



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

**DEPARTMENT OF REHABILITATION
MEDICINE
DIVISION OF PHYSICAL THERAPY
DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENT MANUAL**

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

The information, policies and procedures included herein are subject to change at any time. Students are encouraged to visit the Emory University School of Medicine and the Division of Physical Therapy website for the most updated information.

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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, 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 activities 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 (Emory, or the University), the Emory University School of Medicine (SOM), and the Division of Physical Therapy. Additionally, this handbook contains policies and procedures for areas such as, but not limited to, admissions, academic and professional standards, progress and promotion, financial aid, student organizations, disability insurance, academic and personal counseling, and student health.

These 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.

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

Handbook Disclaimer

The policies and procedures appearing in this handbook reflect the current policies and procedures of the University, SOM, and the Division of Physical Therapy at the time of the handbook's publication, but all policies and procedures are subject to amendment and change without prior notice. The University, SOM, and Division of Physical Therapy reserve the right to change policies, procedures, and programs at any time. Changes will be posted directly to the online version of this handbook. Policy changes may prompt a notification to all DPT students.

Every student enrolled in the DPT Program is accountable for reading, understanding, and abiding by the regulations, policies, and procedures listed in this handbook, as well as the Rules and Regulations of the University and the School of Medicine.

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 [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

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/clients, 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.

DOCTOR OF PHYSICAL THERAPY

Curriculum Outline

Note: The schedule, order, and names of the coursework, as well as other factors including but not limited to the instructor and mode of instruction, are subject to change.

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	Caston	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	Blanton	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, Kempfert	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	Caston, Zajac-Cox, Grove	7
FA DPT 815	Pediatric Rehabilitation	Rogozinski, McDonald	4
FA DPT 820	Health Service and Management	Davis	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	Nunez, Bullock	2
		Semester Total	12
Semester 8: Fall 2025			
FA DPT 910	Advanced Medical Screening	Geist	2
FA DPT 915	Clinical Research I	Borich	6
FA DPT 930	Professional Leadership and Development	Davis	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 descriptions of the above courses, click [here](#)

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 and is subject to change. You will be provided with the proposed final list of offerings in Summer 2024. For 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. Monica George-Komi, Associate Director, Admissions	404.727.4002
DPT Program Main Office Number. Cathy Crosby, Administrative Assistant. Bridgett Moore, Administrative Assistant. Ella Pollard, Program Coordinator.	404.712.5660 404.712.5683 404.712.5659 404.712.5687
DPT Program Fax Number..	404.712.4130
Office of Medical Education and Student Affairs. Emory University School of Medicine 100 Woodruff Circle Atlanta, GA 30322	404.712.9930
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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Lena Ting	404- 727-2744	ltting@emory.edu	1441 Clifton Rd NE
Laura Zajac-Cox	404-712-5521	llcox@emory.edu	1462 Clifton Rd NE, Suite 312

DIVISION OF PHYSICAL THERAPY LEADERSHIP and ASSOCIATED DIVISION COMMITTEES

Program Director: George Fulk, PT, PhD, FAPTA
Administrative support: Aparajita Maitra, Cathy Crosby, Ella Pollard

Associate Director of Admissions: Ben Rogozinski, PT, DPT
Administrative support: Monica George Komi
Committee: Admissions, Ben Rogozinski (Chair)

Associate Director of Clinical Education: DeAndrea Melvey, PT, DPT
Administrative support: Tess Bowles, Vincent Carter, Bridgett Moore
Committee: Clinical Education, DeAndrea Melvey (Chair)

Associate Director of Curriculum: Anjanette Nunez, PT, DPT
Committees: Curriculum, Marie Johanson (Co-Chair), Anjanette Nunez (Co-Chair)
Dual Degree, Sarah Pullen (Chair)

Associate Director of Faculty Affairs: Beth Davis, PT, DPT, MBA, FNAP
Committees: Faculty Affairs, Beth Davis (Chair)
Academic Affairs, Peter Sprague (Co-Chair), Laura Zajac-Cox (Co-Chair)
Faculty Awards: Michael Borich (Chair)

Associate Director of JEDI: Aparajita Maitra, PhD
Committee: DEI, Aparajita Maitra (Co-Chair), Ella Pollard (Co-Chair)

Associate Director of Outreach and Engagement: Jenny Sharp, PT, DPT, EdD
Committee: Public Relations and Alumni, Jenny Sharp (Chair)
Service Learning/Global Health, Sarah Pullen (Chair)

Associate Director of Research: Michael Borich PT, PhD, DPT
Committee: Research, Michael Borich (Chair)

Associate Director of Post-Professional and Clinical Practice: Kathleen Geist,
PT, DPT, OCS, FAAOMPT
Committee: Residency, Kathleen Geist (Chair)
Continuing Education, Sarah Blanton (Chair)
Honor Council, Joe Nocera (Chair)

Associate Director of Student Affairs: Sarah Caston, PT, DPT
Committee: Student Affairs, Sarah Caston (Chair)
Student Awards, Sarah Caston (Chair)

DIVISION COMMITTEES

Each class elects or appoints (class choice of mechanism) one to three students to serve as student representatives on each of the following Division program committees. There are additional non-program related committees as well.

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 highlight the cultural diversity of 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.

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 clinical instructors (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 (ICEs) 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.

***Students will be provided with a separate clinical education handbook.**

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 and
 - 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 should be submitted 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 in the Course.
3. Conduct the Directed Study as planned.
4. Evaluation:
 - a. - 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.

- b. 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:

One (1) Credit Hour is equal to one (1) contact hour per week, with two hours outside preparation for each contact hour.

DEVELOPMENT OF A DIRECTED READINGS ELECTIVE

Description

A Directed 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 Directed Readings course contributes to development of expertise related to the student's specific program of study. Also, the Directed Readings course is intended to complement, rather than replace or serve as a substitute for, existing courses. Directed 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 Directed Readings course.

Procedure

The steps to be followed by the student in undertaking Directed 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 and
 - ii. for suggestions for a Directed Readings course advisor
 - e. Faculty advisor will make arrangements for initial contact with the potential Directed Readings advisor, in consultation with the clinical education coordinator if necessary.
 - f. Finalize the Directed Readings course objectives, the study plan, and the number of credits, with the approval of the Directed Readings advisor.
 - g. Submit two copies of the Directed Readings course proposal. Both copies should be submitted to the Directed Readings advisor, if that person is an in-house faculty member. If not, one copy is submitted to the Directed Readings advisor, and one copy to the faculty advisor.
 - h. The Directed Readings advisor and/or the student presents the proposal to the Interim Associate Director for review.
 - a. Submit a final written evaluation (see outline) of the Directed Readings course to the Directed Readings advisor no later than one week after the completion of the course. Any products of the course should be included.
 - b. All materials should be in duplicate. If the Directed Readings advisor is not in-house faculty, one copy is submitted to the faculty advisor. The Directed Readings advisor will be responsible for giving the final evaluation conference and grade. The report and products should be submitted to the Associate Director.

2. Enroll in the course.
3. Conduct the Directed Readings as planned.
4. Evaluation:
 - a. Submit a final written evaluation (see outline) of the Directed Readings course to the Directed Readings advisor no later than one week after the completion of the course. Any products of the course should be included.
 - b. All materials should be in duplicate. If the Directed Readings advisor is not in-house faculty, one copy is submitted to the faculty advisor. The Directed 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 Directed Readings in Physical Therapy

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

Name of student

Name of Advisor of Directed Readings in Physical Therapy

1. Topics of the Directed 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 sub-objectives
7. Statement of the relationship of the Directed 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 Credit Hour is equal to one contact hour per week, with two hours outside preparation for each contact hour.

DIVISION OF PHYSICAL THERAPY

Emergency Preparedness and Campus Safety

Office of Critical Event Preparedness and Response (CEPAR)

The Office of Critical Event Preparedness and Response (CEPAR) serves as the center for Emory's 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 Program

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>

Emory Safe 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/emorysafe.html>

Emory Safe Ride

Safe Ride is a free, on-demand service that operates from 9 pm to 5 am daily. Students can request a ride anywhere on campus and may schedule in advance.

<https://transportation.emory.edu/saferide>

Emory Police Department

To request an Emory Police Department escort, SOM students can call 404-727-6111, 24/7.

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 Building 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/

Textbooks for purchase	Emory Bookstore – 1390 Oxford Road NE, Atlanta, GA, 30307	Some course textbooks must be purchased. https://emory.bncollege.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> <ul style="list-style-type: none"> 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>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 migrant farmworkers and other under resourced communities.

POLICIES, PROCEDURES, AND RESOURCES

ACCESSIBILITY SERVICES

Emory University provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. Students requiring accommodations are referred to the [Department of Accessibility Services \(DAS\)](#). The DAS office offers a wide variety of services to students with documented disabilities.

As the administrative office 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 that all matters of equal access, reasonable accommodation, and compliance are properly addressed.

Eligible students and faculty/staff must register and request service —contact DAS at Emory University or Emory's Oxford College. Confidentiality is honored and maintained.

In compliance with the Americans with Disabilities Act, Emory University School of Medicine is committed to making reasonable accommodations to assist students with documented disabilities to fulfill their educational objectives.

Students with disabilities who wish to request accommodations under the ADA must follow the University's procedures for verification of ADA eligibility by submitting supporting documentation to the Department of Accessibility Services (DAS). Once DAS verifies an individual's ADA eligibility, the student will work with the medical school's Associate Dean of Student Success, Dr. Christen Hairston, to coordinate their accommodations while matriculating. Further information about documentation requirements and the eligibility process can be found at the DAS website (link above).

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. Students must request an updated accommodation letter each term to share with Dr. Christen Hairston. 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**.

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 be contacted about potential accommodations for a temporary disability. The best time to do so is immediately after registering for classes each

semester or term 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. Returning students will skip this step.

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.

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.

Implementing Accommodations

After registering with DAS and receiving approved accommodations, the student will request an accommodation notification letter via the [Accommodate](#) portal. Students who are already registered with DAS must request accommodation letter(s) each term.

It is the student's responsibility to contact the Associate Dean of Student Success, Dr. Christen Hairston, to provide a copy of the official notification letter and to schedule a meeting to discuss EUSOM's policy for the administration of accommodations.

A copy of the official notification letter must also be submitted to individual faculty members, clerkship directors and coordinators responsible for teaching and/or administering an assessment of the student in which accommodation is requested.

It is the student's responsibility to contact the course directors and Ms. Ella Pollard in the DPT office to provide a copy of the official notification letter and to schedule a meeting to discuss SOM's policy for the administration of accommodations. Ms. Pollard will maintain a password protected electronic folder containing all accommodation letters for each student. All accommodation materials will be retained separately from the student's academic file, and access to such material is limited and with appropriate confidentiality maintained.

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

Testing-Related Accommodations

1. As noted, 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. For students whose accommodation letter provides for testing-related accommodations (e.g. extended time or reduced distraction testing), the student must coordinate testing requirements with course faculty and Ms. Pollard.
3. Since both the student and their professor will need to complete several steps, it is 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 noted in your approved accommodations per the DAS office.

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

Christen C. Hairston, PhD (she/her/hers)
Associate Dean of Student Success
Center for Holistic Student Success
Emory School of Medicine, Suite 305
To make an appointment: <https://calendly.com/c-hairston>

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 promote 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.

Anyone wishing to report an alleged incident of misconduct may submit a concern at [Emory's School of Medicine Student Mistreatment Reporting, Routing, Policy](#).

UNIVERSITY POLICY 8.2

The University's [Sex and Gender-Based Harassment and Discrimination Policy](#) reflects Emory's commitment to compliance with Title IX of the Educational Amendments of 1972

("Title IX"), which protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Emory fosters a safe learning and working environment that supports academic and professional growth of students, staff, and faculty. Accordingly, Emory does not tolerate, and will take prompt action in response to reports of, sexual harassment, sexual assault, dating violence, domestic violence, or stalking, as well as other sexual or gender-based prohibited conduct, as defined by the policy.

Anyone wishing to report an alleged incident of misconduct may make a report to the University's Title IX Coordinator. Importantly, University employees (including faculty and staff); Resident Advisors ("RAs"); and Teaching Assistants or Teaching Associates are required to report to the Title IX Coordinator information about alleged prohibited conduct. The Title IX Coordinator is responsible for referring individuals to available resources, offering appropriate supportive measures and protections, and coordinating the disciplinary grievance procedure. As with Policy 1.3, the University will take steps to prevent retaliation and will also take strong responsive action if retaliation occurs.

[Please contact Emory's Title IX website for more information or to file a report.](#)

EMORY SCHOOL OF MEDICINE PROFESSIONAL CONDUCT

Please visit Emory's School of Medicine website for more information about [professional conduct](#).

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

- a. 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 Emory University School of Medicine Conduct Code

Student Conduct in Classroom

It is everyone's responsibility to foster a mutually respectful learning environment in the classroom. Accordingly, there are 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. Please arrive on time to class, meetings and labs as that exhibits value and respect for everyone's time. If you anticipate you will be late due to unforeseen circumstances, please contact your course instructors to inform them ahead of time or communicate with them after class about the nature of the tardiness.
2. Please demonstrate engagement and active listening during class and meetings. If you have a question about the class material, please raise your hand and ask your instructor, rather than holding a side conversation with your neighbor. It is likely that if you have a question, then some of your classmates may also have the very same question. Also, please do your best to remain focused on course and classroom materials in class. Excessive or extraneous use of your phone, social media scrolling, etc. detracts from the learning experience for you and those around you. If you need to make or take an urgent phone call, please step outside of the classroom to do so.

3. We presume and trust that communication among and between peers, faculty, staff, and any other individual on campus will be courteous and respectful. Personal attacks, or comments of a disrespectful or insulting nature will not be tolerated.

The Emory Assessment of Development and Professional formation (ADAPTS) Tool for DPT Students

1. What is the ADAPTS framework?

ADAPTS is a multifaceted framework consisting of faculty evaluation as well as self-assessment as it relates to professional formation and exhibited characteristics. Professional formation evaluation is based upon the Generic Abilities. (This version of the Generic Abilities descriptions is from University of North Carolina). The ADAPTS framework includes professional formation assessment, collection of data related to academic performance, and student self-assessment of professional development at various time points in the program.

2. What are the Generic Abilities? The ten Generic Abilities include:

- Critical Thinking
- Communication
- Problem Solving
- Interpersonal Skills
- Responsibility
- Professionalism
- Use of Constructive Feedback
- Effective Use of Time and Resources
- Stress Management
- Commitment to Learning

Each of these areas can be individually assessed and categorized as “Beginner”, “Developing”, or “Entry- Level”. Faculty and course instructors will use this resource as a guide when tracking professional behaviors, and students will complete a Generic Abilities Self- Assessment at three separate time points in the program in conjunction with a reflective essay about your experiences with professional formation in the program.

3. How academic performance and professional formation assessed by faculty and course instructors?

Both academic and professional formation are assessed using a “red, yellow, green light” system.

Green light: Indicates no concerns.

Yellow light: Indicates there are concerns that may or may not require intervention and/or mentoring to prevent them from impacting progression.

Red light: Indicate there are concerns that currently do, or are anticipated to, require intervention or mentoring and are likely to impact progression. Red light issues will likely result in referral to

Academic Affairs (for academic concerns), or to the Office of Holistic Student Success, Office of Equity and Inclusion, Title IX, or other University department or office that handles significant acts of mistreatment, discrimination, or harassment.

ADAPTS Academic Performance Assessment

Individual and specific numeric and letter grades are tracked by individual course instructors and typically reflected in the gradebook on Canvas. In the ADAPTS database, course instructors are asked to indicate if there are any “yellow” or “red” light academic performance scenarios, at, at least, midterm and final time points in the semester. All students are presumed to have “Green lights” at the start of the semester (no significant issues or concerns). Data will be shared regularly with Academic Affairs to facilitate effective student support.

ADAPTS Professional Formation Assessment

Professional formation assessment will be completed for individual students by each primary course instructor for a given semester, based upon the Generic Abilities descriptions and category levels. All students are presumed to be in good standing (green) for professionalism, unless otherwise noted (yellow or red). There is also space for instructors to comment on exceptional examples of professional behavior.

It is the strong recommendation that if faculty members or course instructors note a yellow or red-light professionalism concern in ADAPTS for a student, that they speak directly with that student to proactively facilitate a plan for remediation of the concern or pattern.

General Procedure for ADAPTS

The Student Affairs committee will review comprehensive ADAPTS data monthly to assess trends in student professional behavior and academic performance. The data on student’s behavior and professionalism will be submitted to the academic affairs committee monthly for shared information for a proactive approach for academic trends.

Recommendations for Faculty Engagement with ADAPTS and student support:

Infrequent “Yellow Light” Professionalism Concerns

If a student demonstrates behavior that rises to a level of concern surrounding professionalism, the faculty member will notate this in the ADAPTS database and is encouraged to meet directly with the student to discuss the professionalism concerns. The faculty member will document the meeting with the student and the problems discussed. The faculty member will place the documentation in the student’s file under the Student Affairs cohort file in Teams. If the student continues to demonstrate difficulty meeting the Division’s professional behavior expectations, the Director of Student Affairs and members from the Student Affairs committee will work with that student, as well as any faculty involved in reporting the professionalism issues to develop a "professional development pathway" (remedial) plan.

Professional Pathway Option

A professional pathway is an opportunity for the student to acknowledge and address ongoing professionalism concerns encountered throughout their time in the program. Once a need for a professionalism pathway has been identified, the Student Affairs Committee will meet with the student to clearly identify barriers and facilitators to professional growth and create specific actionable goals around addressing those concerns, within a specified timeline. The Student Affairs committee will provide written documentation of the problems and actionable solutions and place them in the student affairs file folder in Teams. Students will be offered support and mentorship through the process via the student affairs committee, office of Holistic Student Success, etc. Any student on a professional pathway will meet regularly with student affairs for the duration of the outlined pathway timeline to ensure goals are being worked toward/ achieved.

Severe (Red Light) Professionalism concerns

For significant violations of professional expectations noted by faculty or course instructors as “red light” professional behaviors in ADAPTS, the Student Affairs committee members would take either of the following actions based on the level of concern:

1. Student affairs would consult with other entities within the Division or School of Medicine (faculty, leadership in the Division and or in SOM/ Center for Holistic Student Success) to make a recommendation to bring to the faculty for discussion and voting on the best course of action (i.e., remedial plan, dismissal, etc.)
OR
2. If it falls within the jurisdiction of Title IX, OEI, etc. those processes would be followed as outlined per University guidelines.

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” for class sessions 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. jeans
2. sandals, slides, or “flip-flops”
3. immodest fashions in which the midriff or back is exposed during bending, lifting or stooping
4. sweatshirt/sweatpants other than as specified for laboratory sessions.
5. 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. Dress code will be modified for religious observances.

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

The Division expects students to follow the dress codes for their respective clinics with the goal of fostering professional behavior in students and showing respect to others in the healthcare environment in which we learn and practice. In the absence of a clinical dress code, students should follow the business casual classroom guidelines.

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

Uniform: Solid-color, trouser-style pants; solid shirt/blouse; and white Emory DPT lab coat (if required in the clinical environment) 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.

Shoes: Socks must be worn with shoes. Rubber-bottomed, or athletic shoes are allowed. No clogs, sandals, or open-toed/heeled shoes.

Identification: The Emory photo ID should be worn, as well as the name tag obtained by the DPT Program, on your lab coat. Facilities may also require their ID to be worn.

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, the Division's prefers clear or light-toned colors (light pink, beige, nude)

Hair/Make-up: Please abide by individual clinic guidelines.

The dress code for some facilities may specify a uniform including scrubs, specific color schemes, etc. It is recommended that you purchase adequate amounts of the required clothing and shoes as soon as you are assigned to your clinical sites and have received the dress code 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.

SOM ITS Laptop Compliance Policy

All SOM students are required to own a laptop that meets or exceeds SOM Information Technology Services (ITS) minimum technology and software requirements. The 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 SOM ITS-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 ITS 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.

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

DIVISION OF PHYSICAL THERAPY TECHNICAL STANDARDS

Emory School of Medicine Technical Standards

Emory Doctor of Physical Therapy Technical Standards

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. Students can access information related to immunization exemptions [here](#).

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 preventative 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.

ATTENDANCE, RELIGIOUS OBSERVATIONS, and LEAVES 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. Student requests for excused absences for religious observances are treated in accordance with the University's [Religious Accommodations Policy](#) (Policy 10.17), which provides for the reasonable accommodation of the sincerely held religious beliefs and practices of employees and students. Students should submit requests in writing to their faculty members to make arrangements as early as possible. Students are responsible for the completion of any part of the coursework missed as a result of a religious observance. On occasion, students may be asked to attend patient care activities that cannot be reasonably re-scheduled.

Leave of Absence

Emory School of Medicine Leave of Absence Policy

A Leave of Absence (LOA) is defined as a planned or unplanned absence from DPT Program activities of five consecutive school days or longer. Any student who wishes to request a LOA for personal, professional, or medical reasons must do so in writing to the Program Director. A planned leave of absence requires the 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. A leave of absence longer than 12 months may require restarting the semester in which the LOA was initiated. It is the student's responsibility to determine the impact of a LOA on satisfactory academic progress, loan repayment, future financial assistance, and tuition refunds. International students will need to determine the impact of a LOA on their visa status.

Steps for requesting a LOA for students in Good Academic Standing:

For a planned LOA: The student must request and submit a LOA form to the Program Director before the anticipated LOA start date. The Leave of Absence form can be accessed in the student handbook. The form includes the reason for the leave, the LOA start date, the anticipated return date to the program, and the student's signature. The student must meet with the Program Director to discuss the conditions of the LOA.

- Students that need accommodation upon return from a LOA should contact [Emory's Department of Accessibility Services](#). If the LOA is deemed appropriate, the DPT Program Director will sign the form approving the leave. The signed documentation will be placed in the appropriate location in the Student Affairs file in TEAMS. The Program Director will notify the appropriate faculty regarding the terms of the student's LOA.
- Before the LOA begins, the student should meet with the appropriate faculty to discuss plans to make up missed work, exams, clinical experiences, and simulation experiences. Due to the nature of planned simulation experiences, these experiences may not be able to be made up. Students who require an extended LOA and are unable to make up missed work within a reasonable time frame may need to decelerate in the program.

For an unplanned, urgent medical LOA for more than five days:

- Upon the student's return from an unplanned medical LOA, the student must provide appropriate medical documentation to the Program Director (such as a letter from a physician or other entity) for a student's return to the Program. The student must also provide written documentation in a Word document format upon the student's return outlining the need for the LOA, start and end date for the LOA with the student's signature.

If the leave of absence extends beyond the end of the semester, the student will need to:

- Meet with the School of Medicine [Registrar](#).
- Meet with the Assistant Director of Financial Aid and Scholarships (if the student receives financial aid). A LOA after the fourth week of the semester, may not be eligible to receive a tuition refund.
- The student will receive a "W" in OPUS indicating a withdrawal from the course.
- Discuss the terms and requirements for reentry into the program with the Program Director and appropriate faculty.

Students not in satisfactory academic standing need to request the LOA using the same procedure as above. Students who are not in good/satisfactory academic standing are eligible to apply for a LOA, but their academic status will remain in effect upon their return to their studies at the University

Military Leave of Absence

A military deployment is addressed according to federal law. **[Involuntary Withdrawal Policy](#)**

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 established regulations and policies.

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. It is an act of misconduct when a student violates the principles or specifics of the Emory School of Medicine Conduct Code and/or Honor Code, as described further on the following pages.

Certain student conduct expectations for 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. Actions by students indicating lack of integrity or dishonesty in academic matters include, but are not limited to, cheating; plagiarism; falsifying; knowingly passing off work of another as one's own; knowingly acquiring, receiving, or passing on information about the content of an examination prior to its authorized release or during its administration; and, unless allowed by the instructor, obtaining or passing on of exam copies from previous years. Such conduct will be addressed by the Honor Council.

Emory School of Medicine Honor Code

Emory School of Medicine Conduct Code

Emory School of Medicine 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.

Alcohol and Drug Abuse Policy

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.

Refer to the SOM [Drug-Free Workplace Policy here](#).

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.

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. Violation of Emory University’s School of Medicine honor code of conduct code.

Academic Affairs (AA) Policies and Procedures

Purpose

The Academic Affairs Committee - a committee composed of core faculty members of the DPT program that administers the following functions:

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 2 Co-Chairs 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 in which a vote must be made regarding a student's academic standing.

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 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.
- c. *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 Notification and Grading Procedure:

- a. After receiving the emailed letter notifying the student that their academic standing is *Progression Risk: Relearn for Progression or Modified Progression*, the student must sign and return the letter within 5 business days. The signature acknowledges acceptance of their academic standing and pathway.
- b. 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.
- c. During the *relearning* in progression the student will receive an IP in OPUS until the ILSP is complete and the student successfully passes the course. The grade will then be changed to a B.
- d. Following successful completion of the *Relearning for Progression* ILSP, the highest course grade that can be earned is a B (80%).
- e. 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.
- f. 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*.
- g. 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.
- h. In *Modified Progression* academic status. the student will receive the course grade earned in the semester in OPUS (a C, D F. or I). A final grade will be posted upon successful completion of the course in the following year.
- i. **A student is only allowed to retake one course per semester on a *Relearning for Progression* path.**
- j. **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.
- k. **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.

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 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 via #1b is not acceptable, the student must submit a written statement to the Chair of the Academic Affairs Committee. The Chair will convene an Academic Affairs meeting to make recommendations to the Division or Physical Therapy 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 alternative arrangements on the day and time of the scheduled exam, except in the case of an excused absence.
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. The condition and procedures of leaving the room during the examination will be announced by the instructor immediately prior to the initiation of the examination.
7. 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.

8. 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 may terminate the examination of that student. If the instructor believes a violation of the honor code may have occurred, the student will be referred according to the Emory University School of Medicine's honor code policies and procedures.
 9. Smart watches are not allowed to be worn during an examination.
10. You may use soft ear plugs during examination to aid in noise reduction.
11. 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 discretion of the course instructor(s).
12. 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.
13. 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").
14. 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). Reasonable attempts 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

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 their 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). The following are the factors that may be taken into account by the course instructor in assessing classroom participation.

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 strongly encouraged to fill out course and instructor evaluations for every course. The evaluation link will be sent to each student via email. The students will have the opportunity to complete the course evaluations during a specified time period established by the teaching faculty during the last week of the course. 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 and evaluation of classroom performance.

LEARNING COMMUNITIES

Emory DPT Learning Communities

1. What is a DPT Learning Community?

A learning community is a small group of DPT students and faculty advisors who intentionally and meet regularly over the 3 years of the DPT program to support and learn from each other about a variety of topics.

2. What are some benefits of learning communities?

Learning communities foster faculty and student connection by creating a safe space for discussing various aspects of the DPT program, clinical 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, please reach out to them.

4. 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. These meetings are mandatory and will be reflected on your schedule.

What if I have ideas for a learning community topic or event?

Share it with your learning community advisor or the Associate Director of Student Affairs, Drs. Caston and Sharp. The student affairs committee coordinates the learning community curriculum and is open to feedback and new ideas.

Additional information about Learning Communities, student and faculty groups, room locations and topics can be found here. [Canvas Learning Communities](#)

STUDENT AFFAIRS

The Student Affairs (SA) committee is comprised of a group of faculty members who are committed to ensuring student support throughout the DPT program. SA wishes to maximize the student experience through collaboration and proactive approaches to enhancing overall well-being while in the program. The Associate Director of Student Affairs and the Student Affairs committee will accomplish this by prioritizing the following roles and responsibilities:

- Facilitate scheduling and programming of Learning Community advising program.
- Provide avenues for formative, constructive student feedback and make recommendations for actionable responses.
 - Facilitate Class meetings to cover specific topics (as needed/ as requested by students)
 - Anonymous student feedback forum
- Review and track data related to both academic and professional student performance (Emory ADAPTS)
- Participate in initial student orientation with a focus on team building activity and education regarding student resources, committees, elected positions, and advising structure.
- Advise / serve as resources for student committees; standardize frameworks and define roles and responsibilities of student committees.
- Plan social activities (soccer games, field day, PT month celebration) for students and faculty.
- Connect students with opportunities and resources that promote holistic well-being and community engagement (campus events, community events, professional engagement opportunities)
- Collaborate with other committees (academic affairs, DEI, curriculum, clinical education) to promote practices in education that support student success, belonging and well-being.

Guidelines for Student Volunteerism

Should students decide to assume volunteer activities (unaffiliated with Emory DPT) or employment that involves assisting with the care of individual(s) students are personally responsible for abiding by all practice laws and guidelines, including refraining from activities that cannot 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, and students, avoid and, where applicable, effectively report and address, potential conflicts of interest. This policy is intended to prevent even the appearance of undue influence that might harm the public, the institution, or the individual.

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, for example, 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.

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

STUDENT COMPLAINTS

Emory University is committed to receiving and addressing written student complaints against the university, its faculty, staff, or administrative personnel in a timely manner. As such, the University maintains a [Student Complaints Policy](#) (Policy 10.12), which provides procedures for the resolution of student complaints, excluding complaints of discrimination, discriminatory harassment, and sex- and gender-based discrimination and harassment, which are addressed under separate policies.

Please note that complaints about the DPT Program may also be raised to the 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>

APTA Membership and Meeting Requirements

The American Physical Therapy Association (APTA) is our professional organization and provides many member services. You are strongly encouraged to join and maintain 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 will 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 and APTA Georgia web sites.

STUDENT HEALTH

Emory University Student Health Services

Emory University Student Health Services (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 students with valid Emory ID cards are eligible for care. International students' spouses, Domestic Partners, and unmarried children over 18 years of age are also 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 Services 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 Services

404.727.7551

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

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) 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, CAPS 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.

404.727.7450

Crisis Consultation: Call (404) 727-7450 or walk in, 8:30-3:30, Monday-Friday
<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 PROTOCOLS

The SOM Infection Control Protocols, which apply in instances of “needle sticks” and other blood/body fluid exposures, can be found at
<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

Registrar

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)
- The right to request correction of the educational record.

Students who wish to review their file must so request 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. For more information, visit

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

For more information about the SOM Registrar, visit

<https://med.emory.edu/education/programs/md/student-handbook/general/omesa/registrar.html>

or contact:

Mary Kaye Garcia

Registrar, School of Medicine

Associate Director, Student Affairs

Emory University School of Medicine

marykaye.garcia@emory.edu

404-712-9921

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 provides loan indebtedness education and counseling for all students.

Additional information about the Financial Aid office can be found [here](#)

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

Tuition Refunds

Information about tuition refunds for students who cancel registration or withdraw can be found at <https://med.emory.edu/education/programs/md/student-handbook/costs-financial-aid/tuition-refunds.html>

[Emory School of Medicine and Division of Physical Therapy Scholarships](#)

Emory Physical Therapy Alumni Association (EPTAA)

The Emory Physical Therapy Alumni Association (EPTAA, or the Association) helps to strengthen and serve the Emory community, uniting the alumni, the current DPT students, and faculty. The purpose of the 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).

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.