



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

**DEPARTMENT OF REHABILITATION MEDICINE
DIVISION OF PHYSICAL THERAPY**

**DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENT MANUAL**

Academic Year 2023-2026

**George D. Fulk, PT, PhD, FAPTA
Director**

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Welcome

Welcome

The faculty and staff of the Doctor of Physical Therapy Program (DPT) welcome you to Emory University and Atlanta. We are thrilled you have chosen to become physical therapists and are excited about the opportunity to teach and to learn with you over the next three years.

Emory University and the School of Medicine are committed to providing national leadership in research, health policy and clinical care. The Division of Physical Therapy endeavors to do this by offering an excellent DPT program; dual degree opportunities – DPT/MBA, DPT/MPH, DPT/MA in Bioethics and DPT/PhD with the School of Biological Sciences at Georgia Tech; and electives covering a wide variety of specialty practice areas and professional skillsets; as well as the integration of research, health prevention and wellness, advanced medical screening, and interprofessional practice into our curriculum.

During your three years at Emory, you will have a wide range of learning experiences in the classroom and clinic, on campus, and in the community. Our job will be to create an environment that will foster your inquisitiveness, knowledge, leadership, and expertise; and in which you will develop a passion for lifelong learning and caring compassionately for others. Physical therapy is a dynamic profession and your preparation here at Emory will ready you to begin and thrive in your professional career.

The next three years will be busy ones. Your life will seem filled with classes, studying, papers, exams, and clinic activities. We encourage you to balance these with others that maintain your health, allow you to relax and have fun, and enable you to contribute to the world around you. The faculty, staff, and your peers are here to support you, so please do not hesitate to ask for help or guidance. Good luck and welcome!

DPT STUDENT HANDBOOK

Purpose

The Division of Physical Therapy Student Handbook is a reference for Doctor of Physical Therapy (DPT) students, faculty and staff regarding the administrative policies, rules and regulations of Emory University (EU), the Emory University School of Medicine (EUSOM) and the Division of Physical Therapy. Additionally, this 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.

The policies and procedures are necessary to maximize student success and maintain the high academic and professional standards necessary to be a physical therapist. The Division of Physical Therapy abides by and follows all University and SOM policies, except where noted. All policies apply to all students in the DPT Program at all locations.

Part of being an excellent physical therapist is always knowing expectations and ensuring those are met.

Handbook Disclaimer

The policies and procedures appearing in this handbook reflect the most current policies and procedures of EU, EUSOM and the Division of Physical Therapy, but are subject to amendment and change without prior notice. These groups reserve the right to change policies, procedures, and programs. Minor changes will be posted directly to the Student Handbook. When major changes occur, a notification will be sent to all DPT students.

Every student enrolled in the DPT Program is accountable for reading, understanding, and abiding by the regulations and policies listed in this handbook, as well as the Rules and Regulations of the University and the School of Medicine as set forth in detail on the School of Medicine Connections Canvas site <https://canvas.emory.edu/courses/81619>.

Accreditation

The Doctor of Physical Therapy Program 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: accreditation@apta.org website: <http://www.capteonline.org>

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.

EMORY UNIVERSITY SCHOOL OF 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.

EMORY DIVISION OF PHYSICAL THERAPY

Mission and Values

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.”

Values

Our community strives to create an environment that facilitates health, growth, and education of consumers, students, faculty, and clinicians through the exploration and implementation of innovations in the field of movement science and the physical therapy profession.

- We value shared leadership and constructive dialogue to incorporate diverse perspectives in an inclusive decision-making process.
- We embrace the integration of humanism and reflection in healthcare education and clinical practice.
- We actively promote diversity, equity, inclusion, and belonging in our programs and the physical therapy profession.
- We are committed to the development of the next generation of physical therapy practitioners, scientists, and healthcare leaders.
- We are committed to leadership in the pursuit of excellence in scientific inquiry and clinical practice.
- We pursue and incorporate emerging technologies and other innovations into education, practice, and research.
- We promote life-long learning to enhance personal and professional growth.
- We are engaged members of the profession serving local, national, and international healthcare and scientific communities.

- We are dedicated to serving local and global communities by advocating for access to affordable, equitable, and evidence-based physical therapy practice.

DOCTOR OF PHYSICAL THERAPY PROGRAM PHILOSOPHY

The Emory University Doctor of Physical Therapy (DPT) Program provides entry into the physical therapy profession for individuals who have earned a baccalaureate degree. Students will develop skills and abilities to foster effective clinical practice which are grounded in the contemporary concept of healthcare delivery. The program's foundation is based on three assumptions. First, the welfare of the patient/client is the basis of healthcare. While healthcare professionals may be involved in several areas of practice, e.g., clinical care, research, education, administration, and consultation, the welfare of the patient/client is the focal point of their efforts. Second, healthcare practice is dynamic. Changes occur constantly and incorporate advances in assessment and treatment, as well as guidelines of governing bodies and payors. The physical therapy scope of practice has widened to include the promotion of health and prevention of illness and includes an emphasis on the rights and responsibilities of the patient/client. Third, quality healthcare is dependent on the delivery process of healthcare services and the extent to which individual patient/client needs are met. Skills and abilities must be developed in DPT students to enable the graduate to practice safely, professionally, and effectively in a 'direct access' environment.

Emory DPT Program Competencies

The student will use the problem-solving process (also known as clinical reasoning) to demonstrate areas of competence and apply a theoretical framework of basic, behavioral, social, and medical sciences to the practice of physical therapy. Competency is demonstrated by:

- A. 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.
- B. Using the **teaching-learning** process in interactions with patients, healthcare providers, and staff.
- C. **Providing physical therapy patient care** by examining and evaluating patients, providing therapeutic services, and establishing an appropriate plan of care.
- D. Participating in the **administrative responsibilities** of a clinical physical therapist.
- E. Using the basic principles of **research** in the critical analysis of concepts and findings generated by self and others.
- F. **Consulting** with others to provide comprehensive care.

The educational experience of the program is designed to meet these competencies in the following ways:

- A. The problem-solving approach is utilized to identify and affect the needs of a patient/client and of the healthcare system. A physical therapist must not only be able to work as a member of the interprofessional team, but also assume a leadership role in initiating interprofessional care. They must identify and resolve health problems through patient/client planning, and contribute to

specialty practice, and the healthcare system. For that reason, the problem-solving approach is used in all aspects of the DPT program. In each of the previous contexts, the physical therapist must be able to identify a need(s) and alternative plans for resolution, and implement and modify the plan, as necessary. The physical therapist, other healthcare professionals, the patient/client and the healthcare system are all involved in the process and considered in effecting solutions to specific problems.

- B. Interpersonal communications, including an active recognition of the rights and dignity of the patient/client, are emphasized in all aspects of the DPT program. This is demonstrated by consideration of the personal, community, and cultural environment of the patient/client. Specific interpersonal communication skills include the ability to facilitate discussion and communicate decisions based on the human dignity of the diverse population involved, to grow personally and to facilitate growth in others, and to respond effectively to the interpersonal needs of the patient/client, of self, and of other health professionals. Humanistic factors are considered along with economic factors in determining goals of healthcare. Psychosocial considerations are integrated into the content areas, clinical experiences, and process skills.
- C. The teaching-learning process is applicable to the student's own learning, both during and after completion of the program. Lifelong learning is essential to contemporary evidence-based practice. For that reason, the student's understanding of how a person learns and what the person needs to learn is developed. Teaching knowledge and skills are developed by familiarizing the student with the instructional process designed to facilitate the student's learning in classroom and clinical settings, where classroom and clinical faculty serve as models. Finally, the student is given an opportunity to develop skill in a) identifying what a patient/client needs to learn to accomplish their goals, b) identifying and implementing the best method of teaching to the patient/client, and c) determining if the desired learning has occurred. The application of these skills in collegial, interprofessional relationships is also experienced by the student.
- D. A physical therapist's area of expertise is the movement function of patients/clients and/or the use of therapeutic approaches to 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) Typical structure and function
 - 3) Disturbances in homeostasis as manifested by various pathophysiologies
 - 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. Accordingly, content is organized by clusters of clinical problems rather than by medical discipline or physical therapy technique. Specific content areas are integrated throughout the DPT program, i.e., each content area with others, classroom experiences with clinical experiences, and content areas with the process skills.

- E. Skills essential to evidence-based practice such as administration, consultation, and research and are observed and practiced by the student in the clinic and classroom.
- F. The program's educational design reflects contemporary healthcare practice and the objectives of the program. Integration of learning and the humanistic approach accustoms the student to focusing on the patient/client's changing needs. Use of a problem-solving approach in program planning provides a mechanism for responding to the problems of patients/clients and affecting the positive change in the healthcare system. Finally, development of process skills necessary for the many roles of a physical therapist enables the student to participate in a variety of settings in a dynamic healthcare system.

Program Logistics

EMORY DOCTOR OF PHYSICAL THERAPY
Class of 2026
3 Year - Tentative Academic Calendar (Dates Subject to Change.)

| Summer 2023 | |
|--------------------------------|--|
| Dates | Event |
| May 31 – June 2, 2023 | Registration and Orientation – on campus |
| June 5, 2023 | Summer Semester DPT Classes Begin |
| June 19, 2023 | Juneteenth Holiday – no classes |
| July 4, 2023 | Independence Day Holiday – no classes |
| August 7 – 14, 2023 | Final Exams |
| August 15 – 20, 2023 | Summer Break |
| Fall 2023 | |
| Dates | Event |
| August 21, 2023 | Fall Semester DPT Classes Begin |
| September 4, 2023 | Labor Day Holiday – no classes |
| October (TBD) | Fall Break – no classes |
| November 22 – 26, 2023 | Thanksgiving Break – no classes |
| November 30 – December 8, 2023 | Final Exams |
| December 9 - January 2, 2024 | Winter Break |
| Spring 2024 | |
| Dates | Event |
| January 2, 2024 | Spring Semester DPT Classes Begin |
| January 15, 2024 | Martin Luther King Holiday – no classes |
| April 1 – 12, 2024 | General Medical Conditions Integrated Clinical Experience |
| April 15-16, 2024 | Final Exams |
| April 17 – 21, 2024 | Spring Break |
| Summer 2024 | |
| Dates | Event |
| April 22, 2024 | Summer Semester DPT Classes Begin |
| May 6, 2024 | Class of 2024 Poster Day |
| May 27, 2024 | Memorial Day Holiday – no classes |
| June 19, 2024 | Juneteenth Holiday – no classes |
| July 4, 2024 | Independence Day Holiday – no classes |
| July 22 – August 2, 2024 | Musculoskeletal Rehabilitation Integrated Clinical Experience |
| August 5 – 9, 2024 | Final Exams |
| August 10 – 19, 2024 | Summer Break |

| Fall 2024 | |
|---------------------------------|---|
| Dates | Event |
| August 19, 2024 | Fall Semester DPT Classes Begin |
| September 2, 2024 | Labor Day Holiday – no classes |
| October 2-day Fall Break TBD | Fall Break – no classes |
| November 27 – December 1, 2024 | Thanksgiving Break – no classes |
| December 2 – December 13, 2024 | Neurologic Rehabilitation Integrated Clinical Experience |
| December 16 – 20, 2024 | Final Exams |
| December 21- January 5, 2025 | Winter Break |
| 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 |

DOCTOR OF PHYSICAL THERAPY

Curriculum Outline

Note: The schedule, order and names of the coursework may change in order for us to provide the most up-to-date and appropriate educational experience possible.

| DPT I | | | |
|--------------------------------|--|------------------------|----------------|
| Semester 1: Summer 2023 | | | |
| Course # | Course Title | Instructor | Credits |
| SU DPT 700 | Health Promotion, Wellness & Prevention: Individual | Pullen | 1 |
| SU DPT 705 | Human Anatomy | Santucci | 4 |
| SU DPT 710 | Fundamentals of Measurement | Sharp, Caston | 3 |
| SU DPT 715 | Kinesiology and Biomechanics | Rogozinski | 4 |
| SU DPT 720 | Ethics and Professionalism | Greenfield | 2 |
| SU DPT 725 | Interpersonal Communications | Nelms | 2 |
| | | Semester Total | 16 |
| Semester 2: Fall 2023 | | | |
| FA DPT 730 | Systems Physiology | Lyle, Nocera | 5 |
| FA DPT 735 | Neuroscience | Kesar | 4 |
| FA DPT 740 | Introduction to Interventions | Sprague | 3 |
| FA DPT 745 | Growth Process through the Lifespan | Shah, Caston | 4 |
| FA DPT 750 | Teaching and Learning Process in PT | Phillips | 2 |
| | | Semester Total | 18 |
| Semester 3: Spring 2024 | | | |
| SP DPT 755 | General Medical Conditions | Bishop, Sharp, Sprague | 12 |
| SP DPT 760 | Medical /Genetics in PT | TBD | 3 |
| SP DPT 765 | Evidence-Based Practice | Johanson, Krishnan | 2 |
| SP DPT 770 | Interprofessional Education and Collaborative Practice I | Davis | 1 |
| | | Semester Total | 18 |
| DPT II | | | |
| Semester 4: Summer 2024 | | | |
| SU DPT 800 | Musculoskeletal Rehabilitation | Geist, Sprague | 11 |
| SU DPT 805 | Principles of Motor Learning | Borich | 2 |
| | | Semester Total | 13 |

| DPT II | | | |
|--|---|------------------------|----------------|
| Semester 5: Fall 2024 | | | |
| Course # | Course Title | Instructor | Credits |
| FA DPT 810 | Adult Neurorehabilitation | Phillips, Zajac-Cox | 7 |
| FA DPT 815 | Pediatric Rehabilitation | Rogozinski, McDonald | 4 |
| FA DPT 820 | Health Service and Management | Davis, Garrard | 3 |
| FA DPT 825 | Exploration of Human Behavior | Haddad | 2 |
| | | Semester Total | 16 |
| Semester 6: Spring 2025 | | | |
| SP DPT 830 | Terminal Clinical Education Experience I | Nunez, Bullock, Caston | 10 |
| SP DPT 840 | Terminal Clinical Education Experience II | Nunez, Bullock, Caston | 10 |
| SP DPT 870 | Interprofessional Education and Collaborative Practice II | Davis | 1 |
| | | Semester Total | 21 |
| DPT III | | | |
| Semester 7: Summer 2025 | | | |
| SU DPT 900 | Terminal Clinical Education Experience III | Nunez, Bullock, Caston | 10 |
| SU DPT 905 | Current Practices in PT | TBD | 2 |
| | | Semester Total | 12 |
| Semester 8: Fall 2025 | | | |
| FA DPT 910 | Advanced Medical Screening | Geist, Sprague | 2 |
| FA DPT 915 | Clinical Research I | Borich | 6 |
| FA DPT 930 | Professional Leadership and Development | | 2 |
| | Electives | | 6 |
| | | Semester Total | 16 |
| Semester 9: Spring 2026 | | | |
| SP DPT 920 | Health Promotion, Wellness & Prevention: Community | Pullen | 2 |
| SP DPT 925 | Clinical Research II | Krishnan | 6 |
| | Electives | | 6 |
| | | Semester Total | 14 |
| Total Credits for Program = 144 | | | |

Elective credits will start with the numbering of DPT 950. The DPT Curriculum Committee will identify the electives and number of hours for each.

For above course descriptions, see https://med.emory.edu/departments/rehabilitation-medicine/dpt/current_students/course_descriptions.html

Electives

Electives are offered in the 3rd year of the program after the terminal clinical experiences. The exact roster of electives is dependent on the availability of course instructors. You will be provided with the

final list of offerings in Summer 2024. For past elective descriptions, see <https://www.emorydpt.org/future-students-overview/electives/> Directed Studies and Directed Readings are elective options and you can find the process for application on pages 26 - 29 in this handbook.

DPT, EMORY UNIVERSITY, AND SCHOOL OF MEDICINE CONTACT INFORMATION

Emory University School of Medicine
Department of Rehabilitation Medicine
Division of Physical Therapy
1462 Clifton Road, N.E., Suite 312
Atlanta, GA 30322

Dial only the last 5 digits of the following numbers, from any *campus* phone.

| | | |
|--|-----------|---------------------------|
| University Operator. | | 404.727.6123 |
| DPT Staffed Admissions Line/Alternate Office Number. | | 404.727.4002 |
| Monica George-Komi, Associate Director, Admissions | | |
| DPT Program Main Office Number. | | 404.712.5660 |
| Cathy Crosby, Administrative Assistant. | | 404.712.5683 |
| Bridgett Moore, Administrative Assistant. | | 404.712.5659 |
| Ella Pollard, Program Coordinator. | | 404.712.5687 |
| DPT Program Fax Number.. | | 404.712.4130 |
| Office of Medical Education and Student Affairs. | | 404.712.9930 |
| Emory University School of Medicine | | |
| 100 Woodruff Circle | | |
| Atlanta, GA 30322 | | |
| Student Health. | | 404.727.7551 |
| Financial Aid. | | 404.727.6039 or |
| 800.727.6039 | | |
| Parking Office. | | 404.727.PARK |
| Registrar. | | 404.727.6042/404.712-9921 |

Website – www.dpt.emory.edu

DIVISION OF PHYSICAL THERAPY FACULTY

Contact Information

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| Ben Rogozinski | 404-712-5756 | brogozi@emory.edu | 1441 Clifton Rd NE, #203 |
| Durga Shah | 404-785-3758 | Durga.shah@choa.org | CHOA, Atlanta |
| Jennifer Sharp | 404-727-5172 | jennifer.j.sharp@emory.edu | 1462 Clifton Rd NE, Room 276H |
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| Laura Zajac-Cox | 404-712-5521 | llcox@emory.edu | 1462 Clifton Rd NE, Suite 312 |

DIVISION OF PHYSICAL THERAPY LEADERSHIP

Program Director

- George Fulk, PT, PhD, FAPTA
- Administrative Support:
Aparajita Maitra, Cathy Crosby, Ella Pollard

Director Clinical Education

- Anjanette Nuñez, PT, DPT
- Administrative Support:
Tess Bowles, Vincent Carter, Bridgett Moore

Associate Director Curriculum and Operations

- Marie Johanson, PT, PhD

Associate Director Student and Faculty Affairs

- Tami Phillips, PT, EdD, DPT, MBA

Associate Director Research

- Michael Borich, PT, PhD, DPT

Associate Director Clinical Practice and Post-professional Programs

- Kathleen Geist, PT, DPT, COMT,
FAAOMPT

PROGRAM COMMITTEES

Each class elects or appoints (class choice of mechanism) one to three students to serve as student representatives on each of the following program committees. There are additional non-program related committees as well. See page 22 for the Class of 2023 assignment chart.

Academic Affairs committee

This committee sets policy and procedures pertaining to academic deficiencies including academic warnings, probation, failure to maintain passing grades in one or more courses, and dismissal. In addition, members of the Academic Affairs Committee will serve as the advisory review committee in cases of presumed discrepancies in criminal background checks and drug tests.

Admissions Committee

This committee reviews and revises application requirements and application materials. This committee also is responsible for reviewing all applicant information, organizing interview days and making recommendations for admissions.

Clinical Education Committee

Composed of faculty, and as appropriate, student members, this committee designs, coordinates and plans all clinical education experiences for the program. Policies regarding clinicals, assignment, selection, and clinical instructors are established and monitored by this committee.

Curriculum Committee

This committee reviews and revises courses, evaluates proposals for new electives and designs program curricula and presents these proposals to the faculty as a whole. In addition, this committee coordinates class schedules each term and administers course evaluations.

Diversity, Equity and Inclusion (DEI) Committee

Composed of faculty and staff, this committee promotes a diverse, equitable and inclusive community within Emory's Division of Physical Therapy. The Division recognizes systemic barriers to opportunity and access across race, gender, gender identity, socioeconomic status, ethnicity, age, ability, sexual orientation, and geographic origin. The committee seeks to address these barriers through thoughtful curriculum design and program/policy implementation.

Dual Degree Committee

This committee administers the DPT/MBA, DPT/MPH, DPT/MA in Bioethics, and DPT/PhD programs.

Public Relations and Alumni Committee

This committee promotes communication and marketing for the program, including obtaining development funds, administering the web page and publishing the Emory Extension.

Composed of faculty, and alumni, this committee is responsible for organizing events, activities and communications among the faculty, students and alumni. This committee coordinates with the Emory University Physical Therapy Alumni Association.

Service Learning, Volunteerism and Cultural Diversity Committee

Composed of faculty, students, and staff, this committee meets with the faculty and prospective students to address issues of cultural diversity in the physical therapy curriculum, to plan and coordinate community and international outreach programs and to assist in the recruitment of minority students.

Student Affairs Committee

This committee organizes the Learning Communities and provides oversight of professionalism initiatives and student committees.

DPT COMMITTEE CHAIRS

| | |
|---------------------------------------|---|
| Academic Affairs | <ul style="list-style-type: none"> • Peter Sprague, PT, DPT and Laura Zajac-Cox, PT, DPT |
| Admissions | <ul style="list-style-type: none"> • Ben Rogozinski, PT, DPT • Administrative Support: Monica George-Komi |
| Awards | <ul style="list-style-type: none"> • Steve Wolf, PT, PhD, FAPTA |
| Clinical Education | <ul style="list-style-type: none"> • Anjanette Nuñez, PT, DPT |
| Continuing Education | <ul style="list-style-type: none"> • Sarah Blanton, PT, DPT |
| Curriculum | <ul style="list-style-type: none"> • Marie Johanson, PT, PhD |
| Diversity, Equity and Inclusion (DEI) | <ul style="list-style-type: none"> • Sarah Caston, PT, DPT and Ella Pollard |
| Dual Degree/New Programs | <ul style="list-style-type: none"> • Sara Pullen, PT, DPT |
| Public Relations and Alumni | <ul style="list-style-type: none"> • Beth Davis, PT, DPT, MBA |
| Residencies | <ul style="list-style-type: none"> • Kathleen Geist, PT, DPT, COMT, FAAOMPT |
| Research | <ul style="list-style-type: none"> • Michael Borich, PT, PhD, DPT |
| Service Learning | <ul style="list-style-type: none"> • Sara Pullen, PT, DPT |
| Student and Faculty Affairs | <ul style="list-style-type: none"> • Tami Phillips, PT, EdD, DPT, MBA |

CLINICAL EDUCATION

General Information

The Director of Clinical Education (DCE), Dr. Anjanette Nuñez; Assistant Directors of Clinical Education (ADCE), Dr. DeAndrea Bullock and Dr. Sarah Caston; and Clinical Education Faculty, Dr. Kathy Lee Bishop, are your clinical education advisors. In addition to working with students, they are responsible for initiating contact with the Site Coordinator of Clinical Education (SCCE) at each participating facility to negotiate an integrated or terminal clinical experience. The DCE/ADCE also mentor and educate CIs about the Emory Physical Therapy Program's clinical education process and evaluation tools, as well as offer the American Physical Therapy Association's Credentialed Clinical Instructor Program.

Clinical Education in Emory's DPT curriculum

Clinical education in the Emory DPT program consists of two components, totaling 36 weeks: Integrated Clinical Experiences (ICE) and Terminal Clinical Experiences (TCEs). Students are required to complete three ICE and three TCE rotations as follows:

| Clinical Experience | Semester | Length | Setting |
|---|-----------------|----------|---|
| ICE 1: General Medical Conditions (GMC) | 3 rd | 2 weeks | Acute Care, Extended Care, Rehab, Home health |
| ICE 2: Musculoskeletal Rehabilitation | 4 th | 2 weeks | Outpatient orthopedic clinics |
| ICE 3: Adult /Pediatric Neurorehabilitation | 5 th | 2 weeks | Acute Care, Extended Care, Rehab, Home health |
| TCE 1 | 6 th | 10 weeks | See below |
| TCE 2 | 6 th | 10 weeks | See below |
| TCE 3 | 7 th | 10 weeks | See below |

To ensure entry level DPT competencies, students are required (in any order) to complete one 10-week TCE rotation in each of the following areas:

- 1) Inpatient acute care
- 2) Inpatient or outpatient interdisciplinary rehabilitation, and
- 3) Community outpatient setting.

You will be provided with a separate clinical education handbook that will go into greater detail and attend introductory meetings this summer.

DEVELOPMENT OF A DIRECTED STUDY ELECTIVE

Description

A Directed Study provides the student with specialized learning experiences related to the student's program which are not available through formal course offerings. In that way, directed study complements course work rather than replacing or substituting for course work. The directed study should be completed in one semester the same as any other course.

A Directed Study is planned, implemented and evaluated by the student and an appropriate advisor (may be physical therapy or non-physical therapy faculty).

Procedure

The steps to be followed by the student in undertaking a Directed Study are as follows:

1. Prior to enrollment in the Course:
 - a. Identify an area of study of interest related to your program of study.
 - b. Determine the objectives you wish to accomplish through the study.
 - c. Make certain no courses are being offered through which the objectives could be accomplished.
 - d. Consult your faculty advisor.
 - i. regarding the feasibility of the study
 - ii. for suggestions for a Directed Study Advisor
 - e. Faculty advisor will make arrangements for initial contact with the potential directed study advisor in consultation with the clinical education coordinator if necessary.
 - f. Finalize the directed study objectives, the study plan, and the number of credits, with the approval of the directed study advisor.
 - g. Submit two copies of the directed study proposal, both to the directed study advisor, if that person is an in-house faculty member. If not, one copy is submitted to the directed study advisor and one copy to the faculty advisor.
 - h. The directed study advisor and/or the student presents the proposal to the Associate Director for review.
2. Enroll
3. Conduct the Directed Study as planned.
4. Evaluation - Submit a final written report to the directed study advisor no later than one week after the end of the directed study. Use the format for FINAL WRITTEN REPORT OF DIRECTED STUDY for necessary inclusions in the report. Any products of the Directed Study should be included. All materials should be in duplicate. If the directed study advisor is not in-house faculty, one copy is submitted to the faculty advisor. The directed study advisor will be responsible for giving the final evaluation conference and grade. Also, the directed study advisor is responsible for presenting a report to the Associate Director.

Outline For Directed Study Proposal

The following should be included in the Proposal for Directed Study:

Name of Student

Name of Advisor of Directed Study

1. Title of Directed Study
2. Credit Hours*
3. Overall Objectives
 - a. sub-objectives
4. Plan for carrying out the Directed Study
 - a. activities of student
 - b. activities of advisor
5. Materials and/or resources needed
6. Evaluation
 - a. method of evaluation
 - b. criteria, if not stated in sub-objectives
7. Statement of the relationship of the Directed Study to the student's overall program of study.

*Credit Hours are determined with the following formula and should be agreed upon with the advisor according to the proposed amount of time and effort the study will require:

1 hour credit is equal to one contact hour per week with two hours outside preparation for each contact hour.

DEVELOPMENT OF A DIRECTED READINGS ELECTIVE

Description

A Readings in Physical Therapy provides the student with an opportunity for in-depth review, critique and synthesis of current literature beyond readings available through formal course offerings. In that way, the Readings course contributes to development of expertise related to the student's specific program of study. Also, the Readings course is intended to complement rather than replace or serve as a substitute for existing courses. Readings should be completed in one semester just as any other course.

The student and an appropriate advisor (physical therapy or non-physical therapy faculty) plan, implement and evaluate the Readings course.

Procedure

The steps to be followed by the student in undertaking Readings in Physical Therapy are as follows:

1. Prior to enrollment in the course:
 - a. Identify an area of study of interest related to your program of study.
 - b. Determine the objectives you wish to accomplish through the study.
 - c. Make certain no courses are being offered through which the objectives could be accomplished.
 - d. Consult your faculty advisor.
 - i. regarding the feasibility of the study
 - ii. for suggestions for a Readings course advisor
 - e. Faculty advisor will make arrangements for initial contact with the potential Readings advisor in consultation with the clinical education coordinator if necessary.
 - f. Finalize the Readings course objectives, the study plan, and the number of credits, with the approval of the Readings advisor.
 - g. Submit two copies of the Readings course proposal, both to the Readings advisor, if that person is an in-house faculty member. If not, one copy is submitted to the Readings advisor and one copy to the faculty advisor.
 - h. The Readings advisor and/or the student presents the proposal to the Associate Director for review.
2. Enroll
3. Conduct the Directed Readings as planned.
4. Evaluation - Submit a final written evaluation (see outline) of the Readings course to the Readings advisor no later than one week after the completion of the course. Any products of the course should be included. All materials should be in duplicate. If the Readings advisor is not in-house faculty, one copy is submitted to the faculty advisor. The Readings advisor will be responsible for giving the final evaluation conference and grade. The report and products should be submitted to the Associate Director.

Outline For Proposal for Readings in Physical Therapy

The following should be included in the Proposal for a Readings course:

Name of student

Name of Advisor of Readings in Physical Therapy

1. Topics of the Readings course
2. Credit Hours*
3. Overall Objective
 - a. Sub-objectives
4. Plan for carrying out the Readings.
 - a. activities of student
 - b. activities of advisor
5. Materials and/or resources needed.
6. Evaluation
 - a. method of evaluation
 - b. criteria, if not stated in subobjectives
7. Statement of the relationship of the Readings to the student's overall program of study.

*Credit hours are determined with the following formula and should be agreed upon with the advisor according to the proposed amount of the time and effort the study will require:

One hour credit is equal to one contact hour per week with two hours outside preparation for each credit hour.

DIVISION OF PHYSICAL THERAPY

Emergency Preparedness and Campus Safety

CEPAR (Center for Emergency Preparedness and Response)

The Office of Critical Event Preparedness and Response (CEPAR) serves as the center for Emory enterprise-wide planning for and coordinated response to catastrophic events affecting Emory and the broader community. Learn more about CEPAR at <https://emergency.emory.edu/>.

Emergency Notification System

The Emory Emergency Notification program is a multi-modal system for alerting students, staff, faculty and visitors of an emergency affecting the Emory community. The wide array of notification options affords Emory the flexibility to convey emergency information in the most appropriate manner and provides redundancy to help ensure the message gets out. Not all emergencies require all of the notification components to be engaged simultaneously. Students can access the Emergency Alert Information page by logging into OPUS or PeopleSoft. Students should enter their cell phone number and provider information. Students should be sure to update their information if changes to cell phone or mobile carrier occur. Ref: <https://emergency.emory.edu/preparedness/just-in-time/emergency-notification.html> .

LiveSafe App

LiveSafe is a personal safety mobile app that Emory University is providing to all students, faculty, and staff to download for free. The app provides a quick, convenient, and discreet way to communicate directly with Emory University safety officials, enhancing your overall safety and allowing Emory University Police to better protect you. We encourage all students to download the LiveSafe App at <https://emergency.emory.edu/preparedness/livesafe.html>

Emory University Identification Card and Security

- A. Your Emory ID card must be worn and visible at all times in University and Hospital buildings.
- B. You may be asked to leave the Emory Rehabilitation Hospital (ERH) if you are not wearing your ID. Patient and personnel safety is important and as part of these efforts, ERH limits traffic during non-business hours (after 9:00 p.m. and prior to 7:00 a.m.). Papers, messages or other materials for faculty, staff, etc. should be delivered between 7:00 a.m. and 9:00 p.m.
- C. Entry to the 1462 building, the SOM Education Bldg and ERH after hours and on the weekend will only be possible with your Emory picture identification card via the magnetic strip on the back.

DIVISION OF PHYSICAL THERAPY

DPT Logistics

| DPT Facilities | Address | Student Access |
|--|---|---|
| DPT Program Office Suite | 1462 Clifton Road NE, Suite 312, Atlanta, GA 30322 | Student ID Badge Access for the building door. The office suite has a doorbell for student access during business hours: 8 am – 5 pm. |
| DPT Clinical Teaching Laboratory | 1462 Clifton Road NE, Room 311, Atlanta, GA 30322 | Confidential keypad code - 1492 |
| DPT Student Lounge | 1462 Clifton Road NE, Room 306, Atlanta, GA 30322 | Confidential keypad code - 1492 |
| Emory Rehabilitation Hospital (ERH) | 1441 Clifton Road NE, Atlanta, GA 30322 Clinical Teaching Laboratory – Room 230 Research Labs and Faculty Offices – Ground floor thru 2nd floor | Confidential keypad code – 1452 Confidential stairwell code – 1,3,5,7,9 |
| School of Medicine (SOM) Williams Education Building | 100 Woodruff Circle, Atlanta, 30322 | Student ID Badge Access |

* Use of any of these spaces by persons other than those in the DPT Program is not allowed. Please use stairs in both buildings unless it is medically necessary to use elevators.

** Remember if you are working in a laboratory in the evenings, early mornings or weekends, the laboratory door should be closed and locked at all times. Do NOT prop doors open to allow entry of a colleague.

| Books, Equipment and Supplies | | |
|---|---|---|
| FA Davis and Access Physiotherapy Databases | Woodruff Health Sciences Library – 1462 Clifton Road NE, Atlanta, GA, 30322 | Many course textbooks are available for free in an electronic format through these databases. https://fadavispt-mhmedical-com.proxy.library.emory.edu/ https://accessphysiotherapy-mhmedical-com.proxy.library.emory.edu/ |
| Textbooks for purchase | Emory Bookstore – 1390 Oxford Road NE, Atlanta, GA, 30307 | Some course textbooks must be purchased. https://emory.bnccollege.com/ |

| | |
|---------------------------------------|---|
| Clinical Lab Supplies | <p>Common clinical lab supplies required throughout the curriculum will be purchased by the Division and provided to each student. These must be brought to each lab session.</p> <p>Stethoscope Sphygmomanometer (blood pressure cuff) Vinyl gait belt (60") Penlight 8" 180° goniometer 2" 360° goniometer Finger goniometer Babinski hammer Retractable plastic tape measure Stopwatch Supply bag</p> <p>You will need a watch with a second hand for laboratory and clinic.</p> |
| Clinical Lab Scrubs | Students will need scrubs for anatomy and clinical education experiences, which students must purchase on their own. |
| Anatomy and Neuroanatomy Lab Supplies | You will need to purchase one box of surgical gloves (non-sterile gloves), a dissection kit or probe, scalpel and mouse tooth forceps. More information will be provided in class. |

| Email and Mailboxes | | |
|---------------------|---|---|
| Canvas | Faculty will send course information via Canvas. Make sure to set your personal settings so you are notified when there are announcements and assignments added to your courses. | |
| Emory Email | You are expected to check your Emory email daily. You may be able to forward your Emory email to your Gmail etc. However, always use Emory email to send us email, otherwise it will likely go to junk mail. | |
| Faculty Mailboxes | DPT Program Office Suite 1462 Clifton Road NE, Suite 312, Atlanta, GA 30322 | Student ID Badge Access for the building door. The office suite has a doorbell for student access during business hours: 8 am – 5 pm. |
| Student Mailboxes | DPT Student Lounge 1462 Clifton Road NE, Room 306, Atlanta, GA 30322 | Confidential keypad code - 1492 |

DPT PROGRAM EVENTS

| MONTH | EVENT | DESCRIPTION |
|-----------|---|---|
| AUGUST | Welcome Back Party | The DPT III students return from their terminal clinical experiences, and to celebrate we have a party with all three classes, faculty, and staff! |
| SEPTEMBER | Service of Gratitude | After a semester of human anatomy study, the DPT I students hold a Ceremony of Gratitude to honor the people who donated their bodies. It is a simple ceremony created by the class and celebrates all aspects of life. |
| | White Coat Ceremony | Yes, you have made it through the first semester! We will celebrate by formally “Investing” you with your clinical white coat! The ceremony marks the transition from a heavy semester of basic science to the integration of clinical health sciences. |
| NOVEMBER | Foundation for PT Research Fundraising | The DPT IIs will spearhead fundraising events for this worthy cause. |
| FEBRUARY | Job Fair | The DPT IIIs will plan and host a career fair in preparation for their job search! |
| MAY | DPT III Poster Presentations | The DPT IIIs present their research projects! |
| | Graduation | The Ceremony takes place each year on the first or second Friday of May. Stay tuned for the final date! |
| JUNE | South Georgia Farmworker Health Program | Interprofessional service-learning trip to South Georgia to provide physical therapy services to the migrant farmworker and under resourced communities. |

*Subject to changes in format or schedule due to COVID-19 related guidelines

Emory Physical Therapy Alumni Mentorship Program

This is an alumni-driven program in which DPT students/mentees and alumni mentors are matched based on a set of shared interests (geography, certification, field of work). During the program, the mentors provide real-time perspectives on contemporary physical therapy practice and advice on succeeding in Emory's demanding DPT program. Students will be contacted by the alumni mentorship program during the early weeks of the summer to be matched with a mentor.

Learning Communities

Emory DPT Learning Communities

1. What is a DPT Learning Community?
A small group of DPT students and faculty advisors who intentionally gather together over the 3 years of the DPT program to support and learn from each other.
2. What are some benefits of learning communities?
Learning communities foster faculty and student connection by creating a safe space for discussing the DPT program, professional practice, and professional development topics, amongst other student generated ideas. It is an opportunity for self-reflection and collaborative learning.
3. Will I also get an academic advisor?
Your learning community advisors are your academic advisors. If you have any questions or concerns at any time, reach out to them.
4. Do the learning communities do anything other than meet and talk?
Yes, in addition to traditional meetings, we also have opportunities to walk together through Lullwater Park or take part in a social event on or off campus. COVID-19 impacted our ability to gather the last few years, but plans are in the works for a Field Day and service-learning opportunities. If you have other ideas, let your learning community advisors know.
5. When do we meet?
During the first semester, we meet every few weeks to help get you acclimated to the Program. As the program continues, we typically meet monthly. The schedule will be provided to you in advance.
6. What if I have ideas for a learning community topic or event
Share it with your learning community advisor or Drs. Caston, Phillips, Sharp and Bullock. They coordinate the learning community curriculum.

| DOCTOR OF PHYSICAL THERAPY | | | |
|--|-------------------------|-------------------|------------------|
| CLASS OF 2026 | | | |
| Emory Doctor of Physical Therapy Learning Communities | | | |
| | | | |
| Learning Community 1: Drs. Tami Phillips and Peter Sprague | | | |
| Henry Asbill | Joaquin Delpino | Melissa Ewan | Brittany Holness |
| Esther Park | Rachel Seagle | Bhavani Selva | |
| | | | |
| Learning Community 2: Drs. DeAndrea Bullock, George Fulk and Sara Pullen | | | |
| Lily Ameli | Jialin Hu | Sieway Hunt | Sophie Lebegern |
| Spencer Parsons | Kiranpreet Walia | Faith Wells | Mingtong Zhang |
| | | | |
| Learning Community 3: Drs. Sarah Blanton and Ben Rogozinski | | | |
| Maxmine Ayompe-Mody | Camille Hoke | Brooke Martin | Dhvani Patel |
| Jessica Rinker | Taileja Vaughns | Isabella Vazirani | |
| | | | |
| Learning Community 4: Drs. Laura Zajac-Cox and Joe Nocera | | | |
| Briauna Davis | Grant Norman | Aleyah Peele | Kyong Pil Seo |
| Mikayla Rogers | Alisa Sanchez | Sachi Sheth | |
| | | | |
| Learning Community 5: Drs. Jenny Sharp, Shilpa Krishnan, and Mark Lyle | | | |
| Jo Ho Baek | Desirae Beachem | Xinyue Dong | Maria Ferrer |
| Tyler Huffman | Luke Prakke | Daja Williams | |
| | | | |
| Learning Community 6: Drs. Marie Johanson, Anjanette Nunez and Steve Wolf | | | |
| Madison Britt | Amber Fischer | Beate' Jones | Jessica Lindsey |
| Abby McClure | Maaiké Saenz Del Villar | Chevonne Wheeler | |
| | | | |
| Learning Community 7: Drs. Kathleen Geist and Kathy Lee Bishop | | | |
| Sarah Batchelder | Anna Case | KaRayl Flemister | Sydney Gilbert |
| Olivia Island | Megan McCorkle | Hanniyah Roberson | Lauren Turner |
| | | | |
| Learning Community 8: Dr. Sarah Caston, Michael Borich and Bruce Greenfield | | | |
| Peyton Ciesco | Xiaoya Gong | Mackenzie Kennedy | Anthony Love |
| Tian Sun | Kodzovi Toku | Katelyn Whitehead | |
| | | | |
| Learning Community 9: Drs. Beth Davis, Trisha Kesar and Nicole Rendos | | | |
| Kylah Coleman | Justin Droutman | Kaitlyn Hopper | Neil Kuba |
| Samantha Mansur | Juan Ross-Perkins | Michaela Yentz | |
| | | | |

Policies, Procedures, and Resources

EMORY UNIVERSITY

Department of Accessibility Services

1946 Starvine Way, Suite 310

Decatur, Georgia 30033

Phone: 404-727-9877; TTD: 404-712-2049

Fax: 404-727-1126

<https://accessibility.emory.edu/>

Emory University provides all persons an equal opportunity to participate in and benefit from its programs and services. Students requiring accommodations should contact Emory's Department of Accessibility Services (DAS). This office offers a wide variety of services to students with documented disabilities, and is responsible for managing access needs, providing Americans with Disabilities Act (ADA) accommodations, ensuring compliance with local, state, and federal civil rights regulations pertaining to disability law, and serving as a critical resource for the enterprise, it is DAS's role to embody Emory's commitment to its mission "in work and deed."

DAS assists eligible students and faculty/staff in obtaining a variety of services (i.e., alternative testing, note taking, interpreting, advocacy, mobility/transportation, etc.) and ensures all matters of equal access, reasonable accommodation, and compliance are properly addressed. Eligible students and faculty/staff must register and request services. Confidentiality is honored and maintained.

In compliance with the ADA, Emory University School of Medicine is committed to making reasonable accommodations to assist students with documented disabilities to fulfill their educational objectives. Students who wish to request accommodations under the ADA must follow the University's procedures for verification of eligibility by submitting supporting documentation to DAS.

Requesting Accommodations and Determining Initial Eligibility

Students who need accommodations to participate fully in Emory's programs must file a formal request for accommodations with DAS. This includes students who may develop an impairment due to an illness, accident, or surgery. DAS may also be contacted about potential accommodations for a temporary disability. It is crucial to contact DAS as soon as possible, but at a minimum, immediately after registering for classes each semester or following the development of an impairment. This allows DAS to adequately coordinate services and provide instructors with reasonable notice.

Students new to Emory or the accommodations process must follow DAS policies and procedures for determining initial eligibility. Determination of eligibility for DAS services and accommodations is not part of the admission process.

Fill out Emory's [student registration form](#) and submit it along with the appropriate medical/disability documentation. A DAS staff member will review the application materials and determine appropriate accommodations specific to the individual's disabilities. Accommodations are developed for students on an individual basis and, depending on the course content and format, may vary by semester or term. Students will be apprised of ADA eligibility within the timeframe that is established by DAS. If a request for eligibility verification is made at the start of an academic period, accommodations cannot be implemented until the student's registration is finalized with DAS. Because of the number of verifications being processed at the beginning of the academic period, students are urged to submit their request for eligibility verification and accommodations as far in advance as possible. Advance preparation will ensure the smoothest availability of needed accommodations.

If a student is determined to be eligible for reasonable accommodations, a DAS staff member will meet with the student to discuss approved accommodations. Otherwise, DAS may assist the student in identifying voluntary and readily achievable means for meeting their needs. Students have the primary responsibility of advocating for themselves during the accommodation process. They should not rely on their parents, faculty members, or others to do so for them. Any confidential records and documentation submitted by the student to DAS will be retained and kept confidential.

To register with DAS, please visit this website and follow the instructions.

<https://accessibility.emory.edu/index.html>

Implementing Accommodations

After registering with DAS and receiving approved accommodations, the student will request an accommodation notification letter via the Accommodate portal. This is an official notice of the individual's ADA eligibility and guidelines related to reasonable accommodations appropriate for the individual's needs. No information about the student's diagnosis, condition or history will be available in any way to course instructors or others from whom a student might request an accommodation.

Once a student's ADA eligibility has been verified, there is no need to repeat the registration process unless the student's situation or needs change. However, students must request accommodation letters each semester. It is each student's responsibility to contact Ms. Ella Pollard and/or Dr. Tami Phillips in the Division of Physical Therapy, as well as each course director, to provide a copy of the official notification letter and to schedule a meeting to discuss EUSOM's policy for the administration of accommodations. Mrs. Pollard will maintain a password protected electronic folder containing all accommodation letters for each student. Such material will be retained separately from the student's academic file, and access to such material will be limited and appropriate confidentiality will be maintained. The school will not release details related to accommodations that were provided (for example to residency programs, etc.).

The course faculty, Mrs. Pollard, and Dr. Phillips will collaborate on the implementation of accommodations. The SOM's Associate Dean of Student Success, Dr. Christen Hairston, oversees the implementation of accommodations across all programs in the SOM.

Unless a request is made, and the student authorizes release of the information regarding the need for accommodations to appropriate others (faculty, staff, etc.), the medical school will not proceed with arranging accommodations. No retroactive consideration will be given to students who fail to request or to complete the approval process. If an adjustment to an accommodation is needed, it is the student's responsibility to reach out to DAS. Accommodations are only determined by DAS.

Accommodations Testing Policy

1. To utilize approved accommodations, it is the student's responsibility to contact the course director at the beginning of each term they are registered and submit the official accommodation letter from the Department of Accessibility Services.
2. Coordinate testing requirements with course faculty and Mrs. Pollard at least 2 weeks prior to the test.
3. Since both the student and their professor will need to complete several steps, it's important to verify that everything is ready before the date of each exam.
4. You are required to adhere to your test day schedule, unless otherwise notified by your course instructor.

Division of Physical Therapy Accommodations Contacts

Ella Pollard
Program Coordinator/Residency Coordinator
Division of Physical Therapy
Emory University School of Medicine
1462 Clifton Rd., NE, Suite 312
Atlanta, GA 30322
404-712-5687 - Direct
ella.pollard@emory.edu

Tami Phillips, PT, EdD, DPT, MBA
Board-certified, Neurologic Clinical Specialist
Associate Professor
Associate Director of Faculty and Student Affairs
Emory University
Center for Physical Therapy and Movement Science
1462 Clifton Road NE, Suite 312
Atlanta, GA 30322
404-727-1350
tphill5@emory.edu

EMORY SCHOOL OF MEDICINE AND DIVISION OF PHYSICAL THERAPY DIVERSITY, EQUITY, AND INCLUSION STATEMENT

The Emory University School of Medicine and the Division of Physical Therapy are committed to ensuring a climate of inclusion and organizational equity by leveraging the varied attributes of diversity in our community. Our commitment is amplified by the SOM [Mission](#) to recruit and develop a diverse group of students and innovative leaders in biomedical science, public health, medical education, and clinical care.

The Division of Physical Therapy is committed to creating a diverse, inclusive and equitable environment for all faculty, students and staff. The Division has faculty, staff and student DEI committees and dedicated DEI programming to ensure fair and equitable treatment for all. View our commitment at <https://med.emory.edu/departments/rehabilitation-medicine/dpt/about/diversity.html>.

Policies on Discrimination

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Policies can be found at <http://equityandinclusion.emory.edu/discrimination/index.html>.

UNIVERSITY POLICY 1.3

Emory University's Equal Opportunity and Discriminatory Harassment Policy reflects Emory's commitment to maintaining an environment free of unlawful discrimination or harassment against 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. The policy applies to persons who are employees and students of Emory University, vendors, contractors, guests, patrons, and other third parties participating in any Emory-sponsored event or program, whether on or off campus, and to such persons in other situations in which the respondent is acting as a member of the Emory community. In general, misconduct and harassment complaints against employees and other non-students are handled under Policy 1.3.

UNIVERSITY POLICY 8.2

This policy specifically addresses processes for alleged sexual misconduct committed by an Emory student. The policy states that Title IX of the Education Amendments of 1972 protects people from discrimination in educational programs and activities at institutions receiving federal financial assistance, and that Emory University will take seriously every allegation or report of sexual misconduct.

Please note the Office of Diversity, Equity, and Inclusion does not investigate complaints of discrimination, discriminatory harassment, and retaliation filed against students. Those complaints are investigated by the Division of Campus Life's Office of Student Conduct.

EMORY SCHOOL OF MEDICINE

PROFESSIONAL CONDUCT

Expectations

Emory University is an institution dedicated to providing educational opportunities for its students, transmitting and advancing knowledge, and providing a wide range of services to students and to the general community. To accomplish these objectives and responsibilities requires that the University be free from violence, threats, and intimidation; protective of free inquiry and dissent; respectful of the rights of others; open to change; supportive of democratic and lawful procedure; and dedicated to intellectual integrity and a rational approach to the resolution of human problems.

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach; of scholars to engage in the advancement of knowledge; of students to learn and express their views.

Health professionals are privileged to serve in important and time-honored roles as caregivers for other humans. These roles include physical and emotional dimensions that demand the highest degree of ethical behavior.

Professional behavior includes, but is not in any way limited to honesty, maintaining confidentiality, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients, and responsibility to duty:

Honesty – Being truthful in communication with all others, while in the healthcare arena or in the community at large.

Maintenance of Patient Confidentiality – Restricting discussion of patient care to those areas where conversations cannot be overheard by others outside of the care team; refraining from disclosing patient identity to those not connected to the care of the patient; maintaining appropriate security for all paper and electronic patient records, whether in the patient care or research realms.

Trustworthiness – Being dependable; following through on responsibilities in a timely manner.

Professional Communication and Demeanor – Being thoughtful and kind when interacting with patients, their families, other members of the healthcare team, and all others; maintaining civility in all relationships; striving to maintain composure under pressures of fatigue, professional stress or personal problems; maintaining a neat and clean appearance and dress in attire that is reasonable and accepted as professional to the circumstances; refraining from intoxication; abstaining from the illegal use of drugs (both prescription and illicit drugs).

Respect for the rights of others – Dealing with all others, whether in a professional or non-professional setting, in a considerate manner and with a spirit of cooperation; respecting the rights of patients and their families to be informed and share in patient care decisions; respecting patients’ modesty and privacy.

Personal accountability – Participating responsibly in patient care to the best of one’s ability and with appropriate supervision; undertaking clinical duties and persevering until they are complete; notifying the responsible person if one is unable to perform clinical tasks effectively; complying with University Policies and Procedures in an honest and forthright manner.

Concern for the welfare of patients – Treating patients and their families with respect and dignity both in their presence and in discussions with others; avoiding the use of foul language, offensive gestures or inappropriate remarks ; discerning accurately when supervision or advice is needed and seeking these out before acting; recognizing when one’s ability to function effectively is compromised and asking for relief or help; never administering care, in person or over the phone while under the influence of alcohol or other drugs (prescription or illegal); not engaging in romantic, sexual, or other nonprofessional relationships with a patient, even upon the apparent request of a patient; advocating for the best care of the patient, in context of that patient’s beliefs and desires.

Responsibility to duty– 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; being punctual for class, small groups, rounds, conferences and other duties; timely notification of supervisory faculty, residents and Deans of absences or an inability to carry out assigned 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.

DPT STUDENT CONDUCT

The American Physical Therapy Association's Vision 2020 statement considers professionalism as a core component of a Doctor of Physical Therapy. Therefore, the faculty in the Division of Physical Therapy strive to uphold professional standards by modeling and enforcing professional behaviors in our students. Enforcement of these behaviors will be reflected as a percentage of each course grade.

Student Conduct

In addition to any new conduct guidelines to be approved by the Division of Physical Therapy faculty and students, all students must abide by the following:

- a. Emory University School of Medicine Conduct Code
- b. Rules of Georgia State Board of Physical Therapy
- c. The Ethical Code stated in the Georgia Law governing the Practice of Physical Therapy
- d. The APTA's Code of Ethics for Physical Therapists and Core Values
- e. Separation of Roles

Student Conduct in Classroom

It is everyone's responsibility to foster a mutually respectful learning environment in the classroom. Accordingly, there are very high expectations about professional behavior in this program. The following unprofessional behaviors are disruptive to everyone and therefore should be avoided during our class meetings:

1. Arriving late. (Please explain your tardiness to the instructor immediately following the class)
2. Holding side conversations. (If you have a question about the class material, please raise your hand and ask it, rather than whispering it to your neighbor. Chances are good that if you have a question about what's happening, then many of your classmates may also have the very same question. If you have to discuss something unrelated to class with a classmate, then please wait until after class.)
3. Inattention (e.g., reading unrelated materials or studying for other classes).
4. Personal attacks, or comments of a disrespectful or insulting nature.

DPT STUDENT DRESS CODE

The Division of Physical Therapy has guidelines for appropriate dress with the goals of fostering professional behavior and to show respect to others and the healthcare environment in which we exist.

General Dress Code in Classroom Buildings

Students are required to dress “business casual” while on campus in any classroom building. The Emory DPT scrubs you will be provided, and clean athletic shoes may be worn to class if there is NO time to change before a clinical lab session. Scrubs may not be worn if there is a guest speaker without permission of the course director. White coats will be required after the White Coat Ceremony in September for all guest speakers.

The following attire is not considered permissible:

1. casual tee shirts
2. jeans
3. sandals, slides or “flip-flops”
4. immodest fashions
5. sweatshirt/pants other than as specified for laboratory sessions.
6. perfume/cologne

Dress for Anatomy and Neuroanatomy Laboratory

For anatomy lab, you will need a white long lab coat, and you may purchase it before arriving or at the Emory bookstore after arrival. You must wear closed shoes in lab; no sandals or “flip flops” are allowed.

Dress Code for Laboratory and Class Sessions

For many labs, you will be required to wear attire that allows exposure of the spine, lower back, shoulder, etc. Running shorts work best, and as appropriate, students may wear a sports bra or 2-piece swimsuit top with shorts. A one-piece swimsuit is not adequate for work in lab.

Scrubs are required attire to wear OVER lab clothes when entering the 1462 Building or the Emory Rehabilitation Hospital to attend lab. This includes all hallways.

Dress regulations for clinic are as follows:

The Division of Physical Therapy has standards for clinical attire with the goals of fostering professional behavior in students and showing respect to others in the healthcare environment in which we exist.

Unless otherwise stated by a facility, the standards for clinical attire are as follows:

- Uniform: Solid-color, trouser-style pants; solid shirt/blouse, and white Emory DPT lab coat. No pants or shirt combinations that allow the midriff or back to be exposed during bending, lifting, or stooping. No necklines that allow exposure during bending, lifting or stooping. No skinny jeans/pants, yoga-style pants, or leggings.
- Shoes: Leather, rubber-bottomed, sturdy shoes that are dark blue, black, brown or white. Leather athletic shoes may be allowed in some settings; should be white or black if they are permitted. No clogs, sandals, or open-toed/heeled shoes.
- Hose/Socks: Dark blue, black or beige hose or socks.
- Identification: The Emory photo ID should be worn, as well as the name tag obtained by the DPT Program for your lab coat. Facilities may also require their ID to be worn on.
- Perfume/Cologne: May not be worn.
- Jewelry: Please be aware some clinical facilities may have strict policies related to wearing jewelry. 1-2 pairs of earrings in the lobe only are typically allowed, while nose and tongue rings are not, unless you have a religious reason. You may be required to provide documentation.
- Tattoos: Please be aware that some clinical facilities may have strict policies related to tattoos. Please comply with the facility policy.
- Nails: Please be aware that some clinical facilities may have strict policies related to the wearing of acrylic/gel nails, and fingernail polish. Please comply with the facility policy. If there is not a policy, clear or light-toned colors (light pink, beige, nude) are preferred.
- Hair/Make-up: Please be aware that some clinical facilities may have strict policies related to hair color, requiring that color choices be limited to brown, black, red, blonde, gray, etc. Additionally, long hair must be pulled up in a professional manner so that it does not hang in the way. Make-up should be modest and professional, limited to neutral-toned colors.

The dress code for some facilities may specify a uniform including scrubs, specific color schemes, etc. You must follow their policy.

You will need to have the uniform by the mid to latter part of the first semester. There will be enough time after you arrive to purchase uniforms before you will need to wear them.

APTA Membership and Meeting Requirements

The American Physical Therapy Association (APTA) is our professional organization and provides many member services. You are required to join and maintain a membership in the APTA. The cost for a student membership is \$80.00 annual national dues, and \$20.00 per year in state chapter dues. You can pay online by logging on to <http://www.apta.org/Membership/?navID=10737422526>.

The PT Journal, PT Now, Rehab Reference Center and electronic newsletters are used in many classes, and the sooner you join, the sooner they'll start coming to you.

The student proposed and endorsed requirements for student participation in professional association activities are presented below.

1. The student will attend at least one professional meeting during the program.
2. The meetings qualifying for the requirement in #1, above, are the following.
 - a. APTA Georgia, Inc. business meeting (meetings occur in Fall and Spring)
 - b. A Student Special Interest Group (SSIG) meeting (meetings occur in Fall, Winter, Spring and Summer)
 - c. A national meeting of the APTA, either the Combined Sections Meeting in February or NEXT (at which the House of Delegates occurs) in June
3. The exact dates and locations of any of the above meetings may be obtained by visiting the APTA web site and APTA Georgia.

SOM IT Laptop Compliance Policy

All Emory School of Medicine (SOM) students are required to own a laptop that meets or exceeds SOM Information Technology Services (ITS) minimum technology and software requirements. The Emory SOM programs incorporate the following tasks into their respective curricula:

- Accessing and downloading course files (documents, presentations, videos, etc.)
- Uploading collaborative assignment files (documents, presentations, videos, etc.)
- Taking quizzes and exams
- Participating in remote educational activities
- Accessing resources through different browsers
- Interfacing with applications and online activities that fulfill curricular requirements (e.g., course evaluations, course grades, etc.)

Students are required to attend the computer orientation session with their laptop so that laptops can be configured, certified, and approved for use. It is the responsibility of students to ensure that their SOMIT-approved laptop is in good working order and capable of running the required software on exam days and is in compliance with current SOM ITS technical requirements.

Students who fail to certify their computer prior to starting their SOM program will not be able to continue in the curriculum. Students who extend their duration in the curriculum beyond their program's standard curriculum time must visit the SOM ITS office to ensure their device continues to meet current IT requirements.

New Student Tech Support, IT Checklist and Bring Your Own Device (BYOD) Requirements:

<https://med.emory.edu/education/resources/somits-cs/index.html>

The SOM will work with students who have barriers to purchasing a laptop to determine temporary and long-term solutions. Students with barriers will not be penalized.

IT Requirements: <https://med.emory.edu/education/programs/md/student-handbook/policies/som/laptop-requirements.html>

DIVISION OF PHYSICAL THERAPY TECHNICAL STANDARDS

Emory University's Doctor of Physical Therapy (DPT) Program is sensitive to the needs of individuals with disabilities and does not discriminate against qualified individuals with disabilities. DPT Program is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008.

We require that student physical therapists be able to meet the technical standards of the DPT Program, with or without reasonable accommodations. These technical standards are related to essential career and licensing requirements and set forth the technical standards requisite to admission or participation in the DPT Program.

An offer of admission may be withdrawn, or a student may be dismissed from the program:

1. If the person cannot articulate how, even with reasonable accommodation, they would be able to meet the program qualifications—including these technical standards.
2. If it becomes apparent that the student cannot meet the technical standards even with reasonable accommodation.
3. If the requested accommodation(s) would fundamentally alter the nature of the DPT Program; or
4. If the requested accommodations would create a significant risk of harm to the health or safety of others.

Technical standards apply to classroom, laboratories, and clinical settings. The Emory DPT Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by Emory University.

Individuals who have questions regarding reasonable accommodations should contact the Emory University Department of Accessibility Services (DAS) at 404-727-9877.

The DPT Program at Emory University, in accordance with requirements of the Commission on Accreditation of Physical Therapy Education and Standards of Practice of the American Physical Therapy Association, identifies the following skills fundamental to the physical therapy profession and our curriculum;

- Problem solving using verbal, visual, and written information within a limited time frame;
- Clinical reasoning and decision making within a limited time frame;
- Visual-spatial integration;
- Perceptual-motor integration;
- Repetitive physical motion;
- Insight and judgment for safety and prognostication;
- Effective communication among group members;
- Planning and organizing for treatment prescription;
- Intermittent lifting of heavy loads;
- Frequent standing, walking and bending;
- Occasional kneeling and twisting;

- Frequent lifting, pushing and pulling up to 20 lbs.;
- Occasional lifting, pushing and pulling 20 – 75 lbs.;
- Time management to coordinate course requirements

These skills require that applicants have the abilities to meet the technical standards established for this program, with or without reasonable accommodation. These technical standards are:

- I. Participate in all phases of the educational program within the required time frame, including demonstrating comprehension of all classroom, clinical, and any other required learning experiences through performance and/or examination where such a requirement is essential to:
 - A. be provided with all the specific skills and experiences necessary to successfully complete the DPT Program, and become eligible for licensure;
 - B. apply basic principles of the scientific method in reading and interpreting professional literature, performing research, and critically analyzing new concepts and findings provided by others.

- II. Apply basic educational concepts of theories in designing, implementing, and evaluating treatment and function appropriately in interpersonal relationships by exhibiting use of good judgment, empathy, reliability, and emotional stability; must possess the abilities to practice appropriately in stressful situations and to work acceptably with others in order to:
 - A. interact with patients and families in a manner which provides the desired psychosocial support by:
 1. recognizing one's own reaction to persons with illness and disability;
 2. recognizing patients' and families' reactions to illness and disability;
 3. respecting individual, race and ethnicity, age, gender identity, sexual orientation, cultural, religious and spiritual beliefs, and socioeconomic differences in people.
 4. utilizing appropriate communicative processes to ensure appropriate standards of care, as well as accepting and providing constructive criticism.
 - B. demonstrate safe, ethical, and legal practice as stated by the profession;
 - C. engage the greatest possible degree of patient motivation and cooperation in evaluation and treatment;
 - D. function effectively with other health care practitioners in providing appropriate patient care and in improving the quality of patient care;
 - E. be responsive to ideas and techniques that might be more appropriate, effective, or safe.

- III. Communicate effectively with patients, their families, and health care practitioners in order to:
 - A. instruct, confer, and integrate appropriate patient treatment with other aspects of patient care;
 - B. stimulate motivation and cooperation in treatment, and assist in the alleviation of anxiety;
 - C. teach patients and their families procedures necessary for continued care;
 - D. participate in the planning, organization, and control of a physical therapy service.

IV. Function appropriately in professional practice in order to:

- B. review and evaluate patient needs; specify which definitive physical therapy procedures are indicated by administering and analyzing the results of tests, measurements, and evaluations including: gait analysis, vital signs, strength, coordination, joint range and capsule integrity.
- C. plan and prepare treatment programs which:
 - 1. include realistic goals in terms of diagnosis, prognosis, physical, psychosocial status, and anticipated lifestyle of the patient;
 - 2. include effective treatment methods that provide a high probability of achieving treatment goals;
 - 3. are within resource constraints;
 - 4. provide for periodic revision according to changes in the patient's physiological state;
 - 5. contain specificity and comprehensiveness appropriate to the level of personnel who will execute the plan;
 - 6. are adequately documented.
- D. properly administer and/or modify physical therapy treatments in order to ensure that patients safely perform functional activities.

HEALTH REQUIREMENTS

Academic Health Students

Physical Exam: Prior to matriculation, all Academic Health students must complete and submit the School of Medicine Student Physical Examination Form to Student Health Services. Students are responsible for the cost of any physical examination that may be required by a clinical affiliation site.

Required Immunizations and/or Serologies: At matriculation the School of Medicine Immunization Record form should be completed, signed by a healthcare provider, and sent to Student Health. If no documentation exists, student may be re-immunized.

1. Measles, Mumps and Rubella: must have been vaccinated against the 3 diseases or provide copy of a positive antibody titer showing laboratory immunity to all 3 diseases.
2. Tetanus-Diphtheria: must have the basic primary series of 3 doses of Diphtheria-Tetanus toxoid (Tdap only). These are usually given with Pertussis vaccine (DPT) in infancy. In addition, all DPT students must have a Tdap booster within the past 10 years.
3. Hepatitis B: must have a series of 3 Hepatitis B vaccinations (an initial dose, followed by a dose at 1-2 months and a dose at 4-6 months or later). A post-vaccine quantitative antibody titer is required before arrival.
4. Varicella (Chicken Pox): must have a positive Varicella antibody titer or 2 doses of vaccine given at least 1 month apart.
5. Polio: must have completed a primary series (oral, inactivated or E-IPV)
6. Tuberculosis screening: must have annual TB screening (PPD skin testing and/or chest x-ray) throughout the length of the program
7. Influenza vaccination: must have annually
8. COVID 19: must be vaccinated against COVID-19 (primary series and the first booster). Student Health Services will maintain a list of acceptable COVID-19 vaccines on its website.

Students are responsible for reviewing the site requirements for all your clinical rotations and obtaining the necessary immunizations/serologies. You are strongly encouraged to review the requirements early so that you are able to obtain missing immunizations from Student Health Services. **You will be responsible for the cost of all immunizations/serologies obtained from other healthcare providers.** The only exception will be if the clinical site requires results within a specified time period prior to the start of your internship that precludes the use of Student Health Services.

Preventative Health Care/Long Term Disability Insurance Fee: A per semester fee is charged to all Academic Health students in the School of Medicine to cover various aspects of preventive health care, as well as long-term disability insurance coverage. This fee covers all immunizations including hepatitis B and chicken pox vaccine series. In addition, all PPD administrations are covered. Medical management of students who convert to a positive PPD skin test during enrollment in the Emory University School of Medicine is also covered by the fee including physician fees, laboratory work and chest x-rays, as well as necessary prescription drugs. This fee is included when calculating student budgets for the academic year.

Health Insurance: All medical and academic health students are required to maintain continuous inpatient and outpatient health insurance coverage from matriculation through graduation. All international students are required to have Emory Student Health insurance.

Insurance Questions? Contact Ms. Kimberly Taylor at 404.727.7560.

Cardiac Life Support Certification: You will be required to complete the **American Heart Association Basic Life Support for Healthcare Providers** prior to your first clinical rotation in the program. You must maintain this certification for the duration of your program. For recertification, the online course is acceptable, but it must include the skills practice and check off by an instructor. You must provide a copy of your current card to the Student Compliance Manager in the DPT office.

First Aid Certification: You will be required to complete a basic first aid classroom course prior to your first clinical rotation. Online courses are acceptable for recertification only. You must provide a copy of your current certification card to the Student Compliance Manager in the DPT office.

Proof of Compliance: You are responsible for maintaining all certifications, completing all immunizations and updating all tests required by the program. In addition, remember to keep copies of all the above for evidence of having met these requirements. Clinic facilities stipulate that health requirements be met before allowing students in the clinic. Therefore, without proof of all of the above, you will not be allowed to participate in the clinical education component of the program.

Authorization and Release: All students must sign an Authorization and Release for Health Information.

Academic Affairs Policies

ATTENDANCE, RELIGIOUS OBSERVATIONS and LEAVE OF ABSENCE

Attendance

- A. **Attendance at all classes is expected**, due to the professional nature of the curriculum, and the types of activities and related content.
- B. **If you are sick or have a family emergency**, please contact your course faculty by email or call the office at 404-712-5660 to leave a voicemail or message.
- C. If emergencies arise and you have advanced knowledge of absences, you should discuss this with the program director and individual course instructors 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.
- D. This policy also applies to classes the day before and/or the day after vacations or holidays.
- E. **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.**

Policy Statement on Religious Observances

The Emory School of Medicine recognizes and respects the importance of individual religious beliefs and practices. While the SOM calendar includes only religious observances recognized as U.S. Federal Holidays, the school seeks to accommodate 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 them to meet their religious needs. On occasion, students may be asked to attend patient care activities that cannot be reasonably re-scheduled. 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 (LOA) is defined as a planned or unplanned absence from DPT Program activities of five consecutive school days or longer and requires approval of the DPT Program Director. In making the determination regarding the request, both the reason for the LOA as well as the academic standing of the student at the time of the request will be considered.

Any LOA may not extend beyond 12 months. If the LOA extends beyond 12 months, the student must reapply to and be accepted back into the DPT program. This may require restarting the first semester of the program.

Procedures for requesting a LOA for Students in Good Academic Standing:

- Request the LOA in writing using the Emory DPT program LOA form specifying the reason for the LOA, the LOA start date, and the anticipated date of return to the program,
- Meet with the DPT Program Director and other faculty as required. The DPT Program Director will sign the form approving the leave, if possible, prior to the departure. The student will provide appropriate documentation for a return to the Program if medical issues were the underlying cause of the LOA.

Students Not in Satisfactory Academic Standing

Students not in satisfactory academic standing need to request the LOA using the same procedure as above. However, these will be granted at the discretion of the DPT Program Director.

Military Leave of Absence

A military deployment is addressed according to Federal Law.

Involuntary Psychiatric Withdrawal and Readmission

A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University; or (3) is unable to fulfill the role as a student of the healthcare profession.

When the Executive Associate Dean (EAD) for Medical Education and Student Affairs (EAD) or the designee, based on a student's conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student's ability to safely participate in the University's program. The EAD may refer the student for a mandatory evaluation by an appropriate mental health professional or other appropriate professional. The professional may be selected by the University, so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

Application for readmission after withdrawal for psychiatric reasons will require evaluation by a University psychiatrist. Persons seeking readmission may choose to submit a written report from their own psychiatrist at their own expense. In no case shall readmission be granted after psychiatric withdrawal without the approval of a psychiatrist acting as evaluator for the University.

A copy of the SOM Involuntary Withdrawal and Readmission Policy with the procedure can be found at <https://med.emory.edu/education/programs/md/student-handbook/policies/som/involuntary-withdrawal.html>.

DPT and EMORY SCHOOL OF MEDICINE CONDUCT CODE

DPT Introduction

It is the responsibility of each student enrolled in the Emory University School of Medicine and the Division of Physical Therapy to understand and abide by the regulations and policies within this manual and within Emory University Publications. Wherever applicable the student will follow the Division of Physical Therapy's Student Conduct and Academic Policies as included in this manual.

Upon matriculation in Emory University School of Medicine, each student agrees to be bound by the rules, policies, procedures, and administrative regulations as they exist at the time of admission and as they may be changed by duly constituted authority. Therefore, students enrolled in the School of Medicine are under the jurisdiction of the student conduct standards and procedural guidelines of Emory University. Certain aspects of student conduct as related to students in the School of Medicine call for special consideration since such students are carefully selected on the basis of both academic capabilities and personal characteristics, particularly related to matters of integrity and propriety. The policies of student conduct in the School of Medicine and the procedures in the case of alleged misconduct were formulated by the officers of the Medical School Administration and of the student body and have been approved by the Dean of the School.

Misconduct would result when a student violates the principles or specifics of these areas of conduct as viewed either by other students, faculty and/or public officials charged with enforcing the law of their jurisdiction. An action by students indicating lack of integrity or dishonesty in academic matters is considered a violation of academic ethics. These offenses include, but are not limited to, cheating, plagiarism, falsifying, or knowingly passing off work of another as one's own. Cheating includes acquiring, receiving or passing on information about the content of an examination knowingly prior to its authorized release or during its administration. Unless allowed by the instructor, obtaining or passing on of exam copies from previous years is not allowed in this program.

This memorandum is to remind you that any student who commits an act of dishonesty, i.e., cheating, plagiarism or falsification, will be brought before the Honor Council. If the charges of the alleged misconduct are upheld, then the student will be penalized according to the decision of the council. There is no acceptable excuse for dishonesty. To prevent questionable acts of cheating, all examinations are monitored carefully. All students have the right of appeal as outlined in the University Conduct Code should they be falsely accused. Should you have further questions concerning the Student Conduct Code, please contact the Director.

SOM Introduction

Given the goals of the University as a place of academic freedom, and the School of Medicine as a site of training for highly ethical health care providers, a system is necessary to provide the proper balance between the academic freedoms allowed a member of the University and his or her responsibility as a future health care professional. For this purpose and in accordance with the Bylaws of the University, the President of the University has defined the interests of the University community to be promoted and protected by such a system and has delegated to the Executive Associate Dean for Medical Education and Student Affairs for the School of Medicine the responsibility of designing and maintaining a conduct code for Emory School of Medicine students.

This Code may be reviewed annually, and changes require the approval of the Executive Associate Dean for Medical Education and Student Affairs and approval by the Senior Vice President and Dean for Campus Life. Provisions of this Code may be revised, supplemented, or amended at any time by action of the appropriate University authorities.

From the time an individual accepts an offer of admission to a program of the School of Medicine until the day of completion of the degree program and graduation from Emory University he or she is considered a student of the School of Medicine and governed by the principles set forth within this Conduct Code.

The Emory University School of Medicine Conduct Code pertains to misconduct of medical and health professions students enrolled in the School of Medicine outside of an academic setting. Academic and professional discipline of students is not covered by this Code but rather falls within the jurisdiction of either the School of Medicine Honor Code or the Student Progress Committee.

Basic Expectations/Inherent Authority

The primary purpose for the imposition of non-academic discipline in the School of Medicine setting is to protect and preserve the quality of the educational environment in the campus community. This purpose entails several basic expectations:

- That the School of Medicine and the University at large assumes high standards of courtesy, integrity, and responsibility in all its members.
- That each student is responsible for his/her conduct and that continuation as a student is conditional upon compliance with the requirements of student conduct expressed or implied in this Code.

The School of Medicine reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and the patients we serve. The Executive Associate Dean for Medical Education and Student Affairs is charged with the welfare of all medical and health professions

programs students. Accordingly, in emergencies, this individual has full authority to deal with student conduct according to the exigencies of the emergency and for its duration.

The School of Medicine is not designed or equipped to rehabilitate students who do not abide by this Code. It may be necessary to remove those students from the campus and to sever the institution's relationship with them as provided in this Code.

The Senior Vice President and Dean for Campus Life is delegated responsibility pertaining to all student organizations and student government and, in conjunction with the Executive Associate Dean for Medical Education and Student Affairs, has the responsibility and authority to discipline such organizations whose members are students within the School of Medicine.

Confidentiality

The details of Conduct or Progress and Promotions meetings are confidential and will not be released outside the University without the student's specific written permission except as provided by applicable law. If a student is found to have violated the Conduct Code, the resulting sanctions can be included in any performance assessment or letter of recommendation requested by the student or an outside entity. Conduct Code violations and sanctions may also be reported to other agencies, such as the military, the federal government, licensing boards, and others if requested by the agency and accompanied by a signed release from the student.

Violations of the Law and Code

Students may be accountable both to civil authorities and to the University for acts that constitute violations of law and of this Code. Those accused of violations of this Code are subject to the disciplinary proceedings outlined in this Code while criminal, civil, or other internal proceedings regarding the same conduct are pending. Accused students may not challenge the disciplinary proceedings outlined in this Code on the grounds that criminal charges, civil actions, or other internal proceedings regarding the same incident are pending, may be initiated, or have been terminated, dismissed, reduced, or not yet adjudicated. The University will refer matters to federal, state, and local authorities for prosecution when appropriate.

Prohibited Conduct

Each student may be subject to this Code whether misconduct occurs on University premises, at University or School of Medicine sponsored activities, or at any location off-campus when such conduct is brought to the attention of the University or the School of Medicine.

It is neither possible nor necessary to specify every instance of misconduct that could result in disciplinary action against a student. Violations of the Standards of Professionalism may also constitute “Prohibited Conduct” that is subject to this Code of Conduct. The following list includes but is not limited to conduct that may subject a student to disciplinary action:

- a. Attempting, assisting, or encouraging any conduct as described below.
- b. Causing physical harm to any person or causing reasonable apprehension of such harm.
- c. Disorderly or indecent behavior including but not limited to destroying or damaging University property or the property of others.
- d. Engaging in conduct directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose. Such conduct may include: explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or communicating anonymously by voice or graphic means or making a telephone call anonymously whether or not a conversation ensues.
- e. Violating the University's Policy on [Sex and Gender-Based Harassment and Discrimination](#) .
- f. Violating the University's Policy on [Equal Opportunity and Discriminatory Harassment](#).
- g. Initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
- h. Misrepresenting information or furnishing false information to the University or its representatives.
- i. Forgery, alteration, misrepresentation, counterfeiting, or misuse of any University or other document, instrument of identification, or access device.
- j. Providing alcoholic beverages to an individual under 21 years of age or to one, who is noticeably intoxicated, or possession or use of alcoholic beverages by an individual less than 21 years of age.
- k. Unauthorized possession of an open container of an alcoholic beverage.
- l. Appearing in a public place manifestly under the influence of alcohol or a controlled or other intoxicating substance, particularly when there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.
- m. Unauthorized distribution, possession, or use of any controlled substance or distribution, possession, or use of any illegal drug.
- n. Unauthorized use, possession, or storage of any weapon.
- o. Unauthorized use or possession of fireworks of incendiary, dangerous, or noxious devices or materials.
- p. Intentionally or recklessly misusing or damaging fire or other safety equipment.
- q. Theft or misuse of property or services.
- r. Substantially interfering with the freedom of expression of others.
- s. Interfering with normal University or School of Medicine functions, University-sponsored activities, or any function or activity on University premises including but not limited to studying,

teaching, public speaking, research, University or School of Medicine administration, or fire, police, or emergency services.

- t. Disregarding or failing to comply with the directive of a hearing body or University official including a campus police officer acting in the performance of his or her duties.
- u. Disregarding or failing to comply with the directive of an officer of the law acting in the performance of his or her duties.
- v. Disrupting University or other computer systems; unauthorized alteration, disclosure, gaining or providing unauthorized access; or destruction of University or other computer system or material; improper access to University or other computer files and systems; or violation of copyright or proprietary material restrictions connected with University or other computer systems, programs, or materials.
- w. The display or distribution of lewd, offensive, threatening or inappropriate material via paper or electronic means. Such material includes pictures, videos, or written content that portray oneself or others in a manner that brings dishonor to the profession of medicine.
- x. Violating any government laws or ordinances, or of any University or School of Medicine rules, regulations, or policies including but not limited to the “Standards of Professionalism” set forth above. Such rules, regulations, or policies shall include but are not to be limited to the regulations and policies contained in the Campus Life Handbook, Information Technology Division (ITD) materials,
- y. Policy Statement on Discriminatory Harassment, Sexual Assault Policy Statement, School of Medicine Medical Student Handbook or Academic Health Student Handbook; regulations relating to entry (opening and closing hours) and use of University facilities; traffic and parking regulations; regulations and policies on the sale, consumption or misuse of alcoholic beverages; and on the misuse of identification cards.
- z. Failure to report any arrests, criminal charges, positive results of drug tests or Criminal Background Checks (CBCs) that occur from the time of enrollment until graduation.
 - aa. Recording any other person without the consent of the person(is) being recorded.
 - bb. Inappropriate use of social media.

For Information about Reporting Procedures, Hearings, Appeals, etc.

<https://med.emory.edu/education/programs/md/student-handbook/academics/professional-conduct/conduct-code.html>

EMORY UNIVERSITY SCHOOL OF MEDICINE HONOR CODE

Academic Integrity

Academic integrity is defined as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. The Emory School of Medicine seeks to involve every member of the community in cultivating a culture of academic integrity and promoting communal standards.

Pursuant to this goal, the students, faculty, and administration of the Emory School of Medicine have created the Honor Code, which presents our standards of academic integrity and outlines the consequences for violations thereof.

Honor Code

The students, faculty, and administration of the Emory University School of Medicine join in support of this Student Honor Code for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and c) cultivating lifelong professional conduct. To promote this purpose, matters regarding academic misconduct shall fall under the jurisdiction of the Honor Code, while other aspects of a student's medical education will be covered by the guidelines stated in the Student Conduct Code. Students who matriculate in the Emory University School of Medicine are obligated to uphold the Honor Code.

To promote this purpose, matters regarding academic misconduct shall fall under the jurisdiction of the Honor Code. Matters outside of those that fall within the jurisdiction of the Honor Code, such as violations of the Student Conduct Code, will be handled in accordance with the applicable policy. Students who matriculate in the Emory University School of Medicine must agree to abide by and uphold the Honor Code.

Statement of the Academic Health Programs Honor Code

- A. Any action indicating lack of integrity and/or dishonesty in academic matters is considered a violation of academic ethics. Such offenses include, but are not limited to, engaging in or attempting to engage in cheating, plagiarism, sabotage, falsifying or manipulating data, misrepresenting attendance, or knowingly passing off work of another as one's own.
 - 1. *Cheating*: Cheating includes knowingly acquiring, receiving, or passing on information about the content of an examination prior to its authorized release or during its

- administration, provision or utilization of un-authorized aids, or impermissible collaboration.
2. *Plagiarism*: Plagiarism is the act of incorporating into one's own work, the work or expression of another without appropriately and adequately indicating the source.
 3. *Sabotage*: Sabotage is defined as intentional and malicious actions that impair another student's academic performance.
 4. *Falsifying or manipulating data*: Falsifying or manipulating data is the act of creating, enhancing, or otherwise changing actual results in academic, clinical, or research matters.
- B. Acts observed that appear to be in violation of the Honor Code must be reported to the Honor Council as detailed below. Failure on the part of a student to report such apparent violation will itself be considered a violation of the Honor Code.
- C. Students are expected to abide by the terms of the Honor Code and a lack of knowledge of the actions prohibited by the Honor Code is not a valid defense and does not excuse a violation of the Honor Code.
- D. To uphold this Honor Code and its purpose, an instructor may ask students to sign the following pledge at the end of all final examinations, quizzes, and other important projects:
"On my honor, I have neither given nor received any aid on this (examination, quiz, or paper), nor am I aware of anyone who did."
- E. The absence of this pledge does not exempt the student or the assignment from abiding by this Honor Code.
- F. Each student upon entering the School of Medicine must sign a matriculation pledge stating that the student has read, understands, and is aware of the student's responsibilities under the Honor Code.

The Academic Health Student Council on Honor

The Academic Health (AH) Professions Student Honor Council (hereafter referred to as the Honor Council) will have jurisdiction over the supervision of the Honor Code as it applies to students in the Academic Health Professions Programs.

A. Membership

1. Student Representatives and Alternates

By September 30th of each year, a Student Representative and two Alternate Student Representatives will be selected by each program to serve for a one-year term. In order to be eligible to serve as a Student Representative or Alternate Student Representative, a student must remain in good standing and cannot have previously been found to be in violation of the Honor Code.

Should a vacancy occur, and a Student Representative be unable to serve on the Honor Council, the respective AH program will choose one of the Alternate Student Representatives to fill that role. Should the respective AH program be unable to find someone to serve in the

role of Student Representative, Alternate Student Representatives from other programs will serve on a rotational basis until the respective AH program can identify a new Student Representative.

2. Faculty Representatives and Alternates

To establish a pool of two faculty members from each AH program, the following process will be utilized:

- Directors of the AH programs will submit names of faculty representatives to the Liaison (see below) by Sept. 30th.
- Each AH PDs will submit the names of one Faculty Representative and one Alternate Faculty Representatives who will serve a two-year term.
- AH PDs are responsible for submitting names to the Honor Council Liaison of alternate faculty representatives as needed to fill vacancies.
- Faculty representatives are limited to participate for no more than three consecutive terms.
- Vacancies will be filled by appointments by the Directors of the AH programs.

B. Honor Council Liaison

An Assistant or Associate Dean in the School of Medicine will function as an ad hoc advisor to the Honor Council indefinitely in order to provide guidance and continuity in the day-to-day operations of the Honor Council. The Honor Council Liaison (hereafter called the HC Liaison) will only be notified that an alleged violation of the Honor Council has occurred if the Honor Council requests assistance to ensure the investigation and hearing are conducted according to policies. The Assistant or Associate Dean will not be directly involved in investigations and/or hearings but will serve primarily in an administrative role facilitating contact between faculty advisors, students, and Honor Council members. The HC Liaison will:

1. Work with the Program Directors to ensure Faculty and Student Representatives are selected by September 30th.
2. Coordinate and lead the two training sessions described below.
3. Provide guidance, as needed, to the Student Leadership, Investigators, and the Student and Faculty Representatives during the process of an investigation and hearing.
4. Be notified that an accusation has been made only if the Student Leadership requests assistance to ensure the investigation and hearing are conducted according to policies
5. The HC Liaison will only be given the name of the student who is alleged to have violated the Honor Code if a hearing is deemed warranted.

C. Training

1. The HC Liaison will coordinate a formal training session for all new Faculty and Student Representatives in the fall.
2. The session will be conducted by an official representative of the Office of Undergraduate Education Honor Council.

3. A second training session will follow to review in detail the investigation and hearing process.
4. All members of the Honor Council are required to complete the training prior to participating in an investigation or hearing. If an Honor Council member cannot attend either session, they must coordinate with the HC Liaison to find a date in which to make-up the training.

D. Leadership of the Honor Council

The Chair, Vice-Chair and Secretary will be chosen from the Student Representatives of the Honor Council who are currently enrolled in AH programs of at least two years in length. The Honor Council Liaison will ask if any of the Student Representatives would like to volunteer to fill each position. If there are multiple Student Representatives who volunteer to fill a position, the Honor Council Liaison will coordinate an election where the positions will be voted on by the members of the Honor Council by majority vote. Any person who volunteers or is elected to fill one of the positions must ultimately be confirmed by a majority vote of the Honor Council.

1. The positions of Chair, Vice Chair, and Secretary must be filled by students from three different Academic Health Programs.
2. In the event the Chair is from the same program as a student accused of violating the Honor Code, the Vice Chair will lead the process.

Procedures for Reporting and Investigating Academic Health Honor Code Violations

- A. If an individual believes that a violation of the Honor Code has or may have occurred, that individual must report the violation as soon as possible to a member of the Honor Council. Failure to report the violation will itself constitute a violation of the Honor Code.
- B. Once an allegation has been made, the individual making that allegation must draft, sign, and submit a brief statement to the Honor Council Secretary.
- C. Upon notification of a possible violation of the Honor Code, the following will occur:
 1. The Honor Council Secretary will inform the Honor Council Chair that a possible violation of the Honor Code has been reported.
 2. The Honor Council Secretary will then appoint two investigators from available student representatives. The investigators will be responsible for gathering information about the case. The investigators will be from two different AH programs and will not be from the same program as the student accused of violating the Honor Code.
 3. The Honor Council Chair will inform the Honor Council Faculty Representatives, the HC Liaison, and the Executive Associate Dean for Medical Education and Student Affairs (hereafter called the EAD) that the Honor Council has received a complaint of an alleged violation of the Honor Code and an investigation will be conducted. The name of the student and details of the incident will remain known only to the Chair, the Secretary, the investigators, and any individuals the Chair may deem necessary.

4. The student named in the allegation will be informed of the investigation prior to its onset by HC Secretary and an investigation will proceed.
- D. After the investigators finish gathering information concerning the alleged violation, the investigators will submit that information to the Honor Council Chair, who along with the two investigators, will determine whether sufficient evidence exists to warrant a formal hearing by a majority vote.

Prior to the Hearing

- A. If the Chair and investigators determine that sufficient evidence exists to warrant a formal hearing, the Secretary of the Honor Council will notify the student accused of violating the Honor Code of that decision in writing and provide the date, time, and place of the Hearing; the nature of the violation with which the student is charged; the evidence of the violation, including the name of the individual making the allegation. Upon notification of the hearing, the student will be provided with a list of available faculty by the HC Liaison, with whom to consult, at the student's discretion or select a consulting member of the school of medicine themselves with the guidance of the HC Liaison.
- B. The hearing will take place no more than 21 days after the determination is made to move forward with a hearing. In rare instances, the Honor Council, at their sole discretion, may extend that time period if the Honor Council feels that the circumstances dictate such an extension.
- C. Any student who is alleged to have violated the Honor Code will be permitted to continue academic endeavors until a final decision is made.
- D. The student who is alleged to have violated the Honor Code may review the evidence of a violation and gather evidence prior to the hearing.
- E. For each hearing, the hearing panel will consist of eight members: five Student Representatives, the Chair (or Vice-Chair should the student alleged to have violated the Honor Code be from the same program as the Chair) and two Faculty Representatives. The five Student Representative are randomly selected by the Chair from the Student Representatives, then from Alternate Student Representatives, if needed, and will include a student from each AH program including that of the student alleged to have violated the Honor Code. If any Student or Faculty Representative is unable to serve for any reason, including conflict of interest, then the Chair will select an alternate Student or Faculty Representative. The Alternate Student Representatives who investigated a case will present pertinent information at the Hearing but will not be allowed to vote in the proceedings or be present during deliberations.
- F. The Honor Council Secretary to inform the Honor Council members chosen to be on the hearing panel of the alleged violation (date, person involved, and nature of the accusation). The Chair (or Vice-Chair) will preside over the hearing and participate in the discussion and deliberation of the case but will not have a vote.

The Hearing

The Chair (or Vice-Chair) will preside over the hearing and participate in the discussion and deliberation of the case but will not have a vote.

A. Order of Proceeding:

1. Call to order
2. Reading of Parts I and II of the Honor Code (Preamble and Statement of the Honor Code).
3. Statement of the alleged Honor Code violation
4. Presentation of evidence: The Investigators and the student alleged to have violated the Honor Code may present testimony and other evidence as appropriate and relevant to the case. The Chair and members of the Honor Council, and the student alleged to have violated the Honor Code, may ask questions of witnesses.
5. The chair will determine whether the hearing board can properly weigh or take into consideration any evidence offered by a party or witness based upon relevance. Rules of evidence applicable to criminal or civil court proceedings will not apply.
6. Discussion and deliberation by the Council is held in a private executive session.
7. After all admissible evidence has been reviewed, the hearing panel shall deliberate to decide the case.

B. Rules Governing Proceedings:

1. All hearings will be conducted in closed-door session and will remain confidential.
2. Participants in the hearing will be limited to the following:
 - Chair (or Vice-Chair) of the Honor Council.
 - The seven selected Honor Council Representatives (2 Faculty, 5 Students, not including the Chair).
 - The Secretary or, if needed, a temporary Secretary appointed by the permanent Secretary.
 - The student alleged to have violated the Honor Code.
 - The two investigators assigned to the case.
 - Relevant witnesses who may be present only while testifying.
 - The faculty advisor selected by the accused. This individual is not permitted to testify, ask questions, or to make statements of any nature.
3. The Secretary or his/her appointee will take minutes of the hearing and make them available to the Honor Council.

Decisions and Penalties

- A. For a student to be found responsible of an Honor Code violation, the unanimous vote of the seven voting members of the Honor Council is required [the Chair (or Vice-Chair) is not eligible to vote]. For all cases, the standard that shall be used to determine whether a violation was committed is “preponderance of the evidence”, i.e., it is more likely than not that a violation of the Honor Code occurred.

- B. If a student is found to have violated the Honor Code, the hearing panel will make a recommendation to the EAD for a sanction. The hearing panel will make the decision on the sanction by majority vote of the voting members of the Honor Council. In case of a tie, the Chair (or Vice-Chair) will cast a vote.
- C. The HC Liaison and EAD will be informed of the decision of the hearing panel and recommendation for sanction, where applicable, promptly following the decision of the hearing panel.
- D. The HC Liaison or EAD will only notify the Program Director of the student alleged to have violated the Honor Code of the outcome of the hearing if the student is found responsible for a violation of the Honor Code and a sanction is recommended.
- E. Recommended sanctions for violations of the Honor Code.
 - 1. The standard sanction for violation of the Honor Code is (a) a mandatory leave of absence from Emory University School of Medicine for at least one academic term (semester); and (b) a grade of “Incomplete” for all courses in which the student is enrolled at the time of the infraction.
 - 2. The Honor Council may recommend to the EAD a penalty more severe than a mandatory leave of absence (e.g., permanent expulsion) or may recommend a less severe penalty (e.g., disciplinary probation for Honor Code violation), dependent upon the circumstances of the case.
 - 3. Upon receipt of a mandatory leave of absence, the student cannot advance to the next term until he/she has completed the term in which the “Incomplete” grades were given.
 - 4. A student on a mandatory leave of absence may enroll on graduate resident status.
- F. Decision of the Executive Associate Dean of the School of Medicine
 The final decision on responsibility and the sanction rests with the EAD. The decision of the EAD will be effective immediately, unless there is an appeal to the dean. The appeal, including the basis for the appeal, must be submitted by the student in writing to the Dean within one week after the student is notified by the EAD of the decision. If a student files an appeal, the EAD will appoint an ad hoc committee consisting of three faculty members from the School of Medicine. The EAD will provide the committee with the information reviewed by the hearing panel, the minutes of the hearing, and the student’s appeal. The committee will then make a recommendation to the Dean that the decision of the appeal committee be affirmed or remanded to a new hearing panel. The Dean will then review that recommendation and make the final decision in the matter.

Amendments to the Honor Code

Amendments to the Honor Code may be proposed by the Honor Council at any point in the academic year; proposed amendments must be reviewed by Emory School of Medicine General Counsel and approved by the EAD before becoming effective. If an amendment is approved while a case is under active review that amendment will not apply to that case. Any new amendment, once approved, will

become effective as soon as all academic health professions' students have been notified of the change via mail or email.

DIVISION OF PHYSICAL THERAPY

EMORY UNIVERSITY

Learner Success Journey: Developing Habits of the Head, Heart, and Hand

As you are aware, the journey to becoming a Doctor of Physical Therapy (DPT) is a challenging one that you, your peers, and the faculty will be traveling together. The faculty is committed to fostering your success in developing the attributes you need to be a master adaptive learner practicing physical therapy in a complex healthcare environment. The program is designed to provide learning opportunities necessary to develop the knowledge, skills, and attitudes to become a competent physical therapist. The following policies and procedures will guide faculty and students in understanding and navigating academic progression and competence in didactic, clinical, and professional learning.

What do we mean by habits of the head, heart and hand? It is our responsibility to prepare future physical therapists with knowledge (habits of the head), clinical skills (habits of the hand), and professional identity (habits of the heart) to serve our patients, communities, and profession. Part of this process is fostering a professional learner identity that is likely different than what most of you have experienced in your education to this point. A master adaptive learner is a self-directed, reflective, adaptable, lifelong learner. Faculty will foster a learner's ability to recognize gaps in their knowledge or skills and seek out resources to fill them. They will need to be reflective learners and able to self-assess, and to seek out and utilize feedback. Finally, these learners need to embrace the uncertainty of the learning and clinical environments so that they can respond and adapt flexibly and swiftly.

Glossary of Academic Status and Progression Terms:

1. Academic Status Designations and Pathways

a. Satisfactory Progress

A learner is demonstrating knowledge, clinical skills, and professional behavior competence as described in the Emory Division of Physical Therapy Competency and Criteria manual, meets the academic standards described below, and is following a typical progression through the program.

b. Progression Risk

A learner is experiencing significant issues related to knowledge, clinical skills, or professional behavior competence that have impacted their ability to follow a typical progression through the program.

c. Relearning for Progression pathway (Progression Risk Status)

Allows a student to repeat components of a course(s). This may require additional time beyond the semester, but if successful, will permit a typical progression through the program.

d. Modified Progression pathway (Progression Risk Status)

Requires a student to significantly modify their progression through the program and will result in delayed graduation. Requirements may include repeating courses or clinical experiences, auditing courses, reflection and self-assessment, independent study, etc.

e. Dismissal:

A learner may be dismissed when having knowledge, clinical skills, or professional behavior issues that cannot be successfully rectified to allow for continued progression in the DPT program.

2. Academic Affairs Committee

The Academic Affairs Committee is a DPT faculty committee which monitors student performance and progression. It provides counsel to students and faculty when faced with learner performance challenges and makes recommendations regarding a learner's Academic Status or Progression Designation. The committee provides a mechanism for open, honest, and fair communication, and shared decision-making. See Academic Affairs Committee policies and procedures on page 76:

Grading and Promotion:

Learner success and academic progress are based on student competence in knowledge, psychomotor skills, and professional behaviors in the classroom, clinic, and community.

DPT Program Completion Requirements:

To successfully complete the Emory DPT program students must:

- 1) Hold the Academic Status of *Satisfactory Progress* at graduation.
- 2) Complete all program courses with a minimum cumulative GPA of 3.0.
- 3) Successfully complete:
 - 9 semesters of residential coursework
 - 36 weeks of full-time clinical education experience
- 4) Demonstrate competence, as outlined in the Emory Division of Physical Therapy Competency and Criteria manual, for courses in the curricular sequence.

The program uses the following criterion-based system to determine course grades and component (knowledge, psychomotor, professional behaviors) scores.

| | |
|--------------|--------------------|
| 90-100% | A: Grade point 4.0 |
| 80-89% | B: Grade point 3.0 |
| 70-79% | C: Grade point 2.0 |
| 60-69% | D: Grade point 1.0 |
| 59% or below | F: Grade point 0.0 |

Your cumulative GPA is the average GPA for all completed program coursework, and the semester GPA is the average GPA for an individual semester.

Academic Status Standards and Designations:

1. Satisfactory Progress

A learner achieves this status by demonstrating competencies described in the Emory Division of Physical Therapy Competency and Criteria manual, as well as meeting the criteria described below:

- a. Maintain professional behaviors in the classroom, clinic, and community.
- b. Earn a minimum cumulative program GPA of 3.0
- c. Earn a minimum semester GPA of 3.0
- d. Earn a grade of B or above in each individual course.
- e. Successfully complete clinical courses including 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). Criteria are as follows:
 - i. Demonstrate competence in safety on ALL practical examinations.
 - ii. Achieve a minimum score of 80% on ALL practical examinations.
 - iii. If a student scores below 80% or does not demonstrate competence in safety on a practical examination, the course instructor(s) MAY offer the student a retest (this is a second opportunity to successfully complete this examination). If the student does not successfully complete the retest, the student cannot pass the course and at that point is referred to Academic Affairs.
 - iv. Attain a minimum cumulative average of 80% on written examinations within General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), Pediatric Rehabilitation (DPT 815) and Adult Neurorehabilitation (DPT 810).
- f. Successfully complete each Integrated Clinical Experience (ICE) and Terminal Clinical Experience (TCE). Criteria are as follows:
 - i. ICE Requirements: The learner is not required to achieve a minimum score for each ICE. The learner is expected to demonstrate developing competence, as assessed by the clinical instructor (CI), in the following: provision of patient care, interpersonal communication, teaching-learning, and administrative practice. The ICE score contributes 5% to the associated course grade for General Medical Conditions (GMC), Musculoskeletal Rehabilitation (MSK), and Adult Neurorehabilitation (Neuro).
 - ii. TCE Requirements: The learners must receive a final score of:
 - i. At least 80% in each of the four competencies: provision of patient care, interpersonal skills, teaching-learning skills, and administrative practice
 - ii. At least 80% for question #7 Examination Items
 - iii. At least 80% for question #13 Therapeutic Interventions
 - iv. 100% for #16 Safety
 - v. 100% for #40 Professionalism

2. *Progression Risk*

A learner is designated in this status when experiencing significant issues that have impacted their ability to follow a typical progression through the program. This level is initiated when a learner:

- a. Has a cumulative GPA below 3.0.
- b. Achieved a semester GPA below 3.0 for the most recent semester.
- c. Earned less than 80% in any course.
- d. Did not achieve a minimum average of 80% on the written exams in clinical courses: General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), Pediatric Rehabilitation (DPT 815) and Adult Neurorehabilitation (DPT 810).
- e. Did not achieve 80% or higher on the practical exams in clinical courses: Fundamentals of Measurement (DPT 710), Introduction to Therapeutic Interventions (DPT 740), General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), and Adult Neurorehabilitation (DPT 810)
- f. Did not successfully complete an ICE or TCE.
- g. Demonstrates lack of competency in professionalism in the classroom, clinic, or community.

A student who is identified as *Progression Risk* will be placed in one of the following pathways:

a. *Relearning for Progression:*

This path allows a student to repeat components of a course(s) to achieve competence. A learner may require additional time beyond the end of the semester, but once competency is achieved, the student may continue a typical progression in the program. Academic Affairs will consult with course faculty and the student to determine key elements of an Individual Learning Success Plan (ILSP).

b. *Modified Progression:*

This path requires a student to significantly modify their progression in the program and will result in a delayed graduation. This academic standing may include repeating courses or clinical experiences, auditing courses, self-reflection and assessment, independent study, etc.

3. *Dismissal*

This academic standing results in the student not being allowed to continue in the DPT program due to academic deficiencies (knowledge, psychomotor skills, professional behavior) in any learning environment (classroom, clinic, community) which cannot be successfully rectified. The following criteria are used by the Academic Affairs Committee, in consultation with course faculty, to determine whether the student should be considered for *Dismissal*:

- a. Not successfully completing elements of an ILSP while on a “Relearning for Progression” or “Modified Progression” path.
- b. Committing a professionalism violation considered to be gross negligence or inappropriate behavior.

Academic Affairs Committee Policies and Procedures

Purpose

The Academic Affairs Committee:

1. Monitors learner success to ensure they are performing and progressing through the curriculum at an acceptable level for knowledge, clinical skills, and professional behaviors.
2. Makes recommendations to the faculty regarding learner academic standing and progress.
3. Sets policies and procedures pertaining to learner success, learner designations, and learning plans in consultation with the Director of the DPT Program and the Associate Director of Student and Faculty Affairs.
4. Serves as the advisory review committee in cases of presumed discrepancies in criminal background checks and drug tests.

Philosophy

The Academic Affairs committee supports the learner success philosophy by working with students and faculty to identify and resolve academic issues, which includes knowledge, clinical skills, and professional behaviors in all courses, including clinical education experiences. The committee provides a mechanism for safe, open, honest, and fair communication, and collaborative decision-making by learners and faculty.

Structure

The Academic Affairs Committee is comprised of a Chair, Co-Chair and four faculty members, appointed by the Director of the DPT Program. A quorum of at least four members, including one of the Chairs, is required for an Academic Affairs meeting.

Consultative Roles

1. A liaison(s) from the student Academic Affairs Committee may request a meeting with the Chair of the faculty Academic Affairs Committee to discuss academic concerns of the cohort.
2. A student may request a meeting with the Chair of the faculty Academic Affairs Committee to discuss individual academic or professional concerns.
3. An entire cohort may request a meeting with the Chair of the faculty Academic Affairs Committee to discuss academic concerns. The request should be accompanied by suggested meeting times and an agenda.
4. The Chair of the faculty Academic Affairs Committee, alone or with faculty, may request a meeting with specific students, or the cohort, to discuss any academic concerns. The request should be accompanied by suggested meeting times and an agenda.

Academic Progression Process

1. Satisfactory Academic Progress
 - a. Based on grades submitted to the registrar at the end of the semester, the Academic Affairs committee will approve the progression for students making satisfactory academic progress.
2. Progression Risk
 - a. The student and relevant faculty will be invited to meet with the committee. Prior to attending the meeting, the student will be expected to self-reflect on their issues, formulate strategies for improvement, and identify available resources.
 - b. The Academic Affairs Committee will make their determination of the appropriate pathway for progression (Relearning for Progression or Modified Progression).
 - i. If the committee determines the appropriate pathway to be *Relearning for Progression*, it must be approved by a majority vote of the Academic Affairs committee.
 - ii. If the committee determines the appropriate pathway to be *Modified Progression*, it will send its recommendation to the entire faculty. Approval is achieved by a majority vote of the faculty.
 - c. The student will be notified by email of the decision of the Academic Affairs meeting or Faculty vote. The letter outlining the decision, options, and requirements will be sent by the Director of the DPT program and the Chair of the Academic Affairs Committee.
 - d. After receiving the emailed letter notifying the student that their academic standing is *Progression Risk: Relearn for Progression or Modified Progression*, they must sign and return the letter within 5 business days. The signature acknowledges acceptance of their academic standing and pathway.
 - e. The Academic Affairs Committee, course faculty, and student will collaborate to develop an Individual Learning Success Plan (ILSP) which will serve to guide the student through the learning process to assist the student in regaining satisfactory academic progress. The ILSP will be developed and signed by the student, course faculty, and the Chair of the Academic Affairs Committee.
 - f. Following successful completion of the *Relearning for Progression* ILSP, the highest course grade that can be earned is a B (80%).
 - g. While participating in a *Modified Progression* ILSP, a student who successfully repeats a course for a grade is eligible to earn an A in that course.
 - h. If the student does not successfully complete a course while on a *Relearning for Progression*, they will meet with Academic Affairs to determine if they will be offered a *Modified Progression* or a *Dismissal*.
 - i. If the student does not successfully complete a course while on a *Modified Progression*, they will meet with Academic Affairs to discuss any extenuating circumstances that would prevent them from being dismissed from the program.

- j. **A student is only allowed to retake one course per semester on a *Relearning for Progression* path.**
 - k. **A student is only allowed to participate in a *Relearning for Progression* path four times during the entire program.** This translates to only repeating a total of four courses during the program.
 - l. **If a student participates in a *Modified Progression*, the cumulative total for “*Relearning for Progression*” opportunities will re-start at zero.**
3. Dismissal
- a. If the Academic Affairs Committee recommends *Dismissal*, the entire faculty will be informed of the recommendation. Approval of the recommendation requires a majority vote of the faculty.
 - b. The student will be notified by email of the Academic Affairs decision as soon as possible after the Faculty vote. A letter outlining the decision will be sent to the student by the Director of the DPT program and the Chair of the Academic Affairs Committee.
 - c. Within 5 business days (unless there are extenuating circumstances) of receiving the emailed letter notifying the student that their academic standing is *Dismissal*, the student must sign and return the letter acknowledging the academic standing decision.

The Process to Appeal an Academic Progression Path

A student is permitted to appeal a decision by the faculty, the Academic Affairs Committee and/or the Director of the Division of Physical Therapy. It should be noted that all appeals should be conducted in a professional manner, and the student should provide objective, substantive support for their position. Failure to exhibit appropriate professional attitudes may terminate the appeal process.

Appealing a Modified Progression

1. To appeal a “Modified Progression” decision, the student must submit a formal appeal in writing to the Director of the Division of Physical Therapy within 5 business days of receipt of the notification letter.
 - a. The appeal must be based on the following grounds:
 - i. Submission of information or facts not previously known, which would be sufficient to alter the decision.
 - ii. Allegations of a procedural error which may have substantially impacted the fairness of the decision.
2. The student may consult with the Director of the DPT Program and the Chair of the Academic Affairs Committee or other faculty members when drafting an appeal letter for guidance.
3. The appeal will be reviewed and voted on by the DPT Faculty. A majority vote is necessary for approval of the appeal.

4. The student will be notified of the faculty decision via a letter from the Director of the DPT program and the Chair of Academic Affairs within 5 business days of the vote.

Appealing a Dismissal

1. To appeal a dismissal decision, the student must send a formal appeal in writing to the Director of the Division of Physical Therapy within 5 business days of notification of dismissal.
2. The student may consult with the Director of the DPT Program and Chair of the Academic Affairs Committee or other faculty members when drafting an appeal letter.
3. The appeal will be submitted to the Executive Associate Dean for Medical Education. The Director will provide the Dean with relevant documentation including the Academic Affairs recommendation, and the decision letter sent to the student.
4. The Executive Associate Dean will convene an ad-hoc review panel of SOM faculty members to consider the appeal and meet with the student, faculty, and/or the Director of the DPT program.
5. The ad-hoc review panel will make a recommendation to the Executive Associate Dean.
6. The Executive Associate Dean for Medical Education shall make the final decision on the appeal and will notify the student in writing. All appeal decisions are final.

Grievance Process and Grade Appeals for Individual Courses

1. If a learner has concerns about the fairness and/or validity of the content or process of a course, the following steps should be taken:
 - a. Consult with the course instructor(s). The learner should clearly and objectively present their concerns and feasible solutions.
 - b. If consultation with the instructor proves unsatisfactory, the learner should confer with the Chair of the faculty Academic Affairs Committee. In collaboration with the learner and instructor, the Chair will act as mediator to create a reasonable solution.
2. To appeal a course grade, the student should follow the steps outlined in #1 above. If the solution created in #1b is not acceptable, the student must submit a written statement to the Chair of the faculty Academic Affairs Committee. The Chair will convene an Academic Affairs meeting to make recommendations to the faculty for a final decision.
3. If the final decision of the faculty, in instances of #2 and #3, above, is unsatisfactory to the student, School of Medicine appeal mechanisms are available. Information will be provided upon written request from the Chair of the faculty Academic Affairs Committee.

POLICY ON EXAMINATION PROCEDURES

The following procedures are to be observed by faculty and students during the administration of examinations. These procedures were adopted with guidance from The Federation of State Boards of Physical Therapy's and Prometric Testing Center's testing policies, to protect both the individual student and the integrity of the examination.

1. All students are expected to take the examination on the scheduled day. The instructor has no obligation to provide alternate arrangements, if you are unable to take the examination on the scheduled day.
2. All examinations are monitored.
3. We do not routinely give take-home examinations. Group examinations are not given.
4. All personal items (including smart watches and cellphones) must be stowed in a bag and left at the front of the room near the proctoring instructor. Personal belongings can only be accessed after the student has completed/submitted the exam and is ready to leave the room.
5. If the examination is given on paper, all electronic devices are to be turned off and stored in a bag. If a calculator is needed for an exam, this will be at the instructor's discretion as to allow students to bring their own device or supply the device.
6. If an examination is less than one hour in length, the instructor may specify that students are not to leave the room during the administration of the examination.
7. If an examination is one hour in length or longer, students may leave the room with the permission of the instructor.
8. The condition of being able to/not being able to leave during the examination will be announced by the instructor immediately prior to the initiation of the examination.
9. If students are permitted to leave the room during an examination, the following conditions are enforced:
 - a. Each student is to approach the instructor and ask permission to leave the room. The instructor may enforce a sign in/out log during exams.
 - b. Reasons for leaving the room only include using the restroom or getting a drink of water.
 - c. Only one student may leave the room/be gone from the room at a time.
 - d. Before leaving, the student is to take the examination and any other relevant papers, e.g. scrap paper, to the instructor. No electronic device (e.g. laptops, cell phones, PDAs, etc) can leave the room. If a portable electronic device (e.g. cell phones, PDAs, etc) is within a bag (e.g. purse) to be taken out of the room, it must be taken to the instructor.
 - e. While absent from the room, the student:
 - i. stays in the immediate area
 - ii. does not talk with any person
 - iii. does not go to personal locker
 - iv. attends only to the business for which the student left the room.
 - f. Restrooms may be monitored for length of use and for stowed didactic material by exam

proctor or designee.

- g. At the discretion of the instructor, breaks and restroom time may be limited based on the length of the examination. Limits set by the instructor will be specified in advance.
- 10. An exception to any of the above may be a situation that the instructor considers to be a dire circumstance, based on information from the student or other persons. In these instances, the instructor will advise the student(s) of the appropriate action.
- 11. If any one or more of the conditions specified above are not followed by the student, the instructor may judge the examination of that student compromised. In that instance, the instructor will immediately advise the student and terminate the examination of that student. Subsequent action will be a function of the reason for terminating the examination.
- 12. Students will not be permitted to wear jewelry of any kind except wedding and engagement rings during exams. Please do not wear jewelry to the test.
- 13. You may use soft ear plugs during examination to aid in noise reduction.
- 14. You may bring and have a snack and beverage with you during the exam. You may also bring a pen/pencil to be used with your scratch paper. Other course specific guidelines may be provided at the course instructor(s)' discretion.
- 15. For computer-based exams:
 - a. Students must bring their own laptop and power cord to all exams.
 - b. Devices must meet School of Medicine technology specification criteria.
 - c. School of Medicine IT department does have devices that can be loaned out in case of emergency, but the expectation is that all assessments will be taken on the student's personal device.
 - d. Assessments should be downloaded to the device prior to entering the exam room
 - e. Students are encouraged to use privacy screen protectors during the exam administration.
- 16. All students sign the honor code pledge on the final page of the examination ("On my honor, I have neither given nor received any aid on this (examination, quiz, or paper), nor am I aware of anyone who did").
- 17. Students are not allowed to make copies of examination and examination keys.

Review of Course Examinations

Examination review processes are determined by course faculty. An example of an examination review process is provided below.

Examination Review Policy in Musculoskeletal Rehabilitation:

Students will have the opportunity to review the results of their examinations during the semester. The purpose of the examination review is to identify patterns of content deficiencies. The course coordinator(s) will identify blocks of time throughout the semester so that students are able to review their examinations in a small group format or individually. If a student wishes to review the examination individually, a formal request must be made to the course faculty to schedule an appointment. The location, duration and frequency of the examination review sessions are at the discretion of the course coordinator(s). Every attempt will be made to schedule examination reviews within two weeks after an exam grade is posted.

Examination reviews

- Optional attendance, dates posted on MSK schedule
- 1-time review of each exam
- Students are responsible to seek out faculty assistance via email or in person if score is <80 on any didactic evaluation.

A faculty member, graduate assistant, course preceptor, or teaching assistant will be appointed by the course coordinator(s) to oversee all exam review sessions. Students may not attempt to duplicate or distribute test items by writing items down, taking photographs of them, attempting to save them to a personal device, or any other such activities. Students are not permitted to take a break from the exam review session. They must remain in the room until the time limit has expired or they have finished their review. Concerns about examination test items should be raised during office hours with a faculty member/instructor within the respective course.

DIVISION OF PHYSICAL THERAPY EMORY UNIVERSITY

ACADEMIC DEFICIENCY AND ACADEMIC PROBATION

Following are two forms that are used by the Division of Physical Therapy. The first entitled Record of Academic Deficiency Counseling is used any time a student is counseled about his performance. The execution of the form by the faculty advisor will establish that the student has been warned about substandard work. The form is used to advise the student of some academic deficiency which could lead to academic probation or dismissal. Written recommendations for correction of the deficiency are also provided. There will be two copies of the document. The student gets one copy, and the program retains a copy in the student's file.

The second form, Record of Academic Probation Recommendation, is used when a student fails to achieve a grade of B or above in all Division of Physical Therapy courses or unsatisfactory completion of a special project and/or practicum. There will be two copies of the probation form. The student receives one copy and one copy is retained in the student's file.

The forms are designed to provide the student with written documentation of feedback and are for the protection of both student and faculty.

Emory University
Division of Physical Therapy
RECORD OF ACADEMIC DEFICIENCY COUNSELING

| | |
|--|----------|
| Student Name: | Faculty: |
| Program: DPT | Course: |
| Nature of Deficiency: | |
| Recommendation(s) made to student: | |
| <p>The student acknowledges that he/she has experienced some academic problems that jeopardize good standing in the program and that failure to correct the deficiency(ies) can lead to placement on academic probation and/or academic dismissal from the program.</p> <p>Faculty signature _____ Date _____</p> <p>Student signature _____ Date _____</p> | |

Emory University
Division of Physical Therapy
RECORD OF ACADEMIC PROBATION RECOMMENDATION

| | |
|---|----------|
| Student Name: | Faculty: |
| Program: DPT | Course: |
| Date Probation to be Effective | |
| Nature of Deficiency: | |
| Requirement for continuation: | |
| <p>The student acknowledges that the student is being recommended to the Dean of the School of Medicine for placement on Academic Probation. Upon approval of this recommendation by the Dean, the student understands that failure to meet the requirements for continuation stated above will result in academic dismissal from the School of Medicine.</p> <p>Faculty signature _____ Date _____</p> <p>Student signature _____ Date _____</p> | |

DIVISION OF PHYSICAL THERAPY EMORY UNIVERSITY

Evaluation of Student Classroom Participation

In all classes, a percentage of your grade is based on classroom participation and professional behavior (including dress).

1. Answers questions during discussion of assigned or presented material

The above behavior demonstrates recall, comprehension and/or application of information obtained from assigned readings or experiences. The behavior may be voluntary or solicited. Correctness of the response(s) is not a factor here; rather, the student's willingness to give the response.

2. Asks questions directly related to assigned material

This behavior demonstrates the student's recognition of his/her lack of understanding or need for clarification.

3. Asks questions extrapolated from assigned/presented material

In this situation, the student demonstrates adequate comprehension of material to generate related questions. The questions do not deal with information presented in the material, per se. Instead the questions hypothesize relationships of the material with other concepts or situations in which principles may apply. In addition, the questions may be seeking additional pertinent information recognized as relevant by the student.

4. Reports on an assigned project

The student voluntarily presents information on a project assigned to the class as a whole or to an individual student. The behavior indicates willingness to share information and to participate.

5. Presents information from voluntary additional reading, project, etc.

The student voluntarily presents information related to the discussion topic. The information has been obtained from an additional reading source or a project independently undertaken by the student.

6. Praises or challenges the contribution of some member of the group

The above behaviors indicate the student's interest and willingness to participate in discussion. The response may support the relevance, insight or meaningfulness of a comment by the student or teacher. On the other hand, the response may express curiosity regarding the correctness or relevance of a comment. Challenges should demonstrate openness and interest rather than condescension or judgement.

7. Contributes pertinent information from past experiences

The student presents a brief account of a previous clinical or personal experience which serves as an example of a situation under discussion, of application of principles or concepts being discussed, or an alternative method of administering a technique, etc.

8. Contributes suggestions regarding hypotheses, methods, solutions for a problem, project, etc.

The behavior stated above relates specifically to new, novel and different situations rather than contributions from past experiences or reproduced from assignments. These contributions indicate interest in the topic area and classroom activity plus potential ability to analyze situations and synthesize information.

9. Attends to classroom activity

This item relates to non-verbal behavior reflecting attention on the part of the student. Examples include maintaining eye contact with persons speaking, taking notes and facial and postural expressions supportive of the group activity.

10. Works toward completion of tasks assigned during the class session

Again, this behavior is primarily non-verbal. Examples of class sessions in which this behavior is appropriate include labs, classes with small group work, etc. Evidence of the behavior is simply seeing the student engage in activities consistent with the objectives or assignments for the learning experience.

11. Supports the classroom environment by appropriate dress

The behavior stated above addresses adherence to the dress code when attending any type of class. There are specific guidelines for dress for seminars, laboratories, and classes with guest speakers. The guidelines also specify the appropriate dress for clinical and other types of settings. Evidence of the above behavior is observation of student dress to determine compliance with guidelines.

12. Attends Class

Attends the scheduled class session. If the student cannot attend, the student communicates with the instructor prior to class, if possible. The student arrives for class at the scheduled time. Also, the student returns from breaks at the scheduled time.

13. Course Evaluations

Students are **required** to fill out course and instructor evaluations for every course. The evaluation forms are sent electronically two weeks prior to the end of the semester and remain open for two weeks after the end of the semester. Obtaining feedback 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.**

EXAMPLE OF EVALUATION OF STUDENT CLASSROOM PERFORMANCE

Student: _____

Instructor: _____

Instructions: Space has been provided for the name of the student and the date. If a behavior occurs in a positive manner at least once, indicate with a “+”. If a behavior occurs in a negative manner at least once, indicate with a minus “-”. If a behavior does not occur, leave a blank. Participation per student should be sampled on a regular, e.g. per session basis.

| DATE: | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| 1. Answer questions during discussions of assigned or presented material. | | | | | | | | | |
| 2. Asks questions directly related to assigned or presented material during discussion. | | | | | | | | | |
| 3. Reports on an assigned project. | | | | | | | | | |
| 4. Asks questions extrapolated from assigned/presented material during discussion. | | | | | | | | | |
| 5. Presents information from voluntary additional reading, project, etc. | | | | | | | | | |
| 6. Praises or challenges a contribution of some member of the group. | | | | | | | | | |
| 7. Contributes pertinent information from past experience. | | | | | | | | | |
| 8. Contributes suggestions of hypotheses, solution for a problem, etc. | | | | | | | | | |
| 9. Attends to classroom activity. | | | | | | | | | |
| 10. Works toward completion of tasks assigned during the class session. | | | | | | | | | |
| 11. Supports the class environment by appropriate dress. | | | | | | | | | |
| 12. Supports the classroom environment by attendance and timeliness. | | | | | | | | | |

Student Affairs Policies

Guidelines for Students Who Wish to Assist in Home Settings

The DPT program requires full time attendance and outside study. Therefore, the faculty discourages outside employment that may interfere with academic performance. Should students decide to assume volunteer activities (unaffiliated with Emory DPT) or employment that involves assisting with the care of individual(s) in their homes, students are personally responsible for abiding by all practice laws and guidelines, including refraining from activities that can't be performed without a professional license. Emory is not responsible for any liabilities associated with these outside volunteer or employment activities.

Conflict of Interest Policy

The primary intent of this policy is to help faculty, staff, students, and trainees effectively report and address potential conflicts of interest and commitment in their professional activities. Once reported, the individual and the School and University can work together to enhance the beneficial outcomes of principled personal external professional relationships to the institution and the public and prevent even the appearance of undue influence that might harm the public, the institution, or the individual.

Policies that address relationships between all members of the Emory Community (faculty, students, and staff) and can be found in their entirety at the following web address:

https://inside.med.emory.edu/administration/industry_relations/index.html

Emory Students:

- a. May Not accept gifts from industry, on or off the Emory campus (pens, pads, cash, food and drink, entertainment, books, software, etc.). Travel expenses are also considered a gift, and therefore prohibited.
- b. May Not accept donations of medications.
- c. May be part of interactions between industry representatives and faculty that concern research being done by the faculty member and industry, as long as the meeting does not include sales, marketing, or promotion.
- d. Must not disclose information regarding clinical trials of medical devices or drugs to any outside entity.
- e. Must not provide advice or training to industry regarding selling, marketing, or promoting of a company's products.
- f. May not receive remuneration for listening to sales talks or attending industry sponsored education and training.
- g. Must cooperate with inquiries from Emory administrative offices regarding compliance with these policies.

- h. Submit proposals for personal, external professional relationships with industry and other entities to the Dean for review and approval prior to engaging or receiving compensation for the activities.

Additional regulations in this policy include:

- a. Commercial Exhibits are prohibited in School of Medicine Buildings.
- b. Any book or educational material that is recommended by a faculty member who has a financial interest in the book or material must be approved by a committee formed by the faculty member's chair.
- c. Faculty presentations to medical students and residents should disclose all their personal, professional financial relationships with industry in each presentation.

Any violation of this policy by a student will be considered unprofessional behavior and will subject the student to actions by the appropriate Progress and Promotions Committee or by a Conduct Committee appointed by the Executive Associate Dean for Medical Education and Student Affairs.

Student Consents and Releases

Students must release certain information, including specific protected health information (PHI), to the Division of physical Therapy and allow the Division to provide this information to Emory facilities and to any outside institution that requests verification of immunization status prior to participation in any required, elective or voluntary clinical experience related to medical training at the Division.

Students must allow the Division of Physical Therapy to release information to other departments of the University, such as Student Health Services and the Office of Financial Aid, in order to verify or certify services, scholarship eligibility, or other items necessary for the continuation of enrollment and to meet all state and federal health and safety requirements.

All students must also give their consent to be photographed and recorded. Many of the clinical and professional skills assessments require that faculty and students view recordings of their assessments together. If a student should refuse to provide or revoke any of these consents or releases, the student should understand that such action might affect the student's ability to meet the requirements for the degree and eligibility to graduate and participate in the clinical experiences.

These consents and releases must be provided by the student upon matriculation and will remain in effect throughout the student's enrollment or until such time as consent is revoked, in writing, by the student.

SOCIAL MEDIA POLICY

Each student is responsible for his or her postings on the Internet and in social media. In all communications, students are expected to be courteous, respectful, and considerate of others. Inappropriate postings on the Internet or social media will be considered lapses in the standards of professionalism expected of Emory students. Students responsible for such postings are subject to the conduct code process as for other unprofessional behavior that occurs outside the academic setting and may face disciplinary actions including dismissal from the School of Medicine.

Students within the School of Medicine are urged to consider the following before posting any comments, videos, pictures, or essays to the Internet or a social media site:

- a. There is no such thing as an “anonymous” post. Furthermore, any posts or comments submitted for others to read should be posted with full identification. Where your connection to Emory is apparent, make it clear that you are speaking for yourself and not on behalf of Emory. A disclaimer, such as, "The views expressed on this [blog or website] are my own and do not reflect the views of my University or the School of Medicine" is required.
- b. Internet activities may be permanently linked to the author. All future employment may be hampered by inappropriate behavior on the Internet.
- c. Making postings “private” does not preclude others copying and pasting comments on public websites. “Private” postings that become public are subject to sanctions described in the School of Medicine Conduct Code.
- d. Do not share information in violation of any laws or regulations (i.e. HIPAA). Disclosing information about patients without written permission of the patient and the School of Medicine, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.
- e. For Emory’s protection as well as your own, it is critical that you show proper respect for the laws governing intellectual property, copyright and fair use of copyrighted material owned by others, including Emory’s own copyrights and brands. Curricular materials developed by Emory faculty and staff, or faculty/staff of other medical schools or educational institutions should not be distributed or redistributed. When in doubt, students should seek guidance regarding appropriate use of such materials.
- f. Do not share confidential or proprietary information that may compromise Emory’s research efforts, business practices or security.

Social Media Guidelines for Social Networking

* Adapted from Social Media Guidelines for the American Medical Student Association (AMSA).

As students and medical providers, we should represent our profession well. Always adhere to rules of ethical and professional conduct.

Be responsible. Carefully consider content and exercise good judgment as anything you post can have immediate and/or long- term consequences and carry the potential for significant public impact and viral spread of content. Therefore, all statements must be true and not misleading. Make sure that you differentiate opinions from facts.

Maintain separation. Avoid interacting with current or past patients through social media and avoid requests to give medical advice through social media.

Be transparent/use disclaimers. Disclose yourself and provide an appropriate disclaimer that distinguishes your views from those of the clinic, hospital system and/or university with which you are associated (while at the same time, being careful not to violate any social media policy to which you may be subject by such organizations). Without specific direction from the appropriate personnel, you may not present yourself as an official representative or spokesperson for said organizations. Also, be sure to reveal any conflicts of interest and be honest about your credentials as a student or medical provider.

Be respectful. Do not use defamatory, vulgar, libelous, and potentially inflammatory language and do not display language or photographs that imply disrespect for any individual or group because of age, race, national origin, gender, sexual orientation, ethnicity, marital status, genetic information, military status, or any other protected characterization or group.

Follow copyright laws. Comply with copyright laws. Make sure you have the right to use material before publishing.

Protect client/patient information. Do not discuss confidential information and follow standards of patient privacy and confidentiality and regulations outlined in Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g). Remember you could personally face a HIPAA violation if there are enough details in the post for patients to recognize themselves.

Avoid political endorsements. Political endorsements of candidates should be avoided outside your own personal social media accounts, even their comments should be carefully considered.

Comply with all legal restrictions and obligations. Remember use of social networking sites or weblogs can carry legal and professional ramifications. Comments made in an unprofessional manner can be used in legal, professional, or other disciplinary proceedings (i.e., hearings before a State Medical Licensing Board).

Be aware of risks to privacy and security. Read the site's Terms of Use and Privacy Policy. Be cognizant of continuous changes in these sites and closely monitor the privacy settings of the social network accounts to optimize your privacy and security

Ref: <https://www.med.emory.edu/handbook/professional-conduct/expectations/social-media.html>

GRIEVANCE PROCEDURES-STUDENT COMPLAINTS OF DISCRIMINATION

Overview

Emory is committed to the values of respect, civility, and community as set forth in the Statement of Ethical Principles. In addition to being unlawful, sexual and discriminatory harassment interfere with the University's educational mission and the practice of community. Individuals who believe that they have experienced or witnessed acts of discrimination or discriminatory harassment may seek resolution through several pathways. Any or all of the following steps may be pursued in resolving an incident of alleged discrimination or harassment.

Applicability

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 at Emory has an office of Student Services that can further assist students and direct them within their specific school if they are uncertain about where to start. In addition, students may use the ombudsperson <https://ombuds.emory.edu/services.html> to assist with complaints if they are uncertain or wish to discuss a situation confidentially before taking more formal action.

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 about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG website. In the event that OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education.

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 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 Equal Opportunity Programs), Emory encourages each student to pursue complaints against faculty, staff or administrative personnel at the school or department level. Each school has its own procedures as described in the student handbook or schools catalog. Academic or other concerns usually begin with student service personnel in each school who then typically route the concerns to the appropriate school authority. Student concerns can be effectively handled by school personnel who have expertise in the academic discipline involved, familiarity with the faculty/staff, and who have experience in handling similar school 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 department 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 Institutional Research, Planning and Effectiveness as a part of the Annual Report process.

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 <http://iad.emory.edu/compliance/trustline/index.html>. You may also file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG <https://oig.georgia.gov/>. In the event that OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education.

Definitions

A complaint is a written description of a problem or concern. A student may contact the Office of Diversity, Equity and Inclusion for complaints in the areas of Academic, Non-academic, Discrimination/Harassment (<http://equityandinclusion.emory.edu/index.html>), or for 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 Diversity, Equity and

Inclusion Otherwise, a complaint should be filed with and handled by the relevant school or department.

The “handling official” is the person designated in each school or department to address the complaint.

An ombudsperson is an individual to whom students may speak regarding a problem, conflict or concern. The Ombudsperson offers assistance through informal means only, and is not an advocate in grievance procedures, judicial procedures or any other formal process.

Related Links

- Current Version of Students Complaint Policy: <http://policies.emory.edu/10.12>
- Ombudsperson Website (<https://ombuds.emory.edu/>)
- [Emory Trustline](http://compliance.emory.edu/about/trust-line/trust-line-online.html) (<http://compliance.emory.edu/about/trust-line/trust-line-online.html>)
- Diversity (<https://equityandinclusion.emory.edu/about/staff.html> /)
- 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 | nbliwis@emory.edu |

RESOLUTION PROCESS

Communicate Directly with the Alleged Harasser

If the person feels comfortable speaking directly with the alleged offending person to address concerns and obtain an appropriate resolution, he or she is encouraged to do so. Please understand that, while this method of resolution may be successful in solving the immediate problem, Emory will be unaware of the problem and thus unable to take any additional steps that might be necessary to address broader concerns. Individuals who choose not to address the alleged harasser directly, or who have not obtained a satisfactory resolution following such a discussion, are encouraged to utilize one of the other methods outlined below for addressing their concerns.

If at any point in this process, the complainant determines that this method of resolution is unsatisfactory, the student has every right to file an internal complaint with EOP or an external complaint with EEOC. The Respondent also has the right to refuse to participate in the Community Facilitator process.

File an internal complaint

If a student believes that he or she has been the victim of discrimination or discriminatory harassment, he or she may promptly report, without fear of reprisal, the facts of the incident and the name(s) of the individual(s) involved to the Office of Equity and Inclusion (OEI) located in Suite 305 of the Administration Building. Alternatively, a student may report the situation to his or her immediate supervisor, department or division head, or Dean, who will immediately notify OEI of the complaint. Supervisors must immediately report any complaints they receive or incidents of alleged harassment or discrimination they witness to a member of the Office of Equity and Inclusion. However, if the complaint relates to a member of the Office of Equity and Inclusion, the complaint should be directed to the Supervisor of the Director of the Office of Equity and Inclusion, who shall appoint an appropriate investigator. The Office of Equity and Inclusion (OEI) (or an alternate investigator, where appropriate) will investigate all timely claims of harassment and discrimination, regardless of whether such complaints are reduced to writing. All complaints of discrimination and harassment will be treated in the strictest confidence possible under the particular circumstances. All complaints of discrimination or harassment should be filed as soon after the offending conduct as possible, but in no event more than 180 calendar days after the most recent conduct alleged to constitute discrimination or harassment. Emory will not retaliate or take any adverse action against anyone for truthfully reporting conduct that he or she believes to be in violation of this Policy, or for participating in good faith in an investigation of alleged discrimination or harassment, or for participating in any proceeding or hearing relating to such complaints. Upon receipt of a complaint, the Director of the Office of Equity and Inclusion (or an appropriate alternate investigator) will assign an investigator who will, within forty-five (45) workdays, investigate the circumstances of the allegations. However, if additional time is needed to conduct a thorough investigation, OEI may, at its discretion, extend the time for completing the investigation as reasonably necessary. In this case, OEI will notify the complainant and the respondent of the extension.

The investigation will include interviews with the complaining party, the Respondent, and any material witnesses identified, as well as a review of any documents or other evidence. The complaining party and the Respondent will be kept apprised of the conduct of the investigation and will be given the opportunity to provide any additional relevant information to the investigator, including the names of additional witnesses to contact and/or additional documents to review before the investigation is closed. At any time before the conclusion of the investigation, the Dean or equivalent division head of the unit of the University to which the Respondent is assigned may take interim emergency action (not involving reduction of compensation) until the conclusion of the investigation.

The final written determination will state only whether, based on The Office of Equity and Inclusion's investigation, there was a violation of this Policy. The Complainant and Respondent will be promptly notified of the final determination. The Office of Equal Opportunity Programs shall have no independent authority to impose sanctions. If OEI finds that there has been a violation of this policy and if the Dean or division head seeks advice as to the appropriate penalty, OEI may provide a recommendation as to the appropriate sanction. The Dean or division head will then be responsible for deciding upon and imposing disciplinary action as soon as reasonably possible, but no more than one month after receiving the final determination and

advice of EOP. The Dean or deciding official shall notify OEI of the penalty imposed, if any. Sanctions imposed on those employees who have been found to be in violation of the University's Equal Opportunity Policy or its Discriminatory Harassment Policy shall be commensurate with the severity and/or frequency of the conduct, and shall be adequate and sufficient to prevent such conduct in the future. The sanctions may include, but are not limited to, an apology to the victim; a verbal or written reprimand; a requirement to attend remedial training; appropriate workplace restrictions; denial of a merit pay increase or other benefit; denial of promotion; or reassignment, suspension or separation from the University. Staff members who receive disciplinary penalties under this policy may consult Human Resources for information about the Grievance process, which may be used to challenge alleged violations, misinterpretations, or inequitable application of policies or procedures.

Issues Specific to Faculty

If at any time during the investigation, a bona fide question arises out of a conflict between the principles of academic freedom and the requirements of this Policy, the Respondent or The Office of Equity and Inclusion may request that the Provost or the designee to appoint a Faculty Review Panel to review the evidence and to provide advice to the OEI as to whether there was a violation of Policy. If the Provost agrees that the situation involves a bona fide conflict between the principles of academic freedom and the requirements of this Policy, the Provost shall appoint a Faculty Review Panel. The convening, investigation and recommendation of the Faculty Review Panel will be concurrent with the investigation of OEI. The Faculty Review Panel will consist of a group of 5 to 7 faculty members, 3 of whom are from the Respondent's school, who will be chosen by the Provost from among a pool of eligible faculty members who are elected by University faculty. Once selected by the Provost, the Faculty Review Panel may question the Respondent, the Complainant, and any other witness necessary to adequately address the issue. The Faculty Review Panel may also review the OEI investigatory file and any other documentary evidence needed. The procedures shall be kept as confidential as possible so as to respect the rights of all involved parties. At the conclusion of its review, the Faculty Review Panel shall provide a recommendation to EOP as to whether they believe that there was a violation of the Discriminatory Harassment Policy. OEI shall include the recommendation of the Faculty Review Panel in submitting the final report to the Dean. The Dean shall make the final decision as to what, if any, sanctions may be appropriate under the circumstances. Following a determination of sanctions, faculty may avail themselves of avenues of appeal as listed in the Statement of Principles Governing Faculty Relationships. Specifically, a faculty member shall be entitled to a hearing of the Faculty Hearing Committee when the sanction imposed by the Dean for violation of this Policy is the suspension, transfer, or termination of the individual's employment.

File an External Complaint

An individual who believes that he or she has been subjected to unlawful discrimination, harassment, or retaliation has the right to file a complaint with an appropriate local, state, or federal agency, such as the Office of Civil Rights (OCR) or the Equal Employment Opportunity Commission (EEOC), within applicable time limits. In addition, any person who is dissatisfied with Emory's internal procedures utilized for handling complaints, or who is dissatisfied with the result of the investigation or the sanctions imposed, may seek redress through the EEOC, to the

extent allowed by law. The Complainant should be aware that filing a complaint with the University's Office of Equal Opportunity Programs or other University resource does not extend or postpone the deadline for filing with external agencies. In the event that a complaint is filed with an external agency or court, the University reserves the right to determine, in its discretion, whether the University's internal complaint resolution procedure should be discontinued or continued separately.

OTHER

Complaints Against Vendors, Contractors, and Third Parties

Emory's commitment to providing members of its community with a working and learning environment that is free of discriminatory harassment includes freedom from inappropriate conduct by vendors, contractors, and third parties. If a member of the University community believes he or she has been subjected to harassing conduct by a vendor, contractor, or third party, he or she should report such conduct to the Office of Equity and Inclusion, to his or her immediate supervisor or Dean, or to a higher University official. Such complaints should be forwarded to the Office of Equal Opportunity Programs immediately. EOP will work with the complaining party to investigate the complaint, and the University will take prompt corrective action if inappropriate conduct is found to have occurred.

Complaints Against Students

Students are bound by the principles outlined in this policy. However, complaints against students (when acting in the capacity as a student) shall be resolved under the Conduct Code provided by that student's school or college (unless the student's school or college conduct code provides otherwise.) Investigation of complaints against students who are acting in the capacity of an employee shall be conducted by Equal Opportunity Programs, or a designee, who shall report the findings and recommendations to EOP and Dean for Campus Life and the Dean of the school or college in which the student is enrolled.

Related Links: | Current Version of This Policy:

<https://emory.ellucid.com/documents/view/16834/?security=d3b7518a869d72e6d5b0c965c987b3c9053079b3>

STUDENT MISTREATMENT REPORTING, ROUTING, POLICY AND INVESTIGATION FOR ALL SCHOOL OF MEDICINE EDUCATION AND TRAINING PROGRAMS

Introduction

Student mistreatment is taken very seriously by the School of Medicine, and we are working to improve process, clarity, and outcome.

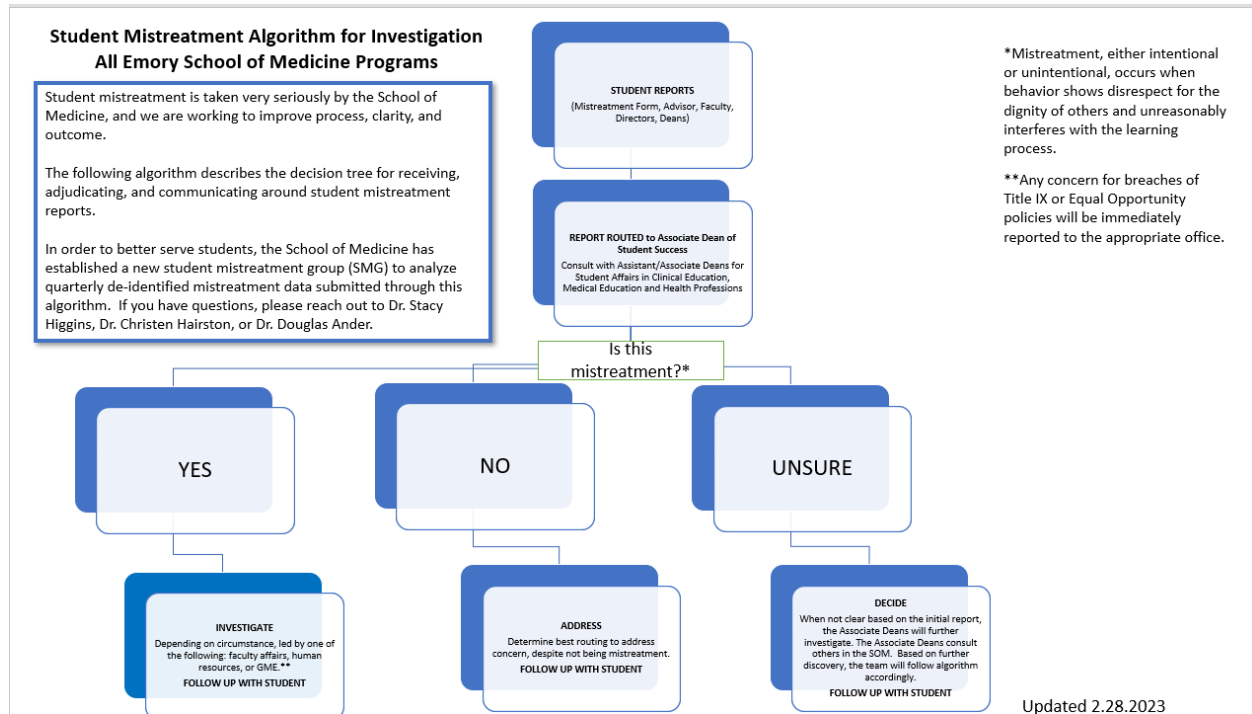
To better serve students, there are four new or updated aspects of the Student Mistreatment Reporting for all programs in the School of Medicine:

- (1) NEW student mistreatment algorithm that describes the decision tree for receiving, adjudicating, and communicating around student mistreatment reports.
- (2) NEW student mistreatment group (SMG) to analyze quarterly de-identified mistreatment data submitted through this algorithm,
- (3) UPDATED student mistreatment form, and
- (4) UPDATED student mistreatment policy for ALL programs in the School of Medicine.

Definition of Mistreatment: Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.

Scope of School of Medicine Student: Any student enrolled in active academic programs for Emory School of Medicine including MD, PA, DPT, GC, MI, and AA.

(1) NEW Algorithm for reporting student mistreatment and how it is handled



(2) NEW Student Mistreatment Group (SMG)

Purpose:

The School of Medicine strives for an environment that is respectful of all community members and does not tolerate mistreatment of students. Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. To this end, the School of Medicine SMG is convened to review the aggregate, deidentified data on reports of student mistreatment that occur in the learning environment and recommend actions to improve the student clinical learning experience. The SMG will include faculty and staff from Emory School of Medicine and representative of all programs.

Student Mistreatment Policy

<https://med.emory.edu/education/programs/md/student-handbook/policies/som/mistreatment.html>

Student Mistreatment for all School of Medicine Programs

The School of Medicine strives for an environment that is respectful of all community members and does not tolerate mistreatment of students. Emory students are protected by two University Policies as stated in the following two paragraphs. The University Equal Opportunity and Discriminatory Harassment Policy (Policy 1.3) is incorporated into this Policy. Per Policy 1.3, Emory encourages anyone who has knowledge of discrimination on campus to report alleged violations of Policy 1.3 to the [Emory University Office of Institutional Equity and Compliance](#). Emory faculty, administrators and supervisors are required to immediately report any complaints they receive or incidents of discrimination or discriminatory harassment they witness, to their immediate report or to the Emory University Office of Institutional Equity and Compliance. Per the Emory University Sex and Gender-Based Harassment and Discrimination Policy (Policy 8.2) every university employee who is informed about an allegation of sexual misconduct involving any student is required to notify the Department of Title IX.

In conjunction with the two University Policies listed above, the School of Medicine Student Mistreatment Policy addresses additional types of behavior that will not be tolerated. Mistreatment of students in the School of Medicine includes, but is not limited to, students:

- Being treated in a manner that a reasonable person would find belittling, humiliating insulting or disrespectful under the circumstances
- Being sexually harassed
- Being denied opportunities for training or rewards, or receiving lower evaluations or grades based on any prohibited consideration, including 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 (referred to as "prohibited considerations")
- Being maliciously and intentionally left out of communications to the detriment of a student
- Being subjected (directly or indirectly) to offensive sexist, racist, or ethnically offensive remarks, advances or names
- Being required to perform inappropriate personal services (i.e., babysitting, shopping)
- Being threatened with physical harm (e.g., hit, slapped, kicked)

Reporting Mistreatment

Student mistreatment is contrary to the values, respect, civility, and community as set forth in the University's Statement of Ethical Principles. School of Medicine students who experience mistreatment themselves or observe other students experiencing possible mistreatment are expected and encouraged to follow the following reporting process. The initial step is for students to discuss the incident of mistreatment is to either confidentially report via the [Student Mistreatment Form](#) or talk to their Program Leader, the Deans, Academic Advisor, Career Counselor, or Small Group Advisor (SGA).

All reports of student mistreatment will be routed first to Dr. Christen Hairston, Associate Dean for Student Success, who will follow algorithm in Section 2.

Prohibition of Retaliation

The School of Medicine prohibits retaliation against a student who, in good faith, complains about or participates in an investigation of student mistreatment. Any student who feels they have been retaliated against or threatened with retaliation should report the allegation immediately to the Associate Dean of Student Success. The appropriate department related to the incident will investigate the alleged retaliation and make a report to the Executive Associate Dean for Medical Education and Student Affairs School of Medicine, when possible, within 30 days of the filing of the complaint. While mistreatment issues may be written in student evaluations of residents or faculty and evaluations of courses or clerkships, students should NOT rely on those mechanisms as the primary or sole means to report mistreatment. The reporting mechanisms described above have been established to produce a timely and effective resolution to any mistreatment concerns.

If you have questions about student mistreatment, please reach out to Dr. Stacy Higgins (MD clinical), Dr. Christen Hairston (Student Success-All programs), or Dr. Douglas Ander (Health Science Programs).

Complaints About an Academic PT Program

Commission on Accreditation of Physical Therapy Education (CAPTE)

The process for filing a complaint about an academic physical therapy program or a complaint about CAPTE is outlined at the following site <https://www.capteonline.org/complaints>

ALCOHOL AND DRUG ABUSE POLICY FOR FACULTY, STAFF, AND STUDENTS

Pursuant to federal law, the University adopted a policy on alcohol and drug abuse in the fall of 1990. This policy was reviewed in 1992, 1994, and again in 1996, in accordance with Section H, and all revisions adopted by the review committee are included. The text of the policy follows:

Faculty, Staff, and Student Responsibilities Regarding Alcohol and Drug Abuse

Emory University is committed to the health and wellbeing of the members of its staff, faculty, and student body. As part of this commitment, Emory University complies with and upholds all federal, state, and local laws that regulate or prohibit the possession, use, or distribution of alcohol or illicit drugs. Violations of such laws that come to the attention of University officials will be addressed within the University, or through prosecution in the courts, or both.

As a recipient of federal grants and contracts, Emory University adheres to the provisions of the Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendment of 1989. Also, as administrator of certain state-funded financial aid programs for students, Emory University adheres to Georgia's Drug Free Postsecondary Educational Act of 1990

Accordingly, all Emory University full-time, part-time, and temporary faculty, staff, students and employees (hereinafter collectively referred to as "faculty/staff/ students") are hereby notified of the following standards of conduct that Emory University will apply to all activities conducted on University-owned property and to all other University-sponsored activities.

Standards of Conduct

- Emory University complies with and upholds all applicable federal, state, and local laws related to alcohol, illicit drugs and controlled substances. Violations of such laws that come to the attention of university officials may be addressed within the university or through prosecution in the courts, or both.
- The university strives to create an environment that supports individuals who choose not to use alcohol and individuals who choose to use alcohol legally and in moderation. The illegal sale, distribution or use of alcohol is not permitted.
- The university encourages individuals with prescription medications to safely and legally use such medications in compliance with their prescriptions. The misuse of prescription medication or other controlled substances is not tolerated.
- The sale, distribution or use of illegal drugs is not permitted.
- The university seeks to create an environment of personal development and supportive community. It supports individuals seeking services for alcohol, tobacco and/or other drug misuse and makes confidential services available to them.
- In instances where individuals are found to be in violation of the university's Alcohol and Drug Abuse Policy, the university's response will stress individual accountability,

personal development, and connection to appropriate health services, as well as the effect on impacted parties and the community.

- Emory is a Tobacco-Free Campus. The use or sale of tobacco products in or on Emory owned or Emory leased property is prohibited. See Policy 4.113 Tobacco-Free Environment for more information (<http://policies.emory.edu/4.113>), including resources for tobacco cessation.

Sanctions and Penalties

1. **University Sanctions:** Any member of the Emory University faculty, staff or student body who violates any of the standards of conduct in the Alcohol and Drug Abuse Policy shall be subject to corrective disciplinary actions and penalties up to and including expulsion from university academic programs, termination of employment and/or referral to the appropriate federal, state or local authorities for prosecution in the courts, as applicable. Depending on the nature of the infraction, alleged violations of the Alcohol and Drug Abuse policy by an individual student shall also be referred to the Office of Student Conduct, Office of Health Promotion, Student Health Services, other appropriate programs or the appropriate school's conduct body.

2. **Federal, State and Local Sanctions:** In addition, depending on the nature of the crime, persons convicted of violating federal and state laws prohibiting the unlawful use, possession, and distribution of illegal alcohol or drugs may face stiff sanctions such as heavy fines; incarceration for various periods of time, including life; forfeiture of assets; or suspension or loss of driver's, business, or professional licenses.

Emory's policy, along with resources, health risks of alcohol and drug abuse, and consequences of this abuse may be found at http://conduct.emory.edu/_includes/documents/policy8-8.pdf.

Employee Notification of Drug-Related Convictions

1. In accordance with the mandates of the Drug Free Workplace Act of 1988 and as a condition of employment at Emory, all employees (including student employees) will:
 - a. abide by the terms of this statement; and
 - b. notify, as appropriate, their supervisor, vice president, administrator, dean or department head of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. If a federal grant is involved, the Emory University Office of Sponsored Programs must be notified immediately.

Failure to make the notification required in subparagraph (b) within the five-day time limit may result in disciplinary action.

2. Within 30 calendar days after receiving notice of a conviction, the person notified under paragraph C(1)(b) above shall consult with the appropriate human resources department

at Emory University (who may contact the Office of Equality and Inclusion, as appropriate), and said person then shall:

- (a) take appropriate personnel action against the employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or the Americans with Disabilities Act;
- (b) require the employee to participate successfully, and provide evidence of such participation, in a drug-abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Student Notification of Drug-Related Convictions

In accordance with the State of Georgia's Drug Free Postsecondary Education Act of 1990, any student convicted under the laws of Georgia, the United States or any other state of any felony offenses involving the manufacture, distribution, sale, possession, or use of marijuana, a controlled substance, or a dangerous drug must, within 10 calendar days of said conviction, report it in writing to the Emory University or Oxford College of Emory University Office of Financial Aid, as appropriate. Any student who suffers such a conviction shall, as of the date of the conviction, be denied State of Georgia funds for certain types of loans, grants, or scholarships, including Georgia Higher Education Loan Program loans, student incentive grants, or tuition equalization grants.

The denial of state funds shall become effective on the first day of the term for which the student was enrolled immediately following either the date of conviction or the date on which the court accepts a plea of *nolo contendere* or formally allows a student to receive first offender treatment. The denial of funds shall continue through the end of said term.

Health Risks of Alcohol and Drug Abuse

The scope and impact of health risks from alcohol and drug abuse are both alarming and well documented, ranging from mood altering to life threatening, with consequences that extend beyond the individual to family, organizations, and society at large. The University therefore conducts regular programs to educate its faculty, staff, and students that the abuse of alcohol and other drugs alters behavior, distorts perception, impairs thinking, impedes judgment, and sabotages opportunity. Alcohol and drug abuse also may result in deterioration of physical health by causing or contributing to various diseases, illnesses, congenital disability or person with a birth anomaly and even death.

Resources for Education, Consultation, and Counseling

The university sponsors several programs that provide information and professional services for its faculty, staff and students on matters related to the misuse and abuse of alcohol and drugs. These programs provide education, consultation, assessment, counseling and referral in a professional environment that respects individual confidentiality and integrity. The university

maintains the [Faculty Staff Assistance Program](#) (FSAP) (404.727.4328) for faculty and staff; and the [Counseling and Psychological Services](#) (CAPS)(404.727.7450) and the [Office of Health Promotion](#) (404.727.7551) for students. Augmenting these formal programs, a variety of other campus programs and services educate and assist individuals who take the initiative to help themselves. Please see Related Links for additional information on these services.

Common to all of these programs is the ethic that personal responsibility and professional guidance are keys to success. Therefore, the university expects its faculty, staff, and students to take measures to prevent alcohol and drug misuse and abuse in the community. The university also encourages its members to seek assistance from the above programs if they think that they may have a problem with alcohol or drug use.

Distribution

This policy, and any revisions thereto, shall be distributed to all faculty, staff, and students annually. Other applicable policies that have reference to this policy are found in the Campus Life Handbook, the Faculty Handbook, the Human Resources Handbook and Policies and Procedures Manual, and the Student Conduct Code.

Review

A biennial review of this policy shall be conducted by a committee appointed by the president that shall include representatives from the following offices, programs, division and departments: Office of the President, Office of the Vice President and General Counsel, Office of Sponsored Programs, Employee Assistance Program, Human Resources Division, Division of Campus Life, Office of Financial Aid, Emory Police Department, Office of the Provost, and Office of the Vice President for Health Affairs.

Deans and directors of all schools, departments and divisions will review and interpret policies and procedures relevant to this statement.

This policy supersedes the “Emory University Statement Regarding Drug Free Workplace” of March 1989.

STUDENT HEALTH

STUDENT HEALTH

Emory University Health Service

Emory University Student Health Service (EUSHS) is located at 1525 Clifton Road on the Emory Campus and provides a wide variety of outpatient clinical and health education services designed to meet the needs of Emory students. Registered student with valid Emory ID card are eligible for care. International student's spouses, Domestic Partners and unmarried children over 18 years of age are also only eligible for primary medical care if they are currently enrolled in the Emory/Aetna Student Health Insurance Plan. (Please note that the enrolled Emory international student must have purchased dependent coverage separately; it is not automatically provided by virtue of the student's enrollment in the plan.) Care for eligible dependents is provided by appointment on a fee-for-service basis.

EUSHS services include outpatient primary medical care, physical examinations, confidential HIV testing, STI testing, post-blood borne pathogen exposure follow-up care, dermatology, contraception, IUD insertion and colposcopy, psychiatry, preventive medicine, sports medicine, allergy injections, immunizations, PPD tuberculin skin tests, referrals to specialists, health education, international travel information and immunizations, nutrition counseling, and alcohol, tobacco and substance abuse counseling.

Professional fees for primary care visits to Emory Student Health Services during regular hours are covered by Emory tuition. Other services, such as laboratory tests, x-rays, immunizations and allergy injections are not covered by tuition and must be paid for by the student or their insurance.

Student Health Service Hours:

During the academic year, 8:00am - 5:00pm, M-F / 10:00am – 1:00pm Saturdays

During summer and winter breaks, 8:30am - 5:00pm Monday through Friday

Information regarding after hours care is available by calling 404.727.7551.

Emory University Student Health:

404.727.7551;<https://studenthealth.emory.edu/services/index.html>

Sharon R. Rabinovitz, MD, Executive Director

- Student Health Immunization Nurse: 404-727-0392
- <http://studenthealth.emory.edu/>

Counseling and Psychological Services (CAPS)

The Student Counseling and Psychological Services Center offers a wide range of confidential counseling services at no charge to fully registered Emory students. Located on the 2nd floor of 1462 Clifton Road, Suite 235 and open from 8:30 AM until 5:00 PM Monday-Friday, the Center's services include individual, couples, family, and group counseling for personal

problems and concerns, as well as referrals to off-campus and on-campus professionals. Professional staff provides outreach programs and workshops for students, faculty and staff who wish to learn about managing anxiety and stress, changing values and lifestyles, communication skills, time management, relationship concerns and other topics.

Emory Student Counseling Center: 404.727.7450

Cynthia Whitehead-LaBoo, Ph.D. Interim Co-Executive Director, Associate Director of Clinical Services, Adjunct Clinical Associate Professor of Psychology

An Emory student interested in arranging an appointment can call (404) 727-7450 or come to CAPS between 8:30 am and 5:00 pm, Monday through Friday. Same day crisis triage appointments are available between 8:30 am and 3:30 pm. Psychiatric services are available at Student Health Services at 1525 Clifton Road, phone (404) 727-7551.

For more information about CAPS services: <https://counseling.emory.edu/>

Other after hours resources

Dekalb County Mental Health Support Line: 404-892-4646
In case of an emergency the Police should be called by dialing 911.

INFECTION CONTROL PROTOCOL

Ref <https://med.emory.edu/education/programs/md/student-handbook/student-resources/infection-control.html>

Registrar, Financial Aid and Scholarship Information

SOM OFFICE OF MEDICAL EDUCATION AND STUDENT AFFAIRS

The SOM Registrar works closely with the University Registrar and maintains the permanent records and academic documents of all active and former SOM students.

The Registrar is also responsible for:

- Processing requests from students and alumni to view permanent student records
- Maintaining the SOM course catalog and making the necessary annual updates
- Updating the SOM program course descriptions and other pertinent information in OASIS
- Managing the registration of all students in their classes each term
- Verifying the accuracy of student grades in the Emory PeopleSoft/OPUS system
- Managing student enrollment changes
- Monitoring satisfactory progress and advancement to the next phase of the curriculum for SOM students
- Ensuring degree candidates have met all graduation requirements
- Certifying graduates with the University
- Submitting graduate list of honors students to the University registrar for notation on diploma and transcript
- Data reporting on student demographics, enrollment, and academic progress

Access to Student Records

Per Emory University policy under the Family Educational Rights and privacy Act (FERPA), each student has a right of access to their education records, except confidential letters of recommendation and financial records of the student's parents. These rights include:

- The right to inspect and to request correction to an education record.
- The right to limit disclosures of personally identifiable information contained in educational records, except to the extent that FERPA authorizes disclosures without consent (i.e., directory information, faculty members and administrators of the school who have an appropriate need to review a student's attendance or progress)

Students who wish to review their file must do so in writing to the SOM Registrar by completing a Request to Review Educational Records Form. The SOM complies with a request within a reasonable time, at most within 45 days. Arrangements are made for the student to read their academic file in the presence of a staff member.

Mary Kaye Garcia
Registrar, School of Medicine

Associate Director, Student Affairs
Emory University School of Medicine
marykaye.garcia@emory.edu
404-712-9921

Tuition Refunds

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 refer to the Withdrawal Deadlines Schedule posted on the Student Financial Services webpage for the most current refund policy.

No refund is given after the fifth week of any semester. 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.

Readmission of students following withdrawal for medical reasons requires medical clearance by designated University health officials. A student who withdraws may not continue to live in University housing or participate in student activities.

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% |

Financial Aid

The goal of Financial Aid staff is to help students find the necessary resources to cover their educational and living expenses and provide counseling to minimize and manage personal expenses while enrolled. Financial aid personnel review applications for financial assistance to determine eligibility for federal and University funds and certifies loan applications. In addition, staff offer education loan indebtedness counseling for all students.

Contact:

Courtney Chyna Davis, Associate Director Financial Aid, S Scholarships and Student Affairs
404-727-5683 or cdavi32@emory.edu

Emory University Office of Financial Aid:

Detailed instructions and information regarding the financial aid application process

<https://www.studentaid.emory.edu/>

Free Application for Federal Student Aid (FAFSA):

<https://www.studentaid.gov/fafsa>

Scholarship and Loans Information

There are many public and private scholarship opportunities available to graduate students. The APTA website offers information specifically related to physical therapy. Additionally, you may find independent groups offering scholarships to health care professionals. As the DPT program becomes aware of opportunities, we will communicate this to the students.

Federal Work Study and Graduate Assistantships

The Doctor of Physical Therapy Program has a large number of graduate assistantships that are available to the DPT III students.

Ian H. Tovin Award

The Department also offers the Ian H. Tovin award. This award was established by Dr. Brian H. Tovin (Emory DPT Class of 2002) in honor of his father, Ian H. Tovin, and is presented to an outstanding student in the DPT program. The faculty nominates a student for the award based on the individual's academic achievement and interest in musculoskeletal rehabilitation. The award amount may vary depending on availability of funds.

Mary McMillan Scholarship Award

To acknowledge and honor outstanding physical therapy students.

A \$5,000 award to assist physical therapists with outstanding potential for doctoral studies who are in the first year of graduate studies toward a doctorate. The total amount of funding may vary from year to year depending on available resources. For an application, please contact the Foundation at 800/875-1378, or e-mail foundation@apta.org. Nominations for this award are made by the faculty.

APTA Department of Minority/International Affairs

800/999-2782, ext. 8560

Daughters of the American Revolution

Occupational and Physical Therapy Scholarships

1776 D St NW

Administration Bldg.

Washington, DC 20006
(202) 879-3292

www.dar.org/natsociety/edout_scholar.cfm

The Occupational/Physical Therapy Scholarship is awarded to students who are in financial need and have been accepted or are attending an accredited school of occupational or physical therapy (including art or music therapy). Affiliation or relationship with NSDAR is not necessary to qualify for these scholarships.

National Association of American Business Clubs (AMBUCS)

<https://www.eduinreview.com/scholarships/national-association-of-american-business-clubs-scholarships-85761>. Annual awards for college juniors, seniors, or graduate students enrolled at an accredited postsecondary institution pursuing studies in Physical Therapy, Occupational Therapy, Speech Language Pathology, and Hearing Audiology. Applicants must be a U.S. citizen. Selection is based on financial need, commitment to local community, demonstrated academic accomplishment, character for compassion, integrity, and career objectives. A copy of most current IRS Form 1040 and a narrative statement must be included with application packet.

IHS Scholarship Program

<https://www.ihs.gov/scholarship/>

The Indian Health Service (IHS) offers three scholarships for American Indian and Alaska Native students in order to educate and train health professionals to staff Indian health programs.

Hispanic Scholarship Fund

<http://www.hsf.net>

HSF offers different scholarship programs for students of various educational backgrounds. All applicants must be U.S. citizens or legal permanent residents of Hispanic heritage.

For a complete list of funding opportunities available to students, please visit

<https://www.emorydpt.org/apply-now/scholarships/>

Many students have been successful obtaining scholarship funds through individual institutions. If you have an idea where you would like to practice for the first two years following graduation, you can call the institution to inquire about a financial assistance program. Many places will offer two years of tuition in exchange for two or three years of employment. These offers are very generous, but not without drawbacks. First, be certain that you would be interested in living in the area in question and in that particular area of practice. Secondly, be cautious of an institution that requests more than 2.5 years employment. Remember that after beginning employment you may decide to pursue another opportunity. Don't be tied down for too long. Also, be aware of the stipulations of pay back if you choose not to follow the agreement. Some contracts state the loan will be repaid at 20% interest!

Guidelines for Student and Employer Contracts

Guideline For Student Employer Contract

These guidelines are designed to assist the student/new graduate in negotiating appropriate agreements that provide financial assistance in exchange for a promise of future employment.

1. A student's/new graduate's interests are best served by obtaining appropriate counsel prior to signing any agreement.
2. Any employment agreement should include and set forth in clear language:
 - a. A statement that the agreement must not interfere with the process and planning of the student's education.
 - b. Fair and reasonable terms for any repayment provisions to the employer of the student's/new graduate's education expenses.
 - c. Specific conditions under which the student/new graduate may choose to leave employment without penalty (e.g., change of ownership).
 - d. Specific conditions under which repayment of part or all of the education-related expenses may be required (e.g., personal choice).
 - e. A statement that if the student's/new graduate's employment is terminated by the employer, repayment of any employer-incurred education-related expenses should not be required unless the termination is for cause (e.g., poor performance).
 - f. Reasonable restrictions in duration and geographic extent of any non-compete clause, if one is incorporated in the agreement.
3. The student's/new graduate's interests also are best served by:
 - a. Obtaining full disclosure of ownership of the practice.
 - b. Determining whether the practice is involved in any situation in which a referring practitioner can profit as a result of referring patients/clients for physical therapy.
 - c. Reviewing the American Physical Therapy Association policies on opposition to referral for profit (Ethical and Legal Considerations for Clinical Education, Financial Considerations in Practice, Opposition to Physician Ownership of Physical Therapy Services, and Referral Relationships).
 - d. Understanding that the student's/new graduate's educational program is not a party to the said agreement and is not bound by the terms of the agreement.
 - e. Understanding potential tax obligations for deferred income that may be incurred upon graduation or during employment as a result of the employer carrying out its obligation under the agreement.
 - f. Discussing the employer's policies regarding access to mentoring and regular collegial relationships and resources for professional growth and development.
 - g. Reviewing other applicable Association documents including American Physical Therapy Association Considerations for Practice Opportunities and Professional Development.

*From the House of Delegates, American Physical Therapy Association. The document is presented as a resource for students.

Emory Physical Therapy Alumni Association (EPTAA)

The Emory Physical Therapy Alumni Association helps to strengthen and serve the Emory community, uniting the alumni, the current DPT students, and faculty. The purpose of the Emory Physical Therapy Alumni Association (EPTAA) is to foster a positive, dynamic, and ongoing relationship between these stakeholders. One goal of the organization is to establish a cohesive network of Emory graduates to assist the DPT program in recruiting, fundraising, and providing any support that is needed. The association provides engagement, networking, and professional development opportunities through socials, educational programming, as well as the Emory DPT Alumni Mentorship Program (established 2018).