, with a focus on the physiologic manifestations of the normal function of related hormones. The course will focus a bit more extensively on reproductive hormones, including their effects on the developing embryo and how their actions manifest during human growth and pregnancy.

MD 529 Nutrition, Physiology and Metabolism, 4 credits
Foundation Phase, Required, S/U
The third course in the Foundations curriculum further explores molecular and cellular physiology, including the principles of osmosis and how they affect the balance of fluids between different compartments of the human body, the principles of thermodynamics in relation to free energy, the oxidation of nutrients to produce useful energy. It will also cover the major pathways of metabolism of carbohydrates, proteins, nucleotides, minerals, and lipids and how the integration of these metabolic pathways are managed through hormonal regulation. In looking at the application of these concepts to specific organ systems, the course will cover the electrical and mechanical properties of the heart and the essential function of the kidney, including the interrelationship between these organs as viewed in the context of blood pressure, blood volume, and blood flow in the arteries and veins. The

pulmonary system will also be discussed, including how gas exchange and gas transport are facilitated. We will review the cell biology and histology of the human digestive tract, as well as the physiology of digestion and absorption of nutrients, and the role of macro- and micronutrients in healthy human function, including a look at the consequences of nutrient depletion, and nutritional support strategies. Finally, we will cover the interaction of all of these systems in the context of normal day-to-day function and exercise.

MD 539 Genetics, Epidemiology and Risk Assessment, 3 credits
Foundation Phase, Required, S/U
In the fourth course in the Foundations curriculum, students will explore individual and population-based health risks. To evaluate and understand these risks, students will be introduced to basic concepts of epidemiology and biostatistics and compare study design formats. Students will begin to explore the medical literature, learn how to assess the validity of medical studies, and think about the translation of these results into clinical practice. Because disease risks are commonly influenced by genetic variation, we will focus on medical genetics as a framework to understand some of these concepts. We will explore the types of molecular genetic and cytogenetic variation; compare the indications, methods, and limitations of modern genetic testing; and discuss how genetic variation contributes to both rare and common disease traits. Ultimately, we will discuss health risks based on genetic variation, family history, and epidemiological factors.

MD 540 Aging and Dying, 1 credit
Foundation Phase, Required, S/U
Key concepts of geriatric medicine; basic science of aging; aging physiology; the built environment and aging; gait and function in the elderly; illness trajectory and palliation; death and dying.

MD 545 Prologue II (Human Disease), 3 credits
Foundation Phase, Required, S/U
A description of beneficial and detrimental interactions between microbes and the human host; the defense mechanisms of the human body operate and how their coordinated to prevent infection; the protective and injurious effects of inflammatory responses; disturbances in blood flow and the disruption of hemostasis and resulting vascular injury; the factors that determine if a compound can be an effective drug and how it is prescribed and the perturbation of normal cellular function resulting in neoplasia.

MD 550 Skin, Muscle, Bones and Joints, 3 credits
Foundation Phase, Required, S/U
A description of the infections, autoimmune/inflammatory conditions, malignancies/tumors, effects of wounds/trauma, effects of toxic exposures and metabolic derangements that can affect skin, muscle, bones and joints, and for these conditions, the factors that predispose to these conditions and the treatment

of such conditions, as well as a description of the genetic diseases that occur in skin, muscle, bone and joints and the treatments for such conditions, if any are available.

MD 555 Pulmonary Module, 4 credits
Foundation Phase, Required, S/U
A description of the common infections and their manifestations in the lung; normal respiratory epithelial function and its participation in host defense; factors that regulate the transfer of gases between the atmosphere and tissues; common pathological processes that disturb airflow and gas exchange and how these derangements are measured; factors that cause airflow limitation and therapeutic approaches to reverse these abnormalities; the normal anatomy of the lung and surrounding structures and how derangements in the airways, lung parenchyma, and pulmonary circulation lead to alterations in pulmonary function; regulation of blood flow through the lung in health and disease; common disorders involving the lung interstitium; the development of thoracic neoplasms, characteristic manifestations of lung cancer, and common therapeutic approaches used in its treatment.

MD 560 Cardiovascular, 4 credits
Foundation Phase, Required, S/U
Review normal cardiovascular physiology; describe cardiovascular pathophysiology; describe common and uncommon cardiovascular diseases in terms of their pathophysiology, symptoms, and physical exam findings and describe the key diagnostic and treatment options for these common and uncommon cardiovascular diseases.

MD 565 Gastroenterology, 3 credits
Foundation Phase, Required, S/U
A description of the basic function of the GI tract and liver; the risk factors, causes, and/or pathophysiological mechanisms underlying common GI symptoms; clinical presentations and complications of major GI and liver diseases; pathological features of major GI and liver diseases; the indications for endoscopic procedures; and the definition and correlation pathological features with imaging and laboratory studies.

MD 570 Renal and Genitourinary, 4 credits
Foundation Phase, Required, S/U
A description of the basic anatomy and physiology of the genitourinary system; the pathophysiological mechanisms underlying clinical symptoms and signs of major disease; the anatomical pathological disease correlates with respect to the genitourinary system, and the complexity of the kidney, the diversity of the pathology and the adaptive and maladaptive responses that occur under normal conditions and diseased states.

MD 590 Anatomy, 5 credits
Foundation Phase, Required, S/U

PUBH 501 Interprofessional Education and Public Health Leadership – 0 credit
Students will join students from health professional programs across the Woodruff Health Sciences Center to receive didactic training to perform effectively on interprofessional teams and to apply leadership and management principles to address a relevant public health issue. Interprofessional teams will compete in a health challenge competition designed to address public health and clinical issues of importance to the Atlanta community. OBJ

MD 601 Endocrine, 3 credits
Foundation Phase, Required, S/U
A description of the pathophysiology of endocrine conditions, including disorders of the pancreas, thyroid, adrenal glands, and pituitary gland; endocrinologic diseases from the molecular to the clinical level; common endocrine diseases from neonate to geriatric patient; surgical aspects of endocrine diseases; imaging techniques used to evaluate endocrine diseases; laboratory & clinical research methods in the endocrine system; endocrine conditions affecting females and reproduction.

MD 602 Reproductive Health, 2 credits
Foundation Phase, Required, S/U
A description of the reproductive health issues women may experience throughout their lifetime; the menstrual cycle, abnormalities and associated pathology; options for fertility management, ethical principles of choices regarding reproductive health; female sexual dysfunction; medications commonly used in reproductive pharmacology, side effects, and implications for use during pregnancy and lactation; sexually transmitted infections; pregnancy; lactation, benign vs malignant gynecologic and breast pathology and systemic disorders and their effects on reproductive function.

MD 605 Hematology, 3 credits
Foundation Phase, Required, S/U
A description of benign and malignant hematology including normal marrow function, anemia, infections in the immunocompromised host; lymphoid and myeloid malignancies, premalignant conditions, emergent presentations, end of life care issues; coagulation including primary and secondary hemostasis and disorders of hemostasis.

MD 610 Neuroscience, 4 credits
Foundation Phase, Required, S/U
A description of the structure and function of the brain, brainstem, spinal cord and meninges; including gross anatomy, blood supply, and spinal reflexes; the characteristic clinical features, natural history and prognosis and the etiology and pathogenesis of key neurological diseases; the mechanisms of action, use, and adverse effects of drugs for the treatment of nervous system disorders.

MD 615 Behavioral Science, 5 credits
Foundation Phase, Required, S/U
Behavioral Science concludes the examination of clinical topics in neurology and ophthalmology. The majority of the course surveys clinical topics in behavioral sciences, psychopharmacology, psychology, and psychiatry. Methods of instruction include lectures, small-group problem-based learning, live patient interviews, experiential exercises, and reflective writing.

MD 620 Infectious Disease, 2 credits
Foundation Phase, Required, S/U
Translation of basic microbiology and immunology to human disease, including generating a differential diagnosis and develop an approach to therapy; integration of information from individual organ systems to understand multi-system disease and the implications of health policy and decision-making on a population level, including the influence of economics, politics and culture on a global level.

MD 625 Elective, 2 credits
Foundation Phase, Required, S/U
This Foundation Phase elective is an opportunity for students to explore fields outside the standard curriculum. They may choose to participate in activities directed to a specific career goal or they may choose to participate in actives outside the primary field of interest. The electives can take the form of a faculty organized experience in which several students participate or a directed study where an individual student is guided by a single faculty member of their choosing. The minimum requirement for either of these kinds of elective is 15 contact hours with the faculty member.

MD 639 Essentials of Patient Care (EPC) I, 8 credits
Foundation and Application Phases, Required, S/U
This longitudinal course spans the four years of the MD program and is designed to teach students the knowledge, skills, attitudes and behaviors necessary to become competent, ethical and caring physicians. Through interactive discussion, case analysis and role-play in small group sessions, along with experiential learning by practicing on each other and with patients, both standardized and real, students will attain the clinical and diagnostic skills they will need to take excellent care of patients.

MD 642 Ethics in Medicine, 1 credit
Foundation and Application Phases, Required, S/U
Ethics is integral to the everyday practice of medicine. Our integrated ethics curriculum is designed to provide the knowledge and skills to analyze and address ethical issues commonly encountered in clinical practice. Throughout the 4 years, ethics lectures, small group discussions, embedded clinical rotation sessions, case analyses, and creative encounters help students develop critical thinking skills and provide foundational concepts and decision-making frameworks in medical ethics.

MD 645 Clinical Learning & Social Medicine (CLSM), 6 credits
Foundation Phase, Required
Community Learning and Social Medicine is a multi-year structured learning experience that combines community engagement with preparation, action, and

reflection. Learners work with over 50 community-based organizations/partners through the Atlanta area.

Outpatient Experience (OPEX)
Foundation Phase, Required
A regular, consistent exposure to clinical medicine and mentorship in a primary care setting emphasizing continuity of care and evidence-based medicine; learn and practice communication styles which are culturally sensitive and effective with patients, and professional, with colleagues; multiple experiences to learn and improve history taking and physical exam skills; multiple experiences to learn and deliver effective techniques in health promotion; opportunities for reflection on professionalism and process improvement; exposure to the various roles and responsibilities of members of the healthcare team and the office support staff necessary to manage an efficient, effective medical practice, and observation of the impact of culture, socioeconomic status, spirituality, health beliefs and practices, and lifestyle and behavior(s) on the provider/patient relationship and healthcare outcomes.

MD 705 Adult Primary Care, 5 credits
Applications Phase, Required, S/U
Students are assigned to one adult primary care practice for six weeks. Students work up one to four patients in each half-day session focusing on health promotion, disease prevention, and acute and chronic disease management in the ambulatory setting. Communication and coaching surrounding healthy lifestyle changes and preventative care are an important skill and students are given formative feedback on this via an Observed Structured Clinical Examination. Additionally, students participate in Population Health phone calls and brief training in Health System Sciences. There is a weekly clerkship school where students come together for educational activities related to primary care topics. Students are assessed through direct observation by preceptors, a student led presentation on a topic relevant to primary care, participation in various assignments and written and oral examinations. The written examination is the Aquifer Family Medicine multiple choice test.

MD 710 Internal Medicine, 6 credits
Applications Phase, Required, S/U
Students spend eight weeks rotating on the general medicine wards of Grady Memorial Hospital, the Atlanta Veterans Affairs Medical Center, Emory University Hospital Midtown and Emory University Hospital. Each student collects the database, formulates the problem list, draws up the initial plans, and follows each patient in a problem-oriented fashion. To a large extent, the students have primary responsibility for their patients, working under the close supervision of house staff and faculty. Students work as integral members of the ward team, which consists of an attending faculty member, junior assistant resident, two interns, and two students. Students make ward rounds with the house staff and present patients to the attending faculty. Each student completely works up two to three new patients per week for a total of eighteen patients during the rotation. Student goals are to learn how to collect data, identify and define individual problems, separate multifarious problems into their individual components and clarify their relationships to each other, and organize problems and follow them systematically through to

their resolution. Students attend frequent conferences where patients are presented and discussed by members of the teaching staff. Conferences extend throughout the field of internal medicine and its subspecialties. Weekly, throughout the eight weeks, students convene together with the clerkship directors to cover case-based questions and problems to complement their clinical experience. Final examinations include oral, standardized patient exams and the National Board of Medical Examiners (NBME) subject exam.

MD 715 Neurology, 3 credits
Applications Phase, Required, S/U
This rotation is required of all medical students and is taken during the Application phase of the curriculum. The student receives two two-week assignments to rotate at two of the following: to Grady Hospital, Emory University Hospital - Main Campus, Emory University Hospital - Midtown, Veterans Affairs Medical Center, The Emory Clinic, Wesley Woods, and Children's Healthcare of Atlanta at Egleston.

MD 720 Obstetrics/Gynecology, 6 credits
Applications Phase, Required, S/U
This six-week clerkship is divided into rotations in labor and delivery, gynecology, and outpatient experience. Students are involved in all aspects of patient care. They are responsible for making rounds and writing notes under the supervision of the house staff, attending assigned clinics, and participating in the activities of the operating and delivery rooms.

MD 725 Pediatrics, 6 credits
Applications Phase, Required, S/U
This six-week clerkship is divided into rotations in labor and delivery, gynecology, and outpatient experience. Students are involved in all aspects of patient care. They are responsible for making rounds and writing notes under the supervision of the house staff, attending assigned clinics, and participating in the activities of the operating and delivery rooms. In addition to this clinical experience, there is a structured didactic curriculum that includes departmental weekly conferences, skills practicum, lectures, debates, and web-based instruction. The final grade in the clerkship is based on clinical performance evaluations, a debate presentation, an oral evaluation, a standardized written examination, and the National Board subject exam.

MD 730 Psychiatry, 6 credits
Applications Phase, Required, S/U
The emphasis on this clerkship is the clinical application of principles of psychiatry learned in the first two years. Students are assigned clinical clerkships on the inpatient psychiatric wards at Grady Memorial Hospital, the Atlanta Veterans Affairs Medical Center, Wesley Woods Health Center, the DeKalb Crisis Center, and Emory University Hospital. Rotations are offered on the consultation-liaison services at Grady Memorial Hospital, Emory University Hospital, Emory University Hospital Midtown, and the Atlanta Veterans Affairs Medical Center. Assignment to child psychiatry at Children's Healthcare of Atlanta is also possible. Outpatient experience is available at Skyland Trail and is also possible at many of the clinical teaching sites. Clinical responsibilities include obtaining admission history and physical examinations, formulating psychodynamic aspects of the case, psychiatric

differential diagnosis, and actively participating in the psychotherapeutic and the psychopharmacologic management of patient treatment. Students attend and participate in rounds and ward teaching conferences as well. An additional component of the clinical duties of this rotation is participation in emergency room calls at the Crisis Intervention Service at Grady Memorial Hospital. A weekly clinical case teaching conference is held with an attending physician to demonstrate interview techniques, discuss differential diagnosis and allow for in-depth discussion of psychodynamics of selected patients. A lecture series covers major clinical aspects of the diagnosis and treatment of major psychiatric disorders including the anxiety disorders, depression, dementia, delirium, personality disorders, psychopharmacology, psychiatric emergencies and schizophrenia. A comprehensive syllabus with selected readings is provided. There is a midterm oral examination and an end of clerkship departmental oral examination in addition to the national mainboards in psychiatry. Clinical evaluations are a part of the final letter grade.

MD 735 Surgery, 6 credits
Applications Phase, Required, S/U
Students are assigned to 4 weeks of a general adult or pediatric surgery service and 2 weeks each of two surgical subspecialties. Assignments to these rotations are determined by preference sheets sent into the Clerkship Coordinator before the clerkship begins. Students serve as junior members of the surgical teams with responsibility for patient care and the opportunity to assist and practice skills in the operating room. Students are responsible for doing the history and physical examination of patients assigned to them and work closely with the faculty and resident staff in determining necessary preoperative, intraoperative and postoperative care. Students are assigned to small groups that meet bi-weekly with a Faculty Mentor. They are also assigned individually to an M4 Peer Mentor who serves as a coach for oral exams and questions about all things surgery. M4 Peer Mentors also give an Orientation presentation, several of the lectures in the lecture series and serve as instructors in the suture labs.
A comprehensive series of lectures are presented each week on a variety of surgical topics. Emory ethicists and radiologists incorporate topics from those disciplines pertinent to surgery. There are two suture labs that cover information about various techniques of suturing and knot-tying, and an advanced vascular access lab where students learn intraosseous and central venous catheter insertion on appropriate models and simulators.

MD 740 Anesthesiology, 1 credit
Applications Phase, Required, S/U
This clerkship is a basic introduction to the principles and techniques involved in the care of the perioperative patient. An anesthesiologist assists the student in discovering the techniques and principles of basic life support including airway management, maintenance of cardiopulmonary stability, and intensive monitoring. The student shall acquire an appreciation of the needs of the acutely ill patient and the role of the anesthesiologist in their care. Students also participate in morning/afternoon conferences and a case-based problem set discussion. Reading assignments are from a provided text. The final grade is based on problem set submission and participation/performance.

MD 741 Dermatology, 1 credit
Application Phase, Required, S/U
The Dermatology Clerkship is a one week required course that builds on the basic dermatologic principles taught in the Skin Muscle Bone and Joint course taught in the Foundation Phase. Those principles are applied during the actual evaluation and care of patients with skin diseases. Students work alongside faculty assessing patients in the dermatology ambulatory care clinics, primarily at The Emory Clinic & occasionally at Grady Memorial Hospital or the Atlanta VAMC.

MD 742 Palliative Medicine, 1 credit
Application Phase, Required, S/U
Palliative Medicine is one of the newest subspecialties of medicine and is the physical, spiritual, psychological and social aspect of caring for patients and families from diagnosis to death or cure of a life threatening or serious illness. Palliative Medicine is practiced in an interdisciplinary team and is then called Palliative Care. The core sill focus of palliative medicine includes pain and non-pain symptom management, advance care planning, risk-burden assessments, communication of serious illness, prognostication, spiritual assessment, psychosocial assessment, ethics and care at the end of life (to include hospice eligibility and management). The unit of care is the patient, family, and caregivers. Palliative Care is appropriate at any stage of illness. On this rotation, students will be working directly with the Palliative Care Interdisciplinary Team (IDT) that includes attending physicians, nurse practitioners, chaplain, social worker, pharmacist, and psychologist (team composition varies by site). Students will participate directly in consultation as well as family meetings with a focus on communication skills training and will be an active member of the interdisciplinary team while on rotation. The interdisciplinary care team will work together to help patients and families across their continuum of illness. All students will participate in inpatient palliative care consultation and some students may have exposure to outpatient palliative care depending on their rotation site.

MD 743 Ophthalmology, 1 credit
Application Phase, Required, S/U
The Ophthalmology Clerkship introduces each student to the field of ophthalmology. The clerkship emphasizes the examination and evaluation of common eye disease, and it is designed to provide exposure to the various subspecialties within the field while increasing the ophthalmic knowledge base of each student. The clerkship involves participation in ambulatory clinical and surgical settings while emphasizing opportunities for self-directed learning based on the ophthalmic diseases encountered in these settings.

MD 745 Radiology, 2 credits
Applications Phase, Required, S/U
The Radiology Clerkship, a 2 credit, letter grade course distributed throughout the Application Phase. The Clerkship Directors worked closely with radiology to insure the radiology material included during each clerkship is directly applicable to the types of patients and conditions that you will see. This approach reflects the way radiology actually functions in the practice of medicine. The four overall aims of the virtual clerkship are: 1) create knowledgeable users of imaging, 2) educate students about imaging safety issues, 3) review basic

anatomy/physiology/pathology important to imaging and patient care and 4) teach students to recognize selected major life/limb threatening imaging abnormalities.

MD 750 Ethics in Medicine II, 1 credit
Foundation and Application Phases, Required, S/U
Ethics is integral to the everyday practice of medicine. Our integrated ethics curriculum is designed to provide the knowledge and skills to analyze and address ethical issues commonly encountered in clinical practice. Throughout the 4 years, ethics lectures, small group discussions, embedded clinical rotation sessions, case analyses, and creative encounters help students develop critical thinking skills and provide foundational concepts and decision-making frameworks in medical ethics.

MD 755 Application – Integration I – 1 credit, Required, S/U

MD 756 Application – Integration II – 1 credit, Required, S/U

MD 757 Application – Integration III – 1 credit, Required, S/U

MD 905 Sr. Medicine Sub-Internship, 4 credits
Translation Phase, Required, S/U
The Sub-Internship is a required, graded rotation in the Translations Phase of medical school, and may be done in the disciplines of Surgery, Medicine or Pediatrics. During this 4-week rotation completed at Grady Hospital, students will take on a higher level of responsibility and function just like an intern with support from the resident. Students will sharpen data collection skills, deepen clinical reasoning, and practice hospital skills. The ensuant responsibilities students will assume are invaluable practice and maturing experience that will accelerate their growth toward being an intern.

MD 906 Sr. Surgery Sub-Internship, 4 credits
Translation Phase, Required, S/U
The Sub-Internship is a required, graded rotation in the Translations Phase of medical school, and may be done in the disciplines of Surgery, Medicine or Pediatrics. Students may choose to do their Surgery Sub-I in one of almost a dozen surgery services related to general surgery at Emory University Hospital – Main Campus, Emory University Hospital at Midtown, Children's Hospital of Atlanta – Egleston Campus, VA General Surgery, Emory University Hospital at St. Joseph's, or Grady Hospital. Students will be exposed to a variety of surgical diseases and learn the medical care of the surgical patient. Didactic and laboratory experience includes mock nurse calls and an extensive debrief, a laboratory on the fundamentals of laparoscopic surgery and mandatory checkoffs on a variety of technical and cognitive skills related to the care of the surgical patient. Students will be expected to take three 12-hour shifts of night call and complete a teaching presentation to their team as well as identify a specific technical skill they would like to work on in the operating room that month.

MD 907 Sr. Pediatric Sub-Internship, 4 credits
Translation Phase, Required, S/U
The fourth year Pediatric Sub-Internship presents first opportunities to be the primary direct caregiver to patients. This is a four-week time frame on the general

Pediatric wards at Egleston and occasionally Hughes Spalding. Students take either 3 or 5 nights of night-float during the rotation. Through direct patient care, students will fine-tune their history gathering and physical exam skills, further develop their patient/family-clinician interaction style and learn much about pediatric conditions. Students will have opportunities to perform admission histories and physicals and to write admissions orders. In addition, they will be given new patients admitted by the night float team to take as their own. Students will follow their patients daily until discharge. Presentation skills are developed, and a final case presentation is part of the course grade.

MD 910 Critical Care Medicine, 4 credits
Translation Phase, Required, S/U
Critical care is a 4-week required clerkship in the Application Phase of medical school, proving students with exposure to a wide range of critically ill patients. Students spend 4 weeks in an intensive care unit as a member of the critical care team at either Emory University Hospital (EUH), Egleston, Emory University Hospital Midtown (EUHM), the Atlanta Veterans Administration Medical Center (VAMC), Grady Memorial Hospital (GMH) or Emory St. Joseph's Hospital (ESJ). Students also participate in additional curriculum including Society of Critical Care Medicine's standardized Fundamental Critical Care Support (FCCS) course, simulation exercises in the Emory Center for Experiential Learning (ExCEL), and experiences addressing ethical issues encountered in intensive care practice.

MD 915 Emergency Medicine, 4 credits
Translation Phase, Required, S/U
Emergency Medicine is a 4-week, required rotation in the Translation Phase. Students will have an opportunity to participate in the care of patients presenting to high-volume, inner-city emergency departments with a wide variety of medical and traumatic illnesses. Each student will function as a sub-intern, working closely with Emergency Medicine residents and faculty. Each student will have the opportunity to participate as a third rider with Grady EMS.

MD 940 Capstone, 4 credits
Translation Phase, Required, S/U
Capstone is the final course of medical school, required for all graduating students. Utilizing a mix of lectures, case-based small groups, standardized-patient interactions and skills labs, Casptone's goal is to prepare students for the transition to their new role as physician. A focus is placed on communication, high-yield patient care issues, and personal well-being (psychological, physical, emotional and financial). Capstone takes place predominantly in the School of Medicine, with occasional sessions at an Emory-affiliates clinical site.

ELECTIVES

Anesthesiology

MD 920 AN01 Cardiothoracic Anesthesia & Critical Care, 4 credits
Translation Phase, Elective, S/U
Students will spend two weeks in the cardiothoracic operating rooms and two weeks in the cardiothoracic surgical intensive care units at Emory University Hospital and Emory University Hospital Midtown being exposed to the pre-, intra-, and post-operative care of the cardiothoracic surgical patient. Students will be paired with a senior resident or fellow each day. Duties will include operating room preparation, patient evaluation, and assistance with intraoperative monitoring. It is expected that students will become familiar with the interpretation of invasive monitors, selection and titration of cardiac pharmacologic agents, cardiopulmonary bypass, intraoperative echocardiography, and extracorporeal membrane oxygenation (ECMO). Typical hours are from 6am to 4pm.

MD 920 AN02 Anesthesia for Surgical Subspecialties, 4 credits
Translation Phase, Elective, S/U
Students will spend each of four weeks across the various clinical sites staffed by Emory Anesthesiology residents possibly including: Emory University Hospital ORs, Grady Hospital ORs, Grady Labor and Delivery, Children's Healthcare of Atlanta ORs, and various inpatient and outpatient pain services at Grady, Emory University Hospital, and Emory University Hospital Midtown. Typical hours are from 6:30am to 3:30pm with the opportunity (but not requirement) to spend evenings, nights, or weekends on call at Grady, Emory Midtown, Äôs only ACS verified level 1 trauma center. Attendings and residents will assist the student in learning preoperative evaluation, airway management, vascular access, maintenance of cardiopulmonary stability, intensive monitoring, and pain management.

MD 920 AN03 Pediatric Anesthesiology, 4 credits
Translation Phase, Elective, S/U
To introduce senior medical students to the principles and techniques involved in the care of the perioperative pediatric patient. Students will be involved in the preoperative assessment of pediatric patients, learn about special considerations during induction of pediatric patients, intraoperative monitoring as well as the postoperative period including pain management in the post anesthesia care unit. Students will be exposed to various locations where pediatric patients require anesthesia including the operating room, radiation oncology, MRI and interventional radiology units. Students will come away with the unique considerations for pediatric patients undergoing surgery. Students will be exposed to various congenital abnormalities and disease states in pediatric patients.

Radiation Oncology

MD 920 CR01 Radiation Oncology, 4 credits
Translation Phase, Elective, S/U

This rotation is designed as an introduction to clinical radiation oncology. Students will participate in the daily clinical practice of radiation oncology with resident and staff physicians. The student will learn by tutorial and hands-on experience. The student will be expected to spend time at The Emory Clinic, Emory University Hospital Midtown, Grady Hospital, and Atlanta VA Medical Center.

Dermatology

MD 920 D01 Dermatology, 4 credits
Translation Phase, Elective, S/U
The dermatology sub-internship elective is available for both students interested in going into dermatology as well as those who wish to learn about cutaneous disorders but who are not planning on making dermatology their career. For those students who want to become dermatologists, they may either take (1) month sub-internship consisting only of clinics, or to combine their clinical month with one or two other months of research. Students are encouraged to contact faculty directly to arrange research projects (see Dermatology Clinical Research elective offering.) Students going into dermatology will be given preference during the months of June to November. Visiting students will need to complete the VSLO registration which will require fitting for a tuberculosis mask.

MD 920 D02 Dermatology Clinical Research, 4 credits
Translation Phase, Elective, S/U
NOTE- This elective is limited to students who have already started a research project with Emory Dermatology.

Emergency Medicine

MD 920 EM02 Medical Toxicology, 4 credits
Translation Phase, Elective, S/U
The student will review records of patients admitted to Grady Hospital, Emory Midtown, Emory University Hospital, Egleston Hospital, and Hughes Spalding for toxicologic problems and will discuss and make rounds on selected patients daily under direct supervision. The student will determine the outcome of poisoning incidents reported to the Georgia Poison Center by doing follow-up calls and later may assist the staff in the management of telephone calls to the extent of demonstrated ability. Each day the student will follow three cases which are seen at bedside. An oral report will be prepared and discussed with a preceptor. The student will participate in a daily morning report. The student will attend and participate in a monthly journal club, a weekly emergency medicine conference, a weekly toxicology conference, and all toxicology lectures (at least twice a week) during the rotation. Additionally, the student will complete a virtual toxicology curriculum that covers the basic concepts of toxicology and virtual training on substance use disorders and their medical treatment. At the end of the rotation, the student will present a 10-15 minute presentation on a toxicology topic (approved by fellows or faculty). If the student is interested, he/she may also answer Poison Control calls under the supervision of an experienced specialist in poison

information. Also, if the student is interested, they may request to spend a half day shadowing in the addiction medicine clinic.

MD 920 EM07 Emergency Ultrasound, 4 credits
Translation Phase, Elective, S/U
The use of emergency ultrasound is now commonplace in community and academic emergency departments. Focused bedside emergency ultrasound is utilized to diagnose acute life-threatening conditions, to guide procedures, and to help emergency medicine physicians make real-time decisions regarding patient treatment and care. Emergency ultrasound is a goal-directed focused ultrasound examination that answers specific and important clinical questions. The goal of the Emergency Ultrasound Elective is to expose fourth year medical students to the core ultrasound applications used in daily practice by emergency medicine physicians. This elective will allow students to develop hands on skills in image acquisition and bedside interpretation of images. Students will be expected to perform 100 independent ultrasound exams, which will be reviewed for quality and completeness by ultrasound credentialed faculty. Residents and interns are often called upon to perform ultrasound guided procedures and quickly develop competence with the use of ultrasound. This elective will provide medical students with early hands-on exposure to this valuable tool. Students will develop competency in performing FAST, AAA, Cardiac, Biliary, Renal, Thoracic, and Soft tissue/Abscess imaging. Students will also be exposed to more advanced emergency ultrasound applications including ocular, advanced cardiac, DVT, testicular, and procedural applications. During this rotation, students will spend their mornings performing self-directed learning activities and completing online didactic modules. In the afternoons students will perform supervised scanning shifts with residents and ultrasound faculty.

Emory University School of Medicine

MD 920 AWAY Elective-Away, 4 credits
Translation Phase, Elective, S/U
Students may choose to do an elective outside of Emory. The majority of the away elective experiences can be applied through the American Association of Medical Colleges Visiting Student Application Service (VSAS). Students may begin to apply for away electives in March following their Application Phase.

MD 920 RSCH Elective-Research, 4 credits
Translation Phase, Elective, S/U
Students who have a particular interest in research may fulfill no more than one elective during the Translation Phase by participating in a research project. The interested student will complete a research proposal, signed by the research mentor, with the description and objectives of the intended experience. This must be submitted to the Office of Clinical Education 90 days in advance of the start date. Approval by the Associate Dean of Clinical Education is required before the research commences.

MD 920 SPEC Elective-Special, 4 credits
Translation Phase, Elective, S/U

If students have an interest in an area where there is no elective offering, they can create a unique experience with a faculty preceptor. The interested student will complete a special elective proposal, signed by the preceptor, with the description and objectives of the intended experience. This must be submitted to the Office of Clinical Education 90 days in advance of the start date. Approval by the Associate Dean of Clinical Education is required before the elective commences. International experiences are eligible for consideration as a special elective.

Family & Preventive Medicine

MD 920 FP02 Family Medicine Preceptorship, 4 credits
Translation Phase, Elective, S/U
Students work with faculty attendings and residents as members of Emory Family Medicine medical care teams during the four-week rotation. Students spend two weeks on the family medicine inpatient teaching service at EUHM and two weeks in the residency outpatient clinic at Emory Family Medicine Clinic at Dunwoody. Students are expected to improve their proficiency in caring for patients with common inpatient and outpatient diagnoses across the full spectrum of family medicine. During the inpatient weeks, students are responsible for admitting and following patients in the role of a sub-intern and presenting one brief (5 min) teaching topic during morning report. During the outpatient phase, students will work as part of a primary care team. Students are expected to attend weekly resident didactic sessions and attend scheduled before-clinic conferences preceding afternoon clinic sessions. Students must be able to provide their own transportation. There are no required weekend or holiday clinical duties.

Gynecology/Obstetrics

MD 920 GO01 Gynecologic Surgery, 4 credits
Translation Phase, Elective, S/U
Students will be assigned to the Gynecology and Gynecologic Oncology Service at Emory University Hospital and will serve as an extern on the service. This will involve full participation in the clinical care of patients on the wards and in the operating room. The level of participation will coincide with the level of skill of the student. There will be supervision during this time for the student and the student will be expected to attend all clinical conferences relating to Gynecologic Oncology.

MD 920 GO02 High Risk OB, 4 credits
Translation Phase, Elective, S/U
Students will be assigned to the antepartum High-Risk Obstetric inpatient ward, the Obstetric Outpatient Clinics and the Regional Perinatal Center. In the inpatient area the student will perform the hospital admission work-up. Review the medical record as it relates to past medical problems and the course of the present pregnancy, especially as the laboratory data relates to the status of the patient. Plan a further diagnostic and therapeutic approach. Read the basic textbook and some of the current literature which pertains to the patient's problem. Present the patient to the faculty attending during morning teaching rounds. Record the faculty attending consultation note in the medical record. In the outpatient area the student will perform return prenatal visit examinations under the supervision of the residents

and MFM fellows. Observe the faculty clinic consultant during initial evaluation of high-risk patients. In the Emory Regional Perinatal Center, the student will observe antepartum electronic fetal heart rate testing.

MD 920 GO03 Labor & Delivery, 4 credits
Translation Phase, Elective, S/U
Students will be assigned to Labor and Delivery at Grady Memorial Hospital. The student will be asked to see patients presenting in the labor and delivery area, review the medical record, examine the patient, evaluate the patient's problems, and present a plan of treatment to the resident. The student will follow both normal and complicated patients in labor under supervision of the resident. The student will perform uncomplicated vaginal deliveries under the supervision of the resident, as well as assisting the residents in complicated cases. The student will present cases to the faculty attending during morning teaching rounds and record the consultation note in the medical record. The student will attend regularly scheduled weekly departmental teaching conferences which pertain to obstetrics. The student will meet regularly with the course director or assistant course director.

MD 920 GO04 Family Planning, 4 credits
Translation Phase, Elective, S/U
Clinical activities take place at Grady Memorial Hospital, Emory Decatur Hospital (EDH), and Atlanta Women's Center (30342). This elective is designed to provide medical students with a fairly intensive exposure to the field of family planning (i.e. contraception and reproductive health services). It is designed for any clinical student who plans to utilize the learned knowledge and skills in their future specialty, whether that be OB/GYN, Family Practice, etc.

MD 920 GO05 Reproductive Endo & Infertility, 4 credits
Translation Phase, Elective, S/U
Clinical activities take place at Emory University Hospital Midtown (EUHM) and Emory Decatur Hospital (EDH). Students will participate in all clinical aspects of the reproductive endocrinology and infertility (REI) division which includes attending clinic at the Emory Reproductive Center (ERC) at Emory University Hospital Midtown. While the clinic primarily focuses on infertility treatments, patients are also seen with Mullerian anomalies, sex chromosome aberrations, and endocrine abnormalities (PCOS, pituitary adenomas, thyroid disease, adrenal disease, menopausal symptoms). Opportunities to attend reproductive surgeries in the EUHM operating room and in vitro fertilization (IVF) procedures are also available. The student will be supervised by the attending in clinic and may observe procedures with the REI fellow or resident on rotation.

MD 920 GO06 Female Pelvic Med and Reconstructive Surgery, 4 credits
Translation Phase, Elective, S/U
Clinical activities take place at Emory St. Joseph's Hospital (ESJH), Emory University Hospital (EUH), and Emory John's Creek (EJC). This elective is designed for 4th year medical students to learn more about Urogynecologic conditions of the female pelvic floor and those who are interested in pursuing further training in surgical subspecialties such as Gynecology & Obstetrics, Urology, General Surgery and other related fields within Female Pelvic Health. The student trains as an integral member of the Female Pelvic Medicine & Reconstructive Surgery (FPMRS)

team at Emory University Hospital and Emory Clinic. The medical student participates heavily in FPMRS clinics including in pre-operative evaluations, completion of History and Physical examinations particular to patients with pelvic floor defects, urinary and fecal incontinence, and other urogynecologic disorders. The student will learn non-surgical and surgical management treatments for these patients. The student participates in surgery with division faculty, participates in Urogynecologic inpatient consults, and rounds on post-operative patients on the service.

MD 920 GO07 General OB/GYN, 4 credits
Translation Phase, Elective, S/U
Clinical activities take place at 5 Emory locations: Emory University Hospital Midtown (EUHM), Emory University Hospital (EUH), Emory St. Joseph's Hospital (ESJH), Emory Decatur Hospital (EDH), and Grady Memorial Hospital. Students have full days at each site but may go to numerous sites per week. The student will spend time with Emory General OB/GYN faculty and residents and learning what a Generalist OB/GYN position is like. Time will mainly be spent in the Outpatient office setting, seeing patients alongside a faculty member; however, pending additional learner volume may also spend a week on Labor & Delivery night shifts at EUHM (6.30 pm - 6.30 am). Opportunities are generally available to follow a faculty member to the operating room and to round on patients in the hospital as well as to spend time with the residents on labor and delivery at EUHM and Grady.

MD 920 GO10 Maternal Fetal Medicine, 4 credits
Translation Phase, Elective, S/U
Clinical activities take place at Emory University Hospital Midtown (EUHM) and Emory Decatur Hospital (EDH). Students will be assigned to the Emory Perinatal Center and the inpatient Maternal Fetal Medicine/antepartum service at Emory Midtown and Emory Decatur. In the outpatient clinic the student will perform outpatient consultations with the MFM attendings and will prepare for each patient with medical record review and literature review as appropriate. They will then record the faculty attending consultation note in the medical record. Patients seen in our practice include women with gestational diabetes, heart disease, fetal growth restriction, fetal anomalies, and more. Student will have the opportunity to learn the basics of ultrasound imaging practices. On the antepartum service the student will perform inpatient consultations with the team (resident, fellow, attending) and will round daily with them in addition to having the opportunity to present patients to the attending on rounds. Student will observe the faculty consultant during initial evaluation of high-risk patients in both an inpatient and an outpatient setting. Student has the opportunity to take overnight L&D shifts at Grady Memorial Hospital if they desire (not mandatory).

Medicine

MD 920 CO01 Cardiology (Harvey), 4 credits
Translation Phase, Elective, S/U
Patients at the Grady clinic, the Cardiology Patient Simulator ("Harvey") and UMedic, multimedia computer system will be used extensively. Harvey can simulate the most common cardiovascular diseases, including hypertension, coronary artery

disease, HOCM, mitral valve prolapse and valvular and congenital heart disease. The UMedic, multi-media computer system is case-based and presents 15 different diseases will be available on computers in room B23 (basement of School of Medicine building). Didactic lectures, group discussions, bedside rounds and 12 EKG lectures and unknowns will be presented.

MD 920 CO05 Preventative Cardiology, 4 credits
Translation Phase, Elective, S/U
In this elective, the student will be working in an outpatient office practice setting. Our practice is billed as Preventative and General Cardiology. The patient we see fall in the spectrum of those who have no cardiac problems and are interested in lowering their risk of future problems to those with established cardiac problems of a variety of types. We have four attending cardiologists in our group and there is an opportunity to work with all of us. We offer in-office ECG, echocardiography, ECG treadmill stress testing, and stress echocardiography. Our physician staff also serves as the Director of the cardiac rehabilitation program at Emory. There is a large gym on the top floor of our building where we hold our cardiac rehab sessions. We are fortunate to have a great staff of exercise physiologists with whom you will have the opportunity to work in hands-on cardiac rehab experience.

MD 920 CO10 Hurst Cardiology, 4 credits
Translation Phase, Elective, S/U
This is a general cardiology elective centered on the Hurst inpatient cardiology service at Emory University Hospital. The medical student will be part of the team, which is comprised of an attending cardiologist, a cardiology fellow and three internal medicine interns. On the Hurst service, the medical student will be exposed to a wide variety of cardiac disease, including acute coronary syndromes including ST elevation MI's, congestive heart failure, arrhythmias, valvular disease, hypertrophic cardiomyopathy and many others. In addition to helping care for inpatients, the medical student will also have direct exposure to multiple aspects of cardiology including cardiac catheterization and coronary interventions, echocardiograpy, stress testing, cardiac MRI, EKG's, and cardiac electrophysiology procedures (cardioversions, ICD and pacemaker implants). The medical student will also attend a half-day of general cardiology clinic with either Dr. Williams or Dr. Gerald McGorisk. There are also multiple teaching conferences for the medical student including cardiology morning report with Dr. Doug Morris, cardiovascular grand rounds on Monday and Friday mornings, internal medicine noon conference, including internal medicine grand rounds on Tuesdays. There will be a weekly student-centered teaching session with Dr. Williams and/or McGorisk. The teaching will center on EKG's and the cardiac physical exam.

MD 920 CO11 Outpatient Clinical Cardiology, 4 credits
Translation Phase, Elective, S/U
This elective will allow the senior student to participate in an outpatient setting in a busy cardiology practice. The student will be involved in the evaluation of new patients and consultations, including history and physical examinations and discussion of acceptable methods of diagnosis and treatment. Cardiovascular assessment, diagnosis and treatment are emphasized. Hyperlipidemia management and genomics are a special focus. The student will be involved with exercise stress treadmill testing, Echoes, EKGs, Holter monitoring and event recordings, which are

reviewed daily; as well as weekly Nuclear Stress Thallium testing. The student will also have exposure to MDCT for the early diagnosis of CAD and CTA.

MD 920 CO13 Advanced Heart Failure, 4 credits
Translation Phase, Elective, S/U
This elective will provide insight for the M4 on the diagnosis and management of heart failure, particularly end stage heart failure, patients who have had heart transplants, and patients who have left ventricular assist devices. Students will be caring for patients in the hospital setting to gain firsthand knowledge about strategy for care and disease progression.

MD 920 CO14 General Cardiology – St. Joseph, 4 credits
Translation Phase, Elective, S/U
The General Cardiology Elective should serve to help foster increased exposure to cardiovascular medicine in both the ambulatory and inpatient settings. On the ambulatory weeks, students will rotate with clinical faculty assisting in office based encounters. Opportunities to observe cardiac catheterization, exercise stress testing, Transesophageal echo and cardioversion will be available. The rotation will also include 1 to 2 weeks of inpatient exposure where students are able to round with the attendings, see new patient and follow up consultations. The rotation is designed to be a 4 week elective though 2 weeks blocks can also be considered.

MD 920 DD01 Digestive Diseases (Emory), 4 credits
Translation Phase, Elective, S/U
The student will participate in the clinical services provided by the digestive disease team at Emory University Hospital. The team consists of an attending physician, one to two GI fellows, and one to two medical residents. The team will cover both GI inpatient service and consultation service to the hospital. The student will be responsible for responding to a consultation request or inpatient admission by performing a history and physical on the patient, and evaluating the initial laboratory and radiological test results. The student will then present the patient to the team on round and help formulate a list of differential diagnosis and plan diagnostic and therapeutic approaches. Following the initial consultation or admission, the student is responsible for tracking the progress including writing a progress on the patient on a daily basis until the patient is discharged. The student will be able to observe endoscopic procedures performed on the patient for clinical correlation. The student will attend several weekly conferences including GI Grand Rounds, didactic lecture series, and radiology and pathology rounds. The student will read basic GI text book and some current GI literature pertinent to the patient he or she is following. On occasions, the student may be asked to provide informal presentations on literature findings related to the case.

MD 920 DD02 Digestive Diseases (Grady), 4 credits
Translation Phase, Elective, S/U
The student will participate in the clinical services provided by the digestive team at Grady Memorial Hospital. The team will cover both GI inpatient service and consultation service to the hospital. The student will respond to a consultation request or inpatient admission by performing a history and physical on the patient and evaluating the initial laboratory and radiological test results. The student will then present the patient to the team on rounds and help formulate a list of

differential diagnosis and plan diagnostic and therapeutic approaches. Following the initial consultation or admission, the student is responsible for tracking the progress including writing a progress note on the patient on a daily basis until the patient is discharged. The student will be able to observe endoscopic procedures performed on the patient for clinical correlation. The student will attend several weekly conferences including GI Grand Rounds, didactic lecture series, radiology, and pathology rounds. On occasions, the student may be asked to provide informal presentations on literature findings related to the case.

MD 920 E01 Endocrinology, 4 credits
Translation Phase, Elective, S/U
Students will participate in outpatient and inpatient consultations of endocrine and diabetic patients in one of the three main hospitals. Students will initially see the patient, review the history, physical examination, and laboratory data, formulate and assess problems, and plan a diagnostic and therapeutic approach. They will then present that patient to the attending and write a consultant note. In addition, the student will be expected to read both basic text and current literature pertinent to the patient. They may be asked to present at the divisionâ€™s Endocrinology conferences. The students will attend 2-4 weekly diabetes, endocrine and journal club didactic lectures at different hospitals. In addition, students will have the opportunity to learn and be involved in different clinical research programs. The student will meet daily with endocrinology fellows and faculty members.

MD 920 E02 Endocrinology (Emory John's Creek), 4 credits
Translation Phase, Elective, S/U
This clinical rotation is offered at the academic endocrinology practice of Dr. Ali Rizvi at Emory Johns Creek Hospital. The student / trainee will learn about all aspects of the subspecialty, including diabetes, nutrition, lipid disorders, thyroid, endocrine hypertension, osteoporosis, calcium metabolism, pituitary adrenal and gonadal disorders, erectile dysfunction, menopause management, basic infertility workup, hirsutism, growth and pubertal problems, and endocrine malignancies. There is ample exposure to insulin pump therapy, office thyroid ultrasound, thyroid fine-needle aspiration biopsy, bone densitometry, endocrine imaging, interpretation of tests and assays, and endocrine emergencies like diabetic ketoacidosis. Latest technology for diabetes care, including continuous glucose monitoring and closed loop systems, are incorporated in the practice. Special features of the rotation are an emphasis on general endocrine outpatient clinical evaluation and intensive diabetes management. Patients are seen in the ambulatory setting as well as consults in the hospital. Students will be involved in the evaluation of new patients and consults as well as follow-up of established patients. The office staff works closely with certified diabetes educators at the ADA-recognized Emory Diabetes Program, which offers the student / trainee attendance at diabetes and nutrition education classes. There is opportunity to participate in community activities like diabetes camps and retreats, fund-raising walks, etc.

MD 920 GM05 Service & Advocacy in Medicine, 4 credits
Translation Phase, Elective, S/U
Medical students learn about the social determinants of health in the classroom and see the impact of these factors in the clinic and on the wards, but effectively addressing them takes a deeper understanding and awareness of resources. They

learn the importance of community engagement in foundations but have limited time to engage during applications. This curriculum will use a combination of didactic lectures, experiential learning, direct service activities, and personal reflection to equip future physicians to practice medicine in a socially complex world. We will help students better understand and cooperatively address the problems facing our patients and communities. Participants may also complete a scholarly activity that directly benefits our community. We have a diverse lecture series of guest professors, writing assignments including an op ed, and many more opportunities.

MD 920 GM08 Literature and Medicine, 4 credits
Translation Phase, Elective, S/U
Chekhov wrote in a letter to a friend that "Medicine is my lawful wife, and literature is my mistress." This course will introduce students to the study of medicine through the lens of great literature, and students will benefit from exposure to both disciplines. Such a course encourages students in medical school to think of medicine in terms of the human condition: suffering, personhood, and responsibility to each other, as well as a historical perspective on medicine. Studying medicine in close connection with literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection – all essential for understanding and practicing humane medical care. The elective will focus on literature that considers medical topics – including disease, healing, and death. The course will consider the work of many gifted writers who are physicians, as well as other great writers who consider important medical topics. This course is dedicated to poet and cardiologist, Dr. John Stone, and honors his fine work at Emory both in medicine and literature. Dr. Stone was a physician/poet and consummate humanist.

MD 920 GM11 Geriatric Medicine, 4 credits
Translation Phase, Elective, S/U
This elective will offer residents an opportunity to participate in the care of older, often frail patients in multiple settings of care, and under the supervision of Emory geriatric medicine faculty. This will often take place in an interdisciplinary care setting. The rotation will also give students an opportunity to learn about the complexities of the health care system as they relate to the care of older adults. Experiences may include, but not be limited to: Geriatrics outpatient clinic, home visits, experiences in skilled nursing facilities, hospital consults.

MD 920 GM15 Preventative Medicine, 4 credits
Translation Phase, Elective, S/U
This elective is for fourth year medical students considering a career in Preventive Medicine, a board specialty through the American Board of Preventive Medicine. Monday through Thursday will be divided between time with face-to-face patient care in an academic Internal Medicine clinic and project time for scholarly activity in Public Health/ General Preventive Medicine. A typical week would be Monday project time, Tuesday morning clinic time, Tuesday afternoon project time, Wednesday project time, Thursday all day clinics. Fridays will be spent with the Emory Preventive Medicine Residency Didactics program (interactions with current Emory Preventive Medicine residents and Faculty at Emory in Preventive Medicine, instruction in topics covered by the American Board of Preventive Medicine board examination, and guest lectures from practitioners of Preventive Medicine). This

Preventive Medicine elective is based on the current month-long rotation with Dr. Tong in Clinical Preventive Services offered to Emory Preventive Medicine residents as part of their residency training program. Topics of instruction during supervised clinical time will focus on applications of current U.S. Preventive Services Task Force recommendations and motivational interviewing with patients on health behaviors impacting health (for example, changes in diet, physical activity, sleep hygiene, stress management, weight loss to achieve normal body weight, smoking cessation, CDC recommended levels of alcohol consumption, and medication adherence). Scholarly activity in Public Health/General Preventive Medicine will include participation in ongoing research or quality projects that can lead to publication or poster presentation.

MD 920 GM18 Intro to Medical Education & Clinical Training, 4 credits
Translation Phase, Elective, S/U
As you look forward to your future roles as housestaff, it can be challenging to step into the role of teacher while juggling the many other responsibilities you will have for individual learning and patient care. The goal of this elective is to equip students with concrete strategies for teaching in varied settings (bedside, small group, large-scale, etc.) and to introduce future academic clinician educators to scholarship and leadership opportunities in medical education. Workshops, projects, and hands-on experiences will focus on the themes of teaching and learning, leadership, and educational research, so students can be more intentional about their teaching practices and more effective at fostering learning.

MD 920 GM20 Medicine, Compassion & the Arts, 4 credits
Translation Phase, Elective, S/U
What does it mean to practice medicine with compassion? How does this differ from the practice of medicine without compassion? How do we define, understand, and abide by the tenants of medical professionalism? How do we hone our ethical decision-making skills using lessons from the arts? This elective puts students at the intersection of the arts and medicine, and aims to develop professionalism, communication and interpersonal skills, caring and compassion. Medicine, Compassion, and the Arts builds from the success of Medicine and Compassion, a course developed by Parker and offered for the last 15 years to Emory University students as part of Italian Studies Summer Abroad. A major component of this elective is a 10-day cultural immersion, when we join an ongoing pilgrimage of students and faculty from across the disciplines as part of Emory newly established TRACE (The Renaissance Academy of the Center for Ethics). This travel segment of the elective occurs in northern Italy and includes site visits and in-depth exploration of early hospitals, medical school, dissection theaters, burial sites, and art related to the plague and its impact. Students will complete guided study and assignments during the week prior to this travel to gain knowledge and skills that provide context and content that allow them to maximize on-site cultural explorations.

MD 920 GM22 Hospital Medicine Elective, 4 credits
Translation Phase, Elective, S/U
The Sub-I hospitalist elective (SIH) builds upon and is a more intensive version of the traditional sub-internship. One to two SIH students will be paired with a motivated teaching hospitalist on their weekly admitting shifts. Students will work directly with the hospitalist (without a resident or intern) and assume care of

assigned patients. Sub-I hospitalists will admit a patient each week day and follow those patients for the entire week. The student will be responsible for writing notes, orders, and facilitating consults, procedures and discharge planning under appropriate supervision by the hospitalist.

MD 920 HO01 Hematology & Sickle Cell, 4 credits
Translation Phase, Elective, S/U
The medical student will be part of a Hematology Consultation Service consisting of an attending physician, fellows and one or two residents (PGY 2 & 3). Additional team members include nurse clinicians, social workers and physician assistants. The medical student will participate in daily hematology rounds, a multidisciplinary conference per week, new patient and follow-up hematology and a sickle cell clinic. The student will initially be asked to observe and become familiar with the clinical setting and flow. Students will be asked to initially see a patient; review the history, physical examination and laboratory data; formulate and assess problems and plan a diagnostic and therapeutic approach. He/she will then present the patient to the fellow or resident and participate in the fellow or resident's writing of their consultant note. The new patients and follow-ups will be presented to the attending daily. The student will attend Hematology Clinic on Tuesday mornings and Sickle Cell Health Maintenance clinic on Wednesday or Thursday.

MD 920 HO02 Hematology (VA), 4 credits
Translation Phase, Elective, S/U
This rotation was designed as part of the hematology/oncology rotation at the Atlanta VAMC. It combines well-balanced inpatient and outpatient patient assessment under direct supervision of the attending physicians assigned to teach in both settings. The teaching is incorporated to the requirements for anatomy, histology, cytology, physiology, physiopathology, pharmacology, clinical presentation and physical findings and treatment of most common hematological and oncologic conditions. The student is required to report to multidisciplinary conferences at 8A Mondays, hematology reviews Tuesday at 8A, Hematology/Oncology Grand Rounds (Winship) Wed 7:30A, Hematology/Oncology Fellowship review Lectures (Winship) Thursdays, Journal Club Fridays at 8A, Tumor Board on Mondays at 12PM, Head and Neck multidisciplinary case discussions on Thursday at 4PM. In addition, the student is expected to attend the Medicine Core lectures and noon conferences at the VA. There are also individual and group sessions for hematopathology reviews, about 2 hours per week. The student is expected to evaluate patients in clinic under direct supervision of residents, fellows and attending physicians as scheduled and they are expected to follow 2 inpatient consult patients and write a student note on the medical records.

MD 920 HO03 Hematology (Emory), 4 credits
Translation Phase, Elective, S/U
Students rotating on the Hematology Service will be exposed to hospital-based consultative Hematology (2 weeks on the Hematology Consult Service) and acute non-transplant management of patients with hematologic malignancies (2 weeks on the in-patient Leukemia unit). Students will also have the opportunity to perform bone marrow biopsies and lumbar punctures.

MD 920 HO05 Medical Oncology (Grady), 4 credits
Translation Phase, Elective, S/U
Extensive experience will be provided in both the inpatient and outpatient setting working with patients with hematologic and/or oncologic disorders. Emphasis will be placed on the diagnostic workup, staging and consideration of treatment options that may include chemotherapy, radiation, or palliative care. There will also be follow-up of patients with solid tumors as well as chronic hematologic disorders. Students will be assigned 2-3 patients per week for work-up and discussion with the preceptor. The student will learn how to present a patient, if not already known, and will be expected to give differential diagnoses. Students will also be exposed to palliative care and learn about its role in the treatment of patients with malignancies.

MD 920 HS02 Clinical Informatics, 4 credits
Translation Phase, Elective, S/U
Since passage of the HITECH act in 2009, over 90% of acute care hospitals and over 60% of outpatient clinics have adopted electronic health records (EHRs). The computerization of medicine presents unique opportunities for decision support, communication, research, and quality improvement. However, it also brings unique challenges as physicians spend more time in front of a computer than ever before. Physicians who understand clinical medicine and its workflows as well as the principles of health information technology will help shape the future of EHRs and medicine. In this elective, medical students will receive a basic introduction to key concepts in clinical informatics including the history of EHRs, components of the clinical information system, standards and terminologies, workflow analysis, change management, clinical decision support, human-computer interaction, quality improvement methods, quasi-experimental study design, data visualization, and data analytics. The medical student will also attend operational informatics meetings to better understand how improvements are made in a large health system. Finally, the medical student will be encouraged to identify a project to improve an aspect of care within their interest and will receive mentorship towards accomplishing that goal.

MD 920 HS03 Artificial Intelligence & Machine Learning in Medicine,
4 credits
Translation Phase, Elective, S/U
Students rotating on the Hematology Service at Emory University Hospital will be exposed to hospital-based consultative Hematology.

MD 920 ID02 Infectious Diseases (Grady), 4 credits
Translation Phase, Elective, S/U
Students will perform an initial evaluation of the patient including review of the history, physical examination, and laboratory data. The student should create a problem list, assess the problems, formulate a differential diagnosis and plan a diagnostic and therapeutic approach. The student will then present the patient to the attending physician and should write a consultation note for critique by the attending physician. In addition, the student will be expected to read both basic text information and some current literature pertinent to the patient's signs, symptoms, or diagnosis. Finally, the student may be asked to present a case at the Infectious Disease Housestaff Conference.

MD 920 ID03 Infectious Diseases (VA), 4 credits
Translation Phase, Elective, S/U
Students will initially see the patient; review the history, physical examination and laboratory data; formulate and assess problems and plan a diagnostic and therapeutic approach. He/she will then present the patient to the attending and write a consultant note. In addition, the student will be expected to read both the basic text and some of the current literature pertinent to the patient. Finally, he/she may be asked to present at the infectious diseases conferences. There is a weekly seminar on basic processes in infectious diseases and a case of the week conference that the student will be required to attend. Furthermore, he/she will meet weekly with individual faculty members for informal discussions as well as having informal laboratory sessions in the diagnostic microbiology laboratory.

MD 920 ID04 Infectious Diseases (Emory), 4 credits
Translation Phase, Elective, S/U
Students will perform an initial evaluation of the patient including review of the history, physical examination, and laboratory data. The student should create a problem list, assess the problems, formulate a differential diagnosis and plan a diagnostic and therapeutic approach. The student will then present the patient to the attending physician and should write a consult note for critique by the attending physician. In addition, the student will be expected to read both basic text information and some current literature pertinent to the patient's signs, symptoms, or diagnosis. Finally, the student may be asked to present a case at the Infectious Disease Housestaff Conference.

MD 920 ID05 Infectious Diseases (Emory Midtown), 4 credits
Translation Phase, Elective, S/U
Students will be asked to perform an initial evaluation of the patient including review of the history, physical examination, and laboratory data. The student should create a problem list, assess the problems, formulate a differential diagnosis and plan a diagnostic and therapeutic approach. The student will then present the patient to the attending physician and should write a consult note for critique by the attending physician. In addition, the student will be expected to read both basic text information and some current literature pertinent to the patient‚Äôs signs, symptoms, or diagnosis. The student will be expected to attend the core Infectious Disease conferences (Case of the Week and Seminar) while on the rotation as well.

MD 920 ID06 HIV Infections, Outpatient, 4 credits
Translation Phase, Elective, S/U
The elective is based at the Grady ID Program located at the Ponce de Leon Center. The clinic provides comprehensive primary care to approximately 5000 HIV-infected patients. The principal goal of this elective is to provide students with an appreciation of the complexity of the care of HIV-infected patients as well as provide basic knowledge in the management of HIV-infected patients. In the first 2 weeks, the student will spend time with the preceptor to discuss the pathophysiology of HIV infection, mechanisms of action of antiretrovirals, the rationale for their choice in HIV treatment, as well as diagnosis and management of opportunistic infections and comorbid illnesses. The student will be assigned reading on those topics to enhance the discussion. During that time, he/she will be

shadowing the preceptor in the evaluation of clinic patients, as well as rotating through different subspecialties clinics such as Oral Health Center, Psychiatry, Hepatitis, Lipids and Dermatology, with an opportunity to interact with different providers during the rotation. Once students are familiarized with the complex aspect of HIV care, they will have an opportunity to assess and present patients to the preceptor.

MD 920 IHHE Interprofessional Health Humanities and Ethics, 4 credits
Translation Phase, Elective, S/U
Students will explore the medical humanities and ethics in practice through engaged, interprofessional clinical experiences and discussions. The course will address the theme of embracing "otherness" and reframing the patient's story. The notion of "otherness" encompasses ideas of normal v abnormal, as well as ideas about majority v minority culture, powerful v powerlessness. Students will: 1) read fiction and nonfiction literature exploring the theme of embracing otherness and reframing illness narratives, 2) explore how concepts of otherness in healthcare has changed over time and impacted medical care, 3) participate in an interprofessional discussion with nursing students enrolled in a course on Nursing for Social Change, 4) explore otherness in several clinical contexts (e.g.: rehabilitation/disability, aging, dementia, infectious disease) and in the community; and 5) participate in the final phase of planning for and attending an interdisciplinary conference in on the theme in #1.

MD 920 NI03 Nephrology, 4 credits
Translation Phase, Elective, S/U
The student will meet each morning to make patient rounds in the hospital with the Nephrology attending, the resident and renal fellow. Patients from the consultation service will be assigned for the student to work-up, present, and follow on a daily basis. Following the performance of a history and physical examination on these patients, reviewing laboratory, x-rays, and other ancillary data, the student presents these patients to the renal attending and examines the urine with the renal attending and other members of the consult service. Following a discussion, the student fills out a consultation form, recording this information with differential diagnoses and the recommendations of the renal service. Following the initial consultation and review with the attending, the student is expected to follow these patients hospital course to document their diagnostic and therapeutic responses and in conjunction with the attending to make further recommendations for diagnosis and care. It is expected that the medical student will work-up two to three new patients a week. Sites that are available include Emory University Hospital, Emory Midtown Hospital (Crawford-Long), and Veterans Affairs Hospital. Depending on the medical students and attending faculty members' schedules the medical student could also attend and participate in the outpatient work-up of patients with renal disease.

MD 920 NI05 Transplant Medicine (Kidney and Liver), 4 credits
Translation Phase, Elective, S/U
The purpose of this elective is to introduce the medical student to transplant medicine, specifically as it relates to liver and kidney disease. Students will be exposed to the comprehensive management of patients high on the transplant list

and in the intensive care setting with complications of end stage liver disease and kidney disease. Students will gain experience from inpatient rounds and outpatient clinics which include the care of pre and post-transplant patients. Students will also be exposed to procedures related to transplant medicine including but not limited to liver and kidney biopsies, EGD (diagnosis, variceal bleeding and control), colonoscopies (colon cancer screening) and transplant surgeries. Finally, the ethical considerations relating to transplant and the psychosocial evaluation of transplant patients will also be highlighted. Students will also have the opportunity to learn about immunosuppression and the long term medical management of transplant recipients.

MD 920 NI06 Nephrology (Grady), 4 credits
Translation Phase, Elective, S/U
This is a clinical elective at Grady Memorial Hospital, which is a great place to learn Renal Medicine. As the largest public hospital in the southeast, and one of the largest in the country, patients present to Grady on a daily basis with yet undiagnosed kidney diseases and disorders of all varieties. As chronic kidney disease is endemic in the region, the volume of patients provides an opportunity to learn to manage common and unusual kidney diseases. Because of dialysis therapies, the kidneys are the only major organ in the body that you can lose and still lead a pretty decent life. More patients start dialysis at Grady than any other place in Georgia.

MD 920 PD03 Pulmonary Diseases (VA), 4 credits
Translation Phase, Elective, S/U
The student will evaluate patients with pulmonary problems along with a Pulmonary Attending physician. These evaluations will include opportunities for the student to take the primary history and physical exam from patients, review pertinent lab and radiographic studies, and form an initial diagnostic and therapeutic plan. The attending will then review this data with the student and formally complete the consultation process. Students will also have opportunities to directly observe a variety of pulmonary procedures including bronchoscopy, thoracentesis, chest tube placement, and pulmonary function studies.

MD 920 PD04 Pulmonary Diseases (Grady), 4 credits
Translation Phase, Elective, S/U
This elective includes supervised clinical experience and didactic teaching from post-graduate trainees (i.e. fellows) and attending physicians in the field of pulmonary diseases. The elective is a combination of supervised and independent clinical experience, with medical students generally serving as the first line evaluation of non-emergent inpatient pulmonary consults. After their initial evaluation of the patient, a standard presentation of the case is followed by review of relevant radiographic and physiologic (e.g. pulmonary function) studies, culminating in the differential diagnosis and discussion of the diagnostic and therapeutic approaches.

MD 920 R01 Rheumatology-Immunology, 4 credits
Translation Phase, Elective, S/U
Course Director: Prateek Gandiga, MD; Katina Tsagaris, MD
Students will attend the outpatient rheumatology clinics held on Monday from

9:00am - 12:00pm & 1:00pm - 4:00pm & Thursday from 9:00am - 12:00pm. Lupus clinic is Tuesday from 9:00am - 12:00pm & 1:00pm - 3:00pm. They will interact with several attending, fellows, and residents. Students will observe a fellow or resident during patient evaluation and presentation to a faculty member who will subsequently interview and examine the patient. Students will have the opportunity to be part of the inpatient consultations working with the rheumatology fellow. The case will be presented to the faculty and discussed in detail with opportunities for questions. There will be suggestions for follow up articles from a variety of medical journals or other data that will provide greater knowledge and understanding of auto immune and other diseases.

Neurology

MD 920 NE02 Neurology Elective, 4 credits
Translation Phase, Elective, S/U
The neurology elective clerkship is a 4-week clerkship experience incorporating two 2-week blocks at different clinical sites ensuring exposure to various aspects of clinical neurology. Specific clinical assignments, which may include outpatient subspecialty clinics as well as inpatient services in the adult neurology program, are determined based on the student's interests and personal goals. This elective emphasizes the traditional clinical experience, which is complimented by attendance at weekly didactic sessions. Student performance evaluations and an end-of-clerkship oral exam are the assessment methods utilized during this elective**.**

Neurosurgery

MD 920 SU14 Neurosurgery, 4 credits
Translation Phase, Elective, S/U
Students will be assigned to the neurosurgical service of one of the Emory University Affiliated Hospitals, depending upon the student's interest and the slots available. Students are expected to participate in all service activities, teaching conferences, etc. Patient work-ups and patient care responsibilities will be assigned to the student and will be supervised by neurosurgical staff and senior level residents. Reading material will be recommended and may include specific articles related to the pathological entities that the student encounters while on the service.

Ophthalmology

MD 920 O01 Ophthalmology, 4 credits
Translation Phase, Elective, S/U
The student will have assigned weeks of rotation at the primary clinical setting of the department. If the rotation is two weeks in duration (for Emory students only), the student will spend one week at Grady Memorial Hospital and one week at the VA Medical Center. If the rotation is four weeks in duration, the student will spend two weeks at Grady Memorial Hospital and two weeks at the VA Medical Center. In addition, time may be spent observing in certain subspecialty clinics or working with tutorials in ocular pathology at the Emory Eye Center. There will be opportunities to observe ophthalmic surgery at Grady Hospital and the VA Medical

Center. It is expected of the student that he/she read independently from assorted texts available during the course of the elective. In addition, the student is expected to attend all didactic sessions possible.

MD 920 O04 Ocular Oncology and Pathology, 4 credits
Translation Phase, Elective, S/U
The Ocular Oncology and Pathology elective will introduce the basic concepts of diagnosis and management of ocular tumors, as well as the importance of pathology in the field of ophthalmology. The majority of the time will be spent with the ocular oncology fellow and Hans Grossniklaus, MD in the L.F. Montgomery Laboratory at Emory Eye Center. The student will learn to read specimens collected from both general and subspecialty clinics and become familiar with common stains. Clinical observation in multiple ocular oncology clinic and the operating room will help the student learn about diagnostic and treatment strategies of ocular tumors. Other requirements will include presenting a patient case at the monthly Tumor Board and completing various online pathology cases.

MD 920 O05 Ocular Telehealth & Technology-Based Eye Care Services (TECS), 4 credits
Translation Phase, Elective, S/U
The Ocular Telehealth and TECS elective will introduce the basic concepts of diagnosing and managing common eye diseases screened by ocular telehealth services. The majority of the time will be spent with Dr. Maa and Dr. Lu at the following locations: Atlanta Veterans Affairs (VA) TECS office, Grady Memorial Hospital, and The Emory Clinic. Students will learn to read TECS images and become familiar with ocular telehealth's role, benefits, and limitations in ocular healthcare delivery. Clinical observation of medically or surgically managed ophthalmology patients will allow students to apply the skills he/she learned remotely. Other requirements will include attending lectures prepared by TECS attendings, self-guided studying, and working on a scholarly project with an ophthalmologist mentor.

Orthopaedics

MD 920 OS02 Orthopaedic Externship, 4 credits
Translation Phase, Elective, S/U
During this elective, there are both operative and clinical responsibilities while on service. The assigned reading coincides with the weekly resident didactics. Students will be asked to prepare a talk on a topic of their choosing for presentation at the end the rotation.

MD 920 OS04 Sports Medicine, 4 credits
Translation Phase, Elective, S/U
Outpatient Nonoperative Sports Medicine - This is a busy clinic-based elective for students interested in going in to primary care (family medicine, pediatrics, internal medicine), emergency medicine, PM&R, orthopedics, or those whom just have an interest in Sports Medicine. They will work in the clinic with board-certified sports medicine specialists whom are also trained in family medicine, pediatrics, PM&R, or Emergency Medicine as a primary clinician evaluating new, return patients. The

student will have high volume exposure to a variety of sports medicine attendings in evaluation and musculoskeletal exams, concussions, diagnostic ultrasound and injections with and without ultrasound guidance. Additionally, sports medicine outreach coverage is available in this popular elective.

Otolaryngology

MD 920 SU10 Otolaryngology, 4 credits
Translation Phase, Elective, S/U
First, we are glad you have sought interest in Emory Otolaryngology Head & Neck Surgery. We take great pride in our specialty and look forward to providing you with an excellent learning opportunity and clinical experience. We are fortunate enough to have every Otolaryngology sub-specialty strongly represented in our department. This with our excellent complement of residents places our program among the strongest in the nation. We have designed the Otolaryngology Head & Neck Surgery rotation to provide an introduction and basic clinical experience in our specialty. We realize that many of our rotators will go on to train in other specialties. We therefore hope to provide a broad exposure to General Otolaryngology while passing along skills beneficial to any generalist physician. Fortunately for others interested in advancing in Otolaryngology, our diverse department can provide excellent exposure to the varied sub-specialties and their advanced therapeutic and diagnostic procedures. Our department is founded on a strong commitment to medical education. We have attempted to structure student rotations to be as enriching as possible, combining a somewhat structured curriculum with much opportunity for hands-on and individualized attention. Our faculty, staff, and residents are all very interested in making your stay as fulfilling as possible. Please let us know if there are any other ways we can assist.

MD 920 SU42 Otolaryngology, Comp Care Head & Neck Onc Pt, 4 credits
Translation Phase, Elective, S/U
Students will spend one month to learn the comprehensive (multidisciplinary) care of a head and neck cancer patient, with a focus on surgical care and skill. This will involve significant time in the multidisciplinary clinic (MDC) learning how the combination of surgical oncology, radiation oncology and medical oncology contribute to treating head and neck cancer. Further, substantial time will be spent in the operating room, assisting with ablative surgical oncology and reconstructive surgery (free and regional tissue transfer). Students will be expected to actively partake in wound closure, including basic plastics procedures of adjacent tissue re-arrangement and skin grafting. Competence in these procedures is an expectation at the end of the month. Students will round with the head and neck team and learn the art of managing these complex patients in the ICU and floor. Throughout the month, students will have dedicated time to spend with radiation oncology, medical oncology, speech language pathology/nutrition, neuro-radiology and head and neck pathology to understand the true necessity of a multidisciplinary team in the management of head and neck cancer patients.

Pathology & Laboratory Medicine

MD 920 PA01 Pathology, 4 credits
Translation Phase, Elective, S/U
Course Director: Stewart Neill, MD; Jeannette Guarner, MD
This elective is designed for medical students considering a career in pathology and for students who wish to learn more about the role of pathology in the care of their patients. The four-week rotation is divided into blocks that cover each of the major aspects of pathology. *Anatomic pathology:* With the direct assistance of pathology residents and faculty, the rotator will get hands-on experience in gross examination and dissection of surgical specimens, microscopic study of tissue and formulation of pathologic diagnoses. The rotator will have the opportunity to follow specimens from the time they are received in pathology until the time they are officially signed-out. They will also spend time in the frozen section room. Intraoperative frozen section is an essential part of many surgical procedures. During this consult, the pathologist makes rapid diagnoses of frozen surgical specimens and relays the diagnoses intraoperatively to the surgeon, thus helping to decide the course of therapy. Depending on the type of specimen examined, the pathologist might determine the benign or malignant nature of a given lesion, if the margins of a tumor resection are free of malignancy, etc. During this week, the rotator will learn how the pathologist interacts with clinicians during frozen section consultation, and will be introduced to tissue sectioning, histologic staining, and gross/microscopic diagnosis.

MD 920 PA02 Forensic Pathology & Death Investigation, 4 credits
Translation Phase, Elective, S/U
Students participate in daily morning case review meetings, didactic sessions, and afternoon wrap-up case review meetings with staff. They also observe and participate in autopsies and postmortem examinations, as well as death scene investigations when feasible. Students also usually have the opportunity to observe court testimony proffered by medical examiner staff pathologists. In short, the elective serves to provide the student with a basic understanding of forensic pathology and death investigation.

MD 920 PA03 Forensic Pathology: Georgia of Bureau of Investigation
4 credits
Translation Phase, Elective, S/U
The Medical Examiner's Office of the Georgia Bureau of Investigation provides complete forensic pathology services to 155 of Georgia's 159 counties in deaths which qualify as coroner cases under the Georgia Death Investigation Act (OCGA 45-16-2). On-site forensic science departments include chemistry, firearms, forensic biology, fingerprints, toxicology, and trace evidence. Death cases are reported to the Medical Examiner's Office by coroners, deputy coroners, and government officials. Requests for examinations are received 24 hours a day, 7 days a week. The office is certified by the National Association of Medical Examiners. Computed tomography scans and x-rays are performed on site.
The medical student will assist with autopsies performed on decedents of all ages, who died from both natural and non-natural causes. The student will learn to correlate investigative data, autopsy findings, and toxicology results to construct differential diagnoses and determine cause and manner of death. The student will

gain exposure to the pathology of natural disease and common injury patterns seen in blunt force trauma, sharp force injury, firearms injury, motor vehicle fatalities, asphyxia injuries, temperature and electrical injuries, and suspected elder and child abuse. The student will learn to correctly sign a death certificate, understanding the differences between cause, manner, and mechanism of death. The student will attend criminal court and learn how the medicolegal death investigation system interacts with the criminal and civil legal systems, as well as public health and safety agencies. When possible, the student will rotate through forensic science departments and participate in a mock trial, held in the Georgia Bureau of Investigation training courtroom. Opportunities to publish case reports or participate in retrospective research using death certificate and autopsy data are encouraged.

Pediatrics

MD 920 PE02 General Pediatrics Inpatient, 4 credits
Translation Phase, Elective, S/U
Fourth year students rotating on the general pediatrics inpatient elective at Egleston are expected to function as a sub-intern. There are four general pediatric inpatient teams. Each team is composed of a senior (third-year) resident, one intern, and one to three third year medical students and is overseen by a general pediatrics attending. We allow one fourth year student per team, on up to four teams. The fourth-year medical student functions as similarly as possible to an intern with close supervision under the senior resident and attending. Ideally, no team has two interns and a fourth-year medical student. Additionally, third year medical students are not permitted to follow patients belonging to the fourth-year student, so as to allow the fourth-year student complete ownership of his/her patients on the student level. Fourth year students spend four weeks on the same inpatient team. Depending on correspondence with resident and attending rotation blocks, students can expect to have one to two resident teams and one to three attendings over the course of their rotation. Fourth year students take call with their team. There is no overnight call. There is an option to do night float for 3 to 4 nights during the rotation. Each of the four teams rotates on a continuous every fourth day on call schedule. The on-call team admits patients arriving before 7pm. Fourth year students can expect to be on short call every fourth day with their team. Fourth year students typically care for two to three patients initially with gradual increase to four to six patients depending on the team's census and the student's capability. The student has opportunities to perform complete admission history and physicals, write orders (with supervision in the EMR), pre-round daily on his/her patients, and present patients on rounds. The student may interact directly with consultants and allied health professionals.

MD 920 PE04 Pediatric Emergency/Urgent Care, 4 credits
Translation Phase, Elective, S/U
This elective is an introduction to Pediatric Emergency Medicine and Urgent Care.

MD 920 PE05 Pediatric Cardiology, 4 credits
Translation Phase, Elective, S/U

The elective will occur at the Cardiac Step-Down Unit at Children's Healthcare of Atlanta at Egleston. Students will be involved in all aspects of the clinical care provided to patients on the cardiology service including: clinical assessment, formulation of a differential diagnosis, choice and interpretation of appropriate testing, and development of an impression and plan. Students will present their patients during our multidisciplinary rounds and communicate with families and consulting services. Patient load will be maintained at a reasonable level to facilitate self-directed learning and attending didactic sessions.

MD 920 PE06 Pediatric Endocrinology, 4 credits
Translation Phase, Elective, S/U
At the beginning of the course, the student will meet with the faculty member to define individual goals and develop an individualized format. There will be weekly assignments for reading and a weekly tutorial to discuss assigned topics in the fundamentals of Pediatric Endocrinology. The student will observe and participate in the following activities in the course of each week on the service: 1) a referral practice of Pediatric Endocrinology at the Emory Children's Center (ECC); 2) a journal club and interdepartmental endocrine group conference on Monday afternoons; and 3) evaluation and management of inpatients at CHOA-Egleston. Students with an interest in medical research will be invited to participate in the conferences and discussions of a laboratory group with interests in molecular/genetic investigation, disorders of growth, and in the pathogenesis of diabetes. The student will participate in both the outpatient clinic and if the student desires, the inpatient service.

MD 920 PE07 Ped. Hematology/Oncology/Bone Marrow Transplantation, 4 credits
Translation Phase, Elective, S/U
This elective will provide medical students with rich clinical experiences in Pediatric Hematology/Oncology through participating patient care activities under direct supervision, to achieve the following educational goals: To know the fundamental aspects of red blood cells, white blood cells and coagulation those are relevant to common clinical blood disorders and malignancies in children. To comprehend the clinical spectrums of anemia, neutropenia, thrombocytopenia and bleeding disorders, as well as common childhood cancer. To understand the principles of diagnostic approach to anemia, neutropenia, thrombocytopenia and bleeding problems, and patients suspected having malignancies, and to apply them in clinical settings properly. To acquire the skills of evaluating and managing common blood disorders in children.

MD 920 PE08 Pediatric Infectious Diseases, 4 credits
Translation Phase, Elective, S/U
Students will be members of the inpatient consultation team for a major children's hospital and will actively participate in diagnosis and management of a large variety of infectious diseases. They will be scheduled for clinic time in the outpatient ID clinic and in the Pediatric HIV Clinic. Students are expected to read deeply about patients encountered and will be provided a case series with background readings to cover major pediatric infectious diseases. Teaching is performed on the wards and in the clinics. Students attend weekly case conference where they will present their cases to a broad audience of pediatric ID experts. Students are expected to

attend the Case of the Week conference and other divisional conferences during the rotation. Literature review for all patients encountered is required. Short didactic presentations on pertinent topics may be assigned.

MD 920 PE09 Medical Genetics, 4 credits
Translation Phase, Elective, S/U
This elective is for students who wish to broaden their knowledge of the field of Medical Genetics. Since our division is primarily an outpatient and consultative service, the students will spend most of their time in outpatient clinics. Students will spend time primarily in our General Genetics and Metabolic clinics. There are also opportunities to participate in specialty clinics, including the Down Syndrome clinic, Fragile X clinic, 22q11 Deletion syndrome clinic, Craniofacial clinic, Lysosomal Storage Disease clinic, and ophthalmic genetics clinic. Depending on a student's interests, there are opportunities to spend time with cancer genetics counselors or in one of our clinical laboratories (including clinical cytogenetics, clinical molecular genetics, and clinical biochemical genetics laboratories).

MD 920 PE10 Neonatal/Perinatal Medicine, 4 credits
Translation Phase, Elective, S/U
Students will be part of the NICU team which includes pediatric residents at both the PGY-1 and PDY-2 level, a Neonatal Nurse Practitioner, a Neonatology fellow, and the attending neonatologist. In addition to the conferences described, the student will have several patients to follow and present on daily rounds. Overtime, the student will be given patients of increasing complexity. Students will be given the opportunity to acquire experience in caring for the newborn patient and family through the role of an extern with supervised responsibilities. The student will function in the Grady Memorial Hospital NICU over a 4-week period. The duty periods will be largely during the day, but the student is expected to take 2-3 night shifts in order to have additional delivery room and NICU management experience.

MD 920 PE11 Child Neurology, 4 credits
Translation Phase, Elective, S/U
The student who takes the Child Neurology elective will engage in all dimensions of Child Neurology. The student will develop an understanding regarding the application of Neuroscience to the Pediatric population. The student will experience a range of care the Child Neurologist delivers both inpatient and outpatient. The student will be exposed to the sub specialties of Child Neurology by working with the faculty of the Child Neurology Division.

MD 920 PE12 Pediatric Nephrology, 4 credits
Translation Phase, Elective, S/U
Inpatient: Attend daily teaching rounds at 10am every day. Walk rounds on inpatients with faculty and fellow. Follow one or two inpatients. Perform the initial evaluation of children who require pediatric nephrology consultation. Outpatient: Attend clinic sessions (general nephrology, kidney transplant, chronic renal failure, hypertension). Make understanding of physiologic principles as well as psychosocial issues that result from these conditions.

MD 920 PE14 Pediatric Pulmonary Medicine, 4 credits
Translation Phase, Elective, S/U
On the first day, students will join the inpatient team on rounds at 10am in the Technology Dependent Unit. Following this, students will meet with Dr. Simon to create an individualized learning plan (email correspondence prior to the elective will help to ensure achievement of goals). Based on this, an individualized schedule will be made. Generally, this will include two weeks on the inpatient pulmonary services where the student will be assigned two to three patients whom they will provide direct care for with assistance by the residents and direct supervision by the attending. For the remainder of their time (two weeks), the students will be assigned to various ambulatory clinics including general pulmonary, sleep/apnea, cystic fibrosis, sickle cell lung disease, severe asthma, and aerodigestive clinics. Through these experiences, students will also have the opportunity to perform and interpret various pulmonary function tests. Additionally, during this time, students will perform pulmonary consultations with the attending and fellow team as well as attend flexible bronchoscopies. For students requesting an experience in pulmonary research, an individualized project will be developed ahead of time through discussions with the student such that meaningful research can be performed in the short period of the rotation.

MD 920 PE15 Pediatric Gastroenterology & Nutrition, 4 credits
Translation Phase, Elective, S/U
Students will work closely with the supervising resident, GI fellow or GI attending while on inpatient or outpatient service. They will learn how to gather patient information including history, laboratory data, examine the patients, come up with their impression and plans, and then discuss with the resident or GI fellow. They are expected to write their daily progress notes which will be reviewed and receive feedback from an Attending or GI fellow. Students will attend GI conferences every Tuesday afternoon, where the GI fellows will present journal articles and do case presentations. Students also will attend once a month GI pathology rounds and GI radiology rounds and nutrition rounds along with entire GI faculty, along with pathologist or Radiologist and fellows and GI residents. During the sessions, different, challenging and interesting cases will be presented by GI fellows. Students also will attend GI didactic/board review sessions every Wednesday morning @ 8 am with other residents and GI fellows and GI Attendings. Students are required to give a presentation on an interesting case or GI topic each week during their GI rotation.

MD 920 PE19 Child Abuse & Forensic Peds, 4 credits
Translation Phase, Elective, S/U
The purpose of this elective is to enable the student to learn the skills needed to identify child abuse. The rotation will include inpatient consults at both Scottish Rite and Egleston, outpatient clinic time at the Child Protection Centers at Scottish Rite and Hughes Spalding, attendance at Fulton and DeKalb County multidisciplinary team meetings and child fatality reviews, having “hands on” experience with DFCS case worker and also spending time with the state attorney’s office. The student is expected to read books and articles on a core reading list.

MD 920 PE22 Law and Medicine: The Health Law Partnership, 4 credits
Translation Phase, Elective, S/U
Students will observe and participate in advocacy and problem-solving on behalf of low-income clients served by the HeLP Legal Services Clinic at GSU College of Law and at the Health Law Partnership at Children's Healthcare of Atlanta. Half the time will be spent working with law students at the HeLP Legal Services Clinic. Students will attend law clinic and legislative advocacy classes relating to poverty law and service to low-income clients, participate in case rounds, and be paired with a team of law students to work on cases handled in the clinic and attend weekly supervisory meetings with law student teams. The other half of the time will be spent at the hospital-based office of the Health Law Partnership, where students may assist in client intake, observe court appearances, observe case acceptance meetings, and participate in other functions related to the business of serving the legal needs of low-income clients whose children are being cared for by Children's Healthcare of Atlanta.

MD 920 PM25 Allergy/Immunology (Pediatric & Adult), 4 credits
Translation Phase, Elective, S/U
This subspecialty elective provides experience in the evaluation and management of common clinical problems in allergy and immunology, The learner will assist in the diagnosis and management of asthma, rhinitis/conjunctivitis/rhinosinusitis, atopic dermatitis, contact dermatitis, urticaria, angioedema, anaphylaxis and adverse reactions to foods, drugs and stinging insects. Additional experience in immunodeficiency disorders, as well as experience in allergy skin testing, administration of allergen immunotherapy, performance and interpretation of pulmonary function tests, and performance of food challenges and/or drug challenges/desensitization may also be provided. Outpatients will be evaluated by the student/resident under supervision of the faculty physician. In addition, it is expected that the learner will complete recommended readings, participate in selected on-line learning activities and complete both pre-test and post-test assessments.

Psychiatry & Behavorial Science

MD 920 P01 Psychiatry - VAMC, 4 credits
Translation Phase, Elective, S/U
Student will be exposed to a variety of psychological illnesses including Mood Disorder, Thought Disorders, and Anxiety Disorders including Post-Traumatic Stress Disorder in veterans, Substance Abuse Disorders, Personality Disorders, and Medical Conditions contributing to psychological disorders. The student will shadow an attending or third year psychiatry resident and increase in their skill of interviewing, determining differential diagnosis, and treatment of psychiatric illnesses. They will learn medication management in addition to psychotherapy techniques.

MD 920 P02 Psychiatry Sub-internship (Grady) Milieu Unit, 4 credits
Translation Phase, Elective, S/U
Students will work on the 13A inpatient unit largely functioning as an intern under the supervision of the attending psychiatrist and chief resident. The focus is on the

in-depth, evidence-based treatment of patients with serious mental illness. Equal emphasis will be placed on psychopharmacological and psychosocial interventions. The M4 will give clinical presentations and develop diagnoses, will be expected to participate actively in all didactic activities, and to do basic readings in the area of their elective.

MD 920 P04 Community Psychiatry at Grady, 4 credits
Translation Phase, Elective, S/U
The purpose of the Community Psychiatry elective is to provide senior medical students exposure to working with individuals with severe mental illness in an outpatient setting at Grady Health System. The student will gain experience in integrated behavioral healthcare in a primary setting, first episode psychosis, clozapine, and family psychotherapy. On the days the student is not in clinic (Tuesday a.m., Thursday p.m., Friday p.m.), they will work on a community psychiatry project with Dr. Cotes. Projects can include working on existing schizophrenia research projects, narrative writing experiences, or advocacy initiatives depending on the student's interest. Students will also participate in other group supervisory experiences with other senior psychiatry residents.

MD 920 P06 Inpatient Psychiatry, 4 credits
Translation Phase, Elective, S/U
The Emory Medical Psychiatry unit is a voluntary psychiatry unit that admits patients with a variety of behavioral problems. The unit is unique in Atlanta because of its ability to manage complex medical and neurological problems while meeting patients' behavioral health needs. Students in this elective will act as Junior Psychiatry residents, independently managing a panel of patients and directly responsible to the Chief Resident and attending physician.

MD 920 P09 Psych Med Practice/Psychiatry Consults, 4 credits
Translation Phase, Elective, S/U
This elective serves to those medical students who may have a strong interest in pursuing a career in psychiatry and more specifically in the subspecialty field of consultation liaison psychiatry or psychosomatic medicine. Over the 4-week period, the medical student will have opportunities to serve as consultation to inpatient medical and surgical patients at Emory University Hospital and the Center for Rehabilitation Medicine Hospital. They will learn to interview and evaluate a wide variety of patient populations including patients with delirium, dementia, affective disorders, anxiety disorders, somatoform disorders, substance abuse, and psychotic disorders. They will learn to properly assess medical decision-making capacity. They will also have the opportunity to evaluate patients as candidates for heart, liver, and lung transplants.

MD 920 P11 HIV Psychiatric Services, 4 credits
Translation Phase, Elective, S/U
Elective is formally titled: *Psychiatry: HIV/Aids Mental Health/Substance Abuse Treatment Services* and takes place at the Grady Infectious Disease Clinic at 341 Ponce de Leon Ave. This elective allows students to primarily experience the evaluation, treatment, and management of individuals with HIV/AIDS + comorbid mental health and substance use issues/illnesses and engage with various members of the treatment team, with diverse backgrounds and clinical skills, in providing

these services. Through this elective, the student will have the opportunity to develop clinical skills, including problem solving, diagnosis, treatment planning, etc., important in working with patients. Primary student responsibility will include observed/supervised patient interactions and engaging in the diagnosis and treatment recommendation process + the student will have individual supervision and teaching sessions with clinic attending's throughout the rotation.

MD 920 P12 Intro to Criminal & Civil Forensic Psychiatry, 4 credits
Translation Phase, Elective, S/U
This forensic elective gives students exposure to the criminal and civil aspects of forensic psychiatry. The criminal aspects of forensics studied will include assessment of competency to stand trial, criminal responsibility (insanity defense evaluations), assessments for civil commitment and dangerousness, and treatment of defendants in a jail setting. The student will have exposure to these defendants at the local jails and state hospital forensic units. The civil aspects of forensics studied will include review of medical malpractice cases (i.e. cases that cover issues such as informed consent, right to refuse treatment, suicide, polypharmacy, false imprisonment), review of issues related to mental health discrimination and workers' compensation. There is also exposure to evaluations for capacity (dementia) and child custody. This elective gives the student exposure and experience in the courtroom and contact with courtroom personnel, including lawyers and judges.

MD 920 P14 Survey of Women's Mental Health, 4 credits
Translation Phase, Elective, S/U
Women make up a majority of the patients cared for by psychiatrists in the United States. Many women with psychiatric illness are in their reproductive years and thus require treatment which is tailored to their needs. This elective will expose the student to a variety of settings where women are cared for: 1. The Grady Hospital Women's Clinic which is integrated with the department of Obstetrics and led by Stephanie Winn, MD. The student is likely to see patients with more severe mental illness and active substance abuse while in this setting, as well as women with significant socioeconomic stressors. 2. Emory Neurodevelopmental Exposure Clinic under the supervision of Claire Coles, PhD. Student will become familiar with the sequelae of alcohol, substance and toxin exposure in women and their offspring 3. The Emory Women's Mental Health Program- Drs. Toby Goldsmith and Rebecca Woo will allow the student to shadow them as they see their active patients and supervise the care of patients seen by PGY-4 residents 4. PEACE for Moms- Student will have to present a tangible project at the close of their rotation which can be used for this statewide perinatal psychiatry access program.

MD 920 P23 Combined Internal Medicine and Psychiatry Elective, 4 credits
Translation Phase, Elective, S/U
The student will rotate at Grady Memorial Hospital on the combined medicine psychiatry unit.

MD 920 P24 Psychiatry (Skyland Trail), 4 credits
Translation Phase, Elective, S/U
Students will work at Skyland Trail, a nationally recognized nonprofit mental health treatment organization serving adults ages 18 and older. Students will be exposed

to a wide variety of psychopathology in a community/outpatient setting and to a holistic program of evidence-based psychiatric treatment, integrated medical care, research and education. There is no call schedule for this elective.

MD 920 P25 Comprehensive Child Mental Health, 4 credits
Translation Phase, Elective, S/U
In this clinical elective, students will observe and participate in a series of experiences that represent the elements of care from birth to young adulthood that comprise the evidence base of the field. The reasons for fragmentation of care in health systems and strategies for transforming systems of care for children will be a consistent theme of the elective.

Radiology

MD 920 RA01 General Diagnostic Radiology, 4 credits
Translation Phase, Elective, S/U
On the first day of the elective the students go through an orientation session. Students are given the opportunity to arrange their own rotation in the department to gain exposure to the areas of radiology in which they are most interested. Rotation blocks are scheduled by the week with areas of training available in nuclear medicine, neuroradiology, abdominal imaging, pediatric radiology, musculoskeletal radiology, thoracic radiology, emergency radiology, mammography and interventional radiology. The students can be exposed to CT, MRI, PET-CT, fluoroscopy, digital radiography and digital mammography, ultrasound and interventional procedures.

MD 920 RA10 Advanced General Diagnostic Radiology, 4 credits
Translation Phase, Elective, S/U
This elective is geared towards the student interested in radiology as a potential career choice. Opportunities for self-study in radiology and present topics in radiology to a group with feedback from a resident, fellow, or attending will be offered. Students will rotate in the department to gain exposure to the areas of radiology in which they are most interested. Rotation blocks are scheduled by the week in the following areas: nuclear medicine, neuroradiology, abdominal imaging, pediatric radiology, musculoskeletal radiology, thoracic radiology, emergency radiology, mammography, and interventional radiology. Students will prepare four power point case presentations.

MD 920 RA12 Interventional Radiology, 4 credits
Translation Phase, Elective, S/U
This course provides the medical student with a more detailed exposure beyond the introductory/shadowing exposure to the practice of Interventional Radiology and Image Guided Medicine. The students will act as sub interns as part of the interventional team. They will participate in the pre-procedure imaging and clinical evaluation of patients who will undergo minimally invasive image guided procedures. They will scrub on cases and observe basic image guided procedures, including: Peripheral venous access, Central venous access, image guided biopsies, femoral artery access, tunneled lines, port catheters, paracentesis, thoracentesis, cholecystostomy tubes, abscess tubes, peg tubes. Patient safety check, timeout,

hand hygiene, and sterile prep will be reinforced during this rotation. Basic radiation safety (ALARA) and the importance of the safety check before every procedure will be introduced. By developing good clinical skills, the student will rapidly learn which patients need additional evaluation in the pre and perioperative period.

MD 920 RA14 Pediatric Interventional Radiology, 4 credits
Translation Phase, Elective, S/U
During this elective, medical students will be further engaged in their interest of the practice of interventional radiology. Medical students will learn:
The minimally invasive procedures they are most likely to encounter in a children's hospital and the pre, intra, and post-procedure care of pediatric IR patients.
The medical student will be expected to incorporate and become a member of the pediatric IR team which typically includes an attending and fellow. They will need to arrive each day by 7:00 am to help with the pre-procedural workup for each patient. They will be able to actively participate in some of the more routine procedures (uncomplicated central venous access, gastrojejunostomy tube exchange, and liver biopsies). The students should wear scrubs and practice maximal sterile barrier technique while in the procedure suite.
The student will be able to round on the inpatients with the team and learn the items necessary to consider when performing inpatient consultations.
Finally, the students will have the ability to attend clinic one afternoon per week with one of the pediatric IR attendings if the student is interested in seeing IR clinic visits. Clinics are held on Tuesday and Thursday afternoon at the Center for Advanced Pediatrics clinic building.

Rehabilitation Medicine

MD 920 RM01 Rehabilitation Medicine, 4 credits
Translation Phase, Elective, S/U
The senior medical student elective in Physical Medicine and Rehabilitation is four weeks in duration. Students will learn the roles from a variety of health care professionals, including but not limited to physiatrists, physical therapists, occupational therapists, speech language pathologists, rehabilitation nurses and case workers. Students will learn to evaluate and manage patients who have been disabled due to impairments. The schedule for this elective will include both inpatient and outpatient rotation sites; the sites may or may not include: inpatient brain injury and stroke, general rehabilitation, outpatient pain management, outpatient orthopaedic and spine rehabilitation, inpatient intensive care patients. Rotation sites may include: CRM, Shepherd Center, WW, CHOA-SR, Grady, TEC, EUOSH.

Surgery

MD 920 SU01 General Surgery (Grady), 4 credits
Translation Phase, Elective, S/U
You will take day general call on weekdays, have three elective operating days per week, two clinic days per week, and two formal faculty teaching rounds per week. Senior elective students will participate in all described activities of the service including in-house call as arranged; weekly M&M, textbook review, tumor

conference; weekly Surgery Grand Rounds at Emory. The senior elective student may be asked to present a patient or topic at one M&M Conference during the rotation. Students will be assigned patients to work-up and follow, and will report directly to the senior house staff and faculty.

MD 920 SU03 Trauma Surgery (Grady), 4 credits
Translation Phase, Elective, S/U
The student participates as a team member on the Grady Acute Care Surgery Service (Trauma and Emergency General Surgery). The student is involved in the evaluation and management of patients with significant traumatic injuries (gunshot wounds, stab injuries, blunt force trauma, etc.) and the need for emergent general surgical evaluation and intervention (bowel perforation, strangulated hernias, etc.). In addition to the medical student, the ACS team consists of an attending, fellow, senior resident, and one or more junior residents. The medical student will be expected to participate in the evaluation and management (including operations and post-operative care) of patients cared for by the ACS service. They will be expected to learn the techniques of bedside procedures such as tube thoracostomy and the FAST exam. At the conclusion of the rotation, students are expected to be comfortable performing the primary and secondary trauma survey and evaluating patients with an indication for emergency general surgery. Over the course of your rotation, you should develop an understanding of basic diagnostic and management decisions for common problems in trauma and emergency general surgery. Weekly activities include daily ACS morning report, Thursday morning Emory General Surgery Grand Rounds, Thursday afternoon ACS Morbidity and Mortality Conference, Friday morning Trauma Morbidity and Mortality Conference, and Friday morning ACS Education Conference.

MD 920 SU04 Surgical ICU (Grady), 4 credits
Translation Phase, Elective, S/U
The student's daily activities consist of receiving sign-out, attending morning report and participating in rounds (work, x-ray, and teaching) in addition to patient care management. The student is part of a Multidisciplinary team including the Attending Surgeon, Surgical Residents, Nursing Staff, Respiratory Therapist, and Pharmacist. Weekly, the student attends the Trauma/Critical Care Case Conference, Department of Surgery M&M, and Surgery Grand Rounds. Students will present patients on rounds, assist residents with procedures and learn to perform invasive procedures that are commonly done in the SICU.

MD 920 SU05 General Surgery (Emory A), 4 credits
Translation Phase, Elective, S/U
This service encompasses advanced general surgery cases, and senior students will be expected to, as much as possible, function at an intern level in keeping track of, and caring for, their patients. During the month, the senior will have the opportunity to participate in the entire scope of patient care activities, outpatient office visits, consultations, hospital admissions, operative procedures, and peri-operative care. The student is expected to do selected admission work-ups and to follow these patients throughout their hospital stays. During daily ward rounds with the house staff, the student is expected to contribute to all elements of the care of the surgical patient. He/she is expected to do guided reading on each surgical condition observed and to participate in the regular conferences of the Department

of Surgery. Students will be expected to be active participants in the operating room, including first assisting where appropriate.

MD 920 SU06 General Surgery (Emory B), 4 credits
Translation Phase, Elective, S/U
Advanced GI surgery, esophageal surgery, minimally invasive surgery (robotic and laparoscopic) and endoscopy. With 4 core faculty members, students are part of the resident team that participate in floor patient management, outpatient clinics, and operating room procedures. Video-based systems are ideal for learning anatomy from a magnified perspective. The pace is generally fast with multiple facets occurring simultaneously. Suited for students who appreciate planning out the day and efficiently caring for patients. Students gain skills in presenting cases to faculty, fellows and residents. Rounds are usually twice a day on your patients. In addition to different teaching sessions, there is Wednesday morning M&M Conference and Thursday morning Surgery Grand Rounds. Faculty are usually available for one-on-one meetings with students for advice and feedback.

MD 920 SU07 Emory Transplant Surgery, 4 credits
Translation Phase, Elective, S/U
To familiarize the student with the complex evaluation, diagnostic and management problems encountered in solid organ transplantation. On either of the services, the student will be exposed and actively involved in the initial patient work-up, the process of selection for the transplant waiting list, donor organ harvesting, recipient operation and post-operative management (both in- and outpatient). Postoperative management will include immunosuppression. On either service, but especially on the Liver Transplant Service, there will be exposure to a wide variety of critical care problems, immunology, infectious disease, nutrition, psychiatric aspect of transplantation, and recovery from severe illness. The student will participate in all the surgical procedures.

MD 920 SU08 Surgical Oncology, 4 credits
Translation Phase, Elective, S/U
The critical care team consists of residents and fellows from the departments of surgery, anesthesiology, emergency medicine, and pulmonary medicine who rotate through the ICU by month, led by a critical care attending who will rotate by week. The student will pre-round with the residents early in the morning to assess their patients and coordinate care with the various surgical teams, then present their patients to the critical care staff during rounds. Procedures are usually performed after rounds. Conferences include critical care lectures and Surgical Grand Rounds weekly, and journal club and morbidity and mortality conferences monthly.

MD 920 SU09 SICU (Emory), 4 credits
Translation Phase, Elective, S/U
The critical care team consists of residents and fellows from the departments of surgery, anesthesiology, emergency medicine, and pulmonary medicine who rotate through the ICU by month, led by a critical care attending who will rotate by week. The student will pre-round with the residents early in the morning to assess their patients and coordinate care with the various surgical teams, then present their patients to the critical care staff during rounds. Procedures are usually performed

after rounds. Conferences include critical care lectures and surgical grand rounds weekly, and journal club and morbidity and mortality conferences monthly.

MD 920 SU11 Pediatric Surgery, 4 credits
Translation Phase, Elective, S/U
The student will be an active part of the Surgical Service at Children's Hospital of Atlanta Egleston Campus. He/she will participate in work and teaching rounds, conferences, clinics, and in surgery. In addition, he/she will join the attendings one day a week in their offices. Clinic days are offered 5 days per week. Students will attend a weekly didactic conference, a weekly clinically relevant radiology conference, Pediatric Surgery Grand Rounds, workbook reviews, staff rounds, and weekly Morbidity and Mortality conference. They will also attend a monthly Journal Club event and a monthly combined radiology-surgery-pathology conference.

MD 920 SU12 Plastic Surgery, 4 credits
Translation Phase, Elective, S/U
The experience is designed as a preceptorship with the student assigned to one or two of the attending plastic surgeons for the month. In this relationship with the attending, the students have the opportunity to participate in a full range of clinical activities: outpatient clinics, ward rounds, operating room experience, and minor surgical procedures. Emphasis is given to informal, one-on-one teaching; guided reading is required; sectional conferences are attended. The student is expected to be present at the beginning of the day whether on rounds, in clinic, or in the operating room. The assigned attending will direct the student to interact with other members of the team. Some familiarity with elective cases is encouraged and assignments may be given investigating medical or surgical issues. Surgical technique will be reviewed and practiced.

MD 920 SU15 Cardiothoracic Surgery, 4 credits
Translation Phase, Elective, S/U
During the month, the students will become members of the cardiothoracic surgical team and will carry out complete work-ups on some of the more interesting inpatients. They will review with residents or the faculty member the pertinent aspects of the patient's preoperative assessment including cardiac catheterization, angiocardiography, echocardiography, computed tomographs, pulmonary functions, bronchography, esophagography, and the significance of these studies will be discussed. The students will be expected to attend the main part of the operative procedure, particularly of patients that they work up, and will be encouraged to closely follow the patient's postoperative course with the other members of the team. They will attend weekly rounds and conferences and meet once a week with a mentor. Emory University Hospital or Emory Midtown Hospital Cardiothoracic Surgery Services; CT Surgery Clinic one afternoon per week.

MD 920 SU16 Pediatric Cardiothoracic Surgery, 4 credits
Translation Phase, Elective, S/U
The pediatric cardiac surgical experience at Children's Hospital of Atlanta - Egleston Campus, occurs in a very busy pediatric cardiac surgical practice (approximately 900 operations per year). The surgical team is comprised of two attending surgeons and one pediatric cardiothoracic fellow. There are two operating rooms available each day of the week and ample patient volume. Students will have in-depth direct

contact with the attending and residents, and will have opportunities to participate in all aspects of cardiothoracic surgical care. They will be exposed to the operations, as well as pre and post-operative care in the cardiac intensive care unit, ward unit, and outpatient clinic. Students will also have access to an adult congenital cardiac surgical experience at Emory University Hospital which occurs within a very busy adult cardiac surgical practice. The adult congenital program operates on Thursdays and performs 50-75 operations per year. This is one of the largest adult congenital cardiac surgical programs in the country and continues to grow yearly.

MD 920 SU19 Vascular Surgery, 4 credits
Translation Phase, Elective, S/U
Primarily open complex vascular surgery at Emory University Hospital; The Atlanta VA Hospital, clinic and operating room experience; weekly conference and Grand Rounds.

MD 920 SU20 Surgical Anatomy, Embryology & Operative Techniques, 4 credits
Translation Phase, Elective, S/U
This four-week elective is designed for the senior medical student who is planning to do a residency in surgery or obstetrics/gynecology. The course utilizes human cadaveric dissection labs, animal surgery labs, simulation and robotics labs, fresh tissue specimens, and detailed lectures and demonstrations to identify important surgicoanatomical entities and to provide the student with an opportunity for hands on surgical practice and training. This elective gives the student an excellent chance to learn, practice, and refine surgical skills and techniques in a safe, supervised, and closely monitored environment. It also teaches and reinforces anatomical knowledge, topography, and anatomical variations that are essential to practicing surgeons.

MD 920 SU21 Oral/Maxillofacial Surgery, 4 credits
Translation Phase, Elective, S/U
The student will be an active part of the oral/maxillofacial surgical service at Grady Memorial Hospital. The service provides care to both outpatients and inpatients. The student will participate in working/teaching rounds, conferences, clinics and operating room activities. Students will have the opportunity to take maxillofacial trauma call per their level of interest. Students with special interests will be assigned to appropriate faculty and location.

MD 920 SU30 Cardiothoracic Research, 4 credits
Translation Phase, Elective, S/U
Students are expected to participate in daily activities related to the overall laboratory, as well as become aligned with a specific ongoing project. The student will become acquainted with surgical instruments, surgical procedures and research protocols. The student will be expected to become familiar with instrumentation related to measurement of hemodynamic and cardiac function variables, blood gases, data acquisition and analysis of hemodynamic and cardiodynamic data using conventional indices of cardiac function and state-of-the-art indices of cardiac systolic and diastolic function. The student will gain exposure to the techniques used in cardiac surgery and cardiology, including cardiopulmonary bypass, angiography, myocardial protection, and revascularization. The student will be

asked to participate in scheduled laboratory meetings, and will be asked to present on the topic assigned as an in-depth topic. Pursuit of an in-depth topic will involve performing literature searches, working with laboratory personnel on development of research questions and methods, and frequent evaluation and interpretation of the data as it unfolds and evolves.

MD 920 SU32 Emory Acute Care Surgery, 4 credits
Translation Phase, Elective, S/U
During this rotation, you will be exposed to the breadth of general surgery practice at a tertiary referral center. On weekdays, you will take acute care surgery call with the team at EUH during the day. Students are assigned patients to work up and follow, and they report directly to the senior house staff and faculty. Consult requests are received from both the emergency department and the inpatient medical and subspecialty surgical services. In addition, you will participate in one outpatient clinic per week which will allow you to engage in the ongoing postoperative care of the surgical patients. It is expected that senior elective students make rounds every other weekend with the covering resident and attending surgeon. Lastly, you will participate in all described activities of the service, including weekly M&M, teaching rounds, weekly Surgery Grand Rounds, and weekly resident educational conferences.

MD 920 SU33 Emory Hepatobiliary & Hepatic Transplantation, 4 credits
Translation Phase, Elective, S/U
Rounds will be done in the morning with the surgical residents first and with the attendings later. The student is expected to know all the patients, but particularly those patients assigned to him/her. The student will have to read appropriate material pertaining to the rotation (which will be provided). He or she will scrub on a majority of the cases. The student will have to be available 24 hours a day, seven days a week during the rotation, as the availability of donors is unpredictable. The attending and/or residents will teach various invasive procedures, such as placement of lines, tubes, drains, etc. Depending on the work load, participation in the outpatient clinic will be desirable and encouraged.

MD 920 SU34 Emory Thoracic Surgery, 4 credits
Translation Phase, Elective, S/U
During the month, the students will become members of the thoracic surgical team and will carry out complete work-ups on some of the more interesting inpatients, including those in need of lung transplantation. They will review with residents or the faculty member the pertinent aspects of the patient's preoperative assessment including imaging studies, pulmonary function tests, and the significance of these studies will be discussed. The students will be expected to attend the main part of the operative procedure, particularly of patients that they work up, and will be encouraged to closely follow the patient's postoperative course with the other members of the team. They will attend weekly rounds and conferences and are expected to spend time in clinic with the attending. Students may also accompany the team for organ retrievals.

MD 920 SU35 General Surgery (VA), 4 credits
Translation Phase, Elective, S/U
You will have four elective operating days per week, one clinic day per week, and one formal faculty teaching rounds session per week. Senior elective students will participate in all described activities of the service including attending and managing your own supervised clinic, participating as an assistant on operative cases, and managing patients on the ward and in the ICU. The senior elective student may be asked to present a patient or topic at one educational Conference during the rotation. Students will be assigned patients to work-up and follow, and will report directly to the senior house staff and faculty.

MD 920 SU36 Colorectal Surgery, 4 credits
Translation Phase, Elective, S/U
As a fourth-year elective, the student will act as a sub-intern. The emphasis will be in preparation for acting as an intern. This elective provides an exciting opportunity to learn about multidisciplinary care of colorectal benign disease and neoplasms. This includes managing patients with colon and rectal cancer, inflammatory disease, diverticular disease, and anorectal pathology. Students will work in the operating room, wards, and office to see and have direct involvement in inpatient and outpatient care. There are numerous teaching conferences and many opportunities for growth.

MD 920 SU37 Bariatric Medicine, 4 credits
Translation Phase, Elective, S/U
In this elective, students will become familiar with surgical and nonsurgical management of obese patients. The special considerations in the pre-operative evaluation of obese patients will be addressed. Students will assist in the outpatient care of obese patients who have undergone bariatric surgery. They will also be exposed to obese patients undergoing non-surgical weight loss, including those on meal replacement programs. Students will attend support group sessions for obese patients and educational sessions. Students will also be expected complete a bariatric related project during their rotation in order to pass (e.g. PowerPoint talk, journal club, literature review, etc.).

MD 920 SU40 EUH Breast, Melanoma & Endocrine Surgery, 4 credits
Translation Phase, Elective, S/U
In this elective, students provide an exciting opportunity to learn about the multidisciplinary care of breast cancer patients (B), cutaneous patients (melanoma, merkel cell carcinoma (M), and patients with endocrine neoplasms (E). Students will work in the operating room, wards, and office to see and have a direct involvement in inpatient and outpatient care. There are numerous teaching conferences and many opportunities for growth.

Urology

MD 920 SU13 Urology, 4 credits
Translation Phase, Elective, S/U
We have arranged a schedule that introduces the rotating medical student to every aspect of urology through various conferences, seminars, Outpatient Clinics,

Inpatient Rounds, and generous open time for Operating Room exposure with each Attending. The elective coordinator meets with all of the students for an Orientation Session a day or so prior to the start of their rotation to acclimate them with Emory University Hospital, the Department of Urology Clinic, etc. so they can feel prepared and start their rotation with confidence. At this time they pick up their schedules, temporary parking hangtags, pagers, reading materials. Each student is given a schedule so that he/she can see where he/she is expected to go on each day of the rotation for the entire month. Each student is loaned a pager if they are from another school.

MD/PHD PROGRAM REQUIRED COURSES

IBS 508R MD/PhD M1/M2 Journal Club, 1 credit
Required, S/U
The M1/M2 Journal Club is a one credit hour biweekly course required of all first- and second-year MD/PhD students in the *Foundation* curriculum. It is open only to MD/PhD students who are in the medical *Foundation* curriculum, and other regular MD students interested in the MSTP by permission. The course serves to integrate new students into the program, to infiltrate their medical studies with research and scientific thinking, and to introduce them to clinically relevant basic medical science research. This course exposes students to a diverse array of current scientific literature, including the ethics of publishing scientific research which is a regular topic and incorporated into the biweekly sessions. One session per year is dedicated solely to research and publication ethics and led by a member of the Emory Ethics Center. This course is offered as pass/fail based on participation and attendance. The journal club is directed by Dr. Andrew Neish, MD, an R01-funded scientist and member of the training faculty who contributes substantially to many GDBBS and MSTP training and programmatic activities.

MD 799R/IBS 799R MD/PhD Clinical Research Conference, 1 credit
Required, S/U
The MD/PhD Program's Clinical Research Conference (CRC) is a student-led conference designed to provide students with exposure to translational medicine. Teams of graduate level students (3-4 per team) sign up to work with an Emory clinical faculty mentor, who are generally physician-scientists involved in clinical practice. The CRC serves several important goals: (1) To provide a forum throughout the academic year that brings students from all years of the program together as a group, fostering collegiality and program unity. (2) To expose students to a broad array of clinical and research specialties across the University. (3) To provide continued clinical exposure to those students in their graduate training years, and a direct view of how basic science integrates and translates into clinical practice. (4) To provide a venue for additional professional development opportunities. The students work with the mentor in his/her clinical specialty over the course of 2-3 weeks to prepare for the conference presentation. Graduate-level students are required to participate in two such experiences annually: one is a presentation, the other is a written reflection or case review. Each conference session is approximately 1 hour followed by dinner and a second session of the same length. In each session, there are three 10-15 minute student presentations

in which students highlights a representative case or clinical experience with differential diagnosis followed by presenting the background disease pathophysiology, and one or more relevant research articles. The faculty mentor completes each of the sessions by describing his or her own career path, hurdles overcome in his/her career, or an interesting, informative issue regarding training, education and/or career choice. This course is offered for 1 credit hour and is graded on an S/U basis based on participation and attendance. The course is directed by Holly Bauser-Heaton, MD, PhD, an interventional pediatric cardiologist and physician scientist at Sibley Heart Center at Children's Healthcare of Atlanta.

MDPH 799R MSTP Forum, 1 credit
Required, S/U
This course prepares MD/PhD students for the transition from graduate school to clinical clerkships. The course involves patient contact at Grady Memorial Hospital and Emory University Midtown Hospital and is directed toward refreshing students in physical examination, patient presentations, generation of a differential diagnosis, and its use in preparing the History &Physical and treatment plan. This course covers common diseases seen on the wards and the associated clinical presentations, disease processes, and patient management.

MDPH 601R
Research rotations allow MD/PhD students to explore multiple laboratories in their chosen departments before they commit to their dissertation advisor and project. Students complete necessary training (laboratory and/or radiation safety; animal care training) at the start of the rotation. During rotations, students become familiar with the primary research literature and laboratory techniques of their chosen field and participate in laboratory meetings and departmental colloquia. Before each rotation, the student prepares a proposal. At the end of the rotation, the student completes a rotation summary, and the sponsoring faculty completes an evaluation of the student’s performance. All documents are reviewed by at least one MD/PhD Program Director before a grade is assigned.

MDPH Self-Directed Seminar MDPH 501R-000
Required, S/U Grade
This longitudinal course prepares students for the transition to graduate training. Students enroll in this course in fall and spring of the first three years of MD/PhD training while enrolled in medical school. Deliverables for each semester are outlined in the syllabus and include summaries/reflections on attending research seminars and doctoral defenses to explore research opportunities at Emory; completion of forms summarizing outcome of advisory meetings with the leadership of PhD programs of interest, lab rotation planning, etc; progress reports via meetings with program directors or completion of surveys; and the completion of USMLE exams required for the transition to clinical rotations (Step 1) and later, to graduate rotations and graduate training (Step 2).

DOCTOR OF PHYSICAL THERAPY (DPT)

The Doctor of Physical Therapy (DPT) degree program is a component of the Division of Physical Therapy, Department of Rehabilitation Medicine. A professional, physical therapy curriculum was offered first by the Division of Physical Therapy in 1975 as a post baccalaureate certificate program and then changed to a professional level, master of physical therapy degree program in 1983 and to the doctor of physical therapy degree in 2001. The Division of Physical Therapy includes educational, research, and clinical programs. The mission of the division is presented below with objectives and curriculum information for the doctor of physical therapy degree program.

Accreditation
The Division of Physical Therapy at Emory University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; **email** and **website**. If needing to contact the program/institution directly, please call 404-712-5660 or **email**.

Emory University is accredited by the ***Southern Association of Colleges and Schools*** Commission on Colleges to award associate, baccalaureate, master's, education specialist's, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Emory.

Mission
The mission of the Division of Physical Therapy is to "Cultivate the well-being of diverse individuals in local and global communities through exemplary leadership in physical therapy education, discovery, and service."

Vision
By 2031, we will innovate and lead the advancement of physical therapy education, service and discovery by integrating movement and learning sciences with ethical, compassionate and caring practices.

The Doctor of Physical Therapy degree program is designed to:

1. Provide study and competence in promoting optimal human movement and function based on the biological, behavioral, physical, and medical sciences, including:
    a. Understanding and applying concepts and principles of movement science.
    b. Using critical thinking and problem solving in planning, implementing, and assessing both clinical and scientific practices.
    2. Prepare proactive leaders in the multifaceted roles of clinician, educator, researcher, administrator, and consultant in individual, group, and community contexts.
    3. Model and instill the values that promote professionalism and caring.
    4. Facilitate student commitment to independent thinking and lifelong

learning and to student realization of the intrinsic rewards of these attributes.

Students obtain basic competencies essential for physical therapy practice and for developing leadership skills within the profession. In addition, students in the DPT program conduct a research project and study in advanced specialized areas. The practical application of physical therapy skills is based on a concept of health care with three major characteristics. First, the welfare of the client is the basis of health care. Second, health care is dynamic, and changes are constantly being made to incorporate advances in methods and in delivery in care. The scope of health care today includes the promotion of health and an emphasis on the rights and responsibilities of clients. Third, the quality of health care is dependent on the process of delivery of service in the health care system and the extent to which individual needs of the patient/client are met.

Optimal functional movement is the goal of physical therapy.
Students develop competencies in the professional program using the problem-solving process to demonstrate expertise in applying a theoretical framework of basic, behavioral, social, and medical sciences as the basis for his/her practice of physical therapy. Competency is demonstrated by:

1. Using the interpersonal communication process with patients, healthcare providers and staff; including an active recognition of the rights and dignity of the individual in planning and administering programs of care.
2. Using the teaching-learning process in interactions with patients, healthcare providers and staff.
3. Examining and evaluating patients, and establishing an appropriate plan of care.
4. Providing appropriate therapeutic services.
5. Participating in the administrative responsibilities of a clinical physical therapist.
6. Using the basic principles of research in the critical analysis of concepts and findings generated by self and others.
7. Consulting with others in providing comprehensive care.

The educational program promotes attainment of the foregoing competencies in the following ways.

First, the problem-solving approach is incorporated throughout the curriculum and used to identify and affect the needs of the client and the health care system. The physical therapist identifies and resolves health care problems through program planning that relates to an individual client, a specialty area, and the total health care system. This problem solving requires consideration of the theoretical framework of the basic, medical, and psychosocial sciences, in addition to use of process skills relating to the practice of physical therapy. In each of the above contexts, the physical therapist identifies a need and alternative program plans for meeting that need, selects the most appropriate plan, implements the plan, and then evaluates and modifies the plan as necessary. The client, the physical therapist, other health professionals and the health care system all are involved and must be considered in solving specific movement problems.

Second, interpersonal communications, including an active recognition of the rights and dignity of the client, is emphasized in all aspects of the program. Study and

practice in reflective listening occurs initially. Then these concepts and skills are applied throughout all classroom and clinical experiences. Opportunities to practice interpersonal skills with patients from multiple cultures are embedded throughout the curriculum.

Third, the teaching/learning process is demonstrated and applied in all contexts, especially patient and colleague education. Also, the learning process is presented as it applies to the student's own learning, both during and after completion of the program. Continued learning is stressed as essential to professional development and evidence-based practice.

Fourth, the area of expertise of the physical therapist is the movement function or dysfunction of patients/clients and/or the use of therapeutic approaches to beneficially affect function. Generally, physical therapists are specialists in motor behavior, including the neuromusculoskeletal, pulmonary and cardiovascular, and cognitive systems. Basic content areas, which provide theoretical basis in the medical sciences, are:

1) Human growth and development,
2) Normal structure and function,
3) Disturbances in homeostasis as manifested by various pathophysiology,
4) Related medical and physical therapy management,
5) Ethics, professionalism and health services management.

Knowledge and skills in these areas are naturally sequenced, i.e., birth to aging, function to dysfunction, and general to specific. Organization of information related to the medical and clinical sciences is based on the homeostatic model and clinical problems presented by the patient/client as a result of disturbance of homeostasis. Accordingly, content is organized by clusters of clinical problems rather than by medical discipline or physical therapy technique. Also, integration of knowledge from the past, to present, to future is stressed. Learning of specific content areas is integrated, i.e., each content area with others, classroom experiences with clinical experiences, and content areas with the process skills.

Fifth, the scientific inquiry process is applied in evidence-based practice and clinical research. Evidence-based practice underlies the clinical courses. Working in small groups with a faculty mentor, students complete an original research project.

Finally, in addition to skills discussed above, administration, and consultation are observed and practiced by the student in both the clinic and the classroom. The problem solving, teaching-learning, and interpersonal processes are used as the student masters concepts and strategies associated with each area. Also, the student plans, implements, and evaluates a project that iis designed to meet the need of a specific administrative or consultative agenda or clinical or community setting.

The doctor of physical therapy degree curriculum is approved and accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). , CAPTE is an accrediting agency that is nationally recognized by the US Department of Education

(USDE) and the Council for Higher Education Accreditation (CHEA). http://www.capteonline.org. Graduates are eligible to take the licensing examination required for the practice of physical therapy.

FACULTY

Program Director: George Fulk, PT, PhD, FAPTA

Professors
S. Blanton, E. Field-Fote, B. Greenfield, M. Johanson, L. Ting, S. Wolf

Associate Professors

K.L. Bishop, M. Borich, B, Davis, K. Geist, T. Kesar, J. Nocera, T. Phillips, S. Pullen

Assistant Professors
D. Bullock, S. Caston, C. Cuardra, C. M. Haddad, M. Lyle, S. Krishnan, S. Nelms, A. Nunez, N. Rendos, B. Rogozinski, D. Shah, J. Sharp, P. Sprague, L. Zajac-Cox

Instructors

R. Nyberg

ADMISSION POLICIES AND PRACTICES

Admission Requirements

We utilize the APTA sponsored Physical Therapist Centralized Application Service (PTCAS). To apply to the Emory DPT program, please visit the **Physical Therapist Centralized Application Service website** and follow the instructions. More information regarding PTCAS can be found via **email** or by calling 617.612.2040.

A complete application must include the following:

- Official Transcripts from each university or college attended and indicated on application submitted through PTCAS.
- Three letters of recommendation submitted through PTCAS.
- One letter must be from a professor who has taught you at the undergraduate or graduate level and can speak to your academic abilities. Letters from teaching assistants, graduate assistants, academic advisors, lab instructors, internship advisors, etc. will not fulfill this requirement.
- One letter must be from a licensed physical therapist with whom you have observed, worked, or volunteered and can speak to your suitability for the profession.
- One letter may be a reference of your choice. However, letters from family members, friends and acquaintances, or clergy WILL NOT be accepted.

Letters from physical therapists, professors, lab instructors, coaches, or supervisors/employers are encouraged.

- Two essays submitted through PTCAS:
- Essay 1: Autobiography
- Essay 2: Describe how specific attributes of Emory University's DPT Program align with your professional goals and personal attributes.
- Hours of PT experience including the types of clinical settings under the direct observation of a Physical Therapist submitted through PTCAS.
- GRE is optional – you may choose to submit GRE scores in the PTCAS application. Use PTCAS Emory Institution code 0102.
- A Supplemental Application Fee of $65.00 is required to process your application. Please follow this link to **pay the supplemental application fee** online. It is important to provide the name of the applicant if applicant's name is different from the name on the credit card.

Deadlines

The final application deadline is 11:59 pm on November 17, 2025. Keep in mind that during peak application season, it can take several weeks before we receive your submitted application from PTCAS. Therefore, applicants should have their applications submitted with ALL supporting documents well before November 15, 2025.

We utilize a rolling admissions model and host 2 separate interview sessions. Our first interview session will be held in **November 2025.** Our second interview session will be held in **January 2026.**

Students who submit a completed application by September 1, 2025, will be given priority consideration for the November interview date.

For further information concerning the admission process, please contact:

Monica George-Komi, MA
Associate Director, Admissions
Division of Physical Therapy
Emory School of Medicine
404-727-4002
Email

All incoming DPT students must undergo a Criminal Background Check (CBC) and drug screening before matriculation as facilitated by a contracted vendor. Acceptance to Emory School of Medicine is contingent upon the authorization to conduct a drug screening and CBC, as well as the release of its findings to Emory.

Incoming Student Criminal Background Check and Drug Testing Requirements

Incoming Students Health and Immunization Requirements

Admission, Regulations and General Requirements

An applicant's registration and class attendance are considered his or her agreement to comply with university rules and regulations as published in the manuals and other official publications, including amendments and revisions made during the student's continued enrollment.

Application

Admissions contact information and supplemental application:

The Physical Therapist Centralized Application Service (PTCAS).
Visit www.ptcasinfo.org for detailed information and www.ptcas.org for the application. The PTCAS phone number is 617-612-2040.

Emory University Doctor of Physical Therapy Program
Website: www.emorydpt.org
Phone number: 404.712-5660

International Students
Additional information for international applicants and students can be found at:
https://med.emory.edu/departments/rehabilitation-medicine/dpt/admission/international_students.html

Important information about student insurance can be found at:
https://studenthealth.emory.edu/insurance/index.html

Requirements for International Applicants:

Credentialing
All transcripts must be translated into English and sent to credentialing service to determine applicant has the equivalent of an American bachelor's degree.

Credentialing must be sent directly from the credentialing service to:

Division of Physical Therapy
1462 Clifton Rd N.E. Suite 312
Atlanta GA 30322
Phone: (404) 712-5660 (General Info)
Phone: (404) 727-4002 (Admissions)
Email: PT Admissions

Credentials will not be accepted if sent by the applicant.

English Testing
Applicant must take TOEFL and TSE (test of spoken English) given by Educational Testing Services.

Financial Certificate
Allied Health will send all international applicants a financial certificate form. This form is used to certify that the applicant has adequate funds to pay for entire duration of program. Applicant will not be able to secure US Financial Aid loans.

Visa
I-20 form will be sent to applicant to secure an F1 Visa (student visa).

Credentialing Service address:

World Education Services
P O Box 5087
Bowling Green Station
New York, NY 10274
info@wes.org

Notice of Acceptance and Intent to Matriculate

The applicant will be notified of acceptance or rejection as promptly as possible after the admissions committee takes action on his or her application. Applicants are required to notify the program by email or written communication of their intent to accept the position offer.

ADMISSION REQUIREMENTS FOR DPT DUAL DEGREE PROGRAMS

DPT/PhD

The Division of Physical Therapy at Emory University School of Medicine in coordination with the Applied Physiology Program and other departments at Georgia Tech offers a dual degree program that awards a doctorate in physical therapy (DPT) from the Emory School of Medicine as well as a PhD in Applied Physiology from the Georgia Tech School of Biological Sciences.

For more additional information please contact:

Edelle Field-Fote
DPT/PhD Graduate Program Director
404.603.4274
Visit the website

DPT/MBA

The Doctor of Physical Therapy (DPT) degree is a professional doctorate in physical therapy. The DPT-MBA is a dual degree of Doctor of Physical Therapy and Masters of Business Administration (MBA). Business decisions will have a broad impact on the delivery of healthcare in the 21st century and physical therapists equipped with the proper management and financial skills will be in a better position to effectively function in this environment. The combined DPT/MBA degree focuses on giving future physical therapists this necessary skill-set for successfully integrating medicine and business.

Please visit the Goizueta Business School's **Joint Degree DPT/MBA webpage** for more information.

DPT/MPH

The Doctor of Physical Therapy (DPT) degree is a professional doctorate in physical therapy. The DPT-MPH is a dual degree consisting of both the Doctor of Physical Therapy and Master of Public Health (MPH) degrees. Physical therapy practice has traditionally been seen as rehabilitation or tertiary prevention. In the evolving healthcare environment, physical therapy practice is expanding into primary and secondary prevention activities.

- Students must apply to and be accepted into each school separately in order to be eligible for a dual degree.
- All applications to Rollins are completed through the Schools of Public Health Application Service (SOPHAS).
- Visit the **Rollins School of Public Health website** for instructions on applying.
- Visit the **MD and Public Health Dual Degree page**, for instructions on applying.

DPT/MA in Bioethics

The Doctor of Physical Therapy (DPT) degree is a professional doctorate in physical therapy. The DPT-MA (Bioethics) is a dual degree of Doctor of Physical Therapy and Masters of Arts in Bioethics (MA-Bioethics). The goal of this program is to prepare physical therapists not only to enhance the care they provide to patients in a changing healthcare environment, but also to prepare them to work on issues of public and institutional policy as they relate to the provision of clinical care and ethical healthcare practice, to serve on ethics committees, or to conduct education on the ethical foundations of clinical practice.

Visit the **Master of Arts in Bioethics dual degrees website** for more information.

CREDIT POLICY FOR PRIOR EDUCATION AND TRAINING

No credits from prior education and training may be applied to the Doctor of Physical Therapy program.

ENROLLMENT POLICY

To be enrolled in the program, students must have submitted an application, completed an interview and been selected for admission to the program by the Admissions Committee. Students must also have completed all prerequisites and obtained an undergraduate degree prior to enrollment in the program.

ATTENDANCE

Due to the professional nature of the curriculum, and the types of activities and related content in each course, attendance at all classes is expected of each student. If you are ill and/or cannot attend, please contact faculty teaching the classes by email or call the office at 404-712-5660 and leave word (we have voice mail for your convenience). If emergencies arise and you have knowledge of pending absences, you should discuss such absences with the program director, your advisor and/or 29 individual course instructors in order to make arrangements to make up your academic work. Most of the time, re-creation of a seminar, discussion, laboratory experiences, or clinical experience is not possible. This policy also applies to classes the day before or the day after vacations or holidays.

NOTE: IN INSTANCES OTHER THAN UNFORESEEN ILLNESS OR EMERGENCY, PERMISSION FOR ABSENCE FROM CLASS MUST BE OBTAINED BY EMAIL, AT LEAST TWO WEEKS IN ADVANCE FROM EACH INSTRUCTOR.

Failure to meet these responsibilities may seriously compromise your academic standing. Also, the faculty is not responsible for providing information or learning experiences in cases of student absence.

Punctuality
In addition to attendance, it is considered part of professional duty and is the responsibility of the student to arrive on time for classes, small group sessions, clinical rotations, scheduled examinations, and all other events related to the DPT program.

Student Attendance/Absence During Clinical Affiliations
The design of the clinical education experience promotes development, practice, and assessment of the student's ability to provide physical therapy services in a variety of settings. One critical aspect of the professional responsibility for service provision is being present and on time. The policy presented below is consistent with expectations in an employment situation.

1) **WORK WEEK:** The student's schedule will be determined by the service needs of the clinical site. For the most part, it is similar to the clinical instructor's (CI) schedule in terms of hours/day; days of the week scheduled, etc. No assumptions should be made about working 8:00 a.m. to 5:00 p.m., Monday through Friday. The student's workday will continue until responsibilities are met.

2) **HOLIDAYS:** Clinical services in many settings are provided on holidays. No assumptions should be made about having a holiday "off". If the CI is scheduled to provide services on a holiday, the student may be scheduled to work. Student status does not allow special privileges regarding holiday work. Also, the day after a holiday (e.g., the Friday after Thanksgiving) may not be a holiday.

3) **ABSENCES:** The ONLY PERMISSABLE REASONS for absence are personal illness or death of a family member. If the student is ill and cannot work, or called away for funeral services, the Clinic Coordinator of Clinical Education (CCCE)/CI must be notified immediately. It is your responsibility to find out if the facility has a specific policy that must be followed in case of an unforeseen absence. For example, one may require a phone call to the CCCE and another may prefer one directly to the CI. The time off MUST be made up and this scheduling is at the discretion of the CI. In certain instances, during a long-term internship only, if only one day is missed and the student's clinical performance is meeting criteria, the CI may decide that a make-up day is not necessary. The student's clinical education advisor, Patricia Bridges (Director of Clinical Education - DCE), or Tami Phillips or Donna Smith (Assistant Directors of Clinical Education - ADCE), must be advised by the student of any absence due to illness or bereavement, and the related make-up plan. The student is responsible for providing this information to their clinical education advisor within two days of the absence. Under no circumstances should the DCE/ADCE find out about absences after the clinical ends.

4) **SPECIAL REQUESTS:** Clinic absences should not occur except as described in Section #3. However, if there is a special circumstance, the student must submit a request in writing to the DCE or ADCE **PRIOR** to discussing it with the CCCE/CI. The DCE/ADCE will determine if the special request merits further consideration and may give approval to negotiate this special need with the CCCE/CI. Approval from the DCE/ADCE is only permission to discuss the request with the CCCE/CI, not approval for the proposal. The CCCE must be consulted in addition to the CI regarding special requests. Approval is at the discretion of the CCCE/CI, and if obtained, the student must communicate the result to the DCE/ADCE within two days of the approval. Time away from the clinic MUST be made up and this scheduling is at the discretion of the CI.

5) If the special request involves a professional development activity and if only one day of clinic is missed, the CI may determine the necessity of making up the missed day if the student's performance is meeting criteria.

6) Compliance with this policy is represented on the clinical evaluation form in the behaviors for administration competency – "Adhere to school/facility policies and procedures."

7) Any questions about the policy and related procedures should be addressed to the DCE or ADCE.

STANDARDS OF PROGRESS

Academic Regulation regarding program completion:

1. Successful completion of a residency totaling 9 semesters, which includes academic study and 30 weeks of full-time clinical education.

2. Completion of all semester hours of work with an overall average of B. A student must have a cumulative grade point average of 3.0 or higher in order to graduate from the program.

3. A grade of B or above must be earned in each individual course. Note: Physical Therapy requires mastery of both academic and psychomotor clinical skills, therefore, an exception to this rule exists in the following clinical courses: Fundamentals of Measurement (DPT 710), Introduction to Therapeutic Interventions (DPT 740), General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), Pediatric Rehabilitation (DPT 815) and Adult Neurorehabilitation (DPT 810), where ALL practical examinations must be passed with a minimum score of 80% to successfully pass the course, regardless of the student's cumulative average for that course. If a student fails a practical examination, he/she could be offered a retest at the discretion of the course instructor(s). If the student fails the final practical, the retest is offered no more than 4 weeks after the initial practical examination. If the student fails the retest, this constitutes failure of the course, and at that point, the student is placed on academic probation. Any subsequent examination is considered a remediation. In addition, students need to attain a cumulative average of 80% or better overall in the written examinations within General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), Pediatric Rehabilitation (DPT 815) and Adult Neurorehabilitation (DPT 810).

4. Students may continue in a course if a single written examination score falls below the minimal score of 80%, but the average examination score for the entire course must be at or above the minimal score to pass the course. A student who scores less than 80% on any examination must contact the course director to discuss areas of deficiency. Failure to do so will negatively affect any potential decision for future remediation opportunities.

5. Successful completion of each clinical rotation as defined in course materials.

6. Progression through the curriculum is dependent upon successful completion of all courses in sequence and upon recommendation by the Faculty each semester.

Any changes in sequence must be approved by the Faculty. All grades are determined by the following criterion-based system:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or below	F

Academic Regulation regarding remediation:

The student who achieves a final course grade below the minimal passing score of 80% may qualify for remediation. Should a decision be made to provide an additional opportunity, the student will be placed on academic probation. The course instructor then completes a Record of Academic Probation Recommendation Form. (see section on Academic Deficiency and Probation).

In regards to remediation opportunities, the following policies are observed:

Remediation opportunities are offered at the discretion of the course director.

1. To qualify for remediation, the student MUST show evidence of having contacted the course director during the course to discuss any performance that failed to meet minimal standards. The course instructor completes a Record of Academic Deficiency Counseling Form whenever the student is counseled regarding deficiencies in academic work. (see section on Academic Deficiency and Probation).
2. This policy for remediation will also apply to students who fail to pass a practical examination in any course that includes practical examinations.
3. Remediation of a course may involve re-taking a written examination, an oral or practical examination, or the completion of a remediation project.
4. All remediation activities must be completed within the timeframe defined by the course director, and before the end of the following semester.
5. Students will receive a course grade of "IP," "In Progress," until successful remediation is completed.
6. For remediation to be considered successful, the student must attain the minimal passing score of 80% on the remediation activity (see #4 above). As a consequence of having to remediate, the highest grade attainable for the course will be a "B." All questions regarding examination and grading

should be addressed directly through a meeting with the student and the course director.

7. A student is allowed only one opportunity beyond the initial attempt to satisfactorily complete the requirements for a given course. Students who fail a remediation examination will fail that course.
8. Students must pass all courses to progress in the program. Students who fail a course must repeat and pass the course before progressing in the program.
    a. Permission to repeat a course is contingent upon approval of the faculty.
    b. Repeating a course will require the student to take a leave of absence for one year, as the sequence of the program is inflexible and progression is contingent upon passing all subsequent coursework.
    c. A student who is offered the opportunity to repeat a course will be required to attend all concurrent coursework and complete all examinations and assignments, even though these courses were already successfully passed. This is done in the best interest of the student, as course information is updated each year.
9. There are concurrent and cumulative limits to the number of opportunities offered to a student for re-examination to meet criteria. There is a limit, per semester, to the number of courses in which a student is allowed to be re-examined. There is also a limit to the cumulative total of course re-examinations that are allowed during the program.

    a. No more than **TWO course re-examinations are allowed per semester.**
    b. No more than a cumulative total of **FOUR course re-examinations are allowed throughout the entire program.**
    c. Cumulative totals to the number of remediation opportunities continue to apply to students who must repeat coursework.

Consequences for Violation of an Academic Regulation

A student may be placed on academic probation or dismissed from the program at any time in the curriculum when academic or other performance requirements are not met. If any one of the above conditions are not met or exceeded, the student situation will be first brought before the Academic Affairs Committee for

consideration of dismissal from the program. The student will be invited to make a statement at that time.

Dismissal from the program may result if a student:

1. Fails a repeated course.
2. Exceeds the total number of remediation opportunities per semester or per program.
3. Violates the Honor Code.

The recommendation of the Academic Affairs Committee is based on the overall performance of the student within a specific course, as well as throughout the overall program of study. The recommendation of the Academic Affairs Committee is brought to the Division of Physical Therapy Faculty for the final decision. The full-time faculty will meet in session to consider the recommendations of the Academic Affairs Committee. If a majority of the full-time Physical Therapy Faculty votes to dismiss the student, the Director of the Division of Physical Therapy will make a recommendation to the Dean of the School of Medicine that the student be dismissed. The recommendation will specify the reasons for dismissal, including the regulation or standard violated.

Should the student wish to appeal this decision, a formal appeal in writing must be first sent to the Director of the Division of Physical Therapy within 48 hours of notification of dismissal. Appeals will be reviewed and voted on by the Faculty. Subsequent appeals will be directed directly to the Dean of the School of Medicine. The Dean will make any final decisions regarding dismissal of the student.

COURSE EVALUATIONS

Students are required to fill out course and instruction evaluations for every course (including clinical science and clinical research). The evaluation forms are opened on Blackboard two weeks prior to the end of the semester and remain open for two weeks after the end of the semester. Obtaining feedback from students is extremely important to the development and continued excellence of the program and of the faculty. It is also an opportunity for students to practice providing constructive feedback. You must complete the evaluations in order to get your final grade for the course and in order to graduate.

Degree Requirements

Students must complete a residency of nine, continuous semesters of academic study, including thirty weeks of full-time clinical education. Throughout the program, the student devotes a minimum of thirty hours each week to classroom, laboratory, and clinical activities. Students are advised against employment during enrollment.

Students must successfully complete all courses in sequence. Satisfactory performance includes: completion of one hundred and forty-four semester hours with an overall average of B or above (a grade of B or above must be earned in all courses); successful completion of each clinical assignment with a grade of B or above; and recommendation for continuation each semester by the Academic

Affairs Committee and faculty. For all degree programs, the majority of required credits for graduation must be earned at Emory University School of Medicine.

TUITION AND FEES

The cost of attending Emory University includes tuition and other academic charges, living expenses, and incidental expenses, such as textbooks and supplies. Charges for summer semester are the same as for any other term unless specified otherwise.

As costs continue to rise throughout the economy, the University anticipates that educational costs will be adjusted from time to time. The University reserves the right to revise tuition and other charges when necessary.

The estimated tuition and fees for the 2025-2026 academic year (Fall 2025/Spring 2026/Summer 2026) is provided below. When comparing costs at other programs, make sure you are comparing the same period.

Tuition	**$14,633**	**Per semester**
Athletic Fee	$171	Fall and Spring per semester
Activity Fee	$105	(Fall and Spring semesters)
Mental Health/Counseling Fee	$130	Per semester
Clinical Administrative Fee	$50	Per semester
Immunization/Disability Fee	$125	Per semester
Technology Fee	$85	Per semester
Emory Student Health Insurance (EUSHIP)	$5,456	For period 8/1/25-7/31/26 *(*see links below for additional information and waiver process)*
TOTAL	**$15,409**	Fall and Spring per semester (*does not include EUSHIP)*
TOTAL	**$15,409**	Summer semester

Athletic Fee	$62	Summer semester
Transcript Fee (New Students)	$70	First Semester

Learn more about scholarship and aid information.

View Emory's Office of Financial Aid's Graduate Student Cost of Attendance.

Health insurance is mandatory for ALL students enrolled in the School of Medicine at Emory University. Students may purchase the Emory University Student Health Services Insurance Plan (offered by Aetna) **OR** provide documentation of an

existing health insurance plan from an outside carrier that meets mandatory health insurance requirements (see list below).

MANDATORY HEALTH INSURANCE REQUIREMENTS FOR PRIVATE CARRIERS

If you do not purchase the Aetna insurance plan, you must be able to provide documentation of health insurance coverage that meets all mandatory health insurance requirements. Any outside plan must have at a minimum: Coverage that allows the insured student to receive outpatient, emergency, specialist and inpatient care, diagnostic testing and procedures, and mental health inpatient and outpatient care, including alcohol and substance abuse treatment, in Atlanta, GA. A deductible not greater than $2,500 per policy year. If the annual deductible exceeds $1,050, the insured student must have an approved Healthcare Savings Account (HSA) that will allow the student to seek needed medical and mental health care when recommended by a healthcare provider and will cover all deductible expenses over $1,050. The insurance must be provided by an insurance company domiciled in the United States. Information about insurance requirements, rates, deadlines, and compliance forms will be communicated directly with all accepted students prior to matriculation.

Important Links:

- **Emory University Student Health**
- **Emory University Student Health Insurance Plan (EUSHIP)**
- **Insurance Requirement and Coverage**

WITHDRAWAL POLICY

Registration may be cancelled during the first week of classes as stated in the academic calendar with the precise date each semester. Cancellation of registration means that no deficiencies will be noted on the student's transcript. A student who wishes to leave the University after the first week must officially withdraw; honorable dismissal requires that this procedure be followed. Withdrawal forms may be obtained at OMESA. Tuition refunds are partial. A student may cancel registration during the first week of the semester in which case only the deposit is forfeited (or twenty five dollars if no deposit was required). After the first week of class, a student may voluntarily withdraw, and the tuition forfeiture increases progressively. Please contact OMESA or the Bursar for a forfeiture percentage schedule. No refund is given if students drop only part of their coursework after the last day specified for approved schedule changes. No refund is given to a student who is dismissed. Refunds for first-time Emory University students who are federal aid recipients (Title IV) will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations.

Audit Courses
The same charge for credit courses applies. Audited courses may not be established for credit by examination nor may audit courses be transferred to credit courses after the first week of classes.

FINANCIAL ASSISTANCE

Prospective students who need financial assistance should begin early to investigate aid available to them. They should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. The FAFSA can be accessed on the web at www.fafsa.ed.gov. The Emory University school code is 001564. Students begin the Doctor of Physical Therapy program in the summer semester, which is the last semester of the financial aid year. Students beginning in Summer 2025 must complete a 2024-2025 **FAFSA** for Summer 2025 as well as a 2025-2026 **FAFSA** for Fall 2025, Spring 2026 and Summer 2026.

Further information regarding financial assistance for students in the Doctor of Physical Therapy Program can be accessed at
https://med.emory.edu/departments/rehabilitation-medicine/dpt/admission/scholarships.html

All matriculating students with loans must complete a mandatory online entrance interview as well as an exit interview upon graduation.

Scholarships
There are a limited number of scholarships for physical therapy students based on financial need. Eligibility is based on information from your FAFSA, and no additional application is required. A few merit scholarships may be awarded to incoming students based on merit, and these do not require an application, either.

Health Professions Tuition Loans
Students are eligible to borrow from the University to assist in paying tuition. No additional application is required.

Federal Loans
The Office of Financial Aid will determine a student's eligibility for federal direct Stafford Loans. Students who wish to accept those loans will be given instructions on how to complete the loan promissory note when they receive their financial aid award letter. Students interested in the federal direct GradPLUS Loan for additional funds should wait until they receive their initial award letter, then complete a GradPLUS Request Form that can be downloaded from the Office of Financial Aid website.

Private loans
Students who need additional funds beyond the amount awarded by the Financial Aid Office may apply for private student loans. These loans require the borrower to undergo a credit check, and the interest rate is determined by the student's credit

score. More information about these and all other student loans is available on the Financial Aid Office website at https://studentaid.emory.edu/graduate/index.html

Veterans Benefits
Students eligible for Veterans Administration Benefits should notify the Office of Financial Aid and coordinate this Information with the Office of the Registrar. Also, Emory participates in the Yellow Ribbon Program for post-9/11 veterans. One Physical Therapy student with 100% eligibility for post-9/11 benefits will receive $6500 per year in addition to any other veteran's benefits. For additional information, contact Cortney Davis, Assistant Director of Financial Aid & Scholarships at the School of Medicine at (404) 727-5683.

Other Scholarships
Some professional organizations for people in the health care industry offer scholarship opportunities. Students can research these programs by searching on the web, by talking to faculty members in their academic program and by referring to the scholarship information in the Orientation Manual. In most cases, a separate application would be supplied by the sponsor of the scholarship.

Recently, the Division has added the Ian H. Tovin Scholarship, the Frank S. Blanton Jr. MD Humanities in Rehabilitation Scholar Award and the Steven L. Wolf Scholars Fund to recognize merit and assist students. More information on the scholarships can be found at:
https://med.emory.edu/departments/rehabilitation-medicine/dpt/admission/scholarships.html

In addition, The Division of Physical Therapy offers a large number of graduate assistantships to the DPT III students. Students receive an announcement during summer to submit their GA applications. Typically, the graduate assistantship starts in the fall semester. These assistantships are offered on a competitive basis.

Academic Calendars

Class of 2026

Spring 2025	
Dates	**Event**
January 6 – March 14, 2025	Terminal Clinical Experience I
March 15 – 23, 2025	Travel Week
March 24 – May 30, 2025	Terminal Clinical Experience II
May 31 – June 8, 2025	Travel Week
June 9 – August 15, 2025	Terminal Clinical Experience III
August 16 – 24, 2025	Travel Week and Break
Fall 2025	
Dates	**Event**
August 25, 2025	Fall Semester DPT Classes Begin
September 1, 2025	Labor Day Holiday – no classes
November 26 – November 30, 2025	Thanksgiving Break – no classes
December 8 – 12, 2025	Final Exams
December 13 – January 4, 2026	Winter Break
Spring 2026	
Dates	**Event**
January 5, 2026	Spring Semester DPT Classes Begin
February TBD, 2026	Degree Application Deadline
April 27 – May 1, 2026	Final Exams
May 4, 2026	DPT 2026 Poster Day
May 8, 2026	Class of 2026 Graduation

Class of 2027

Fall 2025	
Dates	**Event**
August 25, 2025	Fall Semester DPT Classes Begin
September 1, 2025	Labor Day Holiday – no classes
October 2-day Fall Break TBD	Fall Break – no classes
November 27 – November 30, 2025	Thanksgiving Break – no classes
December 1 – December 12, 2025	Neurologic Rehabilitation Integrated Clinical Experience
December 15 – 19, 2025	Final Exams
December 20- January 5, 2026	Winter Break
Spring 2026	
Dates	**Event**
January 5 – March 13, 2026	Terminal Clinical Experience I
March 14 – 22, 2026	Travel Week
March 23 – May 29, 2026	Terminal Clinical Experience II
May 30 – June 7, 2026	Travel Week
June 8 – August 14, 2026	Terminal Clinical Experience III
August 15 – 23, 2026	Travel Week and Break
Fall 2026	
Dates	**Event**
August 24, 2026	Fall Semester DPT Classes Begin
September 7, 2026	Labor Day Holiday – no classes
November 25 – November 29, 2026	Thanksgiving Break – no classes
December 7 – 11, 2026	Final Exams
December 12 – January 3, 2027	Winter Break

Class of 2028

Fall 2025	
Dates	**Event**
August 25, 2025	Fall Semester DPT Classes Begin
September 1, 2025	Labor Day Holiday – no classes
September 5, 2025	Service of Gratitude
October (TBD)	Fall Break – no classes
November 27 – November 30, 2025	Thanksgiving Break – no classes
December 8– December 12, 2025	Final Exams
December 14 - January 4, 2026	Winter Break
Spring 2026	
Dates	**Event**
January 5, 2026	Spring Semester DPT Classes Begin
January 19, 2026	Martin Luther King Holiday – no classes
March 14th, 2026	White Coat Ceremony
April 6 – 17, 2026	General Medical Conditions Integrated Clinical Experience
April 20-21, 2026	Final Exams
April 22 – 26, 2026	Spring Break

Summer 2026	
Dates	**Event**
April 27, 2026	Summer Semester DPT Classes Begin
May 6, 2026	Class of 2026 Poster Day
May 26, 2026	Memorial Day Holiday – no classes
June 19, 2026	Juneteenth Holiday – no classes
July 4, 2026	Independence Day Holiday – no classes
July 27 – August 7, 2026	Musculoskeletal Rehabilitation Integrated Clinical Experience
August 10 – 14, 2026	Final Exams
August 15 – 23, 2026	Summer Break

Fall 2026	
Dates	**Event**
August 24, 2026	Fall Semester DPT Classes Begin
September 7, 2026	Labor Day Holiday – no classes
October 2-day Fall Break TBD	Fall Break – no classes
November 26 – November 29, 2026	Thanksgiving Break – no classes
November 30 – December 11, 2026	Neurologic Rehabilitation Integrated Clinical Experience
December 14 – 18, 2026	Final Exams
December 19- January 3, 2027	Winter Break

DOCTOR OF PHYSICAL THERAPY COURSES

DPT 700 Health Promotion, Wellness, and Prevention: Individual level, 1cr
DPT I, Required, Letter Grade
This is the first of two courses on the role of the physical therapist in health promotion, wellness and prevention. The purpose of the course is to gain an understanding of fundamental concepts of health, wellness, screening for risk and the theoretical bases underlying human health behavior change. We will focus on how racial, social and socio-economic factors lead to implicit bias and health disparities on an individual and inter-personal level. Given this, we will examine these as major influencers of individual patient health and wellness as well as *our* role as health care providers in recognizing and combating these disparities. Sessions will be primarily small and large group discussion and lecture.

DPT 705 Human Anatomy, 4 cr
DPT I, Required, Letter Grade
Study of the structures and functions of systems of the body focusing on the nervous, musculoskeletal, circulatory, and pulmonary systems. Includes human cadaver dissection.

DPT 710 Fundamentals of Clinical Measurement, 3 cr
DPT I, Required, Letter Grade
Introduction to the physical therapist model of clinical practice with an emphasis on basic examination skills. Procedures covered include methods for determining strength and range of motion and basic cardiopulmonary assessment.

DPT 715 Kinesiology and Biomechanics, 4cr
DPT I, Required, Letter Grade
Introduction to biomechanical principles of human movement. Includes discussion of the mechanical principles underlying the movement of individual joints, connective tissue mechanics and the analysis of posture and gait.

DPT 720 Ethics and Professionalism, 2 cr
DPT I, Required, Letter Grade
Introduction to ethics, laws and professionalism in physical therapist practice. This course provides the introductory information concerning physical therapists professional obligations requisite to functioning as a clinician, consultant, and administrator. The course accomplishes this goal by providing information and experience with issues of professionalism, ethics, licensure regulation, the professional association, and other health professions. Various professional relationships of the physical therapist and related responsibilities are emphasized and provide the basis for on-going consideration of ethical and legal problems. An introduction to legal and moral issues and dilemmas related to professional and health care trends occurs through readings, group activities and discussion.

DPT 725 Interpersonal Communications, 2 cr
DPT I, Required, Letter Grade

Facilitating communication comes from learning listening and attending skills, non-verbal communication and motivational interviewing. This course is designed to focus on fostering development of these skills and gaining a better understanding of the provider-patient relationship.

DPT 730 Systems Physiology, 5 cr
DPT I, Required, Letter Grade
The course is designed to study the function of the human body at the molecular, cellular, tissue and systems levels, in both health and disease. The major underlying themes are: the mechanisms for promoting homeostasis; cellular processes of metabolism, membrane function and cellular signaling; the mechanisms that match supply of nutrients to tissue demands at different activity levels; the mechanisms that match the rate of excretion of waste products to their rate of production. These topics are addressed by a consideration of nervous and endocrine regulation of the cardiovascular, hematopoetic, pulmonary, renal and musculoskeletal systems, including the control of cellular metabolism. The integrative nature of physiological responses in normal function, exercise and disease is stressed throughout.

DPT 735 Neuroscience, 4 cr
DPT I, Required, Letter Grade
This course is designed to provide an understanding of basic scientific principles and concepts related to the structure and function of the nervous system, with specific emphasis on relating neuroscience to perception and movement. Upon completion of this course, students will be able to relate structural components of the nervous system to their function, correlate neurological examination with structural components, and correlate nervous system injury or disease with neurological deficits or dysfunction seen in clinical practice. Throughout the course, students will be encouraged to develop critical thinking and problem solving skills, as well as begin to develop the ability to use scientific literature to discuss evidence-based approaches to managing individuals with movement dysfunction.

DPT 740 Introduction to Interventions, 3 cr
DPT I, Required, Letter Grade
Evidence-based course designed to provide students with the basic principles for determination of exercise need and the prescription of exercise programs and the determination of safe and appropriate application of physical modalities. Emphasis is placed on patients with musculoskeletal deficits including those with chronic disease and also on otherwise healthy individuals across all ages. Exercises include those to increase joint range of motion and muscle-tendon extensibility, increase muscle strength, improve aerobic capacity and improve balance. Soft tissue healing process, indications and contraindication are considered in the assessment of appropriate application of traditional and emerging modalities.

DPT 745 Growth Process through the Lifespan, 4 cr
DPT I, Required, Letter Grade
The interactions of perceptual-motor, cognitive, and psychosocial influences on the developing human and the processes of individual and family reactions to stresses

of aging, health changes, death, and dying. Integrated practical/clinical experiences in well-baby, child day care, and elder care/residential settings.

DPT 750 The Teaching and Learning Process in Physical Therapy, 2 cr
DPT I, Required, Letter Grade
Much of physical therapy involves teaching – teaching the patient, family members, other health care professionals, insurance providers. This course develops skills in the teaching-learning and problem-solving processes.

DPT 755 General Medical Conditions, 12 cr
DPT I, Required, Letter Grade
Evidence-based physical therapist examination, diagnosis, and management of patients with cardiac, pulmonary, wound, cancer, and metabolic conditions. Content integrates pathophysiology and medical management of patients. Includes congruent, weekly patient oriented experiences and culminates in a two week, full-time clinical education experience.

DPT 760 Medical Genetics in Physical Therapy, 3 cr
DPT I, Required, Letter Grade
The course will elucidate the process of cell division, gamete production and sexual reproduction in males and females. Further study will explore the relationship of molecular and cellular genetics, transmission genetics and population genetics. The student will gain an understanding of the role of genes and chromosomes in determining structure and function in health. Risk assessment will be addressed for inherited and somatic genetic diseases including the interaction of genetic and environmental factors in contributing to multifactorial diseases, such as carcinogenesis. These concepts will be considered in the context of the lifespan of an individual, inheritance through pedigree analysis, and populations. Clinical applications for screening, genetic testing and gene therapy will be considered.

DPT 765 Evidence-Based Practice, 2cr
DPT I, Required, Letter Grade
The purpose of the course is to gain competence in critical analysis of the research literature through the use of fundamental concepts of the inquiry process. This course provides the foundation for 1) evidence-based physical therapy practice and clinical reasoning used in General Medicine, Musculoskeletal Rehabilitation, Adult Neurorehabilitation, Pediatric Rehabilitation, and Internship I, II, and III and 2) student research projects in Clinical Research.

DPT 770 Interprofessional Education and Collaborative Practice I and II, 1 cr
Interprofessional education (IPE) and collaborative practice (CP) are essential components in healthcare environments and health professions programs as concepts strongly associated with patient safety, quality care and accreditation standards. Physical therapy education has an opportunity and obligation to educate learners to be "collaborative-ready" providers as part of an interprofessional team. Ideally, physical therapy education programs incorporate interprofessional education (IPE) initiatives throughout the didactic and clinical curricula. This course will be a two-course sequence, DPT 770 and DPT 870. DPT 770 will focus on interprofessional team training skills which will be practiced and demonstrated

through an interprofessional simulation experience (Kirkpatrick level 2). DPT 870 will expand on these skills into a clinical environment (Kirkpatrick level 3). The DPT program will build on existing relationships within the Schools of Medicine (Anesthesiologist Assistant, Genetic Counseling, Medicine, Physical Therapy and Physician Assistant programs), School of Nursing and the School of Public Health for IPECP experiences in this course. DPT 770 will collaborate with these health professions programs through an integrated Interprofessional Team Training Program. Additionally, DPT 770 will include a clinical simulation experience with physical therapy and nursing students. Transferability of learned IPECP skills into the clinical environment will be incorporated into DPT 870. In DPT 870, students will demonstrate skills learned in DPT 770 in the clinical environment during their first Terminal Clinical Experience (TCE I).

PUBH 501 Interprofessional Education and Public Health Leadership – 0 cr
Students will join students from health professional programs across the Woodruff Health Sciences Center to receive didactic training to perform effectively on interprofessional teams and to apply leadership and management principles to address a relevant public health issue. Interprofessional teams will compete in a health challenge competition designed to address public health and clinical issues of importance to the Atlanta community.

DPT 800 Musculoskeletal Rehabilitation, 11 cr
DPT II, Required, Letter Grade
Evidence-based physical therapist examination, diagnosis, and management specific to adult and pediatric patients with musculoskeletal conditions. Content integrates pathophysiology, medical management, and physical therapy assessment and treatment, including manual therapies. Incorporates congruent, weekly patient oriented experiences and culminates in a two week, full-time clinical education experience.

DPT 805 Principles of Motor Learning, 2 cr
DPT II, Required, Letter Grade
This course will provide the student with a theoretical basis and historical overview of motor learning and its application to motor skill acquisition. Since teaching acquisition or re-acquisition of motor skills is a foundation for physical therapy interventions, this course will provide students with core knowledge and a theoretical framework upon which to build therapeutic interventions. The course will include the basic tenets of: the relation of task, individual, and environment and motor skill acquisition, practice schedules, and the role of feedback. Materials will focus on cognitive and motor aspects of skill acquisition.

DPT 810 Adult Neurorehabilitation, 7 cr
DPT II, Required, Letter Grade
Examination, diagnosis, and management of the adult patient with neurological conditions. Content integrates pathophysiology, medical management, and physical therapy assessment and treatment. Students will learn examination techniques and validated outcome measures to evaluate disability, impairment, and functional deficits and to measure the outcomes of treatment. Students will develop

interventions based upon available evidence and the principles of motor learning. Includes congruent, weekly patient-oriented experiences and culminates in a two week, full-time clinical education experience.

DPT 815 Pediatric Rehabilitation, 4 cr
DPT II, Required, Letter Grade
This course will provide students with the foundational knowledge for entry-level competency in pediatric physical therapy. The course will encompass a range of skills and knowledge related to child development, age-appropriate assessment and treatment and family-centered care. These skills are crucial for providing effective and ethical care for children across various developmental stages and with a variety of conditions.

DPT 820 Health Service and Management, 3 cr
DPT II, Required, Letter Grade
The Health Service and Management course aims to provide insight into the many variables that affect the business of health care. This course builds on the Ethics and Professionalism course that focuses on ethical/legal guidelines and standards for practice; professionalism; and professional roles, responsibilities and obligations. Specifically, the Health Service and Management course focuses on the factors affecting the client's entry into and progression through the healthcare system, including the effect of current financial, legal and regulatory policies that affect the client, the client/professional relationship and the practice of physical therapy. This course will also prepare the student for participation in managerial activities by providing a glimpse of primary business disciplines, including market research and strategy, marketing, finance, operations, quality and management. The course content is derived from current literature, the personal experiences of the instructor(s) and students and interactions with professional colleagues. The format for the class is primarily lecture and discussion, with the students sharing the responsibility for classroom interactions.

DPT 825 Exploration of Human Behavior, 2 cr
DPT II, Required, Letter Grade
A tendency to underestimate the incidence of behavioral and cognitive problems can have a negative effect on treatment outcome and the return of the patient to normal activities. Therapists need to be able to recognize these behaviors, recognize how we react to the behaviors in our clients, measure these behaviors, and assess the effect of these behaviors on treatment planning and outcome. The course will cover behavioral and cognitive problems and the psycho-social-cultural aspects of disability. Class sessions will be primarily small group discussion and lecture.

DPT 830 Internship I, 10 cr
DPT II, Required, Letter Grade
The first of three, full-time supervised clinical experiences in a variety of clinical settings. Each student completes a 10-week, full-time experience in an acute care facility, in a rehabilitation facility and in a community setting.

DPT 840 Internship II, 10 cr

DPT II, Required, Letter Grade
Continuation of full-time supervised clinical experience. This course is the second, ten-week experience.

DPT 870 Interprofessional Education and Collaborative Practice I and II
DPT II, Required, Letter Grade
Interprofessional education (IPE) and collaborative practice (CP) are essential components in healthcare environments and health professions programs as concepts strongly associated with patient safety, quality care and accreditation standards. Physical therapy education has an opportunity and obligation to educate learners to be "collaborative-ready" providers as part of an interprofessional team. Ideally, physical therapy education programs incorporate interprofessional education (IPE) initiatives throughout the didactic and clinical curricula.
This course will be a two-course sequence, DPT 770 and DPT 870. DPT 770 will focus on interprofessional team training skills which will be practiced and demonstrated through an interprofessional simulation experience (Kirkpatrick level 2). DPT 870 will expand on these skills into a clinical environment (Kirkpatrick level 3). The DPT program will build on existing relationships within the Schools of Medicine (Anesthesiologist Assistant, Genetic Counseling, Medicine, Physical Therapy and Physician Assistant programs), School of Nursing and the School of Public Health for IPECP experiences in this course. DPT 770 will collaborate with these health professions programs through an integrated Interprofessional Team Training Program. Additionally, DPT 770 will include a clinical simulation experience with physical therapy and nursing students. Transferability of learned IPECP skills into the clinical environment will be incorporated into DPT 870. In DPT 870, students will demonstrate skills learned in DPT 770 in the clinical environment during their first Terminal Clinical Experience (TCE I).

DPT 900 Internship III, 10 cr
DPT III, Required, Letter Grade
Continuation of full-time supervised clinical experience. This course is the third, ten week experience.

DPT 905 Current Practices in Physical Therapy Care, 2 cr
DPT III, Required, Letter Grade
The course requires students to write several reflective narratives about their clinical experiences and to comment and discuss the themes and levels of reflection of their narrative with each other via an electronic chat room on Blackboard. The goal is to help students develop reflective skills consistent with expert practice, and to provide students opportunities for self-reflection and to welcome uncertainty and see difficult or problem situations and patients as areas for creative problem-solving versus unsolvable problems. Concurrent with full-time, clinical experiences.

DPT 910 Advanced Medical Screening, 2 cr
DPT III, Required, Letter Grade
High quality patient care requires the physical therapist to be responsible for determining if a patient is appropriate for physical therapy. Based on the history, systems review and clinical evaluation, the student will determine if any red or yellow flags are present. If red or yellow flags are identified in the clinical examination, the therapist will learn to differentiate between problems that require

consultation or referral to another practitioner and problems that are outside the scope of physical therapy practice. The student will learn to integrate medical screening concepts within the physical therapy examination to identify when a referral to another healthcare practitioner is necessary. In addition, the student will learn effective communication strategies with the patient and other healthcare professionals to facilitate appropriate follow-up. Upon completion of the course, students will be able to apply comprehensive medical screening to patients with complex medical problems with neurological, cardiovascular and musculoskeletal observed in clinical practice.

DPT 915 Clinical Research I, 6 cr
DPT III, Required, Letter Grade
Application of the scientific principles in a research setting. This course sequence is designed to provide the student with the opportunity to actively apply the principles and concepts learned in Evidence-Based Practice to a contemporary research issue. Emphasis is placed on practical application of research principles and the scientific process. Students participate in a group project under the direct guidance of a faculty member actively involved in research activity. Project topics vary depending on the research programs of the faculty. Students will be involved in various aspects of the research process, as appropriate for a given project, such as proposal development, subject recruitment, data collection, data reduction, statistical analysis, interpretation of the results and dissemination to the scientific community.

DPT 920 Health Promotion, Wellness, & Prevention: Community Level, 2 cr
DPT III, Required, Letter Grade
This is the second of two courses on the role of the physical therapist in health promotion, wellness and prevention. The purpose of the course is to gain an understanding of fundamental concepts of community health, wellness and barriers to those that affect the health of communities. We will focus on how historical, racial, social and socio-economic factors lead to implicit bias and health disparities in community and global healthcare. We will further examine these as major influencers of community health and wellness as well as *our* role as health care providers in recognizing and combating these disparities. Class sessions will be primarily group discussion and lecture. The course will use the COVID-19 pandemic as a framework to discuss the theories and topics learned in class.

DPT 925 Clinical Research II, 6cr
DPT III, Required, Letter Grade
The second of two research courses. The purpose of the course is to answer an original question related to physical therapy practice through the application of the scientific inquiry process. Students will work in small groups with a faculty mentor to collect and analyze data. All students will participate in presenting their project at the Graduate DPT Research Day traditionally held in May prior to graduation.

DPT 930 Professional Leadership and Development, 2 cr
DPT III, Required, Letter Grade
This course is an expansion on the leadership content taught throughout the curriculum with an emphasis on the transition from student to professional.

Students will learn about leadership in theory and practice, along with individual styles and preferences, and identify personal strengths and weaknesses through activities and reflections. Students will develop skills for professional development and establish short-and long-term plans for professional growth.

Terminal Clinical Education Experience I

This course is the first terminal clinical experience and is a 10-week, full-time, supervised, clinical education experience occurring during the second year. Ten weeks are spent in one of the following settings: inpatient, community outpatient, specialty-based outpatient settings for either adult or pediatric patient populations. This terminal clinical education experience focuses on all aspects involved in the delivery of physical therapy, including administrative and consultative activities. Student assignment to specific clinical sites is negotiated on the basis of facility availability and student interest.

Terminal Clinical Education Experience II

This course is the second terminal clinical experience and is a 10-week, full-time, supervised, clinical education experience occurring during the second year. Ten weeks are spent in one of the following settings: inpatient, community outpatient, specialty-based outpatient settings for either adult or pediatric patient populations. This terminal clinical education experience focuses on students developing all aspects involved in the delivery of physical therapy, including administrative and consultative activities. Student assignment to specific clinical sites is negotiated on the basis of facility availability and student interest.

Terminal Clinical Education Experience III

This course is the final terminal clinical experience before graduation and is a 10-week, full-time, supervised, clinical education experience occurring during the third year. Ten weeks are spent in one of the following settings: inpatient, community outpatient, specialty-based outpatient settings for either adult or pediatric patient populations. This terminal clinical education experience focuses on students progressing towards entry level practice in all aspects involved in the delivery of physical therapy, including administrative and consultative activities. Student assignment to specific clinical sites is negotiated on the basis of facility availability and student interest.

Elective Opportunities

Advanced electives are chosen from courses offered by the Division of Physical Therapy and/or other departments at the university. Departments offering electives include, but are not limited to, Neuroscience, Rollins School of Public Health and Goizueta School of Business. These courses are taken in the final two semesters of study. Specific elective courses may not be offered every year.

The following are 3 credit courses offered within the Division of Physical Therapy:

Advanced Oncology Elective (DPT 935 and 935A)

The Advanced Oncology elective is for someone who has a passion for oncology care and wants to continue to expand their clinical, didactic, and critical decision-making for the cancer survivor. Through this course, the student will become better prepared for examination, evaluation, intervention, coordination of care, and

discharge planning for the cancer survivor across the continuum of care. Active learning through discussion boards, reviewing evidence-based best practices, introduction to compression bandaging and manual lymph drainage, administrative projects, and case study analysis allows the student to challenge themselves to grow and better comprehend the extensive challenges the cancer survivor faces. Successful completion of the Fall didactic and case-based DPT 935 is a prerequisite for the Spring DPT 935A elective. The Spring elective places students for up to 100 hours with clinical partners who have specialized in oncology care to integrate material provided in the Fall elective. Students are welcome to participate in the Fall elective without committing to the Spring clinical elective.

Advanced PT Applications of Pain Neuroscience (DPT 937)
This course is designed as an advanced study of pain science informed diagnosis and treatment in physical therapy practice. Materials will be presented with a focus on case-based learning and an emphasis on practical application of treatment and diagnosis principles utilizing hands-on lab sessions and advanced case study examples.

Introduction to Women's Health (DPT 940)
This course introduces the physical therapy student to management of diagnoses that are unique to women. While many physical therapy interventions and management strategies may be applied across sex, there are differences between males and females that should be considered during rehabilitation and long-term health and well-being. This course will explore conditions that are specific to women, including an introduction to pelvic health, pregnancy, breast cancer, menopause and conditions specific to the female athlete. Learning methods will involve a combination of lecture, lab and small group discussion.

Movement System in Orthopaedic Physical Therapy Practice (DPT 942)
This course is designed for the student who aspires to gain a more advanced understanding of the diagnosis and treatment of movement dysfunction as it relates to the orthopaedic client and active populations. The classroom environment will be a "moving classroom" in which students will be learning while either moving, assessing movement or teaching movement. Current concepts involving The Human Movement System, as defined by the APTA, will be integrated into examination and evaluation processes designed to identify movement dysfunctions contributing to a pathoanatomical diagnosis and/or movement dysfunctions caused by pain or injury. Specifically, the student will learn to utilize the Selective Functional Movement Assessment to screen for the presence of movement dysfunction and identify specific underlying impairments contributing to that movement dysfunction. Aberrant movement will be further classified by incorporating many of the concepts found in the literature on Movement System Impairment Syndromes.

Lower Limb Prosthetics (DPT 946)
This course is designed to prepare the student with foundational knowledge of lower limb prosthetics in order to be able to engage with people who require prosthetic rehabilitation, prosthetists and other health care team members in an informed manner.

Critical Thinking and Integration in Current Practice (DPT 947)
The residency directed 'Critical Thinking and Integration in Current Practice elective is a clinically infused case-based course to help students prepare for post graduate practice. The 14 cases will span a variety of orthopedic, neurologic, pediatric sports medicine and acute care current clinical cases. The cases are presented and facilitated by current orthopedic, pediatric sports medicine, neurologic and acute care residents. Each case will challenge the student to incorporate evidence-based best practice with clinical and critical decision making. Influences on components of examination, intervention and discharge plan will be discussed based on ethical practice and billing, socioeconomic and underrepresented community challenges, how insurance plays a role in decision making, as well as productivity and outcome metrics.

Yoga and Meditation/Mindfulness in Physical Therapy (DPT 951)
Yoga Therapy is gaining recognition and acceptance worldwide as a complementary healthcare modality. The purpose of this class is to teach the physical therapy student the practices of yoga that are applicable to the physical therapist patient. Concepts underlying yoga and yoga practices as well as their application to a variety of patient conditions will be explored. The student will be able to understand, explain, teach and integrate a variety of yoga practices into their patients' rehabilitation programs.

Business Management for the Physical Therapist Entrepreneur (DPT 952)
The purpose of this course is to instill an entrepreneurial mindset in physical therapy students irrespective of the practice environment in which they choose to work. This course is for students interested in learning the art and science of becoming a successful entrepreneur in the physical therapy industry. This course will help students learn planning, operational, and analytical skills that will improve the likelihood of success in starting their own private practices or introducing new services in different health care settings (acute care hospital, rehabilitation center, etc.). This course will provide a glimpse of a number of primary business disciplines including marketing, finance, operations, management, market research, and strategy.

Manual and Manipulative Therapy (DPT 954)
The historical development of manipulative therapy is investigated starting with the use of manipulation by bone setters followed by the introduction of manipulation into the medical, osteopathic, chiropractic and physical therapy professions. The various schools of manipulative thought are investigated with recognition to the individual contributors who advanced the practice of manipulation. The current state practice acts regarding the utilization of manipulation in the physical therapy profession is reviewed. Supportive arguments against the regulation of manipulative therapy within the profession of physical therapy are explored. Theoretical rationale and effects of manipulation are examined with respect to psychological impact, neurophysiologic influences and mechanical changes. Spinal manipulative research and evidence for the use of manipulation is analyzed. Risks, adverse reactions and contraindications are considered. The psychomotor skills

required in the successful performance of manipulation are also addressed.

Dry Needling (DPT 959)
This course focuses on skill acquisition of dry needling technique and clinical reasoning for implementing the intervention for upper and lower quarter dysfunction including spine. While evidence is limited pertaining to the technique, emerging evidence is supportive and will be explored including some discussion of the strengths and limitations of the current available evidence. Current ongoing research will be explored as well as identifying gaps in the literature. Case based and problem based approaches will be implemented to enhance the clinical reasoning behind the use of dry needling.

Spanish for Physical Therapists (DPT 960)
Spanish for Physical Therapists is an elective course designed for physical therapy students who want to improve communication skills with Spanish speaking patients and their caregivers through increased awareness of Hispanic American culture and improved ability to use spoken Spanish to communicate during physical therapy assessments and treatment procedures. Assessment topics include: family and home environment, work history, medical history, pain assessment, functional assessment, range of motion testing, muscle testing, neurologic examination procedures, balance and gait assessment, and developmental assessment for children. Treatment procedures include: explanation of precautions, therapeutic exercises, functional training, gait training and the use of physical modalities. Students also learn to give instructions to patients about appropriate dress for treatment procedures, to make appointments and to give directions to the clinic or other locations. Class materials including vocabulary lists, exercise programs and patient education handouts allow students to build a portfolio of resources to use in the delivery of physical therapy services to patients who speak Spanish and very little or no English.

Advanced Acute Care (DPT 961)
The purpose of this course is to enhance the assimilation of knowledge and skills to facilitate early mobilization in the intensive care unit. This course is for students interested in integrating problem solving, pathophysiology, electrocardiograms, and technology to achieve early mobilization as part of a multidisciplinary team in the Intensive Care Unit. This course will provide students the opportunity to learn various assessment skills, develop critical thinking and problem solving skills through case-based analysis of patient scenarios. Through this process the students can develop evidence based reasoning for early mobilization in the intensive care unit to impact patient and cost outcomes for the acute care setting.

Neurologic Gait Rehabilitation (DPT 967)
Experiential learning opportunities will allow students to further explore the evidence, knowledge, and techniques applicable to neurologic gait dysfunction. Students will learn advanced skills and clinical reasoning associated with assessment and intervention, as well as gain experience with technologies and

equipment used for treatment of people with neurologic gait dysfunction. Learning activities will be aligned with available evidence supporting contemporary neurologic physical therapy practice. This course will be structured utilizing a clinical decision-making approach. Special attention will be given to both theory and practice, with a focus on current evidence-based medicine. Opportunities for learning will vary over the course of the semester and will mostly include group discussions, laboratory sessions, lectures and independent study.

Directed Study (DPT 970)
Specialized leaning experiences related to the student's program, which are not available through formal course offerings. These courses offer student the opportunity to focus on a specific focused area of study and typically culminate in a formal paper and/or presentation to faculty and students.

Readings in Physical Therapy (DPT 972)
Readings in Physical Therapy provides the student with an opportunity for in-depth review, critique and synthesis of current literature beyond readings not available through formal course offerings. These courses typically culminate in a formal paper and/or presentation to faculty and students.

Spinal Orthopaedic Physical Therapy (DPT 978)
A study of the functional anatomy, clinical biomechanics and neuromotor behavior of spinal dysfunction/pathology. Evaluative tests to differentiate the nature of spinal motion disorders are emphasized. The significance of test findings and the formulation of treatment plans are discussed. Management strategies for pain relief, improvement in motion performance and return to functional activities will be demonstrated. Manual therapy for motion impairments and spinal stabilization strategies are significant components of the course. The course also investigates the rationale and evidence for establishing a plan of care. Also presented are special topic areas related to temporomandibular disorders and pelvic girdle dysfunction.

Advanced Pediatrics (DPT 984)
This pediatric course begins with advanced level study of musculoskeletal growth and motor development in typical children and then progresses to the study of common pediatric disorders and physical therapy interventions that are effective for these problems. Students review evidence related to effects of physical therapy interventions to improve function, musculoskeletal status, and quality of life in children with neurologic and orthopedic disorders. Format includes: presentations by the instructors, readings, case based discussions, clinical site visits, reviews of research in group seminars and occasional laboratory sessions to learn special techniques.

Vestibular Rehabilitation (DPT 986)
This intense, evidence-based, six-day course consists of lecture and laboratory sessions with additional self-study sessions emphasizing the physical therapy

management of patients with peripheral vestibular disorders. All participants will be expected to demonstrate assessment skills to faculty including: oculomotor examination with emphasis on the identification of nystagmus and canal involvement; balance and gait, fall risk and functional assessments. Participants will also be expected to demonstrate appropriate treatment procedures for BPPV affecting posterior, anterior and horizontal canals for both cupulolithiasis and canalithiasis, for unilateral and bilateral peripheral vestibular disorders, and for disorders resulting in motion sensitivity such as central vestibular disorders including traumatic brain injury. Emphasis will be on utilizing assessment results to develop an effective treatment plan.

Interfacing Engineering Technology and Rehabilitation (DPT 988)
This course incorporates an innovative education model bringing physical therapy, occupational therapy, engineering, medicine and science students together across multiple US universities, including the University of Pittsburgh, Georgia Institute of Technology, Emory University and Harvard University. This course is designed to introduce students to current and near-future technology to enhance and facilitate rehabilitation for persons with a variety of health conditions. The course will feature recent discoveries in research related to rehabilitation technology and their underlying physiological basis; lectures from leading researchers, entrepreneurs and clinicians; conversations and interviews with people living with the health conditions being studied; and group writing focusing on personal experience, clinical assessments and proposed engineering solutions.

Sports Physical Therapy (DPT 990)
This course extends the students' clinical reasoning and manual therapy skills in the examination and management of common sports injuries and conditions affecting the athlete. Students will explore selected mechanisms of sports injuries affecting the neuromusculoskeletal system, the resulting pathokinematics, examination procedures, the rationale for clinical tests used in differential diagnosis, the significance of test findings and the formulation of treatment plans. Management strategies for acute injuries, improvement in motion performance, sports biomechanics and return to sports activities will be reviewed and demonstrated. Intervention strategies will include first aid, taping, manual therapy, and exercise techniques. The course also investigates the relationships between extremity joint injuries and adjacent regions, including the spine.

Advanced Adult Neurorehabilitation (DPT 992)
Course content will include advanced study of neurologic diagnoses, examination, intervention, and clinical decision-making. Clinical education will be incorporated either through a short-term intensive clinical service learning experience in rural Jamaica with a population of adult individuals post-stroke or via an alternative local clinical site. Classroom, laboratory, and directed study of the current body of literature for the practice of neurologic physical therapy will be required. Special attention will be given to various outcome measures and interventions with respect to both theory and practice, with a focus on current evidence-based medicine.

Service Learning (DPT 994)
This course offers the opportunity to explore the physical therapists' role in providing a variety of services to medically underserved communities. Service learning consists of academic learning modules integrated with meaningful community service experiences designed to increase civic responsibility and cultural competence and strengthen communities. The course consists of independently completed web-based learning modules, written reflections, and provision of services to a community (community projects TBA). Student must have an agreement with a faculty advisor regarding their service learning project prior to registering for this course.

Preceptorships (DPT 900 level courses)
Preceptorships are practical learning experiences that allow students to participate in the teaching-learning process in a formal educational setting. The experience may include participation in preparation for classes, classroom lectures and/or discussion, and clinical laboratories. Faculty are currently offering preceptorships in the following courses: Introduction to Interventions, Neuroscience, General Medical Conditions, Adult Neurorehabilitation, Pediatric Rehabilitation, and Spanish for Physical Therapists.

Topics in Advanced Pediatric Physical Therapy Practice (course number 983)
This course will cover selected pediatric physical therapy topics with didactic materials, case-based clinical decision making and intervention selections beyond entry-level. After an advanced research review of motor skills in the context of whole child development, specialty topics covered will include pediatric PT in acute care, pediatric cancer rehab, review of childhood adverse experiences and advocacy surrounding ACEs etc. Teaching format will include didactic materials, readings, group seminars and interactive lab. Each class will include case studies including evidence-based intervention options, discussion and labs as needed. Development of a specialty case and presentation as a final project is required. This elective pediatric course is complementary to the Spring Advanced Pediatrics course, but content is entirely novel.

Exploration of Human Behavior (course number 825)
Failing to recognize or underestimating behavioral, cognitive and mental health issues can significantly impact treatment outcomes. This course equips therapists with the skills to identify these behaviors, understand their own responses to them and evaluate their influence on treatment planning and effectiveness. Topics include behavioral, cognitive, and mental health conditions, the behaviors that might be seen in these conditions, as well as social-cultural aspects of disability. The course format emphasizes lectures and small group discussions.

MASTER OF MEDICAL SCIENCE PROGRAM ANESTHESIOLOGY

The Master of Medical Science Program in Anesthesiology is a graduate medical education program in the Emory University School of Medicine. The Program accepts qualified individuals who desire to undertake rigorous didactic and clinical education to become knowledgeable, skilled anesthetists. Students begin the Program in August, and classroom and clinical education span 27 continuous months with graduation in December - seven semesters following matriculation.

The Master of Medical Science Program in Anesthesiology is open to individuals holding a baccalaureate degree who have completed basic premed courses. Individuals who successfully complete this Program are awarded a Master of Medical Science degree by Emory University. Following graduation and successful completion of the Certifying Examination for Anesthesiologist Assistants, graduates can become integral anesthetist members of an anesthesia care team practice led by an anesthesiologist.

As a accredited program by The Commission on Accreditation of Allied Health Education Program (CAAHEP), the Emory University Master of Medical Science Program in Anesthesiology dedicates its time and resource to "**prepare entry-level Anesthesiologist Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains**" (CAAHEP Standard II. C. Minimum Expectations).

Accreditation

The Master of Medical Science Program in Anesthesiology is a graduate medical educational program in the School of Medicine at Emory University. Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, doctorate, and professional degrees.

Questions about the accreditation of Emory University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website.

The Master of Medical Science Program in Anesthesiology is a clinical educational program for the health profession, Anesthesiologist Assistant. The Program is accredited by CAAHEP:Commission on Accreditation of Allied Health Education Programs.

RULES, REGULATIONS, AND POLICIES OF EMORY UNIVERSITY AND EMORY UNIVERSITY'S SCHOOL OF MEDICINE

- Policies of Emory University are provided at http://policies.emory.edu. Additional information can also be found in the Emory University Campus Life Handbook (www.emory.edu/campus_life).
- Policies of the School of Medicine can be found on Canvas in the School of Medicine (SOM) Connections course.
- Each student enrolled in the Anesthesiology Program is responsible for reading, understanding, and abiding by all applicable Emory University and School of Medicine policies, rules, and regulations. Questions pertaining to rules, regulations, and policies should be directed to one of the Program Directors.

APPLICATION

The application cycle for the Emory University AA Program opens in May of each year. We utilize a rolling admissions process for reviewing and interviewing applicants. Applications will be reviewed once they are complete, verified, and deemed competitive. We encourage applicants to submit their materials as early as possible. The most qualified candidates will be reviewed and given consideration for an invitation to an interview. Interviews are conducted on a rolling basis throughout the admissions cycle and will continue until the class and wait pool are filled.

CASAA (Centralized Application Service for Anesthesiologist Assistants) is an online platform for applying to all Master's level Anesthesiologist Assistant programs across the US. Through **CASAA**, applicants can submit a single application and set of materials to multiple programs.

To begin the application process:

- Review the program information provided.
- Many general inquiries can be answered on the EmoryAA Program website.
- Create an account in **CASAA** and submit a complete application.
- Submit the required Emory Supplemental Documents in **CASAA**.
- Pay the **CASAA** application and $65.00 administrative fees as instructed.
- Emory AA Program Admissions uses Google for email and calendaring. If you do not already have one, please create a free Google account.
- Reapplicants, if you were granted an interview in the previous cycle, upload your reactivation letter in **CASAA** outlining strengths and new experiences.
- In-Progress Courses: Academic programs and prerequisite courses may be in progress during the application cycle, but no more than four (4) prerequisite courses should be in progress at the time of application. Ideally, applicants should have no more than two (2) prerequisites pending.

How to Apply:

The information below outlines the items necessary to complete the application process:

- Use your Gmail address to create the CASAA account

- Complete the Online Common Anesthesiologist Assistant Application – CASAA
- Submit Non-refundable CASAA application fee of $160.00 (fee chart in CASAA for additional information)
- Complete Emory supporting documents- Emory supplemental supporting documents should be complete, signed, dated, and uploaded in CASAA
- Submit 65.00 non- refundable administrative fee-

1. Application Checklist
2. Documentation of Familiarity
3. Documentation Concerning Technical Standards
4. Background Check Attestation Form
5. Drug Screen Consent Form
6. Applicant Statement
7. Passport sized current picture (smile) - Do not send a picture of your passport.
8. A complete CASAA application and processed supplemental documents will activate your Emory file. Email updates will follow.
9. Reapplicants, follow instructions in CASAA and the Emory reapplication tab.

Items to be Managed in CASAA:

1. Official Transcripts:
   All undergraduate and graduate transcripts must be sent directly to CASAA for a complete evaluation and verification. Emory does not recalculate information provided
2. Applicant Consent is required for transcript evaluations within CASAA.
3. GRE Scores:
   a. The Emory AA Program GRE Designated Institution (DI) Code is 5692. Educational Testing Service (ETS) will transmit official GRE scores electronically to CASAA up to twice a week for all test takers who designate the program as a score recipient.
   b. Only official results (percentile score included) will be accepted.
   c. If you have not taken the GRE, plan to do so between now and September to ensure the receipt of official results in time for processing and consideration. Please note that the AA Program does not regulate processing periods or terms. Visit ETS for more details.
   d. Please provide your most competitive score received
4. MCAT Scores:
   a. Official MCAT scores must be reported directly in CASAA.
   b. Additionally, upload a copy of your official MCAT score report with your verification number in CASAA.

Exam reports 5 years old or older should be retaken

For help with CASAA application-related questions, you can log in to your application and contact us using the chat icon in the lower right corner. You can also contact us by email at support@casaa.myliaison.com or by phone at 617-612-2077.

Application Information Review:

Before submitting your application, confirm that all information is accurate, competitive and up to date (including the most recent transcripts). Avoid guessing or leaving grades and credit hours incomplete. Plus/minus information is not processed.

Accredited Institutions and Courses:

Academic programs and required pre-medical courses will only be accepted from institutions that are regionally accredited. Prerequisites completed online will be accepted.

In-Progress Coursework:

Use the designation IP for any coursework in progress during the application cycle. Incomplete applications will not be considered for review.

Proof of enrollment:

Required after course registration. Please send unofficial documentation to: AADocs@emoryaaprogram.org.

Supporting Documentation:

Upload all supporting documents in CASAA, including supplemental documents, resumes, additional employment details, and certification documentation.

Status Notifications:

After processing your verified CASAA application, supplemental documents, and fees, the AA Program office will send update notifications via Gmail regarding your application status.

Acceptance Instructions:

Upon receiving an official acceptance notification, please download documents, follow the payment instructions in OPUS, pay the acceptance fee, and return the Official Acceptance Letter and Applicant Response Form by mail listed or email to AADocs@emoryaaprogram.org. Candidates have two weeks to respond and secure their seat in the program.

Important:

The 2026-2027 application cycle will open in May 2026. Please do not apply during the 2025-2026 cycle if you plan to take a gap year or defer your enrollment for any reason.

ADMISSION REQUIREMENTS

Admission to the Master of Medical Science in Anesthesia program is based on a combination of academic performance and an evaluation of non-cognitive characteristics such as professionalism, maturity, compassion, respect, a passion for learning, leadership and motivation for providing healthcare. The Admissions Committee will review a candidate's personal characteristics and experiences, in addition to academic information. The Admissions Committee will also review all complete applications, transcripts, test scores, essay, co-curricular and health-related activities, recommendation letters and results of the interview to determine which candidates should be offered admission. There is no one component of the application that will guarantee a candidate an interview or an offer of admission.

Educational Requirements:

- A Baccalaureate degree completed from a **regionally accredited college** or university in the United States or Canada.
- Above-average performance in the required premedical **prerequisite** coursework.
- A minimum overall and science prerequisite GPA of 3.1 (current GPA of those accepted 3.5+).
- 8 hours of Anesthesia OR observation (MD, CAA, or CRNA) DOF Form
- No more than four required prerequisite courses outstanding at the time of application.

Application Process:

- Applicants may have prerequisites and academic programs in progress at the time of application. Proof of enrollment may be requested, and a final transcript/s will be required at completion.
- Applicants should accurately report grades in CASAA.
- Emory cannot modify grades or recalculate the GPA information (+/- are not calculated)
- An official offer of acceptance will be contingent upon the successful completion of the required prerequisite courses and academic programs by the end of the summer semester prior to the August start date.
- Application status updates will be sent in a timely manner via. Check email/junk/spam regularly.
- An official offer of acceptance will be contingent on passing a drug and background check in the summer prior to matriculation as described in the Background Check Attestation Form and the Drug & Alcohol Policy Form.

Rolling Reviewing Process:

- The Emory AA Program practices a rolling application reviewing process, not a rolling admissions process. Early competitive and complete applications are highly recommended for early reviewing consideration.
- Supporting documents and verified, complete, and competitive CASAA applications will be processed for additional consideration in the order in which they are received.

- The application may close to new submissions when the program reaches capacity, which may occur on or before December 1st. Early submission preferred

Test Scores:

- GRE scores (≥55th percentile in each section and ≥4.0 in the writing section).

  OR MCAT scores (502 or ≥124 in each subset). ETS

- Test scores must be within five years of the application deadline. Only official scores will be verified. Applicants should report the highest scores received.
- Test scores will be verified in CASAA

Application References:

- A minimum of three references must be uploaded to CASAA (professional, clinical, and academic).
- Reference forms or letters of recommendation should come from faculty, advisors, school administrators, clinicians, employers, or others who can speak to your academic ability and professional character in relation to the Anesthesia Assistant profession.
- References are considered confidential; applicants will not have access to the information provided in reference forms or letters of recommendation, and status updates regarding the applicant's application will not be shared with a reference.
- Applicants are responsible for following up with references directly.
- Refrain from submitting generically prepared letters directed to other institutions or professional organizations/programs.

Additional Information:

- Application Deadline December 1st or once application capacity is met.
- Course substitutions are not permitted, survey courses are not acceptable.
- Repeated Prerequisite courses: the highest grades received should be reported.
- Outdated coursework (7-10year out of academic practice) should be revisited to refresh the subject matter (this is recommended, not required).
- It is the applicant's responsibility to follow up with references, testing services, and institutions regarding any pending items and status updates. The program office will not contact agencies on behalf of the applicant.

International applicants:

Permanent residency is required before applying to the Emory AA Program. Applicants that have studied outside of the US/Canada are welcome to apply; however, exceptions are **not** granted to those applicants that may currently hold MA, PhD or MD degrees or certifications received outside the United States. The admissions process, fees and requirements are consistent for domestic and international applicants.

- If your degree was conferred from an institution outside the United States, you must complete all required prerequisite coursework with a regionally accredited institution in the United States or similarly accredited institution in

Canada. For a list of accredited schools, please visit the web site for the Council for Higher Education Accreditation. Look for their "Regional Accrediting Organizations."
- General requirements that must be completed prior to matriculation.
- AA Program Prerequisites
- Official transcripts of all undergraduate and graduate course work taken outside of the United States must be evaluated by one of the listed credentialing organization or other official evaluating entities. The report must demonstrate equivalency to a bachelor's degree received at a college or university in the U.S. and must evaluate the transcript course-by-course for equivalency to required prerequisites.
- Educational Credential Evaluators
- World Education Services
- Please note that due to certain US government requirements, immigration sponsorship (such as an I-20 for F-1 visa holders, or a DS-2019 for J-1 visa holders) is not available to students who are admitted to this program. The Emory Office of International Student and Scholar Services (ISSS) is happy to answer questions related to adjustment and life in the United States. A permanent resident is a person who has the legal right to live in a country or territory but is not a citizen. In the United States, permanent residents are known as lawful permanent residents (LPRs) or green card holders.

ADMISSION PREREQUISITES

Emory AA Program Prerequisites Requirements:

- One semester of English/Literature
- Two semesters of General Biology with laboratory
- One semester of Biochemistry
- Two semesters of General Chemistry with laboratory
- One semester of Human/Gross Anatomy with laboratory OR Two semesters of Anatomy and Physiology combined course with laboratory (no vertebrate anatomy or feline labs)*
- One semester of Human or Medical Physiology (in addition to the listed anatomy requirement)*
- One semester of Clinical/Medical Terminology, or a certificate of completion from an online course:

    - Doane University Medical Terminology (edX)
    - Clinical Terminology (Coursera)
    - One semester of Organic Chemistry with laboratory
    - Two semesters of Physics (Calculus based preferred)*
    - One semester of Calculus
    - Medical College Admissions Test (MCAT) OR Graduate Record Examination (GRE) one does not outweigh the other
    - Onsite Interview (by invitation only, in Atlanta, GA)
    - Eight hours of Operating Room (OR) observation with an anesthesia professional (MD, CAA, or CRNA)

    - **Courses with deadlines***
    - Listed courses should be retaken if they are 5 years old or older at the time of application.
- Human or Medical Physiology Lecture
- Physics lecture
- Human Anatomy or Anatomy and Physiology I and II/lab

Strongly Preferred (but not required) Courses:

- Biochemistry lab
- Physics labs
- Physiology lab
- One semester of Statistics
- One semester of Cellular Biology
- One semester of Molecular Biology
- One semester of Organic Chemistry II
- Additional patient care experience in a clinical setting
- Applicants should present a strong academic record in all coursework - not just the required prerequisite courses.

Additional Information:

- In-person and virtual prerequisite classes/labs will be accepted from regionally accredited institutions http://www.chea.org/directories/. A letter grade is required-
- Credits from Portage Learning/Straighterline or other generic learning platforms are not accepted.
- Advanced placement credits listed on the official college transcripts will be accepted. If you have AP credit in any of the science areas, it is recommended that you complete an upper-level course to maintain your knowledge in that area.
- Upper-level course numbered classes are preferred across all subjects. (general/principle/fundamentals of courses are acceptable)
  Not accepted: Survey courses (e.g., "Survey of Biology") Microbiology- Pathophysiology- Inorganic Chemistry- animal based courses- Pre-calculus
- Pass/Fail results for required prerequisite courses will not be accepted, except for coursework completed during the pandemic.
- Academic programs and prerequisite courses (4 or less) in progress at the time of application are acceptable. Proof of enrollment may be required.
- All prerequisite courses and academic degree program must be completed before matriculation, a letter grade of "B" or better preferred.
- Re-applicants: must complete any newly proposed prerequisite requirements.
- Applicants who have been out of academic practice or who have not worked in fields that require advanced-level math and science are strongly encouraged to revisit prerequisites
- Exemptions from the required prerequisite coursework will not be granted, regardless of professional background, test results, academic degrees, clinical experience, or specialized certifications.
  Credit Consideration: Anatomy & Physiology course requirement completed at a masters level can only be granted by the Admissions Committee and will be determined after matriculation.
- Courses completed on the quarter system or contact your institution for conversion information.

- Plus/Minus information is not calculated and the Program office does not recalculate academic information provided in CASAA.
- CASPer evaluation is not required.
- Applicants are advised to review all requirements carefully and determine personal competitiveness. Science course requirements are intended to demonstrate a sound knowledge in each of the basic science areas. We expect candidates to have a solid foundation in these areas prior to applying. An applicant's GPA in the sciences are carefully considered.

Exemptions will not be made for the required prerequisite coursework regardless of employment background, academic degrees or professional certifications received.

Important Applicant and Application Information

- **Pass/Fail**- Some schools are providing an opt-in pass/fail grading system for spring semester. If you are given the option to continue taking a prerequisite course for a letter grade, do that instead since the Emory AA Program has a B- or higher-grade requirement for prerequisites.
- If your school has made a pass/fail grading system mandatory for spring, we will review that information to **consider** your request. Please make sure to maintain all correspondence received from your academic contacts – or interactions you have with your academic advisor – regarding the necessity for taking a prerequisite course pass/fail. Please maintain records of your midterm grades received (official information will be required).
- If you are registering for a needed prerequisite course, please explore online courses that will assign a letter grade at completion of the semester.

Shadowing

The Emory Anesthesiologist Assistant program requires that every applicant be familiar with the practice of anesthesia and the operating room environment. Applicants must arrange to spend time with an anesthetist or anesthesiologist in an operating room observing the administration of anesthesia and other human patient care activities. We strongly recommend shadowing for a minimum of 8 hours to identify the role and responsibilities of the anesthesiologist or anesthetist, and to identify different types of anesthesia used during surgical procedures. The Emory AA Program office does not have a formal program for assistance with this – applicants should obtain opportunities directly through personal resources or clinical sites, often by contacting the Chief Anesthetist at a given group.

Shadowing is an *observational experience;* you will not be expected to have an in depth understanding of everything that takes place during your visit, but hopefully observing will reinforce your decision to aspire to become an Anesthesiologist Assistant.

Applicants must obtain permission prior to the shadowing experience at any clinical site or institution. You may choose to shadow for a full day or break the time into

multiple short contacts (if locations change, please use the Documentation of Familiarity for each location). Reading about anesthesia in general before the experience and looking up medications and procedures observed can help you better understand the role of the anesthetist. Some questions you may consider after shadowing are:

- What is the "typical day" of an AA?
- What are the roles and responsibilities of a certified anesthetist?
- What procedures were observed and what was the type of anesthesia administered?
- What drugs were used during induction/emergence?

When you arrange to shadow an anesthesia provider, complete the top portion of this Documentation of Familiarity with Anesthesia Practice form and have the anesthesia provider sign. This form must be uploaded as part of your CASAA application.

Obtaining a shadowing experience can sometimes be a difficult task in areas that Anesthesiologist Assistants are not prevalent. Using the Documentation of Familiarity form should assist students with requesting permission to schedule a clinical sites visit. If you have made contact with at least three clinical facilities and you are unsuccessful in obtaining a shadowing opportunity, please complete the three waiver forms in its entirety for each clinical site where you were denied permission to shadow. Forms will be confirmed and accepted in place of the Documentation of Familiarity with Anesthesia Practice. You may find it beneficial to contact AAAA to determine if there is a state AA advocate group in your state.

https://www.anesthetist.org/state-academics

Prospective Shadowers based in Georgia, can also gain access to the Georgia shadowing network by joining the GAAA via the prospective student membership category via the link below:

https://www.georgiaaaa.org/pricing-plans/list

Technical Standards
For admission to and completion of the Emory AA Program, you must meet certain Technical Standards. Emory is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. If you have questions about accessibility, please visit the Department of Accessibility Services website for more information.

Once your application is complete, we will notify you by email. **All completed applications (CASAA plus Supplemental documents) will remain in review for the duration the interview season** and regular updates will continue.

Competitive and complete application will remain active during the interview season. Please note that once your application is marked as "Verified," there will be

no change to its status unless you are selected for review or invited for an interview. It is not necessary to contact the Program office to check your application status. If you are selected for an interview, you will be notified promptly. Interviews are conducted from early summer through February, provided the class has not yet been filled. All applicants with completed applications will receive a final admission decision after matriculation.

Credit Policy for Prior Education & Training

Matriculants into the Master of Medical Science Program have varied educational backgrounds – some of which may make it possible to receive credit in transfer for prior course work. The matriculant with a graduate degree (master's degree or PhD) or the baccalaureate degree holder who has successfully completed applicable graduate courses within five years of application to the MMSc program may be able to receive credit in transfer for previous graduate courses in human physiology and pharmacology.

The certified primary care physician assistant with a master's degree may be able to receive credit in transfer for his/her prior masters-level courses in human physiology, pharmacology, and clinical methods.
An applicant meeting any of the above criteria may complete a request for credit in transfer and submit the request as part of his/her application.

Neither completion of the course work listed above nor receipt of a prior graduate degree guarantees admission to the Program or that credit in transfer will be approved if the applicant is accepted into the Program. Each request will be reviewed and decided individually.

ENROLLMENT POLICY

To be enrolled in the program, students must have submitted an application, completed an interview and been selected for admission to the program by the Admissions Committee. Students must also have completed all prerequisites and obtained an undergraduate degree prior to enrollment in the program.

IMPORTANT NOTE:

Due to the high volume of applications that we receive each year, we strongly recommend that you submit your application (CASAA and Emory AA supplemental documents) EARLY.

Early submission does not guarantee an interview, but it does place your application in review earlier. Please also note that no deadline extensions will be granted for late or incomplete applications.

Applicants are welcome to be in progress with required prerequisite courses and academic programs during the application cycle. Final decisions are contingent on successful outcomes.

Dates are subject to change based on scheduling. We will update the calendar to reflect those changes as quickly as possible for your convenience.

Website: www.emoryaaprogram.org or
E-mail: admissions@emoryaaprogram.org following your review of the AA program website.

ATTENDANCE, OPERATIONAL TIME, AND ABSENCES

The rules and information in this section apply from matriculation through the end of the degree program. Violations are subject to penalty and may represent misconduct.

Operational Time and Activities
Operational time for the Anesthesiology Program is from 5:30 AM until 6:00 PM Monday through Friday and for any hours during nights and weekends for clinical assignments. Program activities include, but are not limited to, lectures, small discussion groups, HPS, labs, practica, examinations, quizzes, and clinical assignments.

Attendance
Attendance to and availability for all Program activities during Program operational days are mandatory. If a student must schedule non-program activities during Program operational hours, then he/she must submit a Request to be absent and receive approval in order for the absence to be valid and not be penalized. The student will be responsible for any Program activities that are missed during the time of absence.

Clinical Attendance
Attendance is required for all clinical assignments. In order to receive credit for clinical attendance, the student must spend a minimum of 4.5 hours in clinical activities during the day, enter all case data into the Typhon system, and receive a daily evaluation by the assigned preceptor. Failure to meet these requirements will result in a personal day being assigned to the student. Occurrence of three or more such failures during any semester will result in a conduct review by the Program.

Holidays and Breaks

First-year Students (Semesters 1-4)
Holidays and breaks include Labor Day; Thanksgiving (Thursday and Friday); winter break (December-January block); MLK Day; Memorial Day; Juneteenth; spring break (five days assigned by the Program in March); 4th of July; summer break (week of July 4th). Each student has two personal days in each of the four semesters of the first year. There is no carry-over of personal days from semester to semester during semesters 1-4. All time away from the Program except for University holidays and breaks must be approved by submitting an RTA.

Senior Students (Semesters 5-7)

University holidays include MLK Day; Memorial Day; Juneteenth; 4th of July; Labor Day; Thanksgiving (Thursday and Friday). Time for a senior student to be away from the Program includes Emory University holidays; the week of Memorial Day; the week of July 4th; two personal days per semester; four professional leave days for approved meetings and job interviews; three days to study for the NCCAA Certifying Examination. The personal days can carry over from semester to semester during semesters 5-7. All time away from the Program except for University holidays and holiday weeks must be approved by submitting an RTA.

Absences and Requests to be Absent

Requests to be absent (RTA) are managed in an electronic, web-based system that employs the rules listed below for each type of absence. The student will be responsible for all Program activities that are missed during an absence for any reason.

Personal Leave

Personal leave is available for personal reasons, minor illnesses, emergencies, and job interviews (senior year). A request to be absent for personal reasons must be submitted 30 calendar days before the first day that is being requested for absence. Approval should be obtained before making any travel commitments.

Minor Illness or Minor Unforeseen Circumstance

A minor illness or minor unforeseen circumstance occurs when a student must be absent from Program activities for one day due to illness, family emergency, car breakdown, or unexpected job interview. The request to be absent must be submitted as soon as the student realizes that he/she cannot attend clinical or other Program activities but no later than 6:00 AM on the day of absence. The student must notify the clinical site as soon as possible after submitting the request to be absent. Days of absence for minor illnesses or minor unforeseen circumstances will be subtracted from personal leave days. Failure to submit a request or to notify the clinical site on a clinical assignment day is a violation of policy (see below).

Major Illness or Major Unforeseen Circumstance

A major illness or major unforeseen circumstance occurs when a student must be absent from Program activities for two or more consecutive days for illness or family emergency. This request to be absent must be submitted as soon as the student realizes that he/she cannot attend clinical or other Program activities but no later than 6:00 AM on the first day of absence. The student must notify the clinical site as soon as possible after submitting the request to be absent. Days of absence due to major illness may or may not be subtracted from personal leave days. The reason for absence must be documented in a communication to the Program from the student's physician within three days of return to Program activities. Subtraction of days of absence for major illness from personal leave days is solely at the discretion of Program Directors. Failure to submit a request or to notify the clinical site on a clinical assignment day is a violation of policy (see below).

Medical Leave
See Medical Leave in the section Interruption in Degree Program in the Student Handbook.

Professional Leave
Each student has five days available during the first four semesters and five days available during the last three semesters to request for attendance at specific professional meetings: AAAA, ASA, GAAA, GSA. A request to be absent for professional leave must be filed and approved for the student to be able to attend a meeting, and documentation of attendance must be submitted to the Program in order for the request to be valid.

Jury Service
In most states, including Georgia, enrollment as a full-time student in an accredited educational program is a valid reason to be excused from jury duty. In the event that a student will not be excused from a jury summons or jury duty, then the student must request to be absent as soon as jury service notification is received. A copy of the communication from the jurisdiction issuing the jury summons must accompany the request to be absent. There will be no grade penalties for a jury duty absence. However, clinical rotation assignments and the 2500-clinical-hour minimum must still be met in order to be eligible for graduation.

Bereavement
Bereavement leave may be granted for attendance at a funeral or comparable service; related travel time; and time necessary to conduct arrangements or other related, necessary business. Absence may be approved for up to five days per occurrence for an immediate family member identified as parent, grandparent, step-parent, legal guardian, parent-in-law, spouse, same-sex domestic partner, child, step-child, grandchild, legal ward, or sibling.

A request to be absent must be submitted as soon as dates for the leave are known. Approval for this leave, including length of time for the absence, is solely at the discretion of Program Directors. The amount of time granted depends on the relations hip the individual has with the deceased, the individual's level of responsibility for arrangements, travel time needed, and other relevant circumstances. Should additional time be required in excess of bereavement leave, the student may request personal days.

Mission Trips, Service Projects, and Associated Travel
The Anesthesiology Program encourages students to participate in service activities at home and abroad. However, the Program does not currently have any elective rotations in mission or service or any rotations outside the United States.

The Program will support – within the guidelines below – senior students who wish to personally participate in mission trips or service projects while they are enrolled in the Anesthesiology Program at Emory University.

No later than 90 days prior to a mission trip or service project, the student must apply for leave for the project by submitting complete information on that project:

- Sponsoring organization
- Sponsoring physician
- Complete name, contact information, and specialty of the physician who will be present during the service or mission project
- Location of the project
- Dates of the project, including travel dates
- The student's role in the project

A student who is ***personally participating*** in a mission trip or service project must be aware of the following limitations:

- Students are NOT covered by Emory's malpractice/liability insurance.
- Students are NOT covered by Emory's travel insurance.
- Emory's needle stick policy will NOT apply. The needle stick hotline may respond to a student regardless of where they are, but Emory will not provide service to students who are serving at a facility with which Emory University does not have a clinical rotation contract.
- The student should confirm that his/her student health insurance or personal health insurance is in effect and will cover injuries/illness sustained during the project and will cover medevac from the location of the mission trip or service project back to an appropriate medical facility in the United States.
- The student will be responsible for making claims through the student health policy or his/her private insurance policy for injury or illness sustained during the mission trip or service project and for medevac.

Any student undertaking a project abroad is encouraged to contact EHC TravelWell to be certain that all vaccinations and other medical preparations are complete well before time for out-of-country travel.

Clinical hours credit for time and service on the project may be awarded if the following requirements are met:

- The physician on the project is an Emory faculty member or the physician has been pre-approved by Emory University, which will require the physician submitting a CV.
- Learning objectives are in place prior to the project.
- The physician confirms that the learning objectives were met during the project.

Violations of Policy
Any violation of policies governing absences or requests to be absent will result in a grade penalty. For each violation of policy, two points will be deducted from that semester's clinical grade. Deducted points are cumulative for the duration of the degree program; ie, deducted points carry over from semester to semester.

Example
In fall semester, one violation results in two penalty points. The student, who otherwise would have had a clinical grade of 89 (B) now has a clinical grade of 87 (still a B). In spring semester there are no violations, but in summer semester this student has two

violations and receives four penalty points. Her summer clinical grade would have been 84 (B) but now is 78 (C); ie, 84 - 4 [new penalty points] - 2 [existing penalty points].

Serious violations or repeat violations represent misconduct and may result in probation or dismissal from the Anesthesiology Program.

Timekeeping System
The Program uses a timekeeping system to monitor attendance at clinical sites. All students are required to clock in and clock out each day that they have a clinical assignment scheduled. The student must clock in and out from the designated telephone at their assigned clinical site.

Allowing another person to clock in or out of the system for a student or clocking in or out for another student represents misconduct and is grounds for immediate suspension from clinical activity.

If a student neglects to clock in or clock out or uses a phone other than the designated phone at their assigned clinical site, then he/she must submit an Attendance Exception Report within 48 hours. Failure to submit an Attendance Exception Report will result in loss of clinical hours for the day for which the report is missing.

STANDARDS OF PROGRESS

GRADING AND REPORTING

Diadactic Course Grades
Each course instructor is responsible for calculating, assigning, and reporting grades for his/her course. If a student has a question about the grade assigned for a course, the student should email his/her question to that course's instructor.

Laboratory and Simulation Course Grades
The laboratory faculty and HPS faculty are responsible for assessing student performance and for calculating, assigning, and reporting grades for labs and for HPS. Student performance in labs and HPS is based on

- attendance, including tardiness and continued presence
- preparation for the scheduled exercise
- understanding and applying procedures
- understanding and operating equipment
- understanding and applying principles of physiology, pharmacology, monitoring, and clinical methods
- desire to learn
- participation
- conduct

Seminar Course Grades

The seminar director is responsible for assessing student performance and for calculating, assigning, and reporting grades for seminars, including small discussion groups. Student performance in seminars is based on

- attendance, including tardiness and continued presence
- preparation
- quality of presentations
- understanding topics
- desire to learn
- participation
- conduct

Clinical Course Grades
Clinical anesthesia training begins during the first week and continues through the last week of the degree program. Clinical anesthesia training is a continuum during which evaluations occur daily, weekly, and monthly – depending upon the evaluation tools.

Clinical Evaluations
Evaluation of student performance in clinical includes but is not limited to

- attendance, including tardiness and continued presence
- knowledge
- skills
- multitasking
- problem solving
- completion of tasks
- desire to learn
- participation
- conduct
- overall performance

A clinical evaluation is mandatory for every day that a student has a clinical assignment – with certain exceptions. The clinical evaluation system utilizes an electronic evaluation instrument which transmits evaluation data to the Program. The evaluation must be submitted to the preceptor involved in that day's clinical activity. **Failure to submit clinical evaluation data within 24 hours of a clinical assignment will result in no clinical hours being awarded for each clinical day for which the clinical evaluation was not submitted.**

Clinical Attendance
The Program uses an electronic GPS tracked timekeeping system to monitor each student's attendance on every clinical assignment and clinical hours reported on all clinical assignments. Each student must clock in/out from the designated clinical rotation

Failure to properly clock in/out from the designated clinical site will result in clinical hours being forfeited for the clinical day.

Reconciliation of Assignments, Attendance, and Evaluation Data

Each student's attendance and clinical evaluations must match the clinical assignment made by the Program. Assignments, attendance, and evaluation data are reviewed during each semester. Repeat submission problems or inconsistencies or irregularities in clinical time and/or evaluation data represents misconduct and may be grounds for probation or dismissal.

Comprehensive Examinations
In the 561 series, comprehensive examinations are an integral part of clinical grading.

Clinical Scores – Daily Evaluations
Clinical scores are derived from components of daily evaluations. A rubric is used to assign a score; eg, an 88 is assigned to comments that reflect a student is performing satisfactorily and meeting expectations.

Clinical Grades in the First Year
Clinical course grades in the first year (ANES 561A,B,C) are derived from daily evaluations of clinical performance; performance on comprehensive examinations; participation and performance in Small Discussion Groups; and performance in Clinical Concepts Conferences, including quizzes. Weighting for each grade component varies by semester (table below). Small discussion groups may not occur every semester, and weighting will be adjusted accordingly.

Semester	Clinical Evaluation	Comprehensive Examinations	Sm Group Discussions	Clinical Concepts Conference
Fall	22	68	7	3
Spring	32	58	7	3
Summer	40	50	7	3

Clinical Grades in the Senior Year
Clinical course grades in the senior year (ANES 660A,B,C) are derived from two components of daily evaluations. A grid score (50%) comes from preceptors' scoring evaluation questions in the electronic evaluation instrument. A comments score (50%) is derived from additional feedback provided by preceptors. Comments are scored by a Program faculty committee based on each student's aggregation of feedback during the semester; comment scoring is blinded to the students' names. A rubric is used to assign a score for the comments; eg, an 88 is assigned to comments that reflect a student is performing satisfactorily and meeting expectations.

Assignment of Clinical Grades
The Anesthesiology Program reserves the right to have clinical grades assigned by the Program Directors and Program faculty base d upon their review of a student's clinical evaluations, clinical comments, and communications from clinical sites and preceptors. Conduct issues may override the grade assignment that would otherwise have been made based solely on calculation of daily clinical evaluation data.

The Program makes clinical assignments based on each clinical site's requirements pertaining to day, evening, night, and weekend rotations and call. Variance from the assignment must be submitted to the Program on an Alternate Clinical Attendance Form. If a student changes the format of a rotation without approved alternate attendance, the student's letter grade in clinical anesthesia for that semester will be decreased by one letter grade.

GRADING

Grade Scale

The following letter grades, their indication of performance, and assigned quality points are used by the Anesthesiology Program:

A	excellent	4
B	above average	3
C	average	2
D	below average	1
F	failing	0 - no course credit or residence credit
W	withdrawal without penalty	0 - no course credit or residence credit
WF	withdrawal while failing	0 - no course credit or residence credit
S	satisfactory	
U	unsatisfactory	0 - use restricted to certain courses
IP	in progress	
I incomplete		may result in a grade with credit or IF or IU

The notation IP for *in progress* will be submitted to the Registrar's Office when work in a course extends beyond one semester.

The notation I for *incomplete* will be submitted when course work, examinations, or clinical assignments have not been satisfactorily completed within a semester. If the course work and/or examinations have not been completed within 10 days of the beginning of the next semester, a final grade of F will be assigned. An incomplete will continue for any ANES 660 course until the clinical hours target has been met for the semester in which the incomplete was assigned.

Grade Reporting

Grades for basic science and Anesthesiology Program courses are reported to the University Registrar each term. Course grades usually are available to each student within a week following the close of each semester. Students may log into the University OPUS system and view their grades reported to the Registrar's office at any time.

Transcripts

Official transcripts are available from the University Office of the Registrar. The Anesthesiology Program does not provide transcripts to students or to third parties.

Academic Counseling

If at any time during a semester, a student receives a grade of D or lower on an

examination or has a projected grade of D or lower in any course, then that student is expected to meet with the course director to review course work and overall performance in the educational program.

University Counseling Services
Complete information about Emory's counseling services can be found at www.emory.edu.

Continuation, Interruption, Termination of the MMSc Degree Program

Continuation
The faculty's judgement of a student's suitability and fitness for continuation in the Program is based upon academic performance, clinical competence, and standards of conduct appropriate for a health professional, including trustworthiness; responsibility to duty; appropriate interaction with patients, patients' families, and other healthcare professionals; and professional demeanor.

Advancement
The Progress, Promotions, and Review Committee reviews the grades and academic conduct of each student during each semester. The Clinical Review Committee reviews the clinical performance and clinical conduct of each student during each semester. Throughout the degree program, each student's advancement to the next semester must be approved by the Progress, Promotions, and Review Committee and the Clinical Review Committee.

Continuation Requirements
In order to continue in the Master of Medical Science Program to the next semester or to graduate from the Master of Medical Science Program at the end of the degree program, a student must

Receive a letter grade of C or above in every course;
AND

Exhibit satisfactory clinical performance as judged by the faculty of the MMSc Program;

AND

Have conduct and ethical behavior that in the judgement of the MMSc Program faculty meet those standards essential for an anesthesiologist assistant practitioner.

Dismissal
If a student meets any of the following criteria within a semester, then that student shall be dismissed from the Master of Medical Science Program:

Receipt of two or more grades below C;

OR

Receipt of one D or one F following return from a leave of absence for academic reasons;

OR

Clinical performance judged to be unsatisfactory by the Clinical Review Committee and endorsed by the faculty of the MMSc Program;

OR

Conduct or ethical behavior that, in the judgement of the MMSc Program faculty, does not meet the standards essential for an anesthesiologist assistant practitioner.

OR

Failure to complete course work or clinical assignments.

First Year: Leave of Absence for Academic Reasons

The didactic curriculum of the Master of Medical Science Program is tightly integrated and scheduled for the four continuous semesters of the first year. The senior clinical year of the educational program is comprised of clinical rotations throughout the United States. Anesthesiology didactic courses and basic science didactic courses are scheduled on an annual basis. All first-year didactic courses must be successfully completed before a student may advance to the senior year.

If a first-year student receives a D in any course, then that student may be eligible for a leave of absence for academic reasons.

In order for the student meeting the above criteria to be offered a leave of absence for academic reasons, then that student must complete all course work in the semester in which he/she meets the criteria for the leave of absence for academic reasons, and the leave of absence for academic reasons must be approved by the Progress, Promotion, and Review Committee.

If approved, the leave of absence will begin effective at the end of the semester in which the student receives the D. The student may then return to the Master of Medical Science Program at the beginning of the following academic year to restart the educational program.

If the student elects to return to the Master of Medical Science Program, then he/she must meet the Program’s requirements for continuation.

The alternative to leave of absence for academic reasons is dismissal from the Program.

Financial Aid Implications

Within three days of taking a leave of absence as described above, the student must contact the Financial Aid Office of Emory University and make all necessary arrangements concerning financial aid and repayment of same. Applicable rules and regulations are available from the Financial Aid Office. The student should contact Emory's Office of Financial Aid for complete information and to obtain specific answers to questions regarding financial aid and leave of absence.

Senior Year: Probation and Extension of the Educational Program
For senior students, receipt of a D in any clinical series (ANES 660A,B,C; ANES 680A,B,C) will result in probation and automatic extension of the educational program by one semester. In order to continue in the MMSc Program beyond the semester in which the D was received or in order to graduate from the MMSc Program, then that student must meet the following requirements:

- Receive a letter grade of C or above in all subsequent clinical courses (ANES 660A,B,C; ANES 680A,B,C);

  AND

- Maintain a semester GPA of 2.0 or higher in all subsequent semesters;

  AND

- Have an overall GPA or 2.0 or higher at the end of all subsequent semesters;

  AND

- Meet all other Program requirements for continuation.

Academic Appeals
A student may appeal a course grade within 10 days of the University's posting of the grade. The appeal must be in writing to the Progress, Promotions, and Review Committee and must include the basis for appeal. The decision of the Progress, Promotions, and Review Committee is final in the matter unless the grade will result in the dismissal of the student.

If the Progress, Promotions, and Review Committee's decision is to the uphold a grade will result in dismissal, then the student may appeal that the Committee's decision within 10 days to the Executive Associate Dean for Medical Education and Student Affairs of the Emory University School of Medicine. The appeal must be in writing and must include the basis for appeal. The Executive Associate Dean's decision on the appeal is final in the matter.

TUITION AND FEES

The cost of attending Emory University includes tuition and other academic charges, living expenses, and incidental expenses, such as textbooks and supplies. Charges

for summer semester are the same as for any other term unless specified otherwise.

As costs continue to rise throughout the economy, the University anticipates that educational costs will be adjusted from time to time. The University reserves the right to revise tuition and other charges when necessary.

Tuition and Fees for 2025-2026 (per semester)

Tuition for Anesthesiology Program	$21,167
Activity Fee (fall and spring semesters)	$105
Athletic Fee (fall and spring semesters)	$171
Athletic Fee (summer semester)	$67
Health & Wellness Fee	$130
Immunization and Disability Fee	$125
Technology Fee	$250
Transcript Fee - First Semester Only	$70
Clinical Administrative Fee	$175

If a student remains in school and drops a portion of work after the last day for change of courses, the student will not receive a refund for the work dropped. Students who have completed course and residence requirements for their degree but remain in residence to complete special projects (without obtaining credit) or to prepare for examinations must register at the beginning of each semester. Such registration requires a $500 fee.

POLICY STATEMENT ON REFUNDS

Students who withdraw from the curriculum for any reason may qualify for a tuition refund on a semester basis. Tuition refunds will be calculated as follows:

Withdrawal During	Charge	Credit
First week (through drop/add)	0%	100%
Second week	20%	80%
Third week	40%	60%
Fourth week	60%	40%
Fifth week	80%	20%

There will be no refunds after the fifth week of any semester.

Audit Courses

The same charge for credit courses applies. Audited courses may not be established for credit by examination nor may audit courses be transferred to credit courses after the first week of classes.

Deferred Payment/Emory Payment Plan

The Emory Payment Plan is available to qualified students who wish to divide tuition

fees into scheduled payments. A $60 service fee is charged to participate in the Emory Payment Plan. The fee is added to the second payment.

Instructions are given for deduction of loans and for University-administered scholarships in listing the amount due, which is to be paid in four installments each semester according to the Emory Payment Plan Schedule.

To set up a payment plan, *contact Student Financial Services at (404)727-6095, visit www.emory.edu/studentfinancials, or sign up in OPUS through the Student Center.*

FINANCIAL ASSISTANCE

Prospective students who need financial assistance should begin early to investigate aid available to them. They should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. The FAFSA can be accessed on the web at www.fafsa.ed.gov. The Emory University school code is 001564. Students begin the Anesthesiology program in the summer semester, which is the last semester of the financial aid year. Further information regarding financial assistance can be accessed at this link.

All matriculating students with loans must complete a mandatory online entrance interview as well as an exit interview upon graduation.

Scholarships
There are a limited number of scholarships for Anesthesiology students based on financial need. Eligibility is based on information from your FAFSA, and no additional application is required. A few merit scholarships may be awarded to incoming students based on merit, and these do not require an application, either.

Health Professions Tuition Loans
Students are eligible to borrow from the University to assist in paying tuition. No additional application is required.

Federal Loans
The Office of Financial Aid will determine a student's eligibility for federal direct Stafford Loans. Students who wish to accept those loans will be given instructions on how to complete the loan promissory note when they receive their financial aid award letter. Students interested in the federal direct GradPLUS Loan for additional funds should wait until they receive their initial award letter, then complete a GradPLUS Request Form that can be downloaded from the Office of Financial Aid website.

Private Loans
Students who need additional funds beyond the amount awarded by the Financial Aid Office may apply for private student loans. These loans require the borrower to undergo a credit check, and the interest rate is determined by the student's credit score. More information about these and all other student loans is available on the

Financial Aid Office website at
http://www.studentaid.emory.edu/types/loans/private.html

Veterans Benefits
Students eligible for Veterans Administration Benefits should notify the Office of Financial Aid and coordinate this Information with the Office of the Registrar. For additional information, contact Maria Carthon, Assistant Director of Financial Aid & Scholarships at the School of Medicine at (404) 727-5683.

Other Scholarships
Some professional organizations for people in the health care industry offer scholarship opportunities. Students can research these programs by searching on the web, by talking to faculty members in their academic program and by referring to the scholarship information in the Orientation Manual. In most cases, a separate application would be supplied by the sponsor of the scholarship.

Academic Calendars are located here under Downloadable Student Resources.

CURRICULUM

The Master of Medical Science Program in Anesthesiology offers course work and clinical rotations in a dynamic curriculum. Individual courses and clinical rotations are subject to changes in name, number, semester offered, and location.

Required Anesthesiology Courses

ANES 505A. Human Patient Simulation Lab I.
Fall. Credit 2 hours. Introduction to the operating room; anesthesia machine; basic drug doses and syringe preparation; airway equipment preparation; standard physiologic monitoring; basics concepts of anesthesia induction, maintenance, and emergence; basic airway management; basic hemodynamic management; anesthesia record keeping; basics of the preoperative patient data base and anesthetic plan; basic vascular access.

ANES 505B. Human Patient Simulation Lab II.
Spring. Credit 2 hours. Basic anesthesia procedures and concepts. Anesthetic simulation cases, including decision making and critical incidences related to hemodynamics, airway management, cardiac problems, as well as equipment problem solving.

ANES 505C. Human Patient Simulation Lab III.
Summer. Credit 2 hours. Spinal and epidural anesthesia; advanced vascular access using ultrasound; vasoactive drugs used in the management of hemodynamically compromised patients. Semester ends with a capstone simulation requiring each

student to bring together their knowledge and experience to successfully conduct and complete an anesthetic.

ANES 507. Introduction to Anesthesia Practice.
Fall. Credit 5 hours. Introduction to concepts and techniques of general anesthesia, regional anesthesia, and monitored anesthesia care. Includes principles of airway management, anesthesia equipment, monitoring, patient evaluation, pharmacology, and physics.

ANES 508. Physiology for Anesthesia Practice
Fall. Credit 3 hours. This course provides key aspects of human physiology as applicable to anesthesia practice. It will build upon the student's foundational knowledge of Human Physiology. The course explores different organ system based physiologic principles, including those related to cardiovascular, pulmonary, renal, muscular, digestive, neural, endocrine systems. Other topics include metabolism, tissue regeneration, pain and inflammation. By completing the course, students are expected to gain knowledge of the mechanisms and principles underlying physiological systems and its application to pathophysiology. Case-based discussions will be integrated into the course.

ANES 509. Anesthesia Practice Seminar.
Fall. Credit 1 hour. Weekly small group case discussions, including the concepts and techniques presented in ANES 507. Anesthesia preop consultation and anesthesia records – paper and electronic – are emphasized.

ANES 512A,B. Principles of Airway Management I, II.
Spring, Summer. Credit 1,1 hours. Structure, function, pathophysiology, and diseases of the human airway. Basic and advanced principles of elective and emergent airway management, including equipment and techniques.

ANES 513. Anesthesia Delivery Systems and Equipment.
Spring. Credit 1 hours. Compressed gases, gas distribution systems, anesthesia machines, breathing circuits, anesthesia ventilators, waste-gas scavenging, respiratory care equipment, resuscitation equipment.

ANES 516A,B. Pharmacology in Anesthesia Practice I, II.
Summer, Fall. Credit 1 hour each. Drugs specifically related to the practice of anesthesia, including inhaled anesthetics, narcotics, barbiturates, benzodiazepines, anticholinesterases and anticholinergics, neuromuscular blockers, adrenergic agonists and antagonists.

ANES 520 Practical Aspects of Anesthesia Practice I.
Fall. 1 credit hour. Social, regulatory, ethical, and professional aspects of becoming an anesthesiologist assistant. Developing effective communication skills with patients and with other healthcare providers. Evidence based medicine and clinical practice. National healthcare issues, especially those pertaining to anesthesia practice.

ANES 525 Applied Anatomy for Anesthesia Practice

Fall. 2 credit hours. Gross anatomy, histology, and medical imaging. Anatomic terms, structures, and relationships emphasizing functional significance and application in clinical anesthesia practice. Laboratory provides demonstrations on models, prosections, and media.

ANES 530. Physics for Anesthesia Practice.
Fall. Credit 1 hour. Physical principles and processes applied to the practice of anesthesia. Dimensional analysis; work, energy, and power; gas laws; fluid mechanics; heat transfer; vaporization; solubility, diffusion, and osmosis; fires and explosions; laser and x-ray radiation; applied electric circuit theory; time constants.

ANES 535A,B. Principles of Monitoring and Instrumentation I, II.
Summer, Fall. Credit 2, 2 hours. Principles, applications, and interpretation of monitoring used in anesthesia practice: electrocardiography; invasive and non-invasive blood pressure; oximetry; cardiac output; hemodynamic calculations; respiratory gases; ventilation; ICP; electroencephalography; temperature; renal function; neuromuscular blockade; ultrasound; echocardiography; point-of-care instrumentation.

ANES 536A,B,C. Anesthesia Practice I, II, III.
Spring, Summer, Fall. Credit 4 hours each. Systems-based approach to physiology and pathophysiology in anesthesia practice, including applications and effects of general and regional anesthesia. Emphasizes the integration of preoperative evaluation, planning, and anesthetic management for surgical patients. Includes risk management and critical incidents in anesthesia. Includes participation and performance in small discussion groups.

ANES 540A,B,C. Clinical Methods.
Spring, Summer, Fall. Credit 1 hour each. Preoperative patient evaluation, including history taking, physical examination, chart review, and select laboratory, radiologic, and other testing. Basic EKG interpretation.

ANES 561A,B,C. Clinical Anesthesia I, II, III.
Spring, Summer, Fall. Credit 3 hours each. Foundations of the clinical practice of anesthesia gained through one-on-one supervised instruction in the operating room and other clinical locations. Grades for the 561 Clinical Anesthesia series include input from clinical evaluations and CCC participation and quizzes. Any student who is not on target for clinical hours at the end of fall semester will receive an incomplete (I) in ANES 561C.

ANES 611A,B,C. Senior Seminar in Anesthesia.
Spring, Summer, Fall. Credit 1 hour each. All Senior Friday activities, including patient presentations by students. Keywords review. Anesthesiology Department grand rounds. Unexcused absences will result in grade reduction.

ANES 620. Practical Aspects of Anesthesia Practice II.
Fall. 1 credit hour. Professional development related to employment and practice as an anesthesiologist assistant. National certification, state licensure, and

credentialing. Medical coding and billing. Healthcare finance issues. Career and leadership opportunities at local, state, and national levels.

ANES 660A,B,C. Clinical Anesthesia I, II, III.
Spring, Summer, Fall. Credit 12 hours each. Clinical rotations in anesthesia, including all subspecialty areas, preop clinic, pain, critical care medicine. Students must be at 90 percent of the target for clinical hours for the semester in order to receive a grade in ANES 660 for that semester; otherwise an incomplete (I) will be recorded until the target is met.

ANES 680A,B,C. Comprehensive Examinations I, II, III.
Spring, Summer, Fall. Credit 2 hours each. Three general comprehensive examinations each semester cover the principles and practice of anesthesia. Three specialty comprehensive examinations during the senior year cover cardiac anesthesia, OB anesthesia, and pediatric anesthesia. Specialty examinations should be taken within 30 days of the student's completing the specialty rotation. Examination coverage is based on directed self-study and on monthly clinical concepts conferences occurring during the senior year. Each semester's grade is comprised of the scores on the three general comprehensive examinations and the scores on quizzes from the clinical concepts conferences during the semester. All general comprehensive examinations must be completed within the semester in which they are administered or within 10 days of the start of the next semester. Failure to complete an examination within the time allotted will result in a score of zero being assigned to that exam. The scores of all specialty comprehensive examinations taken during the year will be included in the grade for ANES 680C (the final semester of the senior year).

PUBH 501 Interprofessional Education and Public Health Leadership – 0 cr
Students will join students from health professional programs across the Woodruff Health Sciences Center to receive didactic training to perform effectively on interprofessional teams and to apply leadership and management principles to address a relevant public health issue. Interprofessional teams will compete in a health challenge competition designed to address public health and clinical issues of importance to the Atlanta community.

Elective Anesthesiology Courses

ANES 596R. Individual Tutorial
Each semester. Credit variable. Provides opportunity for in-depth study of a curricular topic under the direction of a faculty member.

ANES 597R. Individual Directed Study
Each semester. Credit variable. Provides opportunity for in-depth study of a non-curricular topic under the direction of a faculty member.

ANES 695R. Individual Clinical Practicum
Each semester. Credit variable. Provides opportunity for clinical experience in a subspecialty area under the direction of a faculty member.

ANES 697R. Individual Directed Study
Each semester. Credit variable. Provides opportunity for advanced study under the direction of a faculty member.

ANES 699R. Individual Research
Each semester. Credit variable. Provides opportunity for laboratory or clinical research under the direction of a faculty member.

Required Basic Science Courses
Basic science courses are taught in their respective departments in the Emory University School of Medicine.

BAHS 504. Pharmacology
Spring. Credit 3 hours. Basic principles of drug action; absorption, distribution, metabolism, and excretion of drugs; mechanisms of drug action; toxicity. Basis for the use of medicines in pharmacologic therapy of specific diseases.

Credit in Transfer Matriculants into the Master of Medical Science Program in Anesthesiology have varied educational backgrounds – some of which may make it possible to receive credit in transfer for prior course work. The matriculant with a graduate degree (masters degree or doctoral degree) or the baccalaureate degree holder who has successfully completed applicable graduate courses within five years of application to the MMSc Program may be able to receive credit in transfer for previous graduate courses in human physiology and pharmacology. The certified primary care physician assistant with a masters degree may be able to receive credit in transfer for his/her prior masters-level courses in human physiology, pharmacology, and clinical methods. An applicant meeting any of the above criteria may complete a request for credit in transfer and submit the request as part of his/her application. Neither completion of the course work listed above nor receipt of a prior graduate degree guarantees admission to the Program or that credit in transfer will be approved if the applicant is accepted into the Program. Each request will be reviewed and decided individually.

GENETIC COUNSELING TRAINING PROGRAM

The Emory University School of Medicine Genetic Counseling Training Program was established in 2011. Graduates earn a Master of Medical Sciences in Human Genetics and Genetic Counseling, and are qualified to sit for the American Board of Genetic Counseling (ABGC) certification examination. Our degree program meets the educational requirements for all states that require licensure.

Our graduates receive a Master of Medical Science (MMSc) degree in Human Genetics and Genetic Counseling and are qualified to sit for the American Board of Genetic Counseling (ABGC) certification examination.

Accreditation

The Emory University Genetic Counseling Training Program is accredited by the Accreditation Council for Genetic Counseling (ACGC), located at 4400 College Blvd., Ste. 220, Overland Park, KS 66211, 913-222-8668.

Vision:
The Genetic Counseling Training Program at Emory University will transform students through a variety of scholarly & experiential activities into self-reflective genetic counselors who are leaders in the field and champions for the responsible and equitable incorporation of advances in genomic medicine.

Mission:
To provide an innovative and rigorous program of training in an inclusive and supportive environment that prepares genetic counselors to effectively, ethically, and compassionately serve the needs of their patients and communities.

Core Values

- This is *our* program – students, staff, faculty, supervisors, directors all have a stake in making the program successful
- Demonstrate self-initiative and motivation
- Work to one's fullest potential
- Stretch and support each individual involved in the program
- Honor the whole person and value individuality
- Respect each individual's contribution
- Accept personal responsibility for own success
- Acknowledge when you need to seek help
- Communicate both verbally and in writing with clarity, accuracy, honesty and respect
- Be flexible and adaptable to changing circumstances

Program Statistics

Board Passage Rates:

- 90% of Emory students have passed their boards on the first try overall (2014-2023)
- 81% of Emory students have passed their boards on the first try over the last 3 years (2020, 2021, 2022)
- 100% of Emory students have passed their boards by their 2nd try.

Attrition Rate:

- No students have left the program in the last 3 years.
- Two students total have left the program since 2012

Job Placement Rate:

- 100% of our graduates have been successfully employed as genetic counselors upon graduation, all but 2 finding jobs within three months. Various job placements can be seen under the alumni information.

PROGRAM ADMINISTRATION/FACULTY/STAFF

Director & Assistant Professor, Human Genetics: Lauren Lichten, MS, CGC
Associate Program Director, & Assistant Professor: Ami Rosen, MS, CGC
Medical Director & Assistant Professor: Kristen Murphey, MD
Director of Student Rotations & Asst. Professor: Christine Stanislaw, MS, CGC

Program Faculty
Nadia Ali, PhD
Kathryn Garber, PhD
Yue Guan, PhD, MS, CGC
Gwen Gunn, PhD, MS
Dawn Laney, MS, CGC, CCRC

ADMISSIONS

Admission Components

Admission to the Emory University School of Medicine Genetic Counseling Training Program involves two major components:

- Completion of the application
- Virtual interview (typically occur on Fridays in February and March)

To be considered for an interview, prospective students must meet all admissions requirements and complete all required application components. Applicants will be notified when their application is complete. We anticipate that all interview invitations will be extended by the end of February.

ADMISSION CRITERIA

We will continue to have virtual interviews this cycle. We have found them to be very effective and cost-saving.

We will no longer be requiring the GRE as part of the application.

ELIGIBILITY REQUIREMENTS

To be eligible for admission, applicants must:

- Hold a baccalaureate degree from an accredited college or university
- Register for the Genetic Counseling Admissions Match with National Matching Services (NMS)
- Submit transcripts from all institutions of higher education attended
    - Unofficial transcripts are acceptable, but admitted candidates will be required to send an official transcript prior to matriculation
    - Candidates should send an updated transcript if grades from Fall courses are not available by the application deadline
    - Minimum GPA of 3.0 on a 4.0 scale
        - Exceptions are made on a case-by-case basis. Please contact us for more information.
        - If more than one college degree is obtained (Bachelor's or beyond), the highest GPA is considered.
- Demonstrate successful completion of course prerequisites:
    - One semester or quarter of genetics
    - One semester or quarter of psychology
    - One semester or quarter of statistics
    - One semester or quarter of biochemistry

Note: Genetics must be completed no later than the Fall semester of the year of application. One other prerequisite can be taken the following Spring, but applicants will be required to demonstrate proof of enrollment and satisfactory progress to be considered for admission.

If you have other questions regarding prerequisites email us.

INTERNATIONAL STUDENTS

International students are welcome to apply to the Emory Genetic Counseling Training Program. Applicants who attended undergraduate or prior graduate programs outside of the United States must submit an official Credentialing Evaluation Report (e.g. WES) from each institution attended.

The TOEFL is also required.

Specify Code No. 5187

Emory University, Allied Health Programs.

Emory International and Scholar Services

Application Components

- Application Form
- Resume or Curriculum Vitae
    - It is helpful to include the number of hours devoted to the activities listed and if any special training was required (for example, training in crisis counseling).
    - We encourage applicants to include a section about their exposure to genetic counseling. This section should include experiences that helped them learn more about the field including, but not limited to, informational interviews, shadowing, coursework, mentoring programs, webinars, conferences, program open houses, and other means of self-exploration such as books, podcasts, and films.
    - Please include page numbers, your name, and NMS number on every page.
- Narrative Statement
    - Please respond to the questions below in no more than four pages, double spaced, 11pt font or greater. **You should include each question and write your response below it rather than writing one long narrative.** Please include page numbers, your name, and NMS number on every page.
        - What is most exciting to you about the prospect of being a genetic counselor?
        - How have your background and experiences prepared you to do the work of a genetic counselor?
        - What experiences have best prepared you to provide genetic counseling to individuals and families who are different from you?
        - Why are you specifically interested in attending the Emory Genetic Counseling Training Program?
        - What else do you want the Emory Genetic Counseling Training Program to know about you?
- $75.00 non-refundable application fee (payment via credit card only, link in the online application)
    - This fee is waived for graduates from the Emory Health Prep Program. Please contact us for details.
- Transcripts (we prefer that these are sent electronically)
    - Unofficial transcripts are acceptable, but admitted candidates will be required to send an official transcript prior to matriculation.
    - Candidates should send an updated transcript if grades from Fall courses are not available by the application deadline.
- Three recommendation letters
    - At least one letter should be from someone familiar with your academic abilities and potential to be successful with graduate level coursework. Typically, this is a former professor or academic advisor. However, applicants who have been in the workforce for many years may feel that a work supervisor is a more appropriate choice.

    - The other two letters should be from individuals you know from a work and/or volunteer setting who can tell us about your potential to be a genetic counselor. You should have interacted with your recommenders within the last five years.
- Confirmation that the applicant has registered for the Genetic Counseling Admissions Match through National Matching Services (NMS).

Online Application Process
To begin your online application, you must first **create an account** (below) and provide a valid email address. Once you create your account, you will be sent an email with your Application ID and Password which will allow you to log in and continue the application process.

We recommend that you disable any pop-up blockers running on your computer when accessing the web application. Pop-up blockers may prevent you from creating a web account and/or from logging back in once your account has been created. Be sure to carefully read all the information in a pop-up box.

As you complete the application, you may notice the application "refreshing" as you enter information. This is normal as the data you enter is being verified based on the tables within our application system. By this design, we are able to process application data with greater speed and accuracy.

For your guidance, application instructions are noted at the top of each page within the application. Please read through them carefully before you begin each section. (NOTE: You must have Adobe Acrobat Reader to view some documents and other associated links.)

Create an Account
If you do not receive the email with your Application ID and Password or have any other questions or concerns about the online process please contact our Program Office or call 404-727-2931.

- Create Account (this only needs to be done once)
- Log In (only available after successful account creation)
- Forgot your Username or Password (only available after successful account creation

MATCH PROCESS

The Emory Genetic Counseling Training Program participates in the Genetic Counseling Admissions Match through National Matching Services (NMS). The GC Admissions Match has been established to place applicants into positions in masters-level genetic counseling programs that are accredited by the Accreditation Council for Genetic Counseling (ACGC). The Match uses a process that takes into account both applicants' and programs' preferences.

All applicants must first register for the Match with NMS before applying to participating genetic counseling graduate programs.

How Does the Match Work?

At the conclusion of all program interviews, both applicants and programs will submit ranked lists of preferred placements to NMS according to deadlines posted on the NMS website. The binding results of the Match will be released to both applicants and programs simultaneously in late April.

Please visit the NMS website to register for the match, review detailed information about the matching process, and to view a demonstration of how the matching algorithm works.

FALL 2026 IMPORTANT DATES

- **Application Open Dates:** September 1, 2025
- **Application Deadline**: December 3, 2025, to be considered eligible for Fall 2025 admission
- **Application Fee**: $75– The fee must be paid by credit card when you submit your application by the deadline of December 3, 2025, to be considered for an interview.
- **Transcripts**: Official transcripts (electronic preferred) for past semesters/degrees must be received by the application deadline. For the current semester, at minimum, unofficial transcripts must be received by 1/6/26. Official transcripts are required by 1/24/26 to be eligible for an interview offer.

CREDIT POLICY FOR PRIOR EDUCATION AND TRAINING

- The GC Training program does not award academic credit towards the degree for courses taken on a non-credit basis.
- The GC Training program will consider academic course credit for transfer on a case-by-case basis if:
    - The course was completed within the last 3 years
    - The course was obtained at the graduate level in an accredited institution
    - The student received a grade of "B" or better
    - The syllabus is available for review and approval by the Program Directors and instructor of the equivalent Emory program course
- Credit will not be granted for clinical genetic counseling experiences occurring outside of the Emory GC Training Program.
- The GC Training Program utilizes the **Carnegie system** in determining course, clinical, and focus internship credit allocation.

ENROLLMENT POLICY

A new class of 10-12 students is admitted each year. To be enrolled in the program, students must have submitted an application, completed an interview and been selected for admission to the program by the Admissions Committee. Students must also have completed all prerequisites and obtained an undergraduate degree prior to enrollment in the program.

ATTENDANCE

Attendance at all scheduled classes is required, unless the course instructor and Program Directors have approved alternative arrangements. Attendance is mandatory for all small group sessions, scheduled department case conferences and grand rounds. Attendance is mandatory for all examinations, both written and oral. Students are responsible for being present prior to the beginning of all examinations. Exams will begin ON TIME; students who arrive after an examination has begun may be refused admission to the examining room, thus jeopardizing their course grade.

Attendance on clinical rotation on the scheduled dates and time is mandatory and monitored carefully. Transportation and alternate childcare arrangements are the responsibility of the student. Under no circumstances may a student leave a clinical rotation without prior approval from the program director and designated clinical supervisor. Unless there is physical danger such a departure will be treated as abandonment of the rotation and subject to sanctions by the Program Directors, which may include dismissal from the program. All students are required to complete eight (8) clinical rotations. At least seven (7) of these must be Emory arranged and take place in the greater Atlanta area. Students are allowed to make arrangements for one out of town/non-Emory arranged clinical rotation during Summer II with the approval of the Program Directors.

Students are expected to adhere to the Focus Internship scheduled participation as pre-arranged with their focus mentor and approved by the Program Director. It is the responsibility of the student to communicate directly with their focus mentor regarding any absences or scheduling concerns, and to make arrangements to make-up the time missed.

Students are provided the opportunity for two (2) planned personal days during their first year, one per semester, and four (4), two per semester during their second year. These must be requested at least 2 weeks before the absence unless there are extenuating circumstances. No more than one personal day make be taken in any single rotation. Absences other than that for illness, emergency or a pre-approved personal day will be discussed on a case-by-case basis in addition to requiring any assigned work to be made up.

Reporting of Absences
Student absences from scheduled clinical rotation days for illness or emergency must be reported within 8 hours to the Program Assistant Director. The student must provide the program with the name of his/her rotation and supervising genetic counselor, the reason for the absence, when he/she expects to return and a telephone number where the student can be reached. When absence due to illness extends beyond 48 hours, a signed physician's report may be required (from the University Student Health Service or from the student's personal physician). This is done primarily for the student's protection against any accusation of neglect or indifference, as well as to ensure that students have sought proper health care when appropriate. Written notification of personal day absences will be sent from the program to the individual genetic counseling supervisor when appropriate.

Arriving late, leaving early or missing a clinic day will impact the student's rotation evaluation.

Policy Statement on Religious Observances
The School of Medicine recognizes that excellence in medical education cannot be dependent solely upon any calendar, since patient illness respects no calendar, be it secular or religious. Faculty members recognize, however, that some students may have special needs in the scheduling of tests, final examinations, and clinical rotation or focus internship responsibilities because of religious beliefs and practices. To this end, students who anticipate conflicts with regularly scheduled classes, tests, examinations, and/or clinical or focus activities should notify the Program Director, at least 2 weeks in advance of any conflict.

STANDARDS OF PROGRESS

Requirement for the Master of Medical Science Degree in Human Genetics and Genetic Counseling

To be eligible to receive the degree of Master of Medical Science in Human Genetics and Genetic Counseling from Emory University School of Medicine, students must:

- Students will be required to complete a minimum residency of 6 semesters of academic study (22.5 months).
- Students must receive approval for continuation each semester by the Program Directors based on satisfactory academic performance and professional conduct.*
- Students must successfully complete all courses, clinical rotations, and focus internship experiences in the sequence outlined in *Curriculum Overview* within no more than three (3) years.
- Students must obtain a minimum of 75 credit hours with a cumulative GPA of 3.0 or greater.
- Students must successfully complete their Capstone Project as approved by a committee that includes their advisor, focus mentor and two additional faculty/staff members.

*The judgment of the faculty as to the fitness of an applicant for continuation is based not only upon scholastic achievement alone but also upon knowledge of the applicant's character, professionalism, general attitude, and ability to master the genetic counseling core competencies.

Grading and Evaluation System

<u>Grades</u>
A, **B**, **C**, and **S** are passing grades for which credit is awarded. The grades of **D** and **U** indicate failure or inadequate performance and credit will only be granted based on successful remediation or course repetition. **F** indicates failure for which no credit is granted; **I** indicates that the student has not completed all the work for a course; **P** indicates work in progress; **W** indicates withdrawal without penalty; **WF** indicates withdrawal failing; and **WU** indicates withdrawal unsatisfactory.

The letter grades **A** through **F** have no exact numerical equivalent; they indicate the quality of performance as described below. These grades represent the faculty's total estimate of the individual's achievement both academically and professionally, and they are not simply summaries of formal arithmetic grades.

- **A** is the highest grade given. A grade of **A** indicates achievement of superior quality
- **B** indicates performance that is above the merely acceptable range.
- **C** indicates performance has met minimum standards of acceptability but does not imply competency. Remediation is required for any course or clinical practicum where the student receives less than a **B**.
- **D** and **U** indicates the student has not met minimum standards of acceptability. In all cases remediation will be required for continuation. The Program Directors may also recommend repetition of the course/rotation.
- **WU** indicates the student is not performing satisfactorily at the time of withdrawal. The student must re-enroll and demonstrate satisfactory performance within 6 months or be placed on Academic Probation.
- **F** indicates failure and the student will be Dismissed from the program. Extenuating circumstances will be considered on a case-by-case basis, but at minimum repetition of the course will be required.
- **WF** indicates the student is failing at the time of withdrawal from the course/clinical rotation. The student must satisfactorily repeat the course/clinical rotation within one year or he/she will be Dismissed. Extenuating circumstances will be considered on a case-by-case basis.
- **I** indicates incomplete course work. Final transcripts cannot carry grades of "I".

Faculty may choose to require demonstration of the students' mastery of skills or concepts whenever an evaluation score falls below 80%. In addition to achieving an appropriate grade, students must exhibit the appropriate professional, ethical and moral attitudes and behaviors to successfully pass a block, clerkship or phase of the curriculum. Each course syllabus contains the criteria for achieving a satisfactory grade.

Appeal Process for Grades

Students are encouraged to discuss evaluations and final grades with the course director or clinical supervisor as appropriate. If a student wishes to appeal a final course grade or summative evaluation, this should be presented in writing to the Program Directors (PDs) Within 30 days of receiving the grade. The appeal may be based on the process that leads to the final grade/evaluation and/or questions of factual content of the evaluation process. The PD will then review the basis for the appeal of the final evaluation and/or grade.

The PDs may review the final grade or evaluation in terms of
1) the process that led to the final grade/evaluation, and/or
2) questions of factual content that led to the final grade/evaluation. Upon review, the PDs may find that there is no basis, based on process or factual content, for a change of final grade or evaluation. Alternatively, the PDs may recommend that the course director or clinical supervisor consider a change of grade/evaluation or

additional assessment of student performance and subsequent reconsideration of the evaluation/grade.

After review by the PDs and submission of the reconsidered grade/evaluation, the student may appeal any decision to the Executive Associate Dean whose decision shall be final.

Evaluation of Student Academic Performance

Student academic performance will be evaluated by the Program Directors each semester based on course grades, clinical rotation evaluations, and focus mentor reports. If, based on this evaluation it is determined that the student is not meeting program academic standards, consideration for academic warning, probation or dismissal will be made. Final decisions regarding dismissal and reinstatement will require a review and vote of the Genetic Counseling Training Program Advisory Board, which is made up of faculty, clinical supervisors, and external genetics professionals. Students may appeal the decision of the Advisory Board to the Executive Associate Dean for Medical Education and Student Affairs.

Evaluation of Professional Conduct

The medical school faculty of Emory University has established standards for determining the ethical and professional fitness of genetic counseling students to participate in the medical profession. The evaluation of ethical behavior and professionalism is an ongoing process during school and the successful completion of each semester, rotation and phase of the curriculum requires that a student meet the appropriate ethical and professional standards as determined by the faculty. Some specific examples of professional conduct include:

- Concern for the welfare of patients as evidenced by thoughtful and professional attitude in obtaining history and physical examinations; avoidance of foul language, offensive gestures or inappropriate remarks with sexual overtones; treatment of patients with respect and dignity both in their presence and in discussions with peers; manifestation of concern for the total patient.
- Concern for the rights of others, as shown by dealing with faculty, professional and staff personnel and with peers in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit towards all persons regardless of race, color, religion, sex, sexual orientation, national origin, veteran's status, disability, or age; assuming an appropriate and equitable share of duties among peers.
- Responsibility to duty, which involves: effectively undertaking duties with alacrity [eagerness, enthusiasm and promptness are synonyms] and persevering until complete, or notifying a responsible more senior person of a problem; punctual attendance for class, small groups, rounds, conferences and other clinical duties, or offering appropriate explanation when unable to be present; notifying the Program Director's Office, course directors, and/or supervising house officers of absence or inability to carry out duties; seeing patients regularly and assuming responsibility for their care with appropriate supervision; identifying emergencies and responding appropriately; and being available to faculty or staff personnel when on duty.

- Trustworthiness, exhibited by being truthful and intellectually honest in communications with others; accepting responsibility for meeting multiple demands by establishing proper priorities and by completing work necessary for the optimal care of patients; discerning accurately when supervision or advice is needed before acting; maintaining confidentiality of information concerning patients.
- Professional communication and demeanor, which means a neat and clean appearance in attire, that is reasonably acceptable as appearing professional to the patient population; maintaining equilibrium under pressures of fatigue, professional stress, or personal problems; avoiding the effects of alcohol or drugs while on duty.

Procedure for the Reporting of Unprofessional Behavior

Unprofessional behavior by a student should be reported to the course director, clinical supervisor, or the Program Director(s), as appropriate. Unprofessional behavior may be addressed in one or more of the following ways, depending upon the nature of the behavior, and the setting and circumstances in which it occurred:

- Review by Program Directors
- Conduct Code
- Honor Code.

If a student receives an unsatisfactory evaluation for professionalism during a course, clinical rotation, or focus internship, this should be reported to the Program Director, Assistant Program Director, or Medical Director respectively. Students are routinely informed about their evaluations during and upon completion of the course or rotation. Unprofessional conduct is discussed as part of routine meetings of the Program Directors. When considering allegations of a student's unprofessional behavior the Program Directors may interview the involved student(s) and any other faculty, staff, or students, as appropriate. If the Program Directors deem the unprofessional conduct to be of an egregious nature warranting consideration of dismissal, the situation will be brought to the attention of the DOHG Education Committee and/or the program Advisory Board to consider the alleged behavior and recommend a course of action.

Program Continuation

At the end of each academic period, the Program Directors meet to review the performance of each student. In the case of students experiencing difficulties in achieving satisfactory progress either academically or professionally, the Program Directors will make a determination of whether the student should continue in the program or if there are grounds for consideration of Academic Warning, Academic Probation or Dismissal. Personal illness and/or family tragedy directly affecting a student's performance are given full consideration by the Program Directors. The Program Directors may choose to interview the involved student, and any other faculty, staff or students as appropriate. The Program Directors will consider the totality of the student's record and behavior since enrollment and may recommend:

- Deceleration of the academic program;
- Repetition of the academic program;
- Suspension;
- Dismissal;

- Other appropriate actions.

The Program Directors' final decision is conveyed to the student in writing, and a copy is placed in the student file. The student may appeal the decision to the Executive Associate Dean of the Medical School by submitting such a request in writing to the Dean within ten (10) days of being notified of the decision by the Program Directors.

Academic Warning

Academic Warning is an official warning given by the Progress and Promotions Committee to a student whose performance is of concern. A student on Academic Warning is Not in Good Academic Standing. Students given an Academic Warning receive written notice of their status from the Program Director, noting the specific concern(s). A copy of the letter is placed in the student's file and made available as needed during the student's course of study. The designation of Academic Warning may result in the loss of financial aid.

Academic Probation

Academic Probation is a conditional status that may be designated by the Program Directors when a student's performance is unsatisfactory. The period of Academic Probation and the reasons for probation are given to the student in the form of a letter, which is placed in the student's file. Academic Probation is a serious reprobation and requires that a student maintain adequate performance for the period designated as the probationary period. The designation of academic probation may result in the loss of federal financial aid.

Academic Guidance & Support

Each student upon entering the GC Training Program will be assigned either the Program Director or a Program Assistant Director as his or her Academic Advisor. The advisor will also serve as a resource to address student issues or concerns regarding the program or their performance, or personal issues that are impacting their ability to succeed. In addition to meeting with the student formally twice per semester, the academic advisor will be the point of contact for instructional faculty, focus mentors, or clinical supervisors who have concerns regarding the student's abilities or performance. In general, students are expected to maintain grades of "B" or better or "satisfactory" in all courses including rotations. If a student is having academic difficulty, academic counseling or tutoring may be recommended. It is always advisable for students to seek academic assistance from instructors/course directors as a given course proceeds rather than to wait until examination time. In spite of the expected degree of self-discipline and good study habits that students developed before entering into the GC Training Program, there are instances in which students may need assistance. In addition, some degree of guidance is necessary when making up work lost because of illness (or any other unforeseen event). Students are requested to make an appointment with their advisor for counsel and advice concerning academic problems unresolved by discussions with instructors/course directors.

Program Standards for Continuation

During every semester of the program, a student must have demonstrated both the requisite levels of professionalism and academic success, as judged by the Program

Directors. Professionalism may be part of any course's evaluation and grade. Independent of the final grade, unprofessional behavior may be the sole criterion for which a student may be recommended for a period of academic probation, suspension, dismissal, or other appropriate sanctions. The designation of Academic Probation or suspension may result in the loss of federal financial aid.

Assuming the required level of professionalism has been met:

- A student qualifies for program continuation without restrictions with a cumulative GPA of 3.0 or better, and no course or clinical rotation grade below a "B."
- A student who receives a "C" in any course or clinical practicum will be given an Academic Warning. The student must remediate to the satisfaction of the course director/instructor. Failure to complete remediation successfully by the middle of the next semester will result in the student being placed on academic probation.
- A student who makes a total of 3 "C's" at any point in the program will be placed on academic probation.

In a single semester:

- A student whose cumulative GPA falls below 3.0 will be placed on Academic Probation.
- A student who receives less than a "B" in more than one course/rotation in a single semester will be placed on Academic Probation.
- A student receiving a grade of "D" in a course or clinical rotation, or a U in focus internship/research will be placed on Academic Probation. At minimum the student will be required to remediate to the satisfaction of the course director/clinical supervisor and program directors. Repetition of the course/rotation may be required.
- A student receiving a final grade of "F" in any course or clinical rotation will be dismissed from the program. Extenuating circumstances will be considered on a case-by-case basis.
- A student receiving 2 or more "D's" in a single semester will be dismissed from the program. Extenuating circumstances will be considered on a case-by-case basis.

In a subsequent semester:

- A student must obtain a **B** or better in all courses/rotations for one semester to be removed from Academic Probation.
- Once removed from Academic Probation: a student who receives a total of 4 **C**'s (or 1 D and 2 C's) at any time in the program will be Dismissed
  - a student who subsequently receives a **D**/**F**/**U** will be Dismissed
- A student currently on Academic Probation who again meets new grounds for Academic Probation (#3, #4, or #5) will be Dismissed from the program
- A student cannot graduate on Academic Probation

Extenuating circumstances will be considered on a case-by-case basis when determining appropriate sanctions for a student.

Policies Regarding Academic Credits

- The GC Training program does not award academic credit towards the degree for courses taken on a non-credit basis.
- The GC Training program will consider academic course credit for transfer on a case-by-case basis if:
    - The course was complete d within the last 5 years
    - The course was obtained at the graduate level in an accredited institution
    - The student received a grade of "B" or better
    - The syllabus is available for review and approval by the Program Directors and instructor of the equivalent Emory program course
- Credit will not be granted for clinical genetic counseling experiences occurring outside of the Emory GC Training Program.
- The GC Training Program utilizes the Carnegie system in determining course, clinical, and focus internship credit allocation.

TUITION AND EXPENSES

The cost of attending Emory University includes tuition and other academic charges, living expenses, and incidental expenses, such as textbooks and supplies. Charges for summer semester are the same as for any other term unless specified otherwise.

As costs continue to rise throughout the economy, the University anticipates that educational costs will be adjusted from time to time. The University reserves the right to revise tuition and other charges when necessary.

Tuition and fees for each year are announced in the Spring.

Tuition and Fees for 2025-2026 per semester

Tuition for Human Genetics	$15,567
Activity Fee (fall and spring semesters)	$105
Athletic Fee (fall and spring semesters)	$171
Athletic Fee (summer semester)	$60
Health & Wellness Fee	$130
Immunization and Disability Fee	$125
Technology Fee	$65
Transcript Fee - First Semester Only	$70

Clinical Administrative Fee $120

***For information on the full cost of attendance to attend a program in the School of Medicine for an academic period, please visit the Emory Office of Financial Aid.

SCHOLARSHIPS (INCOMING STUDENTS)

$7,000 Paul M. Fernhoff Genetic Counseling Training Program Scholarship – one-time, merit-based, application required.

As part of their Focus Internship, students receive all students receive a yearly scholarship. The scholarship amount varies each year based upon funding sources.

Various other scholarships and loans are awarded through the Office of Financial Aid for Graduate Allied Health.

2nd-Year Student Funding

The Emory Genetic Counseling Program also provides funding for all 2nd-year students to attend the National Society of Genetic Counselors Annual Education Conference.

POLICY STATEMENT ON REFUNDS

Students who withdraw from the curriculum for any reason may qualify for a tuition refund on a semester basis. Tuition refunds will be calculated as follows:

Withdrawal during	Charge	Credit
First week (through Drop/Add)	0%	100%
Second week	20%	80%
Third week	40%	60%
Fourth week	60%	40%
Fifth week	80%	20%

There will be no refunds after the fifth week of any semester.

Audit Courses

The same charge for credit courses applies. Audited courses may not be established for credit by examination nor may audit courses be transferred to credit courses after the first week of classes.

Deferred Payment/Emory Payment Plan

The Emory Payment Plan is available to qualified students who wish to divide tuition fees into scheduled payments. A $60 service fee is charged to participate in the Emory Payment Plan. The fee is added to the second payment.

Instructions are given for deduction of loans and for University-administered scholarships in listing the amount due, which is to be paid in four installments each semester according to the Emory Payment Plan Schedule.

To set up a payment plan, *contact Student Financial Services at (404)727-6095, visit www.emory.edu/studentfinancials, or sign up in OPUS through the Student Center.*

FINANCIAL ASSISTANCE

Prospective students who need financial assistance should begin early to investigate aid available to them. They should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. The FAFSA can be accessed on the web at www.fafsa.ed.gov. The Emory University school code is 001564. Students begin the Genetic Counseling program in the summer semester.

Further information regarding financial assistance can be accessed at http://med.emory.edu/education/financial/dpt/index.html.

All matriculating students with loans must complete a mandatory online entrance interview as well as an exit interview upon graduation.

Scholarships
There are a limited number of scholarships for Genetic Counseling students based on financial need. Eligibility is based on information from your FAFSA, and no additional application is required. A few merit scholarships may be awarded to incoming students based on merit, and these do not require an application, either.

Health Professions Tuition Loans
Students are eligible to borrow from the University to assist in paying tuition. No additional application is required.

Federal Loans
The Office of Financial Aid will determine a student's eligibility for federal direct Stafford Loans. Students who wish to accept those loans will be given instructions on how to complete the loan promissory note when they receive their financial aid award letter. Students interested in the federal direct GradPLUS Loan for additional funds should wait until they receive their initial award letter, then complete a GradPLUS Request Form that can be downloaded from the Office of Financial Aid website.

Private Loans
Students who need additional funds beyond the amount awarded by the Financial Aid Office may apply for private student loans. These loans require the borrower to undergo a credit check, and the interest rate is determined by the student's credit score. More information about these and all other student loans is available on the Financial Aid Office website at http://www.studentaid.emory.edu/types/loans/private.html .

Veterans Benefits
Students eligible for Veterans Administration Benefits should notify the Office of Financial Aid and coordinate this Information with the Office of the Registrar. For additional information, contact Maria Carthon, Assistant Director of Financial Aid & Scholarships at the School of Medicine at (404) 727-5683.

Other Scholarships

Some professional organizations for people in the health care industry offer scholarship opportunities. Students can research these programs by searching on the web, by talking to faculty members in their academic program and by referring to the scholarship information in the Orientation Manual. In most cases, a separate application would be supplied by the sponsor of the scholarship.

Emory University School of Medicine
Calendar Overview 2026-2027
Genetic Counseling Program

Graduating Class of 2027 (continuing students, 2nd year)

Fall 2026	
Date	**Event**
Wednesday, August 19 - 21	Pre-term Activity
Monday, August 24	Fall Rotations Begin
Wednesday, August 26	Fall Classes Begin
Monday, September 7	No Class – Labor Day
Wednesday, September 2	Schedule Change Deadline
Saturday, October 10	Fall Break Begins
Wednesday, October 14	Return After Fall Break
Wednesday, November 25	Thanksgiving Break Begins
Monday, November 30	Return After Thanksgiving
Tuesday, December 8	Last Day of Fall Classes
Wednesday, December 9	Finals Begin
Saturday, December 19	Winter Break Begins
Spring 2027	
Date	**Event**
TBA	Spring ’27 Degree Application Opens in OPUS
Tuesday, January 12	Return After Winter Break/Spring Classes Begin
Monday, January 18	No Class – Martin Luther King, Jr. Day
Tuesday, January 19	Schedule Change Deadline
TBA	Deadline to Submit Spring '27 Degree Application
Saturday, March 6	Spring Break Begins
Monday, March 15	Return After Spring Break
Monday, April 26	Last Day of Spring Classes
Tuesday, April 27	Finals Begin
Saturday, May 8	Diploma Ceremony
Monday, May 10	University Graduation & Conferral Date

Emory University School of Medicine
Calendar Overview 2026-2027
Genetic Counseling Program

Graduating Class of 2028 (new cohort, 1st year)

Fall 2026	
Date	**Event**
Monday, August 19 – August 22	Pre-term Activity
Wednesday, August 26	Fall Classes Begin
Monday, September 7	No Class – Labor Day
Wednesday, September 2	Schedule Change Deadline
Saturday, October 10	Fall Break Begins
Wednesday, October 14	Return After Fall Break
Wednesday, November 25	Thanksgiving Break Begins
Monday, November 30	Return After Thanksgiving
Tuesday, December 8	Last Day of Fall Classes
Wednesday, December 9	Finals Begin
Spring 2027	
Date	**Event**
Tuesday, January 12	Return After Winter Break/Spring Classes Begin
Monday, January 18	No Class – Martin Luther King, Jr. Day
Tuesday, January 19	Schedule Change Deadline
Saturday, March 6	Spring Break Begins
Monday, March 15	Return After Spring Break
Monday, April 26	Last Day of Spring Classes
Tuesday, April 27	Finals Begin
Saturday, May 8	Summer Break 1 Begins
Summer 2027	
Date	**Event**
Monday, May 17	Rotation Block 1 begins
Monday, May 31	No Class – Memorial Day
Friday, June 18	No Class – Juneteenth
Monday, June 28-July 5	Summer Break 2
Tuesday, July 6	Rotation Block 2 Begins
Monday, July 12	Rotation Block 2 Begins
Saturday, August 14	Clinicals End/Last Day of Summer Term

CURRICULUM AND COURSES

The Emory Genetic Counseling Training Program is 21 months long. Students attend 5 contiguous 16 week semesters of training. Students graduate with a Master of Medical Science degree (MMSc) in Human Genetics and Genetic Counseling from the Emory University School of Medicine following completion of a minimum of 76 credit hours and a Capstone Project.

The curriculum blends cutting-edge didactic training in human/medical genetics and psychosocial counseling, along with extensive clinical training opportunities.

A novel aspect of the program is the focus internship, which provides an in-depth practice and research experience designed to embrace the ways in which the profession of genetic counseling is evolving.

Degree Requirements

To obtain the degree of MMSc in Human Genetics and Genetic Counseling students will be required to complete in residence the full 6 semesters of academic study. Students will be expected to devote a minimum of 40 hours per week to classroom, clinical, and focus experiences. External employment is strongly discouraged.

Students must successfully complete all courses and clinical rotations in the sequence outlined. Exceptions will be considered for students who can demonstrate completion of a comparable graduate level course within the last 3 years. Satisfactory performance includes completion of the minimum of 75 credit hours with an overall average of B or above (a grade of B or above must be earned in all courses); successful completion of clinical rotation requirements with a grade B or above; successful completion of focus internship - including capstone project as approved by mentor and two additional faculty/staff members; and recommendation for continuation each semester by the program administrators.

Emory University Genetic Counseling Training Program: First Year Curriculum				
	Courses	**Rotations**	**Focus Research**	**Total Credits**
Fall 1	• **HGC 715**: Human Genetics (3) • **HGC 707:** Intro to Epidemiology and Biostatistics (2) • **HGC 725**: Developmental Biology and Human Malformation (2) • **HGC 745a**: Medical Genetics I (2) • **HGC 705**: Introduction to Genetic Counseling (3) • **HGC:720**: Theory & Practice I (3) • **HGC 730a**: Seminar I (1)	• **HGC 735a:** Clinical Observation and Rotation Preparation(1)	• **HGC 740a:** Focus Internship 1 (1)	18
Spring 1	• **HGC 755**: Current Topics in Clinical Genetic Testing (3) • **HGC 745b**: Medical Genetics II (2) • **HGC 760**: Genetics of Common Diseases (3) • **HGC:750**: Theory & Practice II (3) • **HGC 730b**: Seminar 2 (1) • **PUBH 501:** Interprofessional Education and Public Health Leadership (0)	• **HGC 735b**: Clinical Practicum Rotation 1 (2) • **HGC 735c**: Clinical Practicum Rotation 2 (2)	• **HGC 740b:** Focus Internship 2 (1)	17
Summer		• **HGC 735d**: Clinical Practicum Rotation 3 (1) • **HGC 735e**: Clinical Practicum Rotation 4 (6)	• **HGC 740c:** Focus Internship 3 (4)	11
• Number in Parentheses= number of credits • All students must take a minimum of one 2-credit graduate level elective course in Summer. Fall 2, or Spring 2				

Emory University Genetic Counseling Training Program: Second Year Curriculum				
	Courses	**Rotations**	**Focus Research**	**Total Credits**
Fall 2	• **HGC 810**: Theory & Practice III (2) • **PA 7103**: Biomedical Ethics (2) • **HGC 730c**: Seminar 3 (1)	• **HGC 735f**: Clinical Practicum Rotation 5 (3) • **HGC 735g**: Clinical Practicum Rotation 6 (3)	• **HGC 740d:** Focus Internship 4 (3)	14
Spring 2	• **HGC 820**: Hot Topics in Genomics (2) • **HGC 805**: Public Health Genomics (2) • **HGC 730d**: Seminar 4 (1)	• **HGC735h**: Clinical Practicum Rotation 7 (3) • **HGC735i**: Clinical Practicum Rotation 8 (3)	• **HGC 740e:** Focus Internship 5 (3)	14
• Number in Parentheses= number of credits • All students must take a minimum of one 2-credit graduate level elective course in Summer. Fall 2, or Spring 2				

COURSES

Required Coursework

Genetics Courses

HGC 715: Human Genetics
This course provides an overview of human genetics concepts including Mendelian and non-Mendelian inheritance, the molecular basis of human variation and disease susceptibility, and chromosome variation. Population and quantitative genetics are covered, including pedigree and risk assessment using Bayesian statistics.
Fall I – 3 credits

HGC 725: Developmental Biology and Human Malformation
Primary concepts covered in this course include: principles of developmental genetics, human reproduction, and normal/abnormal embryological development. The relationship between human development and clinical topics such as congenital anomalies, human disease, teratogens, and infertility are presented, in addition to assistive reproductive technologies and fetal therapy. Development is covered by major organ system, with emphasis on associated birth defects including etiology, ultrasound findings, and recurrence risks.
Fall I – 2 credits

HGC 745a&b: Medical Genetics I & II
This course introduces the student to the basic elements of a medical genetics evaluation including concepts involved in dysmorphology, physical assessment, and differential diagnosis. The clinical features, natural history, counseling issues and management strategies for major pediatric and adult genetic diagnoses/syndromes are reviewed including: chromosome anomalies; bone dysplasias; hemoglobinopathies; metabolic conditions; trinucleotide repeat, connective tissue, neurogenetic, and opthalmological disorders, as well as other single gene disorders by organ system. The course also covers methods and procedures associated with newborn screening, carrier testing and prenatal screening/diagnosis.
Fall I - 2 credit, Spring I – 2 credits

HGC 755: Current Topics in Clinical Genetic Testing
This course utilizes a case-based approach to clinical and laboratory aspects of cytogenetics, biochemical genetics, and molecular genetics testing. Testing methodologies, measures of analytic and clinical validity, and test interpretation are discussed. The course is designed to prepare the student to select appropriate genetic tests for clients and provide accurate counseling based on possible test results.
Spring I – 3 credits

HGC 760: Genetics of Common Diseases
Using cancer as a model, this course focuses on the genetic aspects of common diseases, including epidemiological concepts and levels of disease susceptibility. The clinical and molecular aspects of hereditary cancer syndromes are emphasized, and concepts related to cardiovascular genetics, psychiatric genetics, neuro/developmental genetics, and diseases such as diabetes, asthma, etc, are also addressed. The course provides a framework to address aspects unique to genetic counseling for common chronic diseases including risk assessment, genetic testing options and screening/prevention strategies.
Spring I – 3 credits

HGC 805: Public Health Genomics
This course provides a basic overview of public health, societal and public policy issues, community-based interventions, and healthcare delivery systems. Public health genetics activities and perspectives at the local, state and federal level, as well as academia and industry are illustrated using existing programs and projects as examples.
Online: 2 credits (Summer)

HGC 820: Hot Topics in Genomics
This course focuses on the analysis of new and evolving genetic/genomic technologies and their clinical application. Topics include microarray, NIPT, next generation sequencing, gene panels, whole exome/genome testing, interpretation of genetic variants, pharmacogenomics, genomic profiling/direct-to-consumer genetic testing, carrier and newborn screening advances, next generation tumor sequencing, and return of research results. This is a literature-based course, utilizing recent publications to illustrate concepts and issues, and stimulate in-class discussion. Application to genetic counseling practice is emphasized through role-play activities and student-led discussion.
Spring II – 3 credits

Counseling Related Courses

HGC 705: Introduction to Genetic Counseling
This course introduces students to the historical aspects and goals of the genetic counseling profession. The basic principles and tools of genetic counseling are discussed and illustrated, including collecting a family history and constructing a pedigree, components of the genetic counseling interaction, and counseling contexts/situations. Practice-based competencies, scope of practice, NSGC position statements and code of ethics, are explored.
Fall I – 3 credits

HGC 720: Genetic Counseling Theory and Practice I
This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills. Topics specific to genetic counseling are addressed including communicating risk and uncertainty, facilitated decision-making, non-directiveness, and self-disclosure.
Fall I – 3 credits

HGC 750 Genetic Counseling Theory and Practice II
This course continues the exploration of psychosocial issues relevant to genetic counseling as initiated in Genetic Counseling Theory and Practice I. Topics covered include: individual psychosocial development, impact of chronic illness and disability, grief and bereavement, crises intervention, care for the caregiver, multi-cultural sensitivity and competency, and family communication of genetic risk. Students experience the impact on individuals and families of living with a genetic condition or serious/chronic illness through speaker panels, visits to various care facilities, and spending time with a family who has a child with Down syndrome.
Spring I – 3 credits

HGC 810 Genetic Counseling Theory and Practice III

This course focuses on advanced concepts encountered in the practice of genetic counseling including teaching principles and methodologies, health literacy, counseling individuals with special challenges, interacting with the media, and clinical supervision. Professional growth, certification and licensure, and preparing for the job market are addressed. Students are introduced to issues of billing and reimbursement, genetic service delivery models, telemedicine and the business/marketing aspects of providing genetic services. Role-play and literature-based discussions are utilized to enforce the concepts covered.
Fall II – 2 credits

HGC 730a-d Genetic Counseling Seminar I-IV
This series of four genetic counseling seminars provides a forum for 1st and 2nd year students to learn from each other through sharing, discussion and presentation of cases experienced through observations and clinical rotations. Students also explore topics in genetics and genomics through journal club, and review of web-based genetic news items, blogs and books written for the lay population. In year 1, the 1st year students also focus on research methodology and grant-writing skills. In year 2, the 2nd year students focus on manuscript development and preparation for the ABGC boards.
Fall I/II, Spring I/II – 1 credit each

Additional Courses

HGC 707: Intro to Epidemiology and Biostatistics (Required)
This course focuses on basic concepts of descriptive, analytic, and experimental epidemiology, and biostatistics. Topics covered include overview of study designs, measures of disease frequency, variables and distributions; statistical approaches to analysis of epidemiological data; and sources of bias in epidemiological studies. Application of these principles to genetics-related topics is illustrated through review of relevant publications.
Fall I – 2 credits

PAE 7103: Biomedical Ethics (Required)
Examination of ethical rules, principles, and theories as they relate to health care delivery issues using a case presentation and discussion format. Additional sessions related ethics of genetics research and clinical practice will be held for genetic counseling students.
Fall II – 2 credits

Clinical and Research

HGC 735a-i: Clinical Rotation Preparation
Students complete a sequence of clinical rotations throughout their program experience. The rotations take place under the supervision of board certified genetic counselors and/or clinical/medical geneticists. Students begin in Fall I with learning fundamentals of clinical counseling, observations of genetic counseling sessions conducted by experienced counselors, in addition to role-play and simulation activities. The first clinical rotation begins Spring I. Students complete five 8-week core rotations in prenatal, cancer, and general genetics (two rotations

in 2 of the 3 areas). In addition, each student completes 4-5 four-week rotations in different specialty clinics and non-traditional settings. Students take increasing responsibility for the preparation and conduction of the genetic counseling sessions as they progress through the program. A minimum of 50 clinical cases in core rotations is required where the students participate in a significant portion of the case management and counseling.
Fall I - 1 credits (Clinic Prep), Spring I - 4 credits, Summer I - 7 credits, Fall II - 6 credits, Spring II - 6 credits

HGC 740a-e: Genetic Counseling Research
During the focus internship, students develop a research project in collaboration with a mentor and participate in a variety of activities in their mentor's specialty area. Focus internships are available across several clinical specialties as well as public health and education. Some projects have focused on specific conditions, including but not limited to, Fragile X syndrome, galactosemia, differences of sex development, hearing loss, lysosomal storage disorders, amyotrophic lateral sclerosis, Huntington's disease, seizure disorders, and muscular dystrophies.

Student placement with a particular focus project and mentor occurs through a matching process conducted at the beginning of the first semester. Students spend an average of five hours per week on Focus Internship activities during both Fall and Spring semesters as well as the equivalent of four full-time weeks during the summer between their 1st and 2nd year. In addition to participating in activities and meetings, the Focus Internship provides the basis for the student's Capstone Project which includes:

- Project design and execution, review/collection and analysis of data.
- Creation of an abstract for a professional meeting.
- Creation of a poster to be presented at the Dr. Cecelia Bellcross GCTP Poster Walk.
- Completion of a first-author publishable manuscript based on their project.

Fall I, II/Spring I, II – 1 credit each; Summer – 4 credits; Fall 2/Spring 2 – 3 credits each

PUBH 501 Interprofessional Education and Public Health Leadership – 0 cr
Students will join students from health professional programs across the Woodruff Health Sciences Center to receive didactic training to perform effectively on interprofessional teams and to apply leadership and management principles to address a relevant public health issue. Interprofessional teams will compete in a health challenge competition designed to address public health and clinical issues of importance to the Atlanta community.
Spring I

MASTER OF MEDICAL SCIENCE PHYSICIAN ASSISTANT PROGRAM (PA)

The Emory University School of Medicine Physician Assistant Program is a dynamic program emphasizing active learning centered on the six competencies defined by the profession. This 29 month-long program uses a fully integrated curriculum stresses evidence-based medicine decision making, and the provision of health care to all individual while sensitive to the social determinants of health and wellness. Using learning societies and early patient contact, the program reinforces team based care, patient advocacy and the acquisition of clinical skills supported by faculty mentors at all stages of the curriculum.

The Emory University Physician Assistant program has a long, proud history as one of the premier programs in the country. Our mission is to recruit, educate and mentor a diverse group of students to become highly regarded, sought after physician assistants providing compassionate health care of the highest quality. To that end we create an educational environment that promotes an understanding of human needs and ethical issues as well as the acquisition and application of patient-oriented clinical knowledge and skills.

In addition to their academic and clinical obligations, we are particularly proud of the strong heritage of community service that drives our students. Each year our students take that commitment to South Georgia where they care for the Farmworkers who harvest our crops and in urban Atlanta providing clinics for the uninsured. They build houses with Habitat for Humanity and travel to developing countries to share their lessons.

Accreditation
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued Status** to the Emory University Physician Assistant Program sponsored by Emory University. Accreditation-Continued Status is granted when a currently accredited program is in compliance with ARC-PA Standards.

Mission
The Emory Physician Assistant Program recruits educates and mentors a diverse group of students to become highly regarded physician assistants providing compassionate health care of the highest quality.

Vision
The program emphasizes evidence-based primary care and preventive medicine, the provision of health care to the medically underserved and utilization of information technology to achieve these goals. The Program promotes team care, patient advocacy and the delivery of primary health care for all patients. Graduates are prepared to assume leadership roles, support research, to practice clinically in a wide variety of primary care and specialty settings and to engage in life-long learning.

Values
We value the highest standards of professionalism and team-based medicine with a commitment to the medically underserved. Graduates are prepared to practice evidence-based primary care and preventive medicine and engage in lifelong learning.

THE PHYSICIAN ASSISTANT DIVISION; RESPONSIBILITIES

The Physician Assistant Program faculty, supported by staff, is responsible for the day-to-day life of Physician Assistant students. Some but not all of their functions are:

- Admissions, record keeping, and registration issues for incoming and continuing students. PA faculty are responsible for the selection, and admission of students into the PA program
- Curriculum coordination management in conjunction with the Course and Clerkship Directors and faculty.
- Ensuring continuing compliance with the accreditation standards as set forth by the Accreditation Review Commission for Physician Assistants.
- Monitoring and recording the progress and promotion of students in coordination with the Progress and Promotions Committees.
- Responsibility for students on clinical rotations, including coordination of rotation schedules, student and preceptor evaluations, grades, and electives.
- Responsibility for coordination of special events within the academic career of the students. The entire staff works on these special events. Orientation, Class Meetings, Commencement and Graduation are all coordinated by PA staff.
- Administration of communication with students via email, mailboxes, bulletin boards and Blackboard.
- Ensuring timely access or referral to student counseling or other services as necessary to address non-academic issues impacting student progress.

ADMISSIONS PROCESS

Admissions Requirements
The prerequisites for application to the Emory Physician Assistant Program's Master of Medical Sciences curriculum for the 2025-2026 application cycle are outlined below.

Undergraduate Degree

A baccalaureate degree from an institution accredited by the Commission on Colleges of a Regional Accrediting Organization is required.

Those candidates who received their baccalaureate degrees from colleges and institutions outside of the United States must complete at least one year (24 semester hours) as a full-time student at a US or Canadian regionally accredited institution.

Applicants need to have a cumulative and a science GPA of 3.0 on a 4.0 scale.

Prerequisite College Courses
The Emory PA Program requires 8 prerequisite courses listed below. We strongly recommend all prerequisite courses be completed within 10 years of submitting the application. All prerequisite courses must be completed by December 2025 for the class matriculating in August 2026. Online courses at accredited institutions are acceptable.

Natural Sciences: minimum 23-semester credits

- Biology course of choice with lab: 4 semester/4 quarter hours
- Chemistry course with lab: 4 semester/4 quarter hours
- Second Chemistry course of choice with lab: 4 semester/4 quarter hours
- *Human Anatomy: 3 semester/4 quarter hours
- *Physiology: 3 semester/4 quarter hours
- Organic Chemistry or Biochemistry: 3 semester/4 quarter hours

*Combined Anatomy and Physiology courses are acceptable provided the total credits received is a minimum of 6 semester hours or 8 quarter hours.

Statistics: 3 semester credits/4 quarter hours

Recommended but not required: Coursework in microbiology and genetics

*All courses taken to satisfy the requirements must be taken from a regionally (North American) accredited institution. Each course must be completed at a grade level of "C" or better and must be completed **by December of the application year**. All courses are subject to approval by the Admissions Committee and cannot be taken on a Pass/Fail basis, as CLEP credit, or audited.*

*Applicants should be aware that all courses within the curriculum are required even if you started a PA program at another institution previously. No transfer credit is accepted, and no credit is granted for pre-admission experiential learning. Only full-time students are admitted to the program and **there is no part-time pathway**.*

Experience Required

A minimum of 2,000 hours of paid or volunteer patient care experience is required with direct, "hands-on" patient contact (e.g., EMT or paramedic, health educator, RN, patient care attendant or nurse's aide, clinic assistant, medical Peace Corps volunteer or other cross-cultural health care experience, medical technologist,

therapist, scribe, clinical research assistant, etc.). These hours of patient care experience must be completed **at the time of the submitted application.**

In addition, **non-patient care** community volunteer hours as well as PA 'shadowing hours' are highly recommended although they do not count towards the 2,000 hours minimum of patient care experience. Volunteer patient care hours should be included in the 2,000 hours and in the volunteer community service hours in our supplemental application.

The Emory PA program does **not** grant advanced placement. All students must complete all Emory PA program course requirements to graduate.

Healthcare Experience requirements

Additional Requirements

1. Applicants must meet the Emory PA Program Technical Standards.
2. TOEFL is required for applicants for whom English is not their native language and/or their first degree is from a foreign institution. Scores must be sent directly to the PA Program from the Educational Testing Service. A minimum total score of 93 with a speaking score of 26 is required.
3. Completed CASPA and Supplemental Applications (including non-refundable Supplemental Application Fee of $75). This includes two letters of reference.
4. GRE's are no longer required.

If accepted into the program, consent for a criminal background check is required.

Technical Standards

Questions? Email us at pa_admisions@emory.edu

Application Open Date

The application deadline for the 2025-2026 period closed June 15, 2025. Please apply early when CASPA opens in April 2026.

CASPA will open late April 2026, for applications for the Emory PA class of 2029 (Graduation year) entering Fall 2027 or Dual Degree students beginning Fall of 2027 after one year Public Health or Business School and graduating in 2030.

A complete application includes the CASPA application, Emory PA Program's Supplemental Application, and all fees. CASPA will accept up to five evaluations. Our program requires three, including at least one from a health care professional with whom the applicant has worked. Relatives and personal or family friends of the applicant should not complete evaluation forms.

Application material will not be reviewed until all components and fees have been received. Additional information on the CASPA website by calling (240) 497-1895.

- Application Information and FAQs

Deadline

- Application available on CASPA: **End of April 2026**
- Final application deadline (including Supplemental): **June 15, 2026,** Midnight EST
- **Candidates are encouraged to apply early**. Those who qualify for an interview will be scheduled in order of application completion date in July and August. Once interview slots are full, candidates will be placed on an interview waitlist, and are not guaranteed an interview. All admissions decisions will occur after all interviews are completed in August and candidates will be notified by email.

CASPA Application Evaluation

The program evaluates applications based on community service hours with level of involvement, GPAs, Personal Statement, Supplemental Narrative, Leadership Experiences, Honors or Publications, 2 letters of recommendation, and our program mission.

Interview

The purpose of the interview day at the Emory PA program is to assure a good match between the program and the applicant while allowing applicants an opportunity to learn more about the program. The most qualified applicants will be invited for a half day, virtual Zoom interview on a rolling basis. Last application cycle, over 65% of interview slots were full by mid-May.

The Emory PA interview day includes interaction with faculty and current PA students. The Multiple Mini Interview (MMI) format is used to assess: communication skills, understanding of medical ethical issues or health policy, problem-solving, maturity, and interpersonal skills. The MMIs are not used to assess an applicant’s medical knowledge. Interviewers are blinded to the Candidates' CASPA application information.

As part of the interview, applicants are asked to answer and submit a timed question in writing. This writing sample will be assessed based on content, mechanics, and organization.

Admissions Notification

All decisions about admissions will be made after all interviews are completed. The admissions team will contact all applicants by email to share the admission committee's decision. Applicants offered a position have two weeks to accept and make a nonrefundable $1,000 deposit that will be applied to the first semester’s tuition. A ranked alternate list from those candidates who have been interviewed will be maintained. Candidates on the alternate list will be offered positions based on applicant withdrawal and have two weeks to accept the position and make the $1,000 deposit.

Students accepted into the Emory PA Program may apply for a one-year deferment by writing to the Director of Admissions before the beginning of orientation week. The Admission Committee will review each case and decisions are made on an individual basis. Students whose deferment request has been granted must meet with the Director of Admission no later than April 1 to discuss requirements for re-admission into the program. Those students not granted deferment must reapply to the program through CASPA.

THE DUAL DEGREE PROGRAM - PA/MPH

(Master of Medical Science/Master of Public Health)

Emory is one of a few universities offering a dual MMSc-PA and MPH option for interested applicants. The dual degree program offers students the opportunity to earn an MPH degree in conjunction with training in the respected and top ranked Rollins School of Public Health at Emory University. Students may apply their combined PA/PH skills in such areas as population health, clinical research, health administration leadership, global healthcare, and community health promotion.

Students must apply to and be accepted to both the PA and MPH programs during the same admission year. Students apply to a specific department in the School of Public Health through SOPHAS and to the Physician Assistant Program through CASPA. If you are accepted to the PA program but not accepted into the RSPH, you enter the PA program the equivalent of year two. For example, if you apply to the dual degree program for the coming year, and are not accepted into the School of Public Health, you enter the PA program in August of the following year. If you are accepted by the School of Public Health but not the PA program, you may enter Public Health but are no longer eligible to enter the dual degree program. You may apply to the PA program as a regular student.

Accepted dual-degree students initially enroll in the School of Public Health for one year and complete 32 semester hours of courses. These include the required MPH core courses, required departmental courses and, in most instances, a thesis. Students must also complete a practicum, a structured field experience of relevance to public health. After completion of the fall and spring semesters of the MPH curriculum, dual degree students enter the PA program the following fall semester. The PA Program requires twenty-nine months (seven semesters) of training, including courses and clinical rotations.

Click here to see a PDF of the different MPH programs and how they interface with the PA Program

Read the Bio of one of our dual degree students

Link to the Dual degree information page at the Rollins School of Public Heath

Link to the Rollins School of Public Health tuition information page

CREDIT POLICY FOR PRIOR EDUCATION AND TRAINING

A bachelor's degree is required to enter the Physician Assistant Program. The Emory Physician Assistant Program does not accept transfer credit or award advanced placement in its curriculum.

ENROLLMENT POLICY

All applicants must be able to meet the Emory PA Program Technical Standards.

- A minimum of 2000 hours of direct patient care experience at the time of application submission. In addition, we highly recommend community volunteer hours as well as PA 'shadowing hours'.
- Scores for the Internet Based Test (iBT) version of the Test of English as a Foreign Language (TOEFL) for all applicants for whom English is not their native language. Scores must be sent directly to the PA program from the Educational Testing Service. A minimum total score of 93 with a speaking score of 26 is required for consideration.
- A minimum of 3 semester credits (5 quarter hours) of statistics
- We strongly recommend courses in human anatomy, human physiology, and microbiology in order to best prepare for the PA program curriculum. **Two Semesters o**f **Anatomy and Physiology (I and II 8 semester/12 quarter hours) will be required and all prerequisite courses must be completed within 10 years of submitting the application for the 2025-2026 cycle**
- We require a minimum of 15 semester credits (22 quarter hours) of natural sciences:
    - Biology with lab (4 semesters/6 quarter hours)
    - General Chemistry with lab(s) (8 semester/12 quarter hours)
    - Organic or biochemistry* (3 semester/5 quarter hours)
- **survey courses not acceptable*

All courses taken to satisfy the requirements must be taken from a regionally (North American) accredited institution. Each course must be completed at a grade level of "C" or better and must be completed prior to matriculation. All courses are subject to approval by the Admissions Committee and cannot be taken on a Pass/Fail basis, as CLEP credit, or audited.

ATTENDANCE

DIDACTIC PHASE ATTENDANCE, ABSENCES AND TIMELINESS

Attendance, on-time arrival, and participation is the expectation for every student during the Didactic Phase. This includes all classes, examinations, labs, society meetings, preceptorships, and patient encounters. Students who need to miss a class must contact the course or module director at the earliest possible time in advance of the absence. Students with multiple absences may be referred to the Student Progress Committee for professionalism infraction. Absences that require five consecutive class days or more are addressed under Leave of Absence policy.

Students who arrive after an examination has begun may not be given extra time and may be refused admission to the exam, potentially jeopardizing their exam and course grade.

CLINICAL PHASE ATTENDANCE, ABSENCES AND TIMELINESS

Attendance at clinical rotations on scheduled dates and times is mandatory. The rotation hours will vary depending on the preceptor and rotation site, and may include weekdays, weekends, holidays, evening and overnight shifts and may include a call schedule. All students must accept the rotation schedule assigned to them. Students will participate in rotations located in the metro-Atlanta area and out-of-town and must be prepared for adequate child and pet care. Students are only able to leave a clinical site early if prior authorization by a Clinical Educator or Program Director has been obtained. Any other departure will be treated as abandonment of the rotation and is subject to sanctions by the Student Progress Committee, including possible dismissal from the program. Students may take three planned personal days during the clinical year. These must be approved no later than 2 weeks prior to the absence. No more than one personal day may be taken in any single rotation. A personal day may not be taken for CME activities, or on any End-of-Rotation Day. Absences eligible for approval include emergency, illness, or pre-approved activities, such as conferences, admissions interviews and/or personal days. Missed clinical time for approved activities will not count as a personal day. Absences taken that are not emergent or pre-authorized will result in a reduction of the final rotation grade by one grade level for each missed day. Arriving late or leaving early from a rotation without approval from the preceptor or clinical faculty is considered an unexcused absence for the entire day. Instances of illness or emergency must be reported as soon as possible and within 24 hours to one of the Clinical Educators and to the individual preceptor. The student must provide the program with the name of rotation and preceptor, reason for absence, expected return date, and a telephone number where the student can be reached. When absence due to illness extends beyond 48 hours, medical documentation may be required from the student's healthcare provider. This protects the student against any accusation of neglect or indifference, as well as ensures that students have sought proper health care when appropriate

Policy statement on religious observances

The Emory School of Medicine recognizes and respects the importance of individual religious beliefs and practices. While the School of Medicine calendar includes only religious observances recognized as U.S. Federal Holidays, the school seeks to accommodate student religious needs reasonably and within the requirements of the academic schedule. There shall be no adverse or prejudicial effect resulting to any student requesting excused absences for religious observances. Students assigned to patient care educational activities may request assignments that allow the student to meet their religious needs; on occasion, students may be asked to attend patient care activities that cannot be reasonably re-scheduled, such as on-call time with a care team. Required academic work missed as part of an excused absence must be made up to the satisfaction of the supervising faculty member.

LEAVE OF ABSENCE

A Leave of Absence is the delay of progression through the PA Program from 5 consecutive days up to one calendar year due to personal or medical reasons. A

leave of absence commonly results in the need for the student to decelerate and requires the approval of the Program Director. The student desiring an extension beyond one calendar year may be required to apply for readmission to the PA Program.

Procedure to request a Leave of Absence
- Submit a completed Leave of Absence Form to the Program Director
- Meet with the PA Program Director for approval
- Discuss the terms and requirements for reentry into the program
- Signed documentation is placed in student file.

Military Leave of Absence
A military deployment is addressed according to Federal Law

STANDARDS OF PROGRESS

Student Assessment and Grading

For all classes and rotations, the following guidelines for grading will be used:

A	90.0 – 100%
B	80.0 – 89.99%
C	70.0 – 79.99%
D	65.0 to 69.99%
F	64.99% and below

Grades will not be rounded up or down.

DIDACTIC PHASE: ASSESSMENT, GRADING AND REMEDIATION

Satisfactory Academic Progress Policy
Students must meet minimum professionalism and academic standards each semester and in their cumulative GPA throughout the Program. Students must maintain a cumulative and semester GPA of 3.0 and demonstrate professional behavior to be in Good Standing in the Program. Students whose cumulative GPA falls below 2.8 will have the next semester to bring their cumulative GPA to 2.8 or higher to remain in the program. Students who fail to meet these standards may be placed on academic sanctions or be considered for dismissal from the Program.

The academic progress of all students is tracked each semester by the Student Progress Committee to ensure that all learners meet program standards. Academic standards of the didactic phase is determined by final course grade, semester GPA, cumulative GPA and professional standards of conduct. Professionalism may be the sole criterion for which a student may be recommended by the Student Progress Committee for academic sanctions, including dismissal.

Academic Warning is defined as a student whose academic performance or professional conduct is of concern. Students given an Academic Warning receive a digital letter of their status by the Program Director noting the specific concern(s),

and a copy is placed in the student's file as a permanent part of their record. The designation of Academic Warning may result in the loss of financial aid.

Academic Probation is defined as a student whose academic performance or professional conduct is unsatisfactory. Students placed on Academic Probation receive a digital notice of their status from the Program Director noting the specific concern(s), and a copy is placed in the student's file as a permanent part of their record. Academic Probation is a serious reprobation and is indicated on the student's transcript. The designation of Academic Probation may result in the loss of financial aid.

Promotional Guidelines for Didactic Phase
For every semester of the program, a student must demonstrate professionalism and academic success, as defined below and evaluated by the Progress and Promotion Committee.

Guidelines for Didactic Phase Professionalism:
Professionalism may be part of any course's evaluation and grade. Independent of the final grade, unprofessional behavior may be the sole criterion for which a student may be recommended for Academic Warning, Academic Probation, dismissal, or other appropriate sanctions. The designation of Academic Probation may result in the loss of financial aid.

Guidelines for Didactic Phase Academic Performance:
Students who score less than 65% on all exams (oral or written) in a course/module (regardless of the overall grade) will need to repeat the entire course (offered only once per year) assuming they meet GPA requirements to remain in the PA Program.
In a single semester:

- A student with a semester GPA >2.80 will be considered in good academic standing.
- A student with a semester GPA between 2.51-2.80 is not in good academic standing and will be placed on Academic Warning. Remediation or repetition of courses may be required.
- A student with a semester GPA between 2.20-2.50 is not in good academic standing and will be placed on Academic Probation. Remediation or repetition of courses may be required.
- A student with a semester GPA <2.20 is not in good academic standing and may be considered for dismissal from the program by the Progress and Promotion s Committee

Students Not in Good Academic Standing for multiple semesters:

- A student with a GPA below 2.80 for two semesters will be placed on Academic Probation. Remediation or repetition of courses may be required.
- A student with a GPA of 2.50 or below for two semesters may be considered for dismissal from the program by the Progress and Promotion Committee.

- A student with a GPA of 2.80 or below for three semesters may be considered for dismissal from the program by the Progress and Promotion Committee.

Guidelines for Evaluation of the Pre-Clinical Summative Examination
All PA students are required to successfully complete all aspects of the pre-clinical summative evaluation scheduled at the end of the didactic phase in order to progress to the clinical phase. This evaluation process is designed to ensure that every student has the requisite knowledge and skills to progress to the clinical year. The evaluation is comprised of three components.

A. Preceptor assessment: Preceptors assess students' performance in the final encounter in the Didactic Experiential Learning Program (DELP) using a standardized assessment form. This comprehensive examination is worth 25% of the pre-clinical summative exam.
B. Objective Structured Clinical Examination (OSCE): Students will complete a multi-station objective examination covering basic clinical skills. This skills examination is worth 25% of the pre-clinical summative exam.
C. Multiple Choice Examination: This is a 225 question examination, administered via computer over approximately 2.5 hours. Exam questions are based on the NCCPA blueprint and follow in topic weight the PANCE exam. A satisfactory score is defined as > 1 standard deviation above the national mean. For purposes of the pre-clinical summative examination, this examination counts for 50% of the grade.

An unsatisfactory outcome requires remediation and retesting and is defined as a:
- score of less than 70% in the preceptor assessment
- score of less than 70% on the OSCE
- score of less than one standard deviation below the national mean for the multiple-choice examination

Any student earning unsatisfactory scores in two or more components of the pre-clinical summative examination will not be allowed to progress to clinical rotations and will be required to complete faculty directed remediation for a minimum of 5 weeks prior to retesting. A failing grade on a retest will result in inability to progress to the clinical year until evaluated by the Progress and Promotion committee for decisions on further procedure.

Guidelines for Performance in the Clinical Phase
Performance during the clinical year requires assessment of knowledge, attitudes, skills and behavior. The following guidelines do not preclude the Progress and Promotions Committee from recommending repetition of courses, assignment of academic warning or academic probation, or dismissal based on the Committee's overall assessment of student performance, regardless of the specific grades. Independent of the final grade, unprofessional behavior may be the sole criterion for which a student may be recommended for a period of academic warning, academic probation, dismissal, or other appropriate sanctions.

<u>Students in Good Academic Standing at Start of Clinical Year</u>:

1. Students entering the clinical year in good academic standing will be placed on Academic Warning based on any of the following criteria:
   - One (1) final rotation grade of 'C'
   - Two (2) End of Rotation examinations with a score less than 70%

2. Students entering the clinical year in good academic standing will be placed on Academic Probation based on any of the following criteria:
   - Two (2) final rotation grades of 'C'
   - One (1) final rotation grade of 'D'
   - One (1) final rotation grade of 'C' plus two (2) End of Rotation examinations with a score less than 70%
   - Three (3) End of Rotation examinations with a score less than 70%

3. Students entering the clinical year in good academic standing may be dismissed based on any of the following criteria:
   - Three (3) final rotation grades of 'C'
   - Two (2) final rotation grades of 'D'
   - One (1) final rotation grade of 'F'
   - One (1) final rotation grade of 'C' plus three (3) End of Rotation examinations with a score less than 70%
   - Four (4) End of Rotation examinations with a score less than 70%
   - Removal of student by preceptor from the rotation

Additionally, a student who receives a final rotation grade of D or F for any rotation must repeat that rotation if they are not dismissed from the program.

Students Not in Good Academic Standing at the Start of the Clinical Year:

1. Students entering the clinical year on Academic Warning will be placed on Academic Probation based on ANY of the following criteria:
   - One (1) final rotation grade of 'C'
   - Two (2) EOR examinations with a score less than 70%
2. Students entering the clinical year on Academic Probation may be subject to dismissal based on ANY of the following criteria:
   - Two (2) final rotation grades of 'C'
   - One (1) final rotation grade of 'D'
   - One (1) final rotation grade of 'F'
   - Three (3) EOR examinations with a score less than 70%

Remediation of Written Exams

In order to ensure that all students in the program have achieved academic proficiency before advancing to the next level, deficient course material will be successfully remediated. Students who fail to make a 70% or greater on any written exam in the Emory PA Program are required to remediate deficient content areas for each test. The remediation process does not change the exam grade. Remediation must take place within two (2) weeks of receiving the deficient grade. Failure to do so will result in the additional loss of five (5) points from the exam.

Remediation of Written Exams Process

Initiation of the remediation process is the student's responsibility.

Written Exam Remediation Process:

1. Make appointment for remediation session in the PA Program office under supervision of the Academic Support Administrator
2. Bring lecture handouts, files, and assigned reading to the remediation with blank paper
3. Obtain exam for remediation from the Academic Support Administrator
4. For each missed question, the following should be done:
    - Identify the correct answer
    - Explain the correct answer in one paragraph or less
    - Site all sources used to determine correct answer including page number of textbook or eBook and slide number for PowerPoint slides. Only assigned readings or lecture notes are accepted as references.
5. Return the exam and remediation packet to the Academic Support Administrator
6. Copying of exams or questions is not allowed (no photos, no photo copies and no written reproduction)
7. No information from the exams is to be shared in any fashion

Students are expected to earn 100% on remediated questions. Students who earn <100% will be required to meet with the Course Director to review deficient content and demonstrate proficiency of the subject material.

Remediation of OSCE Exams

Students who earn less than 70% on an OSCE exam (including SP session and SOAP note) are required to remediate the failed content of the exam. Remediation must take place within two (2) weeks of the exam.

Remediation of OSCE Exams Process

Initiation of the remediation process is the student's responsibility.

OSCE Exam Remediation Process:

1. Review videotaped SP session and the proctor comments
2. Review pertinent assigned readings, lectures and labs
3. Review critiqued SOAP note
4. Write a brief yet thorough report on what you would do or ask differently in future SP sessions to improve history, physical exam, communication skills and/or professional skills
5. Write a brief report on how you would improve recording subjective and objective information and better develop the assessment and plan in your SOAP note
6. Send these reports electronically to the module director

RIGHT OF APPEAL

Students are encouraged to discuss evaluations and final grades with the course director, preceptor, academic and clinical coordinators as appropriate. If a student wishes to appeal a final course grade or summative evaluation, this should be presented in writing to the Program Director (PD) within 30 days of receiving the

grade. The appeal may be based on the process that leads to the final grade/evaluation and/or questions of factual content of the evaluation process. The PD will then review the basis for the appeal of the final evaluation and/or grade. The PD may review the final grade or evaluation in terms of 1) the process that led to the final grade/evaluation, and/or 2) questions of factual content that led to the final grade/evaluation.

Upon review, the PD may find that there is no basis, based on process or factual content, for a change of final grade or evaluation. Alternatively, the PD may recommend that the course/module director or clinical coordinator consider any of the following: 1) recommend that the course/module director or clinical coordinator submit the questions and answers to a group of faculty in the field for review; 2) suggest additional assessment of student performance and subsequent reconsideration of the grade/evaluation; or 3) suggest a change of grade/evaluation.

The course/module director will then consider the recommendation made by the PD and submit a written response to the PD and a re-considered final grade/evaluation. All grade appeals along with responses by the course/module director, clinical coordinator and the PD will be forwarded to the Chair of the Progress and Promotion Committee.

After review by the PD and submission of the re-considered grade/evaluation, the student may appeal any decision to the Executive Associate Dean whose decision shall be final.

In all cases involving academic or non-academic disciplinary decisions, whether the problem is academic, psychiatric, or conduct related, the student has the right to request a rehearing and/or to appeal to the Executive Associate Dean of the School of Medicine.

REQUIREMENTS FOR THE MASTER OF MEDICAL SCIENCE DEGREE (PA DEGREE)

To be eligible to receive the degree of Master of Medical Science Physician Assistant from Emory University School of Medicine, students must:

- Have a satisfactory standing in all courses required for the degree
- Have credit for the full 29 months of study undertaken at the Emory University School of Medicine, PA Program
- Have completed all academic requirements within no more than three (3) academic years and six (6) months from the time of admission
- Satisfactorily pass the summative evaluation of PA competencies during the final semester

TECHNICAL STANDARDS

ETHICAL RESPONSIBILITY

The Program has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Essential abilities and characteristics required for completion of the MMSc degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodation.

Individuals whose performance is impaired by abuse of alcohol or other substances are not suitable candidates for admission, promotion, or graduation.

TECHNICAL, NON-ACADEMIC STANDARDS

Observation

Candidates must be able to observe demonstrations and participate in experiments of science, including but not limited to such activities as the dissection of cadavers. Candidates must be able to accurately observe patients and assess findings. They must be able to obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan.

Communication

Candidates must be able to communicate effectively and efficiently with patients, their families, and members of the health care team. They must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates must be able to record information accurately and clearly and communicate effectively in English with other health care professionals in a variety of patient settings.

Motor Function

Candidates must possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to emergency situations in a timely manner and provide general and emergency care. They must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.

Intellection, Conceptual, Integrative and Quantitative Abilities

Candidates must have sufficient cognitive (mental) abilities and effective learning techniques to assimilate the detailed and complex information presented in the curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; and use of technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information across modalities. They must

recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in the diagnosis and treatment of patients in a variety of clinical modalities.

Behavioral and Social Attributes

Candidates must demonstrate the maturity and emotional stability required for the full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Candidates must be able to work effectively, respectfully, and professionally as part of the healthcare team, and to interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner. They must be able to tolerate physically taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments. They must be capable of regular, reliable, and punctual attendance at classes and in regard to their clinical responsibilities. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others, and take personal responsibility for making appropriate positive changes. It is expected that minimum accommodation will be requested with regard to this set of standards.

Ethical and Legal Standards

Candidates must meet the legal standards to be licensed to practice medicine. As such, candidates for admission must acknowledge and provide a written explanation of any felony offense or disciplinary action taken against them prior to matriculation in the Program. In addition, should the student be convicted of any felony offense while in the Program, they agree to immediately notify the Program Director as to the nature of the conviction. Failure to disclose prior or new offenses can lead to disciplinary action that may include dismissal.

EQUAL ACCESS TO THE SCHOOL OF MEDICINE'S EDUCATIONAL PROGRAM

The Emory University Physician Assistant Program intends for its students and graduates to become competent and compassionate clinicians who will meet all requirements for medical licensure.

The Program has an institutional commitment to provide equal educational opportunities for qualified students with disabilities who apply for admission to the program, with a strong commitment to full compliance with state and federal laws and regulations (including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990). Admitted candidates with disabilities are reviewed individually, on a case-by-case basis. Accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Admitted candidates who have a disability and need accommodations should initiate

discussions with the Office of Accessibility Services as soon as the offer of admission is received and accepted.

Process
As stated above, admission and promotion at the School of Medicine is conditional on the candidate's having the willingness and ability to satisfy the technical standards, with or without reasonable accommodation.

Admitted candidates who have a disability and need accommodation should initiate discussions with the Office of Accessibility Services (OAS) as soon as the offer of admission is received and accepted. It is the responsibility of a candidate with a disability to provide sufficiently current information documenting the general nature and extent of his/her disability, and the functional limitations proposed to be accommodated.

Should a candidate have or develop a condition that would place patients, the candidate, or others at risk or that may affect his/her need for accommodation, that candidate should receive an evaluation. As in initial assessments, a complete and careful reconsideration of all the skills, attitudes, and attributes of each candidate will be performed.

TUITION AND FEES INFORMATION

Tuition and Fees for 2025-2026 (Totals)*	
Tuition for Physician Assistance Program	$51,600
Transcript Fee (1st semester only)	$70
Clinical Administrative Fee	$255
Activity Fee (fall and spring semesters)	$210
Athletic Fee (fall, spring & summer semesters)	$409
Health and Wellness	$390
Immunization and Disability Fee	$375
Technology Fee	$225

Includes fees charged to new students one-time only

REFUND POLICY

Physician Assistant students who choose to withdraw from the curriculum for any reason may qualify for a tuition refund on a per semester basis. Tuition refunds will apply as follows:

Withdrawal during	**Charge**	**Credit**
First 5 class days	0%	100%
Second 5 class days	20%	80%
Third 5 class days	40%	60%
Fourth 5 class days	60%	40%
Fifth 5 class days	80%	20%

There will be no refunds after the fifth week of any semester.

Deferred Payment/Emory Payment Plan

The Emory Payment Plan is available to qualified students who wish to divide tuition fees into scheduled payments. A $60 service fee is charged to participate in the Emory Payment Plan. The fee is added to the second payment.

Instructions are given for deduction of loans and for University-administered scholarships in listing the amount due, which is to be paid in four installments each semester according to the Emory Payment Plan Schedule.

***To set up a payment plan**, contact Student Financial Services at (404)727-6095, visit www.emory.edu/studentfinancials, or sign up in OPUS through the Student Center.*

FINANCIAL ASSISTANCE

Prospective students who need financial assistance should begin early to investigate aid available to them. They should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. The FAFSA can be accessed on the web

at www.fafsa.ed.gov. The Emory University school code is 001564. Students begin the Physician Assistant program in the Fall semester. Further information regarding financial assistance can be accessed at http://med.emory.edu/education/financial/dpt/index.html.

All matriculating students with loans must complete a mandatory online entrance interview as well as an exit interview upon graduation.

Scholarships
There are a limited number of scholarships for Physician Assistant students based on financial need. Eligibility is based on information from your FAFSA, and no additional application is required. A few merit scholarships may be awarded to incoming students based on merit, and these do not require an application, either.

Health Professions Tuition Loans
Students are eligible to borrow from the University to assist in paying tuition. No additional application is required.

Federal Loans
The Office of Financial Aid will determine a student's eligibility for federal direct Stafford Loans. Students who wish to accept those loans will be given instructions on how to complete the loan promissory note when they receive their financial aid award letter. Students interested in the federal direct GradPLUS Loan for additional funds should wait until they receive their initial award letter, then complete a GradPLUS Request Form that can be downloaded from the Office of Financial Aid website.

Private Loans
Students who need additional funds beyond the amount awarded by the Financial Aid Office may apply for private student loans. These loans require the borrower to undergo a credit check, and the interest rate is determined by the student's credit score. More information about these and all other student loans is available on the Financial Aid Office website at http://www.studentaid.emory.edu/types/loans/private.html

Veterans Benefits
Students eligible for Veterans Administration Benefits should notify the Office of Financial Aid and coordinate this Information with the Office of the Registrar. For additional information, contact Maria Carthon, Assistant Director of Financial Aid & Scholarships at the School of Medicine at (404) 727-5683.

Other Scholarships
Some professional organizations for people in the health care industry offer scholarship opportunities. Students can research these programs by searching on the web, by talking to faculty members in their academic program and by referring to the scholarship information in the Orientation Manual. In most cases, a separate application would be supplied by the sponsor of the scholarship.

2025-2026 ACADEMIC CALENDAR

At the time of publication, the 2025-2026 Academic calendar had not yet been released.

Emory University School of Medicine
Calendar Overview 2024-2025
Physician Assistant Program
Class of 2024

Fall 2024	
Date	**Event**
Sunday, June 30, 2024	Fall Rotations begin
Wednesday, August 14, 2024	Fall '24 Degree Application Opens in OPUS
Monday, August 5, 2024	Schedule Change Deadline
Monday, September 2, 2024	No Class - Labor Day
Thursday, October 31, 2024	Deadline to Submit Fall '24 Degree Application
Monday, September 30, 2024	Fall Break Begins
Monday, October 7, 2024	Return after Fall Break
Monday, November 25, 2024	Thanksgiving Break Begins
Monday, December 2, 2024	Return After Thanksgiving
Tuesday, December 10, 2024	Classes/Rotations End
Wednesday, December 11, 2024	Finals
Friday, December 13, 2024	Diploma Ceremony

Emory University School of Medicine
Calendar Overview 2024-2025
Physician Assistant Program
Class of 2025

Fall 2024	
Date	**Event**
Monday, August 5, 2024	Fall Classes Begin
Monday, August 12, 2024	Schedule Change Deadline
Monday, September 2, 2024	No Class – Labor Day
Monday, November 25, 2024	Thanksgiving Break Begins
Friday, November 29, 2024	Return After Thanksgiving
Thursday, December 12, 2024	Last Day of Fall Classes
Thursday, December 12, 2024	Finals
Friday, December 13, 2024	Winter Break Begins
Spring 2025	
Date	**Event**
Thursday, January 2, 2025	Spring Rotations Begin
Thursday, January 9, 2025	Schedule Change Deadline
Monday, January 15, 2025	No classes - Martin Luther King Day
Friday, April 25, 2025	Last Day of Spring Rotations
Saturday, March 29, 2025	Spring Break Begins
Monday, April 7, 2025	Return After Spring Break
Summer 2025	
Date	**Event**
Monday, April 21, 2025	First Day of Summer Rotations
Monday, May 26, 2025	No Class - Memorial Day
Thursday, June 19, 2025	No Class - Juneteenth Holiday
Friday, July 4, 2025	No Class - Independence Day
Friday, August 29, 2025	Last day of Summer Class/Rotations

Emory University School of Medicine
Calendar Overview 2024-2025
Physician Assistant Program
Class of 2026

Fall 2024	
Date	**Event**
Week of July 29, 2023 – August 2, 2024	New Student Orientation Week
Wednesday, August 7, 2024	Fall Classes Begin
Wednesday, August 14, 2024	Schedule Change Deadline
Monday, September 2, 2024	No Class – Labor Day
Monday, November 25, 2024	Thanksgiving Break Begins
Friday, November 29, 2024	Return After Thanksgiving
Thursday, December 12, 2024	Last Day of Fall Classes
Friday, December 13, 2024	Winter Break Begins
Spring 2025	
Date	**Event**
Thursday, January 2, 2025	Spring Classes Begin
Thursday, January 9, 2025	Schedule Change Deadline
Monday, January 20, 2025	No Class – Martin Luther King, Jr. Day
Saturday, March 29, 2025	Spring Break Begins
Monday, April 7, 2025	Return After Spring Break
Friday, May 2, 2025	Last Day of Spring Classes
Summer 2025	
Date	**Event**
Monday, May 5, 2025	Summer Classes Begin
Thursday, May 8, 2025	Schedule Change Deadline
Saturday, May 24, 2025	Summer Break Begins
Monday, May 26, 2025	Memorial Day (During Summer Break)
Monday, June 2, 2025	Return After Summer Break
Thursday, June 19, 2025	No Class – Juneteenth
Friday, July 4, 2025	No Class – Independence Day
Friday, August 1, 2025	Last Day of Summer Classes

As a reminder, the PA program and other degree programs in the School of Medicine follow a different calendar from Emory College and other graduate programs.

COURSES

PA Curriculum-Didactic Phase

BAHS 7000 - Gross Anatomy

5 credit hours

This course provides students with exposure to human anatomy. Students will learn the structure of the human body through active participation in the classroom, interactive software programs, and in the planning, dissection, and presentation of findings in the laboratory setting. Students will apply this foundational, anatomical knowledge to diseases and disorders in humans.

BAHS 7001 - Foundations of Medical Science

3 credit hours

This course provides students with exposure to the basic sciences related to the practice of medicine. Students will learn select topics in physiology, microbiology, pharmacology, laboratory studies, infectious disease and immunology and be introduced to point of care ultrasound. Students will apply this foundational, science knowledge to diseases and disorders in humans.

PAE 7002 - Introduction to Epidemiology & Biostatistics

2 credit hours

This course provides students with exposure to the basic concepts of descriptive and analytic epidemiology. Students will learn to read and interpret medical literature as it relates to disease frequency, probability, study design, sample size, hypothesis testing, test significance, measures of data quality and bias, multivariate models, survival analysis, and causality for the practice of evidence-based medicine. Students will develop these skills through live lectures, journal article discussions, assignments, readings, and projects.

PAE 7100 - Medical Communication (formerly BPA1)

2 credit hours

This course provides students with the tools to conduct a comprehensive medical interview. Students will learn effective methods for obtaining and documenting historical information, developing communication skills with patients and health care providers, and providing patient counseling through lectures, case discussions, simulations, and clinical experiences.

PAE 7102 - Introduction to Patient Assessment

5 credit hours

This course provides students with the skills to perform a complete physical examination essential to patient evaluation and management. Students will learn critical thinking skills, physical examination techniques, and interpretation and documentation of medical findings through participation in laboratory sessions, patient simulations, and small group discussions.

PAE 7103 - Biomedical Ethics

2 credit hours

This course provides students with exposure to ethical principles and practice in health care. Students will learn and apply ethical theories through case presentations and group discussions.

PAE 7104 - Foundations in Community and Social Medicine (formerly BPA2)

2 credit hours

This course provides students with an understanding of the social, economic, and environmental factors that impact the health of populations and communities. Students will learn about social determinants of health, implicit bias and how to engage patients as upstanders for patient and community health.

PAE 7105 - Professional Issues I (formerly BPA3)

2 credit hours

This course exposes students to the social, regulatory, ethical, and professional aspects of becoming a physician assistant. Students will learn the history of the physician assistant profession and address specific topics including professional mobility, governmental funding, health care system structure, employment, credentialing, finance, intra-professional communication, leadership, and resources for lifelong learning. Students will learn principles of medical billing and coding, licensing, credentialing, health care resources, telemedicine, medical care in low resource areas, and roles of other members of the health care team.

PAE 7106 - Professional Issues II (formerly BPA 4)

2 credit hours

This course provides students with a foundation in professional development topics related to employment and practice, such as achieving certification, seeking employment, developing and fostering effective PA-physician team-based practice, and successful long-term functioning within the larger healthcare system. Students will learn principles of professional interviewing, contract negotiation, health literacy, medical malpractice, impairment, and cultural diversity impacting the provision of health care.

PAE 7107 - Learning Society I

2 credit hours

This course provides a weekly small group learning environment to process and apply medical topics through case-based learning. Each Learning Society has PA leaders who advise, support and guide students on their PA school journey.

PAE 7200 - Fundamentals of Dermatology

3 credit hours

This course provides students with exposure to the principles and practice of dermatologic disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, and treatment (including pharmacotherapeutic management) of dermatologic and co-morbid disorders. Students will develop clinical decision-making skills through case presentations. Students will obtain experience in point of care ultrasound and punch and shave biopsies through laboratory instruction.

PAE 7201 - Fundamentals of Hematology/ Oncology

2 credit hours

This course provides students with exposure to the principles and practice of hematologic and oncologic disorders. Students will learn pathophysiology, epidemiology, genetics, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, and treatment (including pharmacotherapeutic management) of acute and chronic hematologic and oncologic disorders. Students will develop clinical decision-making skills through case presentations.

PAE 7203 - Fundamentals of Cardiology

4 credit hours

This course provides students with exposure to the principles and practice of cardiovascular disorders. Students will learn pathophysiology, epidemiology, genetics, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of acute and chronic cardiovascular and co-morbid disorders. Students will develop clinical decision-making skills through case presentations. Students will obtain experience in electrocardiography, heart sounds, point of care ultrasound, and IV/venipuncture through laboratory instruction.

PAE 7204 - Fundamentals of Pulmonology

4 credit hours

This course provides students with exposure to the principles and practice of eye, ear, nose, throat, and lung disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of an acute and chronic eye, ear, nose, throat, lung, and co-morbid disorders. Students will also learn the basic

science of nutrition as it relates to the biochemical and physiologic aspects in patients with eye, ear, nose, throat, and lung diseases and disorders. Students will develop clinical decision-making skills through case presentations simulation, live lectures, online videos, podcasts, and readings. Students will obtain experience in interpreting chest X-rays, pulmonary function tests, arterial blood gases, laboratory tests, and chest computed tomography. They will obtain hands-on experience with intramuscular, intradermal, and subcutaneous injections as well as pulmonary and ocular point of care ultrasound through laboratory instruction.

PAE 7205 - Fundamentals of Endocrinology

3 credit hours

This course provides students with exposure to the principles and practice of endocrinology disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of acute and chronic endocrine and co-morbid disorders. Students will develop clinical decision-making skills through case presentations. Students will obtain experience in relevant point of care ultrasound through laboratory instruction.

PAE 7206 - Fundamentals of Gastroenterology

3 credit hours

This course provides students with exposure to the principles and practice of gastrointestinal, hepatic, and nutritional disorders. Students will learn pathophysiology, epidemiology, genetics, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of acute and chronic gastrointestinal and co-morbid disorders. Students will develop clinical decision-making skills through case presentations, live lectures, online videos, and readings. Students will obtain experience in nasogastric tube placement and point of care ultrasound through laboratory instruction.

PAE 7207 - Fundamentals of Nephrology & Genitourinary Disease

3 credit hours

This course provides students with exposure to the principles and practice of renal and genitourinary disorders. Students will learn pathophysiology, epidemiology, genetics, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of acute and chronic renal, genitourinary, and co-morbid disorders. Students will develop clinical decision-making skills through case presentations. Students will obtain experience in performing the male genitourinary physical exam, rectal exam, urethral catheterization, urinalysis, and point of care ultrasound through laboratory instruction.

PAE 7208 - Fundamentals of Rheumatology and Orthopedics

3 credit hours

This course provides students with exposure to the principles and practice of rheumatologic and orthopedic disorders. Students will learn pathophysiology, epidemiology, genetics, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, and treatment (including pharmacotherapeutic management) of acute and chronic rheumatologic, orthopedic, and co-morbid disorders. Students will develop clinical decision-making skills through case presentations, live lectures, online videos, and readings. Students will obtain experience in casting and splinting, special orthopedic techniques, arthrocentesis, and point of care ultrasound through laboratory instruction.

PAE 7209 - Fundamentals of Neurology

3 credit hours

This course provides students with exposure to the principles and practice of neurological disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, and treatment (including pharmacotherapeutic management) of acute and chronic neurologic and co-morbid disorders. Students will develop clinical decision-making skills through case presentations. Students will obtain experience in lumbar puncture and point of care ultrasound through laboratory instruction.

PAE 7300 - Fundamentals of Obstetrics & Gynecology

3 credit hours

This course provides students with exposure to the principles and practice of pregnancy, obstetric, and gynecologic disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition and genetic considerations, and treatment (including pharmacotherapeutic management) of acute and chronic obstetric, gynecologic and co-morbid disorders. The students will develop clinical decision-making skills through case presentations, simulation, live lectures, online videos, and readings. Students will obtain experience in performing the breast and pelvic physical examination through laboratory instruction.

PAE 7301 - Fundamentals of Psychiatry

2 credit hours

This module is an introduction to psychiatry. It provides exposure to principles of psychiatric disorders. Students will learn the unique approach to psychiatric patients along with the pathophysiology, epidemiology, presentation, differential diagnosis, diagnostic work up, assessment, and treatment (including pharmacotherapeutic management) of acute and chronic psychiatric and co-morbid disorders. The effect of neurotransmitters and neurology anatomy is presented to

create a deeper understanding of psychiatric disorders. The pharmacology of various psychiatric medications is presented to allow the student to practice making medical decisions for treatment of psychiatric illnesses. Students will develop clinical decision-making skills through case presentations.

PAE 7304 - Fundamentals of Geriatrics

3 credit hours

This course provides students with exposure to the principles and practice of geriatric disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of acute and chronic geriatric disorders. Students will develop clinical decision-making skills through case presentations.

PAE 7305 - Fundamentals of Surgery & Emergency Medicine

4 credit hours

This course provides students with exposure to the principles and practice of surgical and emergency disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of surgical and emergent and co-morbid disorders. Students will develop clinical decision-making skills through case presentations, scenario simulation, live lectures, online videos, and readings. Students will obtain experience in suturing, aseptic technique, gowning and gloving, surgical knot tying, point of care ultrasound, basic life support, and advanced cardiac life support through laboratory instruction.

PAE 7306 - Fundamentals of Pediatrics

2 credit hours

This course provides students with exposure to the principles and practice of pediatric disorders. Students will learn pathophysiology, epidemiology, presentation, physical examination findings, differential diagnosis, diagnostic workup, assessment, associated nutrition considerations, and treatment (including pharmacotherapeutic management) of acute and chronic pediatric and co-morbid disorders. Students will develop clinical decision-making skills through case presentations. Students will obtain experience in performing the pediatric physical examination through laboratory instruction.

PAE 7307 - Learning Society II

2 credit hours

This course provides a weekly small group learning environment to process and apply medical topics through case-based learning. Each Learning Society has PA leaders who advise, support and guide students on their PA school journey.

PAE 7507 - Learning Society III

2 credit hours

This course provides a weekly small group learning environment to process and apply medical topics through case-based learning. Each Learning Society has PA leaders who advise, support and guide students on their PA school journey.

PA Curriculum-Clinical Year

PAE 7400 Psychiatry

4 Credit Hours

This required 4-week clinical clerkship provides the student with exposure to the principles and practice of psychiatry. Students will gain experience caring for patients with mental illness. The students will develop interviewing and counseling techniques specific to behavioral health. They will develop an increased understanding of the social, economic, and psychological factors related to the patient and family members of a patient with a mental illness. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, and provide patient presentations to clinical team members. They will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7401 General Surgery

4 Credit Hours

This required 4-week clinical clerkship provides the student with exposure to the principles and practices of general surgery. Emphasis is placed on the management of patients who present with surgical issues. The students will participate in the pre-operative evaluation of patients, including history taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. They will assist in the operating room, learn to write pre and post-operative notes, care for the post-operative patient, and report to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the surgical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7402 Emergency Medicine

4 Credit Hours

This required 4-week clinical clerkship provides the student with exposure to the principles and practice of emergency medicine. Emphasis is placed on caring for patients presenting to the emergency department. Students will participate in the assessment of patient acuity, disease state, and appropriate management within the setting of the emergency department. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7403 Obstetrics and Gynecology

4 Credit Hours

This required 4-week clinical clerkship provides students with exposure to the principles and practice of obstetrics and gynecology, including health maintenance and screening. Emphasis is placed on caring for female patients across their life span, including menarche, family planning, childbearing years, perimenopause, menopause, and post-menopause. Students will learn how to recognize and treat sexually transmitted diseases, ovarian, breast, and uterine cancer, and evaluate and treat common ambulatory gynecologic problems. Students will learn prenatal counseling and care and may have exposure to labor and delivery. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the medical team, improve effective communication with the patient, the healthcare team, and the patient's family.

PAE 7405 Pediatrics

4 Credit Hours

This required 4-week clinical clerkship provides the student with exposure to the principles and practice of pediatric medicine in the ambulatory setting. Students will gain experience caring for neonates, infants, children, and adolescents, providing parental education and guidance, recognizing the appropriate milestone, preventing illness, injury, and accidents, and providing care unique to the pediatric patient. Students will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical

team members, and perform bedside procedures. They will develop an understanding of how to function as part of the medical team, improve effective communication with the patient, the healthcare team, and the patient's family.

PAE 7406 Internal Medicine

4 Credit Hours

This required 4-week clinical clerkship provides students with exposure to the principles and practice of internal medicine. Emphasis is placed on caring for the acutely and chronically ill adult patient who requires hospitalization. Students will participate in admission history taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds; provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7407 Family Medicine

4 Credit Hours

This required 4-week clinical clerkship provides the student with exposure to the principles and practice of family medicine. Emphasis is placed on disease prevention and health maintenance in adults and children. The students will develop an increased understanding of the social, economic, and environmental factors related to caring for the patient and extended family. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7410 - Primary Care Directive

4 Credit Hours

This required 4-week clinical clerkship provides students with further exposure to the principles and practice of Primary Care. Emphasis is placed on caring for patients with general medical problems in the outpatient or the inpatient setting. Students will participate in taking medical histories, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in rounds; provide patient presentations to clinical team members, and perform procedures. Students will develop an understanding of how

to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7500, 7501, 7502 - Clinical Elective

4 Credit Hours

These elective 4-week clinical clerkships provide the student with the opportunity to gain additional experience in one of the core clerkship areas or to supplement the foundational core clerkships with specialty disciplines in medicine and surgery. Emphasis is placed on the management of patients within the specialty discipline. Students will utilize these electives to better understand how a primary care provider should manage a patient presenting with a disease/condition prior to specialty referral and upon follow up. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

PAE 7801 Senior Thesis I

2 Credit Hours

This is the first in a series of three courses designed to expand students' abilities to critically review the medical literature. The first semester provides students with the opportunity to pose a research question that is unsettled in the medical literature. Students read and interpret evidence-based medical literature and provide side-by-side comparisons of published literature that is applicable to their research questions with attention to study design, sample size, results, forms of bias, and applicability of the results.

PAE 7802 Senior Thesis II

2 Credit Hours

In the second of this three-part series, the students build from their literature review and learn the skill of succinctly summarizing the evidence-based literature in a one page executive summary of published findings that highlights differences and similarities to draw conclusions about their research question. Additionally, students learn to create a detailed tweetorial about their research question that is well referenced, engaging, and educational in nature.

PAE-7803 Senior Thesis III

2 Credit Hours

In the last semester of this three-part thesis series, students use their research to develop a conference poster presentation that summarizes the current

understanding of their research question. This poster includes a literature review to support the relevance of their question, a review of pertinent studies and any conclusions that can be drawn from the previously published literature to change clinical practice or medical education. The students present their findings and conclusions at a mock conference.

PUBH 501 Interprofessional Education and Public Health Leadership
0 Credit Hours
Students will join students from health professional programs across the Woodruff Health Sciences Center to receive didactic training to perform effectively on interprofessional teams and to apply leadership and management principles to address a relevant public health issue. Interprofessional teams will compete in a health challenge competition designed to address public health and clinical issues of importance to the Atlanta community.

MEDICAL IMAGING RT TO BMSc PROGRAM

Emory University's Bachelor of Medical Science (BMSc) Bridge Program provides busy imaging technologists who already hold an associate's degree in medical imaging and the radiologic technologist (RT) credential the training and advanced credentials needed for lateral and upward career mobility. In shorthand, this is the RT to BMSc Bridge Program. This program is not an entry-level program.

The RT to BMSc in Medical Imaging Program offers currently credentialed radiographers (RTs) the opportunity to complete a baccalaureate degree with specialization in CT, MRI, radiography education, or radiology administration. Students who begin the program summer 2026 also can choose a new women's imaging concentration which focuses on mammography and bone densitometry.

Students attending the program full time can earn their BMSc degree in as little as a year. This includes core coursework as well as coursework in one of the following concentrations: education, administration, CT, or MRI. Students also may pursue their BMSc degree on a part-time basis, taking fewer courses each semester than full-time students. This allows for greater flexibility over a two-year period. This includes core coursework as well as coursework in one of the following concentrations: education, administration, CT, or MRI.

Accreditation

The Medical Imaging Program is also accredited by the Joint Review Committee on Education in Radiologic Technology. This organization can be contacted at the following address:

JRCERT
20 N. Wacker Drive
Suite 2850
Chicago, IL 60606-3182
Phone: (312) 704-5300
E-mail: mail@jrcert.org

Faculty

Kimberly Cross, PhD, RT(R)(CT)(ARRT)
Program Director

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Jacki Harmon, MSRS, RT,(R)(AART)

Lamiis Khalifa, MSRS, RT(R)(MR)

Sean Strickler, MSRS, RT(R), (MR), MRSO (MRSC)

ADMISSION CRITERIA

Welcome to your future! The RT to BMSc Medical Imaging Program welcomes applicants who meet the following requirements:

1. Satisfatory completion of a program of study in medical imaging (certificate, diploma, or associate degree program). All courses taken to satisfy this requirement must be taken at a regionally accredited or JRCERT accredited institution.
2. Applicants must hold current certification from the American Registry of Radiologic Technologists or equivalent organization.
3. Graduation from an accredited high school with a GPA of 2.0 or higher or high school equivalent diploma (GED) with a composite score of at least 50 percent.
4. Minimum SAT score (critical reading + math sections) of 900 or a minimum composite ACT score of 19. *Candidates who can substantiate for the Admissions Committee through written documentation of their academic and professional experience that they are prepared for success in the program may request a waiver of the SAT/ACT requirement.*
5. International students from non-English-speaking countries must also have an overall score of at least 90 on the TOEFL iBT exam.
6. This program is not eligible for students on F-1 or J-1 visas.
7. Satisfactory completion (grade C or better) of at least 30 semester hours or 45 quarter hours of undergraduate courses taken at a regionally accredited institution distributed as follows:

a. 10 semester hours (15 quarter hours) in Humanities and Arts
   - Composition I (required)
   - Composition II or Literature (required)
   - Other humanities and arts: 2 courses in one or more of the following fields: intermediate language, classics, philosophy, English, religion, film/media studies, dance, theater, music, art history, visual or studio arts.

b. 10 semester hours (15 quarter hours) in the Social Sciences
   - General or Introductory Psychology (required)
   - U.S. History (required)
   - Non-U.S. History or area studies (required)
   - Electives as needed to meet the 10-hour requirement in any of the following fields: political science, sociology, economics, anthropology, women's and gender studies, African American studies, ethnic studies.

c. 10 semester hours (15 quarter hours) in natural and mathematical science
   - College Algebra (required)
   - Anatomy and Physiology I & II with lab (required)

- Introductory Computer Science or other computer course by review (required)
- Electives as needed to meet the 10 semester hour requirement in any of the following fields: biology, chemistry, physics, statistics, mathematics, environmental sciences.

d. Graduates of foreign institutions must present transcripts of at least one full academic year (preferably in the sciences and in English) from an accredited college or university in the United States or Canada.
e. Attended one of the RT to BMSc Program Information Sessions.

The application process described below provides the opportunity to submit documentation of having satisfied all of these eligibility requirements.

APPLICATION PROCESS

The online application for the RT to BMSc Medical Imaging Program for professionals who already hold an associate's degree in medical imaging is now available. We look forward to receiving your application.

The application form must be completed online and all additional documents required for the application must be submitted, preferrably in one packet, to the program office by **March 1**.

Applicants who meet the eligibility criteria described above and who submit complete applications by March 1 will be invited to a required interview as part of the application process. Interviews are scheduled in mid-March.

The application consists of the following elements and all must be submitted by March 1:

1. $50.00 application fee
2. Online application form
3. Personal statement
4. Official high school transcript or official GED scores (as applicable)
5. Official college transcript for each college or technical school attended*
6. Official transcript from the radiography program (certificate/diploma/college) attended
7. Standardized test scores from either the SAT or ACT**
8. ARRT scores must be submitted along with documentation of current certification from the American Registry of Radiologic Technologists or equivalent organization.
9. Three letters of recommendation (download the Recommendation Form).
10. Graduates of foreign institutions must present transcripts of at least one full academic year (preferably in the sciences and in English) from an accredited college or university in the United States or Canada.

11. International students from non-English-speaking countries must also submit evidence of an overall score of at least 90 on the TOEFL iBT exam.

After receipt of the application packet, the applicant will be contacted to

1. Inform the applicant if any additional documents are required.
2. Schedule the required personal interview (see below).

Download a copy of this checklist to keep yourself organized and on track for successful submission of all elements by the March 1 deadline. Remember: you also must attend a program Information Session.

Test Scores and Transcripts

*If core curriculum classes are in progress, please submit a current transcript at time of application and a final transcript when all core classes are completed. If an institution will only send a transcript directly to the program office, please indicate in your application packet that the transcript is being sent separately.

**All applicants, regardless of past educational experience, must submit scores on the Scholastic Aptitude Test of the College Entrance Examination Board (institutional code 5700) or the American College Test. A minimum composite SAT score (critical reading + math sections) of 900 or a minimum composite ACT score of 19 is recommended for admission.

Candidates who wish to request a waiver of the SAT/ACT requirement must include in their application packet written documentation of their academic and professional experience (at minimum a complete CV) to substantiate for the Admissions Committee that they are prepared for success in the program.

Letters of Recommendation

Three letters of recommendation are required. At least one letter should come from someone who can speak to your academic skills, such as a former instructor or advisor from your prior medical imaging program. Other letters may come from a former or current work colleague or supervisor, an individual from a professional association or program in which you are active, or other person who can speak to your professional skills and promise.

Letters can be submitted in one of two ways:

- Online Recommendation Form (requires creating a User ID and Password)
- Reference Form (PDF) to be included in the application packet as a PDF

International Students Information
All international students must complete this Financial Certificate form which certifies you have sufficient funds to cover your expenses while attending Emory University.

Medical insurance is mandatory for international students at Emory University. All international students automatically will be enrolled in the Accident and Sickness Insurance for Emory University Students. Once accepted, each student will receive further information about the mandatory insurance regulation from the International Student and Scholar Services (ISSS).

ATTENDANCE

Class and Examination Attendance
Attendance at all scheduled classes is expected, but specific requirements are at the discretion of individual course directors. **Daily attendance on clinical clerkships is mandatory. Attendance is also mandatory for all tests, final examinations, and certification examinations.** Students are responsible for being present at the beginning of all examinations. Exams will begin **ON TIME**; students who arrive after an examination has begun may be refused admission to the examining room, thus jeopardizing their course grade. Requests for rescheduling or delaying examinations will not be considered except in cases of documented medical or family emergency. Deferred examinations must be taken at the time specified by the major professor of the course. Failure to take a deferred examination will result automatically in the grade of "F".

Reporting of Absences
Students must report absence from examinations or from daily clinical clerkship duties and reasons thereof, as soon as possible to the Program Office and to the faculty member responsible for the course or clerkship. When it is known in advance that attendance will not be possible, notification should be made before the day of absence. If the faculty member cannot be reached, the Program office should be asked to notify them.

When absence due to illness extends beyond 48 hours, a signed physician's report will be required (from the Student Health Service or from the student's personal attending physician). This is done primarily for the student's protection against any accusation of neglect or indifference, as well as to ensure students, in the case of illness, seek proper health care.

STANDARDS OF PROGRESS

GRADING SYSTEM

A student's continued enrollment in the Medical Imaging Program is dependent upon satisfactory scholastic achievement. The criteria used in determining whether a student's scholastic standing is satisfactory are described in this section.

Grading Scale
The following system of grading is used except for courses where special permission has been granted to use Satisfactory (S) and Unsatisfactory (U):

Quality Points	Letter Grade	Numerical Grade
4.0	A	90-100
3.0	B	80-89
2.0	C	75-79
1.0	E	70-74
0.0	F	<70
0.0	I	Incomplete
0.0	IF	Incomplete Fail (work not completed within allotted time)
0.0	W	Withdrawal
0.0	WF	Withdrawal Fail (average <70 at time of withdrawal)

To compute a grade-point average (GPA), first identify the classes or semester to include in the calculation. Then, for each course, multiply the quality points earned times the number of credit hours attempted *on a letter grade basis.* Lastly, divide that total by sum of the credit hours attempted. Courses with a grade of S, U, W, or WU are not used in calculating the grade point average. Courses with a grade of IF or WF are counted as F when calculating the grade point average.

Tentative Grades
When assigned work is not satisfactorily completed during a prescribed period, a grade of "I" (Incomplete) may be given if the instructor so desires. If the work is not subsequently completed within one year or a time period prescribed by the course instructor, a final grade of "F" or "U" will be entered on the record. The grade of "I" may be changed to a "W" in special circumstances of extended illness or injury.

Grade Appeals
Students are encouraged to discuss evaluations and final grades with the course director. If a student wishes to appeal a final grade or evaluation, this should be **presented in writing** to the Program Director, within **30 days** of receiving the grade. The appeal may be based on the process that leads to the final grade/evaluation and/or questions of factual content of the evaluation process. The Program Director will then review the basis for the appeal of the final evaluation and/or grade. The Program Director may review the final grade or evaluation in terms of 1) the process that led to the final grade/evaluation, and/or 2) questions of factual content that led to the final grade/evaluation.

Upon review, the Program Director may find that there is no basis, based on process or factual content, for a change of final grade or evaluation. Alternatively,

the Program Director may recommend that the course director consider any of the following: 1) for questions regarding factual content, the Program Director may recommend that the course director submit the questions and answers to a group of faculty in the field for review; 2) for questions regarding process or factual content, the Program Director may suggest additional assessment of student performance and subsequent reconsideration of the evaluation/grade; or 3) The Program Director may suggest a change of grade/evaluation. The course director will then consider the recommendation made by the Program Director and submit a written response to the Program Director and a re-considered final grade/evaluation. After review by the Program Director and submission of the re-considered grade/evaluation, the student may appeal any decision to the Program Grade Appeal Committee. The student may further appeal the Program Grade Appeal.

Committee decision to the Executive Associate Dean of the Medical School. The decision by the Executive Associate Dean of the Medical School shall be final.

Requirements for Continued Enrollment
A student's continued enrollment at Emory University is subject to the decision of the program's Progress and Promotions Committee that satisfactory academic progress is being made, that rules of the program and University are being complied with, and that the best interests of the school and other students are being served. The Progress and Promotions Committee may, at their discretion and irrespective of grades, declare probationary status for any student who, in their opinion, is not properly utilizing time and talents or not adhering to program and university policies.

Academic Standing and Academic Dismissal
Students earning a grade of "D" in any medical imaging course will be required to retake the course in which the "D" was earned. Achievement of a grade of "C" will be required when the course is repeated; however, the initial grade of "D" will remain on the student's official transcript. Repeating a course means the student will have to interrupt the program of full-time study and graduation will be delayed for one year. During the intervening year, individualized plans of study will be developed jointly by the student and the Program Director.

Achievement of two or more grades of "D" in medical imaging courses will automatically result in exclusion from the program.

Achievement of one grade of "F" or "IF" in any medical imaging course will automatically result in exclusion from the program.

Students experiencing academic, clinical or personal difficulty may withdraw from a course. Withdrawals will only be granted prior to mid-term and a grade of W (withdrawal without penalty) or WF (withdrawal failing) will be assigned as appropriate. Withdrawing from a course means the student will have to interrupt the program of full-time study and graduation will be delayed for one year. During the intervening year, individualized plans of study will be developed jointly by the student and the Program Director.

Grade Point Average Requirement
A 2.0 average must be maintained in **each semester** to remain in good academic standing and to continue in the program.
A cumulative GPA of at least 2.0 (didactic and clinical) is required for graduation.

Readmission Policy
Students requesting to return to the program after a leave of absence must request readmission, in writing, to the Program Director. A student returning to the program after a leave of absence of one year or less must follow the following policies and procedures:
1) The student must enroll as a part-time student in the semester prior to their re-enrollment as a full-time student. In this semester the student will enroll in Independent Study. This will allow the student the opportunity to become reacquainted with the clinical and classroom environments.
2) The student must take written exams covering major content areas (both general radiography and minor track) taught in previously taken courses. The student must make a grade of 75 or better on each exam.
3) The student must take skills tests covering all competency procedures learned in previous semesters. This includes:

a) Simulation on all previous procedures. (Minimum score of 80)
b) Completion of performance objectives. (Minimum score of 75)
c) Completion of clinical quizzes. (Minimum score of 75)
d) Completion of one prerequisite exam followed by competency evaluation for all competency examinations previously completed (both routine and final competency exams). (Minimum score of 80-routine competency exams; 90- final competency exams).

Students absent from the program for a period of greater than one year must re-enroll at the beginning of the course of study. Class size is limited by the accreditation agency and clinical capacity. Readmission will be considered only if there are positions available.

Students requesting to return to the program after a leave of absence must request readmission, in writing, to the Program Director. A student returning to the program after a leave of absence of one year or less must follow the following policies and procedures:

1) The student must enroll as a part-time student in the semester prior to their re-enrollment as a full-time student. In this semester the student will enroll in Independent Study. This will allow the student the opportunity to become reacquainted with the clinical and classroom environments.

2) The student must take written exams covering material taught in previously taken courses. The student must make a grade of 75 or better on each exam.

3) The student must take skills tests covering all competency procedures learned in previous semesters. This includes:

a) Simulation on all previous procedures. (Minimum score of 80)

b) Completion of performance objectives. (Minimum score of 75)
c) Completion if clinical quizzes. (Minimum score of 75)
d) Completion of one prerequisite exam followed by competency evaluation. (Minimum score of 80).

Students absent from the program for a period of greater than one year must re-enroll at the beginning of the course of study. Class size is limited by the accreditation agency and clinical capacity. Readmission will be considered only if there are positions available.

Exclusion
Achievement of two or more grades of "D" in medical imaging courses will automatically result in exclusion from the program.

Achievement of one grade of "F" or "IF" in any medical imaging course will automatically result in exclusion from the program.

A student who is excluded under these rules will not be eligible to attend for the next regular semester. The Program's Progress and Promotion Committee and Admission Committee will act upon a petition for readmission for any subsequent semester.

Satisfactory Academic Progress
A student is considered to be making satisfactory academic progress as long as a G.P.A. of 2.0 or better for completed courses is earned. All students will be able to review grades via Canvas throughout each semester. Students who are at risk of failing will receive counseling at the mid-point and end of each semester to review their status in each course.

Registration
All students must register on the dates indicated in the Academic Calendar. Registration information may be obtained from the program office*. Students who do not complete registration on registration day are charged a late fee of $150.00.* After the last date in the Academic Calendar for changing courses, registration may be allowed only by joint consent of the director, the registrar and instructors concerned. After 10 calendar days have lapsed from the date classes begin, registration is not permitted.

Tuition is due and payable at registration for each semester. Payment plans are available during the fall and spring semesters. For information contact Student Accounts.

Cancellation and Withdrawal
Registration may be canceled during the first week of classes. See the Academic Calendar for the precise date each semester. Cancellation of registration means that no deficiencies will be noted on the student's transcript.

After the first week of classes, a student who wishes to leave the University must go through a withdrawal procedure. Honorable dismissal requires that this

procedure be followed. Withdrawal forms may be secured at the Office of Medical Education and Student Affairs.

Refunds of tuition are only partial. A student may cancel registration within the first week of the semester (first five class days), in which case only the deposit will be forfeited (or $25.00 if no deposit was required). After the first week of classes, a student may voluntarily withdraw; the forfeit in withdrawal increases progressively but is not less than for cancellation as a minimum. There is no refund of tuition after approximately five weeks. No refund is given if a student drops only a part of the course work for which he registered after the last day for approved schedule changes as specified in the Academic Calendar. There is no refund for a student who is dismissed from the program.

Readmission of students following withdrawal for medical reasons requires medical clearance by designated University health official.

A student who withdraws may not continue living in University housing or participate in student activities and is ineligible for University health services.

A student's continued enrollment at Emory University is a privilege based not only on a satisfactory scholastic status, but also upon good emotional health. If, in the opinion of the Dean of a student's school, the student demonstrates evidence of an emotional disorder, the student may be referred by the Dean to the University Student Health Service for psychiatric evaluation. Refusal to obtain a psychiatric evaluation, when properly requested to do so, or determination by the University Health Service that withdrawal would be in the best interest of the student and the University shall be cause for involuntary withdrawal of the student from the University by the Dean.

Withdrawal in such cases shall normally incur no academic penalty for the term in which the student is enrolled; and tuition refund, if any, shall be based on the schedule established for voluntary withdrawal. The Dean shall inform the student in writing of the effective date of the involuntary withdrawal and shall explain in writing the procedure for application for readmission to Emory University.

Application for readmission after withdrawal for psychiatric reasons will require evaluation by the University psychiatrist. A person seeking readmission may choose to submit a written report from his/her own psychiatrist at the individual's own expense. In no case shall readmission be granted after psychiatric withdrawal without the approval of the University Health Service.

TUITION AND FEES 2025-2026

Tuition	$20,400
Transcript Fee	$70.00 (1st semester only)
Clinical Administrative Fee	$100 (per term)
Immunization/Disability Fee	$125 (per term)
Health & Wellness Fee	$130.00 (per term)

Technology Fee	$80.00 (per term)
Athletic Fee	$225.00 (per term)
Activity Fee	$133.00 (per term)

Refund policy

Students who choose to withdraw from the curriculum for any reason may qualify for a tuition refund on a per semester basis. Tuition refunds will apply as follows:

Withdrawal during	Charge	Credit
First 5 class days	0%	100%
Second 5 class days	20%	80%
Third 5 class days	40%	60%
Fourth 5 class days	60%	40%
Fifth 5 class days	80%	20%

There will be no refunds after the fifth week of any semester.

Deferred Payment/Emory Payment Plan

The Emory Payment Plan is available to qualified students who wish to divide tuition fees into scheduled payments. A $60 service fee is charged to participate in the Emory Payment Plan. The fee is added to the second payment.

Instructions are given for deduction of loans and for University-administered scholarships in listing the amount due, which is to be paid in four installments each semester according to the Emory Payment Plan Schedule.

***To set up a payment plan**, contact Student Financial Services at (404)727-6095, visit www.emory.edu/studentfinancials, or sign up in OPUS through the Student Center.*

Financial Assistance

Prospective students who need financial assistance should begin early to investigate aid available to them. They should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible. The FAFSA can be accessed on the web at www.fafsa.ed.gov. The Emory University school code is 001564. Students begin the Medical Imaging program in the summer semester. Students beginning in Summer 2025 must complete a 2024-2025 **FAFSA** for Summer 2025 as well as a 2025-2026 **FAFSA** for Fall 2025, Spring 2026 and Summer 2026.

Further information regarding financial assistance can be accessed at http://med.emory.edu/education/financial/dpt/index.html.

All matriculating students with loans must complete a mandatory online entrance interview as well as an exit interview upon graduation.

Scholarships
There are a limited number of scholarships for Medical Imaging students based on financial need. Eligibility is based on information from your FAFSA, and no additional application is required. A few merit scholarships may be awarded to incoming students based on merit, and these do not require an application, either.

Health Professions Tuition Loans
Students are eligible to borrow from the University to assist in paying tuition. No additional application is required.

Federal Loans
The Office of Financial Aid will determine a student's eligibility for federal direct Stafford Loans. Students who wish to accept those loans will be given instructions on how to complete the loan promissory note when they receive their financial aid award letter.

Private Loans
Students who need additional funds beyond the amount awarded by the Financial Aid Office may apply for private student loans. These loans require the borrower to undergo a credit check, and the interest rate is determined by the student's credit score. More information about these and all other student loans is available on the Financial Aid Office website at http://www.studentaid.emory.edu/types/loans/private.html

Veterans Benefits
Students eligible for Veterans Administration Benefits should notify the Office of Financial Aid and coordinate this Information with the Office of the Registrar.

Other Scholarships
Some professional organizations for people in the health care industry offer scholarship opportunities. Students can research these programs by searching on the web, by talking to faculty members in their academic program and by referring to the scholarship information in the Orientation Manual. In most cases, a separate application would be supplied by the sponsor of the scholarship.

FALL SEMESTER 2025

August 27 Wednesday	Classes begin.
September 3 Wednesday	Last day to cancel registration with full refund. Last day for approved schedule changes. Last day to drop courses without incurring a "W" or "WF."
September 1 Monday	Labor Day Holiday
TBD Friday	Last day to file application for degree to be granted at the end of the semester.
October 13-14 Monday-Tuesday	Fall Break
October 27 Monday	Pre-registration for Spring begins
November 27-28 Thursday-Friday	Thanksgiving Recess
December 5 Friday	Classes end.
December 8-12 Monday-Friday	Exam period.
December 20 Saturday	Fall Semester ends.

SPRING SEMESTER 2026

January 5 Tuesday	Classes begin.
January 19 Monday	MLK Holiday.
January 12 Monday	Last day to cancel registration with full refund. Last day for approved schedule changes. Last day to drop courses without incurring a "W" or "WF."
March 9-13 Monday-Friday	Spring Break.
March 23 Monday	Pre-registration for Fall
April 24 Friday	Classes end.
April 27 – May 1 Monday-Friday	Exam period.
May 9 Saturday	Term ends.
May 11 Monday	**Commencement**

SUMMER SEMESTER 2026

May 18 Monday	Classes begin.
May 19 Tuesday	Schedule change deadline.
May 25 Monday	Memorial Day Holiday (Observed)
June 19 Friday	Juneteenth Holiday
TBD	Last day to file application for degree to be granted at the end of the semester.
July 3 Friday	Independence Day Holiday
July 31 Friday	Classes end.
August 3-7 Monday-Friday	Exam period.

TBD Friday	Last day to file application for degree to be granted at the end of the semester.	August 7 Friday	Summer semester ends.
TBD	Summer pre-registration begins.		

RT-BMSC IN MEDICAL IMAGING COURSE LIST

All RT-BMSc students must complete all of the program's core courses and the courses specific to their selected minor track. All courses are listed below with a brief description and the course format.

Core Courses

MI 211C. Patient Care III
Spring, Senior year. Credit, 3 hours.
MI 211C focuses on advanced patient care techniques such as cardiac monitoring and trauma situations.
Format: Hybrid

MI 221C. Anatomy and Physiology III
Summer, Senior year. Credit, 3 hours.
MI 21C focuses on human anatomy with emphasis on cross-sectional anatomy.
Format: Hybrid

MI 323. Medical Imaging Safety,
Summer, Senior year. Credit, 2 hours.
Radiation protection, personnel monitoring, radiation shielding, and patient protection are introduced in this course. Emphasis is placed on protection mechanisms utilized in diagnostic radiology. Safety issues related to CT and MRI are also presented.
Format: On-line

MI 327. Computer Applications in Medical Imaging
Fall, Senior year. Credit, 1 hour.
This course introduces the student to the use of computers in radiology.
Format: On-line

MI 390R. Medical Imaging Seminar
Fall and Spring, Senior year. Credit, 2 hours.
These courses will explore a current topic in the radiologic sciences. Discussion of journal readings pertinent to the assigned topic will be required. Format: Hybrid

MI 411. Pharmacology
Fall, Senior year. Credit, 2 hours.
This course is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and the administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized.
Format: Hybrid

MI 421. Imaging Equipment
Summer, Senior year. Credit, 3 hours.

This course introduces the student to the different types of imaging systems. The basic principles of digital imaging and PACS are presented. Format: On-line

MI 427. Evaluation and Measurement
Spring, Senior year. Credit, 3 hours.
This course utilizes various methods to determine achievement of cognitive competencies. Preparation for the ARRT national certifying examination is emphasized. Format: On-line. *Prerequisites: All prior courses.*

MI 496R. Independent Study
Spring, Senior year. Credit, 2 hours.
This course involves the completion of a research paper and project on a selected medical imaging topic. The findings must then be presented to the class in a formal presentation.
Format: Hybrid. *Prerequisites: All prior courses.*

MI 497R. Directed Study
Fall, Senior year. Credit, 2 hours.
This course involves preliminary preparation for the national certifying examination, as well as the completion of a proposal and project plan on a pertinent topic in radiology. Format: On-line

RT - BMSc Management Track Course Descriptions

MI 430: Principles of Management
Summer, Senior year. Credit, 3 hours.
This course will explore management theory and practice and their impact on the development and performance of organizations. Through a critical assessment of the classical and alternative approaches to the discipline, the student will learn the essentials of leadership of contemporary organizations in a global environment. Related topics such as human resource management, organizational development and change, and their effect on productivity and performance will be examined.
Format: Hybrid

MI 431: Business Communication
Summer, Senior year. Credit, 3 hours.
This course is designed for the professional whose activities require communicative abilities in a variety of interpersonal group situations. This course will help students develop an understanding of the communication process and will allow students to critically evaluate their skills. Methods of effective oral and written presentation will be introduced.
Format: On-line

MI 433: Organizational Behavior
Fall, Senior year. Credit, 3 hours.
This course will examine the theories and practice of organizational behavior. Individual and group behaviors in organization will be addressed. Organizational dynamics and the development of work environment that fosters successful team

building will be studied. Case studies will also be used to enhance students' experiences. Format: Hybrid

MI 435: Hospital Organization and Personnel Management
Fall, Senior year. Credit, 3 hours.
This course will explore health care systems and contemporary problems and issues in health care administration. Functional and structural aspects of the hospital organization will also be discussed- authority, responsibility and role relationship of the governing board, administration and medical staff. The internal and external forces affecting the administrative process will be included. Format: Hybrid

MI 437: Healthcare Finance
Spring, Senior year. Credit, 3 hours.
Decision-making processes as they relate to effective management of financial resources will be discussed. Students will acquire knowledge in interpreting health care institution financial reports and techniques of financial planning and control. Emerging trends in the system and the changing roles of government and other private providers will be discussed. Format: Hybrid

MI 439: Principles of Marketing, 3 credits
Spring, Senior year. Required, Letter Grade
Instructor: Dan Crawley
This course provides students with an understanding of modern marketing practice, philosophy, marketing decisions, market segmentation, product positioning, buyer psychology and behavior and new product development. Marketing represents both a key function and philosophy that provides a foundation for the successful operation of all business and non-profit organizations today. Marketing executives perform the essential tasks of planning the firm's competitive market position, product distribution and advertising strategies. Format: Hybrid

MI 463a, b, c: Management Practicum I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 6 hours total.
Prerequisites: MI 463a prior to 463b prior to MI 463c.
The practicum will involve an individually designed learning experience. It will be a field-based experience designed to reinforce classroom content and to help the student make a successful role transition into a health care setting. The student will be assigned to radiology departments for administrative practical experience. The course is designed to help the student identify a systematic approach to: workflow analysis, organization, department budget, planning, record systems, job evaluations, quality assurance and other problem-solving tasks. Format: Hybrid.

RT - BMSc Education Track Course Descriptions

MI 431: Business Communication
Summer, Senior year. Credit, 3 hours.
This course is designed for the professional whose activities require communicative abilities in a variety of interpersonal group situations. This course will help students develop an understanding of the communication process and will allow students to

critically evaluate their skills. Methods of effective oral and written presentation will be introduced. Format: On-line

MI 435: Hospital Organization and Personnel Management
Fall, Senior year. Credit, 3 hours.
This course will explore health care systems and contemporary problems and issues in health care administration. Functional and structural aspects of the hospital organization will also be discussed- authority, responsibility and role relationship of the governing board, administration and medical staff. The internal and external forces affecting the administrative process will be included. Format: Hybrid

MI 440: Introduction to Medical Imaging Education
Summer, Senior year. Credit, 3 hours.
This course provides an overview of radiologic science education. Professional organizations and accreditation requirements influencing the curriculum will be identified. The student will be introduced to effective lesson preparation and utilization of selected multimedia materials. Format: Hybrid

MI 441: Methods and Materials of Teaching Medical Imaging
Summer, Senior year. Credit, 3 hours.
This course involves the development of instructional materials for specific units in the radiography curriculum. Objectives, lesson plans, visual aids and evaluation instruments will be developed. Emphasis will be placed on the organization and presentation of educational materials. Format: Hybrid

MI 443r: Practice Teaching (Clinical)
Fall and Spring, Senior year. Credit, 5 hours.
These courses prepare the student for teaching in the clinical setting. Concepts related to clinical objectives, instructional methodologies, scheduling, and competency evaluation are introduced. Students will be assigned to work with students in the clinical education settings. Format: Hybrid

MI 445r: Practice Teaching (Didactic)
Fall and Spring, Senior year. Credit, 5 hours.
Instructor: Dawn Couch Moore
These courses prepare the student for teaching basic radiologic science didactic material. The student will prepare lesson plans, present course material, and evaluate student progress in selected subject areas. Format: Hybrid

MI 447: Administration of Medical Imaging Programs
Spring, Senior year. Credit, 3 hours.
This course will explore contemporary problems and issues in radiologic science program administration. Functional and structural aspects of the program organization will also be discussed This course also involves the design of a radiologic science program according to the Joint Review Committee on Education in Radiologic Technology *Standards* or comparable guides for other imaging disciplines. Emphasis is placed on the determination program compliance with the JRCERT *Standards*. Format: Hybrid

RT - BMSc Computed Tomography Track Courses

MI 450: CT Physics and Instrumentation
Summer, Senior year. Credit, 3 hours.
Physics topics covered include the characteristics of radiation, CT beam attenuation, linear attenuation coefficients, tissue characteristics, and Hounsfield number application. Data acquisition and manipulation techniques and image reconstruction algorithms will be explained. CT systems and operations will be fully explained. Format: On-line

MI 451a, b, c: CT Procedures I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 6 hours total.
Prerequisites: MI 451a prior to 451b prior to MI 451c.
CT protocols will be taught for differentiation of specific structures and pathology. Patient history, education and preparation, contrast media type, amount and administration route, patient positioning and orientation, scan parameters, filming and common pathology will be covered. These courses complement Clinical Practicum I, II, and III. Format: On-line.

MI 465a, b, c: CT Practicum I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 9 hours total.
Prerequisites: MI 465a prior to 465b prior to MI 465c.
These courses involve the application of didactic information in the clinical setting. The student will observe, assist, and perform basic patient care and clinical procedures under direct supervision. The student will be required to demonstrate competency in numerous CT procedures. Format: Traditional.

RT - BMSc Magnetic Resonance Imaging Track Courses

MI 453a, b, c: MRI Physics and Instrumentation I, II, and III, 6 credits
Summer, Fall, and Spring, Senior year. Credit, 6 hours total.
Prerequisites: MI 453a prior to 453b prior to MI 453c.
These courses introduce the student to the concepts related to production of the MR image. Pulse sequences, parameters and tissue characteristics, types of magnets, gradient fields, and spectroscopy will be covered in these courses. Format: On-line.

MI 455a, b, c: MRI Procedures I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 6 hours total.
Prerequisites: MI 455a prior to 455b prior to MI 455c.
MRI protocols will be taught for differentiation of specific structures and pathology. Patient history, education and preparation, contrast media type, amount and administration route, patient positioning and orientation, scan parameters, filming and common pathology will be covered. These courses complement Clinical Practicum I, II, and III. Format: On-line.

MI 467a, b, c: MRI Practicum I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 9 hours total
Prerequisites: MI 467a prior to 467b prior to MI 467c.

These courses involve the application of didactic information in the clinical setting. The student will observe, assist, and perform basic patient care and clinical procedures under direct supervision. The student will be required to demonstrate competency in numerous MRI procedures. Format: Traditional.

RT – BMSc Interventional Radiology Track Courses

MI 457a, b, c: Advanced Clinical Procedures, 7 credits
Summer, Fall, and Spring, Senior year. Credit, 7 hours total.
Prerequisites: MI 457a prior to 457b prior to MI 457c.
IR protocols will be taught for differentiation of specific structures and pathology. Patient history, education and preparation, contrast media type, amount and administration route, patient positioning and orientation, filming and common pathology will be covered. These courses complement Advanced Clinical Practicum I, II, and III. Format: Hybrid.

MI 469a, b, c: Advanced Clinical Practicum I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 9 hours total.
Prerequisites: MI 469a prior to 469b prior to MI 469c.
These courses involve the application of didactic information in the clinical setting. The student will observe, assist, and perform basic patient care and clinical procedures under direct supervision. The student will be required to demonstrate competency in numerous IR procedures. Format: Traditional.

RT - BMSc Women's Health Track Courses

MI 457a, b, c: Advanced Clinical Procedures
Summer, Fall, and Spring, Senior year. Credit, 7 hours total.
Prerequisites: MI 457a prior to 457b prior to MI 457c.
Mammography and bone densitometry protocols will be taught for differentiation of specific structures and pathology. Patient history, education and preparation, contrast media type, amount and administration route, patient positioning and orientation, filming and common pathology will be covered. These courses complement Advanced Clinical Practicum I, II, and III. Format: Hybrid

MI 469a, b, c: Advanced Clinical Practicum I, II, and III
Summer, Fall, and Spring, Senior year. Credit, 9 hours total.
Prerequisites: MI 469a prior to 469b prior to MI 469c.
These courses involve the application of didactic information in the clinical setting. The student will observe, assist, and perform basic patient care and clinical procedures under direct supervision. The student will be required to demonstrate competency in mammography and bone densitometry procedures. Format: Traditional.

EMORY DECATUR HOSPITAL RADIOLOGIC TECHNOLOGY CERTIFICATE PROGRAM

The Emory Decatur Hospital Radiologic Technology (RT) Certificate Program is a hospital-based program offered at the Emory Decatur Hospital Instructional Site. The RT Certificate Program accepts qualified individuals into a six-semester (24-month), 66 semester credit hour certification program and provides direction, motivation, didactic and hands-on clinical training to enable the students to become competent, entry-level radiologic technologists. Program faculty are registered by the American Registry of Radiologic Technologists (ARRT) and hold several qualifications and professional experience. The Certificate in Radiologic Technology is the terminal award for entry-to-practice technical training.

Accreditation
The RT program holds programmatic accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT). Upon completion of the program, individuals are eligible to take the national American Registry of Radiologic Technologists (ARRT) exam. The American Registry of Radiologic Technologists requires graduates of Radiology Technology programs must hold, at a minimum, an associate degree in order to meet eligibility requirements for the national registry exam.

This organization can be contacted at:

JRCERT
20 N. Wacker Drive
Suite 2850
Chicago, IL 60606-3182
Phone: (312) 704-5300
E-mail: mail@jrcert.org

Mission
The mission of Emory Decatur Hospital Radiologic Technology Certificate Program is to graduate competent students who will function efficiently, and professionally as entry-level radiographers qualified to sit for the ARRT exam, while supporting the mission, vision and values of Emory Healthcare.

The Emory School of Medicine Radiologic Technology Certificate Program is committed to providing high-quality, hands-on education that prepares students with the skills and knowledge needed to excel in medical imaging.

Vision
Our vision is to be a leader in innovative, accessible radiologic technology education, empowering students to become compassionate, skilled, and confident healthcare professionals. In partnership with the best physicians, employees and

volunteers, Emory Decatur Hospital will be the healthcare provider of choice by delivering superior patient experience.

Program Goals & Student Learning Outcomes: The Emory School of Medicine (ESOM) Radiologic Technology Certificate Program monitors student learning outcomes and tracks program effectiveness through various data sources, including program statistics and surveys. The success of the Program's mission is measured by the extent to which it accomplishes the following goals:

Goal 1: Students will demonstrate clinical competency.
Learning Outcomes:
○ 1.1 Students will competently perform routine exams
○ 1.2 Students will demonstrate knowledge and skills relating to various medical imaging systems (CR, DR, PACS, RIS.)

Goal 2: Students will employ problem-solving and critical-thinking skills.
Learning Outcomes:
○ 2.1 Students will adapt to non-routine situations (i.e. trauma, age-specific patients).
○ 2.2 Students will modify exposure factors to accommodate challenging patients.

Goal 3: Students will exhibit professionalism.
Learning Outcomes:
○ 3.1 Students will perform as an effective team member & demonstrate a professional work ethic.
○ 3.2 Students will understand the importance of professional growth and development.

Goal 4: Students will communicate effectively.
Learning Outcomes:
○ 4.1 Students will demonstrate effective verbal communication skills.
○ 4.2 Students will demonstrate effective written communication skills.

Faculty and Staff

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ADMISSION CRITERIA

Admission Requirements:
To be considered for admission into the Radiologic Technology program prospective students must submit the following:

Application Process:
1. Complete and Submit:

- ESOM RT Certificate Program Application.
- $50 non-refundable application fee Rev. 11/2024
- Handwritten/typed paragraph explaining interest in becoming a radiographer.
- **Academic Documentation (official sealed transcripts required):**
  - o An Associate's or Bachelor's degree with a minimum 2.5 GPA.
  - o Completion of 15+ credit hours of core college courses (GPA ≥2.5) from an accredited institution:
    - ▪ Math 1101 or higher
    - ▪ Communications 1101 or higher
    - ▪ English 1101 or higher
    - ▪ Arts/Humanities or Natural Sciences 1101 or higher
    - ▪ Intro to Computers/Microcomputers
    - • (Remedial courses not accepted)

    *Note: If degree GPA is less than 2.5, then one of the following is required:
  - o ACT composite score ≥17, or (Our ACT School Code is 6261)
  - o SAT Math and Verbal ≥830, or (Our SAT School Code is 5175)
  - o ACCUPLACER Next-Gen
    - ▪ Reading ≥237 & Math ≥258.
- **3 Personal References**
  - o Applicants must provide email addresses for references in their application.
  - o References must have supervised the applicant for at least six months in an evaluative role (e.g., supervisors or educators). Friends, relatives and co-workers are not acceptable.
  - o Reference forms will be emailed directly to those listed in the application.
- **High School Academic Minimum Requirements (Grades 9-12):**
  - o English: 4 units
  - o Mathematics: 3 units (including Algebra)
  - o Science: 3 units
  - o Social Studies: 2 units
  - o Other Academic Subjects: 3 units

Additional Admission Information

- Minimum age: 18 (within 30 days of admission).

• Submit all required sealed, official documents (i.e. transcripts, test scores) by March 31st deadline
    - o Application documents (e.g., transcripts, test scores, etc.) cannot be returned or forwarded.
    - o Incomplete applications or those submitted after the deadline will be disqualified.
• ESOM Radiologic Technology program admission is a competitive selection process. Meeting minimum program criteria alone does not guarantee a prospective student automatic admittance into the program. The Admissions Committee reserves the right to accept or decline applicants based on factors such as academic performance, motivation, personality, and character. These factors are assessed through the application process, interviews, review of academic and personal data, references, and background checks.
• The ESOM Radiologic Technology program admits students only once per year at the beginning of the Fall semester. The deadline for all application and transcript materials is March 31st of each year.
• Documentation of a physical exam with completed health and immunization records are due prior to program start date. (These documents can be obtained from private physician or health department and uploaded to the student patient portal).
    - o EUSOM Immunization Form
    - o Physical Examination Form
• Applicants not selected for the program may resubmit application and transcript materials for the following admissions period.
• Prospective students must complete a new application and submit a new set of transcript materials for each attempt of entrance into the Radiologic Technology program.

Selection Process

The Admissions Committee assesses applicants based on:

- Academic performance (GPA and test scores)
- Interview responses
- Employment history and volunteer experience
- Reference evaluations
- Communication skills, motivation, maturity, and ability to follow instructions
- Compliance with application requirements
- Selection considerations are prioritized for the following individuals:
    - o Candidates with a college degree (GPA ≥ 2.5) and meeting SAT/ACT requirements.
    - o Applicants who have completed core college courses with the required GPA and test scores.

The Program's Admissions Committee evaluates applicants based on their ability to meet admission criteria and successfully complete the program to become a registered technologist. All qualified applicants are considered for admission regardless of age, race, ethnicity, religion, culture, language, disability, socioeconomic status, sex, sexual orientation, or gender identity and expression.

Classes begin: First Tuesday after Labor Day (September).

Notification and Acceptance
Applicants will be notified of their admission status within 2 weeks of their interview. Alternate students will be notified of their final status, no later than June 30th. Accepted candidates must submit the acceptance form, pass a drug screening, and complete a background check.

ATTENDANCE
EDH RT Certificate Program is a full-time career training program. The hours are Monday-Friday, 8:00am-4:00pm, for the entire 24-month program. Didactic and clinical hours are the vital components of the program and students are expected to attend all scheduled didactic courses and clinical hours.

Clinical Obligations
As a condition of rotating through various clinical environments, students must comply with immunization requirements set forth by Emory University and Emory Healthcare. **Please Note: Immunization requirements are subject to change at any time.**

If applicants are accepted into the program, their status is also contingent upon the successful completion of a criminal background check and drug screening prior to enrollment. Students may potentially be responsible for covering the costs of these screenings.

Vaccinations/Immunizations
Pre-Screening Requirements: All accepted ESOM RT Certificate Program students must maintain current immunizations and vaccinations throughout the entire program to participate in clinical rotations. Please see the sections below regarding the list of possible requirements. All students of Emory University, including those participating in the ESOM RT Certificate Program, must be 100% compliant with Emory University Immunization requirements, or they will be unable to register for classes/change their enrollment status. For more information regarding these requirements, please visit Emory Student Health Immunization Requirements.

- Please follow the immunization requirements indicated for the Health Sciences Programs (Health Sciences Immunization Form)
- Please follow the physical examination requirements indicated for the Health Sciences Programs (Health Sciences Physical Examination Form)

Technical Standards
The student must be able to meet the physical and technical standards necessary for successful completion of the ESOM RT Certificate Program. The physical and technical standards required are as follows:

I. Motor Skills:
A. Students must possess sufficient strength, coordination, and dexterity to:

1. Physically perform duties associated with general patient care in various healthcare settings.
2. Safely transfer patients between wheelchairs, stretchers, exam tables, and beds.
3. Operate and align medical imaging equipment, including transporting mobile radiographic machines, with
speed and precision.
4. Provide physical and emotional support during radiographic procedures.
5. Administer first aid (including CPR) and emergency care until a physician is present.
6. Physically clean and stock exam rooms; change linen

II. Observation Skills:

B. Students must be able to:

1. Accurately observe and assess physical status of patient during entire interaction.
2. Recognize and interpret nonverbal communication during assessments and imaging procedures.
3. Collect and document medical histories.
4. Accurately evaluate surroundings while working in low-light conditions.
5. Maintain situational awareness to ensure safe, efficient patient care with the healthcare team.
6. Actively engage in classroom, clinical demonstrations and lab activities.

III. Communication Skills:

C. Students must be able to:

1. Read and understand patient charts and medical imaging requisitions.
2. Maintain precise and clear documentation.
3. Build rapport with patients, interpret nonverbal communication, and effectively exchange information to develop a medical history.
4. Answer phones, manipulate RIS and HIS systems and follow instructions.
5. Accurately process and relay patient status information promptly to the healthcare team.
6. Communicate clearly, efficiently, and respectfully with peers, faculty, patients, families, and healthcare professionals.

IV. Affective Behavioral and Social Characteristics:

D. Students must demonstrate emotional maturity, good judgment, and respect for patient confidentiality while building effective relationships with patients, faculty, staff, and peers. They must:

1. Work professionally, respectfully, and collaboratively within healthcare teams.
2. Interact courteously and empathetically with patients, families, and healthcare personnel.
3. Manage heavy workloads, adapt to stress, and maintain an emotionally balanced approach in professional and personal settings.
4. Contribute to a positive learning environment, accept feedback constructively, and assume responsibility and accountability for self-improvement.

5. Exhibit compassion, integrity, motivation, and strong interpersonal skills.
6. Demonstrates cultural sensitivity with others and adapts to diverse cultural values and practices.

V. Intellectual & Cognitive Abilities:

E. Students must possess strong cognitive abilities and effective learning strategies to process complex information. They must:

1. Manage time efficiently and prioritize tasks effectively.
2. Possess the ability to comprehend information through various methods, including classroom instruction, collaborative activities, independent study, presentations, and utilize technological resources to enhance outcomes.
3. Apply critical thinking and higher-order thinking skills to process information.
4. Calculate and apply appropriate technical exposure factors to meet procedural standards and patient needs.
5. Review and assess medical images for accurate positioning, appropriate radiographic exposure, accurate procedural sequencing and critique images for diagnostic quality.

The student must be able to meet these technical standards to be admitted or to continue in the program. If it is the judgment of the Admissions Committee that the applicant is unable to meet these requirements, the student must show certification of compliance with the standards to be considered for admittance or continuance in the program.

STANDARDS OF PROGRESS

GRADING SYSTEM

The student must maintain an 80% GPA in all subjects. By keeping our standards high, we will hopefully increase the student's chances of passing the national registry, and graduate well-qualified radiographers. It is urged for all students to strive for high 80's or 90's. If the student's GPA falls below 80, the appropriate action will be taken.

The grade scale is as follows:

Letter Grade	Numerical Grade
A	94-100
B	87-93
C	80-86
F	Below 80
IP	Course in progress
I	Incomplete*

When the grade of I (incomplete) is given, the work must be completed within one year or a time period prescribed by the course instructor. Once the designated time expires a final grade of F will be entered on the record.

Academic Policies: The student will:

Stay awake during class (head up and eyes open).

- Maintain an acceptable GPA (see academic probation)
- Attend scheduled classes. If a student misses class, due to illness or absences for any reason, the student must obtain the notes and is responsible for the material.
- Students are not allowed to wear head phones/earbuds, Bluetooth devices, portable video games, laptops, tablets, iPads, cell phones, smart watches, etc.
    - o Students will be allowed to record/tape the lectures.
        - All recording devices must be approved by the instructors.
        - Recording devices must be visible when in use.
        - Cell phones are not an approved recording device.
- All cell phones must be turned off and kept in the students locker.
- Keep the classroom clean.

Academic Probation:

If at any time a student fails 3 tests in a semester they will be counseled and put on academic probation.

If a student fails the midterm or final, they will automatically be put on academic probation. This probation period will be for 8 weeks.

If a student fails more than one final they will appear before the Advisory Committee

During this probation period if the student fails any additional test, they will meet with the Advisory Committee and possibly be dismissed from the program.

1. Any test failed during a semester must be made-up within 2 weeks of taking the test unless special arrangements are made with the instructor.

2. Upon passing the test on the 2nd attempt, the highest grade the student can receive will be 80.

3. The original test that was failed will count toward academic probation.

4. If the test is failed the 2nd time the student must go before the Advisory Committee for possible dismissal. This 2nd failed test will count towards academic probation.

5. There will be no dropped test grades at the end of the semester. (revised 12/04)

After the 1st probation period if a student again fails 3 tests, a midterm, or final exam in a semester the student will be counseled and then placed on a 2nd probation.

If there is a second probation period, the student will not be allowed to fail any test for the remaining time in the probationary period without appearing before the Advisory Committee for probable dismissal.

A third consecutive academic probationary period warrants program dismissal.

Lab Session Missed: If a lab is missed the student must get the notes from peers. If a check-off is missed, it is up to the student to make an appointment within one week with the clinical instructor/coordinator to check-off. Failure to make or keep this appointment will result in a 0. The student must make an 80% or better to be able to start procedural evaluations (pre-competencies/blue-sheets) for that exam.

The 8:00 am to 8:30 am time is for studying, getting notes together, etc. There will be no sleeping during this time.

Honesty Policy: If a faculty member or peer observes or suspects cheating in the clinical area or classroom setting, the matter will be taken to the Advisory Committee. At that time, if proven to be true, the outcome, which will be determined by the Advisory Committee, may be dismissal. Do not put

yourself into a position that would allow anyone to suspect that you are cheating. Each student must sign an Honesty Pledge.

Classroom and Student Lounge: Emory School of Medicine Radiologic Technology Certificate Program has a dedicated classroom and student lounge located on the ground floor of Emory Decatur Hospital.

Library : Students have access to the physical library at Emory Decatur Hospital and the radiology program library, which has limited texts, workbooks, DVDs, etc. Both of these library's are open during school hours, which is Monday through Friday, 8am until 4pm, most days.

Additionally, students have access to the Woodruff Health Sciences Library Building which has access to all Emory University Libraries' information resources both on and off campus, with online access available to them 24/7. The Emory University library system provides both in-person and online instruction in how to access collections, interlibrary loan, e-journals and other learning resources for the university community.

Imaging Services Computer Lab: Radiology students have access to a dedicated computer lab located on the ground floor of Emory Decatur Hospital adjacent to the classroom. This computer lab may be used to access the internet, intranet, complete HLC modules, use to study and complete assignments. Hours are Monday-Friday 8:00am-4:00pm.

TUITION AND FEES 2025-2026

Tuition: $5,400.00 per year plus a non-refundable $350 student activity fee. The 1st $5,400.00 is to be paid on the first day of class. The earliest it may be paid is September 1st of the start year. The 2nd $5,400.00 is due the first Monday of September one year later.

Activity Fee: The **non-refundable** student activity fee will be reviewed yearly.

We do participate in Federal Financial Aid; however, we accept Veterans Administration Benefits (VA) and offer affordable payment plan options. Students eligible for VA benefits should notify the office of Financial Aid and coordinate this information with the central Office of the Registrar (404) 727.6042. For additional information, contact Maria Carthon, Assistant Director of Financial Aid & Scholarships at the School of Medicine at (404) 727.5683.

Professional Society Dues

Membership is encouraged. Annual dues are approximately $20, which includes both state and local dues.

Registration

All students must register for classes each semester. Registration information may be obtained from the program office. Tuition is due and payable each semester. Registration may be removed due to nonpayment.

Emory University School of Medicine
Calendar Overview 2025-2026
Radiologic Technology Certificate Program

Fall 2025	
Date	**Event**
Monday, July 28, 2025	New Student Orientation
Tuesday, September 2, 2025	Fall Classes Begin
Tuesday, September 9, 2025	Schedule Change Deadline
Thursday, November 27-28, 2025	Thanksgiving Break Begins
Monday, December 3, 2025	Return After Thanksgiving
Thursday, December 18, 2025	Finals Begin
Friday, December 19, 2025	Last Day of Fall Classes/Clinicals
	Winter Break Begins
Spring 2026	
Date	**Event**
Monday, January 5, 2026	Return After Winter Break/Spring Classes Begin
Monday, January 6, 2026	Schedule Change Deadline
Monday, January 19, 2026	No Class – Martin Luther King, Jr. Day
Thursday, April 16, 2026	Finals Begin
Friday, April 17, 2026	Last Day of Spring Classes/Clinicals
Monday, April 20-24, 2026	Semester Break
Summer 2026	
Date	**Event**
Monday, April 27, 2026	Summer Classes Begin
	Summer degree Application Opens
Monday, May 4, 2026	Schedule Change Deadline
Monday, May 25, 2026	Memorial Day
Friday, June 19, 2026	Juneteenth Holiday
Saturday, July 4, 2026	Independence Holiday
Thursday, August 13, 2026	Finals Begin
Thursday, August 14, 2026	Last Day of Summer Classes
Friday, August 28, 2026	Summer Graduation

RADIOLOGIC COURSES

RADT 1100: Introduction to Radiology & Patient Care

Introduces a grouping of fundamental principles, practices, and issues common to many clinical applications in the healthcare profession. Provides the student with an overview of radiography and patient care. Students will be introduced and oriented to the radiology profession through hospital, departmental, and program protocols.

RADT 1101-5101: Radiographic Procedures I-V

Provides the student with the knowledge required to perform radiographic procedures applicable to the corresponding human anatomy. The concepts and criteria needed to produce and evaluate quality radiographs will be emphasized. The pathological disorders of the various systems of the body, classification of diseases, additive and destructive conditions will also be discussed throughout these courses.

The topics covered in these courses includes the following:

RADT 1101: Introduction to radiographic procedures, basic positioning terminology, basic radiographic and topographical anatomy related to body cavities & planes, including the thoracic and abdominal cavities and upper extremities. basic medical terminology, fundamentals of pathology, pathological disorders of the respiratory system, chest tubes and line placement, classification of disease, additive and destructive conditions.

RADT 2101: Topics include: shoulder girdle, lower extremities, lumbar, sacrum, coccyx, cervical and thoracic spine, pathological disorders of the skeletal system, classification of disease, additive and destructive conditions.

RADT 3101: Topics include: bony thorax, pelvis, genitourinary system, gastrointestinal system, skull and sinuses, pathological disorders of the genitourinary system, gastrointestinal system and hepatobiliary system, classification of disease, additive and destructive conditions

RADT 4102: Topics include: facial bones, nasal bones, orbits, temporal bones, mastoids, mobile and trauma radiography.

RADT 5101: Topics include: specialty exams, fractures, body systems: (muscle, endocrine, circulatory, reproductive, nervous, cross-sectional anatomy), pathological disorders of the cardiovascular system, central nervous system, classification of disease, additive and destructive conditions.

RADT 1101L-5101L: Radiographic Procedures Clinical Labs I-V

Clinical laboratory experience which will allow the student to demonstrate the applied theories and principles introduced in RAD 1101- 5101

RADT 2100-3100: Patient Care II-III

Provides the student with the basic patient care principles and concepts they are likely to encounter in various clinical situations in the healthcare setting. Provides the student with the concepts of pathological disorders and disease processes. Topics include: surgical asepsis, sterile techniques, vital signs, medical emergencies, care of the patient in trauma and/or mobile situations, care of pediatric & geriatric patients, care of patients during gastrointestinal and genitourinary exams, care of patients with catheters and tubes, pharmacology, drug administration, contrast media, venipuncture and EKG.

RADT 1102-2102: Principles of Radiographic Imaging & Exposure I-II

Introduces knowledge of principles that control and influence the production of quality radiographic images. Topics include: Prime factors of radiographic quality, photographic and geometric properties of radiographic quality, exposure, contrast, spatial resolution & distortion, beams restrictors, grids, image acquisition and technical evaluation, QA/QC, image artifacts, radiographic technique and exposure conversion problems, technique charts. Laboratory experiments will coincide with coursework to demonstrate theories and principles.

RADT 3102 & RADT 4100: Equipment and Maintenance I-II

Introduces and builds upon the concepts of basic physics and emphasizes the fundamentals of x-ray generating equipment. Topics include: concepts of radiologic science, atomic structure, structure of matter, radiation quantities and units, fundamentals of physics and electromagnetic radiation, electricity and magnetism and electromagnetism, x-ray imaging circuits and generators, and the x-ray tube, Fluoroscopy, AEC, mobile, intro to computer science & computer literacy, Computed and Digital Radiography Systems, PACS and special imaging modalities.

RADT 4100-5100: Radiation Protection I-II

Provides instruction on professional responsibilities of the radiographer to limit both occupational and patient radiation exposure. Topics include: health physics, protection of patients and personnel, beam filtration, x-ray production, x-ray emission and x-ray interactions with matter and cell biology, fundamental principles of radiobiology, molecular and cellular radiobiology, early effects of radiation, late effects of radiation, designing for radiation protection, radiation protection procedures.

RADT 1103-4103; RADT 5102 & RADT 6001: Clinical Radiography I-VI

Provides students with the continued opportunities to observe and participate in various imaging procedures. Topics include: Utilization of equipment in various imaging services departments (Fluoroscopy, CR/DR, Outpatient Diagnostic, Inpatient Diagnostic, Outpatient surgery, Mobile radiography, Trauma radiography, CT & MRI) Student will have an opportunity to participate in and/or observe those exams including those related to corresponding exams which they have learned

during the semester, under the direct or indirect supervision of a registered radiologic technologist, depending upon students level of competency.

Clinic Education

The student will have approximately 2,100 hours of clinical experience in Emory Decatur Hospital's radiology service areas including those at Emory Hillandale Hospital and Emory Long-Term Acute Care, and various orthopedic offices. Clinical competencies will be completed by each student in the following areas: Axial, Appendicular & Contrast Studies.

RADT 5103: Professional Development and Independent Study

Designed to promote continuing professional education and lifelong learning, students are assigned articles and/or videos of current topics in the imaging field for independent study and discussion. This course will also promote critical thinking skills, while enhancing problem-solving skills. Students will be assigned case study topics and will present image studies as a class presentation, including image evaluation criteria, proper positioning, proper radiographic quality, type of pathology and/or diagnosis. Students will also have the opportunity to attend a variety of professional society meetings to explore additional methods of how CEUs can be obtained.

RADT 6000: Radiologic Technology Review

Provides a review of basic knowledge from previous courses and helps the student prepare for the American Registry of Radiologic Technology. Topics include: patient care, radiographic procedures, radiation protection, equipment and maintenance, principles of radiographic imaging and exposure, radiographic pathology and medical terminology.