Emory University's Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is an accrediting agency that is nationally recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table of Contents</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>1  General Information</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome</td>
<td>4</td>
</tr>
<tr>
<td>Orientation Schedules</td>
<td>5</td>
</tr>
<tr>
<td>Contact Information</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Outline</td>
<td>9</td>
</tr>
<tr>
<td><strong>2  Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Philosophy and Objectives</td>
<td>20</td>
</tr>
<tr>
<td>Technical Standards</td>
<td>21</td>
</tr>
<tr>
<td>Division of Physical Therapy Organizational Chart</td>
<td>24</td>
</tr>
<tr>
<td>General Information</td>
<td>27</td>
</tr>
<tr>
<td>Policy on Discrimination</td>
<td>28</td>
</tr>
<tr>
<td><strong>3  Students and Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Summer 2020 DPT Class and Advisors</td>
<td>31</td>
</tr>
<tr>
<td>Summer 2019 DPT Class and Advisors</td>
<td>32</td>
</tr>
<tr>
<td>Summer 2018 DPT Class and Advisors</td>
<td>33</td>
</tr>
<tr>
<td><strong>4  DPT Program: Policies, Procedures and Information</strong></td>
<td>36</td>
</tr>
<tr>
<td>Program Committees</td>
<td>34</td>
</tr>
<tr>
<td>Student Conduct and Academic Affairs</td>
<td>35</td>
</tr>
<tr>
<td>Student Honor Council and Code</td>
<td>36</td>
</tr>
<tr>
<td>Structure and Function of the Academic Affairs Committee</td>
<td>37</td>
</tr>
<tr>
<td>Policies on Grading and Promotion</td>
<td>38</td>
</tr>
<tr>
<td>Policy on Examination Procedures</td>
<td>39</td>
</tr>
<tr>
<td>Academic Deficiency and Academic Probation</td>
<td>40</td>
</tr>
<tr>
<td>Record of Academic Deficiency Counseling</td>
<td>41</td>
</tr>
<tr>
<td>Record of Academic Probation Recommendation</td>
<td>42</td>
</tr>
<tr>
<td>Evaluation of Student Classroom Participation</td>
<td>43</td>
</tr>
<tr>
<td>Evaluation of Student Classroom Performance</td>
<td>44</td>
</tr>
<tr>
<td>Student Affairs Policies – Student Conduct</td>
<td>45</td>
</tr>
<tr>
<td>Dress Code and General Information</td>
<td>46</td>
</tr>
<tr>
<td>Conflict of Interest Policy</td>
<td>47</td>
</tr>
<tr>
<td>Violations for the Law and Code</td>
<td>48</td>
</tr>
<tr>
<td>Student Health Information</td>
<td>49</td>
</tr>
<tr>
<td>Immunizations/Health Insurance</td>
<td>50</td>
</tr>
<tr>
<td>Infection Control Protocol</td>
<td>51</td>
</tr>
<tr>
<td>Students with Special Needs</td>
<td>52</td>
</tr>
<tr>
<td>Grievance Procedures - Students Complaints of Discrimination</td>
<td>53</td>
</tr>
<tr>
<td>Policy on Alcohol and Drug Abuse</td>
<td>54</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Clinical Education Site Selection Process</td>
</tr>
<tr>
<td>2</td>
<td>Policy on Criminal Background Check and Drug Screening</td>
</tr>
<tr>
<td>3</td>
<td>Policy on Student Attendance/Absence During Clinical Internships</td>
</tr>
<tr>
<td>4</td>
<td>Clinical Affiliation Contracts</td>
</tr>
<tr>
<td>5</td>
<td>Student Clinical Education Agreement</td>
</tr>
<tr>
<td>6</td>
<td>Directed Studies</td>
</tr>
<tr>
<td>7</td>
<td>Readings in Physical Therapy</td>
</tr>
<tr>
<td>8</td>
<td>Clinical Affiliation Contracts</td>
</tr>
<tr>
<td>9</td>
<td>5 Scholarship Information</td>
</tr>
<tr>
<td>10</td>
<td>6 Guidelines for Student and Employer Contract</td>
</tr>
<tr>
<td>11</td>
<td>7 Academic Calendar for 2017-2020</td>
</tr>
<tr>
<td>12</td>
<td>8 Program Events</td>
</tr>
<tr>
<td>13</td>
<td>9 Emory Physical Therapy Alumni Association (EPTAA)</td>
</tr>
<tr>
<td>14</td>
<td>10 Form Authorizing Release of Educational Records</td>
</tr>
<tr>
<td>15</td>
<td>11 Form Authorizing and Releasing Background Check – Drug Screening And Health Information</td>
</tr>
<tr>
<td>16</td>
<td>12 Form Acknowledging Reading of the Orientation Manual</td>
</tr>
<tr>
<td>17</td>
<td>13 Form Acknowledging Understanding of the Honor Code</td>
</tr>
</tbody>
</table>
1. General Information
WELCOME

The faculty and staff of the Doctor of Physical Therapy Program, Division of Physical Therapy, Department of Rehabilitation Medicine welcomes each of you to Emory University and Atlanta. We are pleased that you have chosen to become physical therapists with us and are excited about our opportunity to provide you with the best education possible.

You are coming to Emory at an unprecedented time for the School of Medicine and the University community as a whole. A common goal has been set for us all to provide national leadership in clinical care. The emphasis on clinical care, health, prevention and rehabilitation is echoed in our own changes with the offering of dual degree opportunities – DPT/MBA, DPT/MPH, DPT/MA in Bioethics and DPT/PhD with School of Biological Sciences at Georgia Tech, electives across a wide variety of specialty areas (e.g. sports, advanced pediatrics) and additional skills related to practice (e.g. business aspects of health, Spanish), and the integration of information on wellness, preventive health and risk screens into our curriculum.

During your three years at Emory, you will have the opportunity for a wide range of experiences in the classroom, clinic, campus, and community. We hope that you will view these as an opportunity for growth as your skills evolve and you work toward attaining your goal of becoming a competent physical therapist. Our job will be to create an environment that will foster your inquisitiveness, knowledge, leadership, and expertise; an environment in which you will develop the tools necessary to use those traits all your lives. Physical Therapy is a dynamic profession and your preparation here at Emory will help you meet those challenges for your entire professional career.

The next three years will be busy ones. Your lives 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. Each of us is here to help you, whenever we can, so please do not hesitate to ask for help or guidance. Enjoy the three years ahead of you.
Orientation Schedule for the Class of 2017-2020
Wednesday June 7th, 2017

SOM ROOM 130

8:00 AM – 8:30 AM  Sign in and Welcome Breakfast

8:30 AM – 12:00 PM  Orientation to Physical Therapy – Division Faculty

12:00 PM – 1:30 PM  Lunch (ID, Parking and class pictures)

1:30 PM – 2:15 PM  IT Orientation – Deah Gooden
IT Service

2:15 PM – 3:45 PM  Financial Wellness Session – Alok Deshpande

3:45 PM – 4:15 PM  Competencies and Criteria – Patricia Bridges, PT, Ed.D
Associate Professor & Director of Clinical Education
Beth Davis, PT, DPT, MBA, Assistant Professor
Donna Smith, PT, DPT, NCS, GCS, Assistant Professor
Orientation Schedule for the Class of 2017-2020  
Thursday June 8th, 2017

SOM ROOM 130

9:00 AM – 9:30 AM  Student Affairs and Student Life – Mary Kaye Garcia  
Associate Director, Registration & Student Affairs (OMESA)

9:30 AM – 10:00 AM  Financial Aid – Mike Behler  
Associate Director, Financial Aid & Scholarships (OMESA)

10:00 AM – 10:55 AM  Campus Life & RESPECT – Wanda Swan  
Campus Life

10:55 AM – 11:05 AM  Break

11:05 AM – 11:30 AM  Student Health Issues – Tamika Bailey  
Student Health and Counseling Services

11:30 AM – 12:00 PM  Orientation to Counseling Center – D. Thandi Chase, LCSW  
Staff Clinician, Counseling Center

12:00 PM – 1:30 PM  Lunch with DPT IIs

1:30 PM – 2:00 PM  Health Education and Promotion – Willie Bannister  
Office of Health Promotion

2:00 PM – 3:00 PM  Career Services – Paul Fowler, PhD  
Executive Director, Career Services

3:00 PM – 3:30 PM  Industry Relations – Douglas Ander, MD  
Professor & Assistant Dean for Medical Education
Orientation Schedule for the Class of 2017-2020  
Friday June 9th, 2017

SOM ROOM 130

9:30 AM – 9:45 AM  
Information on Infutrace/Formaldehyde – Craig Baker  
Environmental Health & Safety Office

9:45 AM – 9:55 AM  
Sustainability Initiatives – Taylor Spicer  
Sustainability Office

10:00 AM – 1:00 PM  
Fit Testing – Environmental Health & Safety Office (EHSO)
CONTACT INFORMATION

School address:
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

D.P.T. Staffed Admissions Line/Alternate Office Number. . . . 404.727.4002
Monica George-Komi, Associate Director, Admissions

D.P.T. Program Main Office Number. . . . . 404.712.5660
Cathy Crosby, Administrative Assistant. . . . 404.712.5683
Bridgett Moore, Administrative Assistant. . . . 404.712.5659
Ella Pollard, Program Coordinator. . . . . 404.712.5687

D.P.T. Program Fax Number. . . . . . . 404.712.4130

Office of Medical Education and Student Affairs. . . . . 404.712.9930
Sara Fisher, Program Coordinator

Address:

Office of Medical Education and Student Affairs
Emory University School of Medicine
100 Woodruff Circle
Atlanta, GA 30322

Student Health. . . . . . . . . . . . 404.727.7551

Financial Aid. . . . . . . . . . . . 404.727.6039 or 800.727.6039

Parking Office. . . . . . . . . . . . 404.727.PARK

Registrar. . . . . . . . . . . . . 404.727.6042 404 712-9921
# Division of Physical Therapy Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Phone</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Lee Bishop</td>
<td>404-778-2716</td>
<td><a href="mailto:klbisho@emory.edu">klbisho@emory.edu</a></td>
<td>Suite 490, 5673 Peachtree Dunwoody Road</td>
</tr>
<tr>
<td>Sarah Blanton</td>
<td>404-712-2222</td>
<td><a href="mailto:Sarah_Blanton@emoryhealthcare.org">Sarah_Blanton@emoryhealthcare.org</a></td>
<td>Room 213, 1441 Clifton Rd.</td>
</tr>
<tr>
<td>Michael Borich</td>
<td>404-712-0612</td>
<td><a href="mailto:michael.borich@emory.edu">michael.borich@emory.edu</a></td>
<td>1441 Clifton Rd NE, R228</td>
</tr>
<tr>
<td>Patricia Bridges</td>
<td>404-712-4132</td>
<td><a href="mailto:pbridge@emory.edu">pbridge@emory.edu</a></td>
<td>1462 Clifton Road, NE, Suite 312H</td>
</tr>
<tr>
<td>Beth Parker Davis</td>
<td>404-365-9019</td>
<td><a href="mailto:bethpdavis@emory.edu">bethpdavis@emory.edu</a></td>
<td>1462 Clifton Road, NE, Suite 312N</td>
</tr>
<tr>
<td>Jeananne Elkins</td>
<td>(404) 321-6111</td>
<td><a href="mailto:jeannanelkins@emory.edu">jeannanelkins@emory.edu</a></td>
<td>1670 Clairmont Road, 12C151</td>
</tr>
<tr>
<td>Kathleen Geist</td>
<td>404-712-1620</td>
<td><a href="mailto:kgeist@emory.edu">kgeist@emory.edu</a></td>
<td>1462 Clifton Road, Suite 312K</td>
</tr>
<tr>
<td>Bruce Greenfield</td>
<td>404-712-4139</td>
<td><a href="mailto:bgreenf@emory.edu">bgreenf@emory.edu</a></td>
<td>1462 Clifton Road, Suite 312L</td>
</tr>
<tr>
<td>Susan Herdman</td>
<td>404-712-5660</td>
<td><a href="mailto:sherma@emory.edu">sherma@emory.edu</a></td>
<td>Off campus</td>
</tr>
<tr>
<td>Marie Johanson</td>
<td>404-727-6581</td>
<td><a href="mailto:majohan@emory.edu">majohan@emory.edu</a></td>
<td>1462 Clifton Road, Room 312F</td>
</tr>
<tr>
<td>Logan Kaleta</td>
<td>404-712-5667</td>
<td><a href="mailto:lkaleta@emory.edu">lkaleta@emory.edu</a></td>
<td>1441 Clifton Road</td>
</tr>
<tr>
<td>Zoher Kapasi</td>
<td>404-712-5671</td>
<td><a href="mailto:zkapasi@emory.edu">zkapasi@emory.edu</a></td>
<td>1462 Clifton Road, Room 312M</td>
</tr>
<tr>
<td>Trisha Kesar</td>
<td>404-712-5803</td>
<td><a href="mailto:tkesar@emory.edu">tkesar@emory.edu</a></td>
<td>1441 Clifton RD NE, Suite R205</td>
</tr>
<tr>
<td>Patricia Nichols</td>
<td>404-712-5711</td>
<td><a href="mailto:pnichol@emory.edu">pnichol@emory.edu</a></td>
<td>1462 Clifton Road, Room 312E</td>
</tr>
<tr>
<td>Richard Nyberg</td>
<td>770-491-6004</td>
<td><a href="mailto:nyes@mindspring.com">nyes@mindspring.com</a></td>
<td>Off campus</td>
</tr>
<tr>
<td>Suzanne Penna</td>
<td>404-712-5667</td>
<td><a href="mailto:spenna@emory.edu">spenna@emory.edu</a></td>
<td>1441 Clifton Road</td>
</tr>
<tr>
<td>Tami Phillips</td>
<td>404-727-1350</td>
<td><a href="mailto:tphill5@emory.edu">tphill5@emory.edu</a></td>
<td>1462 Clifton Road, Room 312J</td>
</tr>
<tr>
<td>Sara Pullen</td>
<td>404-712-5112</td>
<td><a href="mailto:sdpulle@emory.edu">sdpulle@emory.edu</a></td>
<td>1462 Clifton Road, Room 312D</td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Address</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
<td>----------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Benjamin Rogozinski</td>
<td>404-712-5756</td>
<td><a href="mailto:brogozi@emory.edu">brogozi@emory.edu</a></td>
<td>CRM, 203</td>
</tr>
<tr>
<td>Ainsley Rossi</td>
<td>404-712-5531</td>
<td><a href="mailto:afrossi@emory.edu">afrossi@emory.edu</a></td>
<td>1462 Clifton Road, Room 312G</td>
</tr>
<tr>
<td>Durga Shah</td>
<td>404-785-3758</td>
<td><a href="mailto:Durga.shah@choa.org">Durga.shah@choa.org</a></td>
<td>CHOA</td>
</tr>
<tr>
<td>Donna Smith</td>
<td>404-727-4706</td>
<td><a href="mailto:Donna.l.smith@emory.edu">Donna.l.smith@emory.edu</a></td>
<td>1441 Clifton Road</td>
</tr>
<tr>
<td>Diane Spencer</td>
<td>404-250-2323</td>
<td><a href="mailto:diane.spencer@choa.org">diane.spencer@choa.org</a></td>
<td>CHOA</td>
</tr>
<tr>
<td>Lena Ting</td>
<td>(404) 727-2744</td>
<td><a href="mailto:ltting@emory.edu">ltting@emory.edu</a></td>
<td>1760 Haygood Drive, Suite W200</td>
</tr>
<tr>
<td>Steve Wolf</td>
<td>404-712-4801</td>
<td><a href="mailto:swolf@emory.edu">swolf@emory.edu</a></td>
<td>1441 Clifton Road, Room 206</td>
</tr>
<tr>
<td>Mike Wooden</td>
<td>770-496-1693</td>
<td><a href="mailto:michael.wooden@physiocorp.com">michael.wooden@physiocorp.com</a></td>
<td>2799 Lawrenceville Hwy, Suite 205,</td>
</tr>
<tr>
<td>Laura Zajac-Cox</td>
<td>404-712-5521</td>
<td><a href="mailto:llcox@emory.edu">llcox@emory.edu</a></td>
<td>462 Clifton Rd. NE, Suite 312</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Email</td>
<td>Graduating Institution</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Nathalie</td>
<td>Angel</td>
<td><a href="mailto:nathalie.angell@emory.edu">nathalie.angell@emory.edu</a></td>
<td>Emory University</td>
</tr>
<tr>
<td>Kara</td>
<td>Arps</td>
<td><a href="mailto:kara.marie.arps@emory.edu">kara.marie.arps@emory.edu</a></td>
<td>University Of Alabama - Birmingham</td>
</tr>
<tr>
<td>Victoria</td>
<td>Baker</td>
<td><a href="mailto:tori.baker@emory.edu">tori.baker@emory.edu</a></td>
<td>Clemson University</td>
</tr>
<tr>
<td>Max</td>
<td>Barron</td>
<td><a href="mailto:max.barron@emory.edu">max.barron@emory.edu</a></td>
<td>Indiana University - Bloomington</td>
</tr>
<tr>
<td>Amanda</td>
<td>Bastien</td>
<td><a href="mailto:amanda.colette.bastien@emory.edu">amanda.colette.bastien@emory.edu</a></td>
<td>Georgia Southern University</td>
</tr>
<tr>
<td>Katie</td>
<td>Bauer</td>
<td><a href="mailto:katie.bauer@emory.edu">katie.bauer@emory.edu</a></td>
<td>University Of Portland</td>
</tr>
<tr>
<td>Caitlyn</td>
<td>Behling</td>
<td><a href="mailto:caitlyn.marie.beheading@emory.edu">caitlyn.marie.beheading@emory.edu</a></td>
<td>Marquette University</td>
</tr>
<tr>
<td>Danielle</td>
<td>Borthwick</td>
<td><a href="mailto:d.e.borthwick@emory.edu">d.e.borthwick@emory.edu</a></td>
<td>Michigan State University - East Lansing</td>
</tr>
<tr>
<td>Daniel</td>
<td>Brandon</td>
<td><a href="mailto:daniel.j.brendon@emory.edu">daniel.j.brendon@emory.edu</a></td>
<td>Liberty University</td>
</tr>
<tr>
<td>Laynie</td>
<td>Brown</td>
<td><a href="mailto:laynie.elizabeth.brown@emory.edu">laynie.elizabeth.brown@emory.edu</a></td>
<td>Georgia Southern University</td>
</tr>
<tr>
<td>Mackenzie</td>
<td>Chrsico</td>
<td><a href="mailto:mackenzie.chrisco@emory.edu">mackenzie.chrisco@emory.edu</a></td>
<td>University Of Delaware - Newark</td>
</tr>
<tr>
<td>Ajialon</td>
<td>Cobb</td>
<td><a href="mailto:aj.j.cobb@emory.edu">aj.j.cobb@emory.edu</a></td>
<td>University Of Georgia</td>
</tr>
<tr>
<td>Lauren</td>
<td>Coggins</td>
<td><a href="mailto:lauren.coggins@emory.edu">lauren.coggins@emory.edu</a></td>
<td>Slippery Rock University Of Pennsylvania</td>
</tr>
<tr>
<td>Alyssa</td>
<td>Collier</td>
<td><a href="mailto:alyssa.darice.collier@emory.edu">alyssa.darice.collier@emory.edu</a></td>
<td>University Of Arkansas - Main Campus</td>
</tr>
<tr>
<td>Ann</td>
<td>Colonna</td>
<td><a href="mailto:ann.colonna@emory.edu">ann.colonna@emory.edu</a></td>
<td>Clemson University</td>
</tr>
<tr>
<td>Katelyn</td>
<td>Coridon</td>
<td><a href="mailto:k.l.coridon@emory.edu">k.l.coridon@emory.edu</a></td>
<td>University Of Virginia – Charlottesville</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Delman</td>
<td><a href="mailto:jenn.delman@emory.edu">jenn.delman@emory.edu</a></td>
<td>Auburn University – Auburn</td>
</tr>
<tr>
<td>Meredith</td>
<td>Denton</td>
<td><a href="mailto:meredith.garner.denton@emory.edu">meredith.garner.denton@emory.edu</a></td>
<td>University Of Virginia, Charlottesville</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Dietrich</td>
<td><a href="mailto:kim.dietrich@emory.edu">kim.dietrich@emory.edu</a></td>
<td>Grand Valley State University</td>
</tr>
<tr>
<td>Lindsay</td>
<td>Dodge</td>
<td><a href="mailto:lindsay.ann.dodge@emory.edu">lindsay.ann.dodge@emory.edu</a></td>
<td>University Of Central Florida</td>
</tr>
<tr>
<td>Alec</td>
<td>Faust</td>
<td><a href="mailto:aec.faust@emory.edu">aec.faust@emory.edu</a></td>
<td>Univ. Of North Carolina - Wilmington</td>
</tr>
<tr>
<td>Lauren</td>
<td>Hamann</td>
<td><a href="mailto:lauren.hamann@emory.edu">lauren.hamann@emory.edu</a></td>
<td>Grand Valley State University</td>
</tr>
<tr>
<td>Gillian</td>
<td>Harper</td>
<td><a href="mailto:gillian.marie.harper@emory.edu">gillian.marie.harper@emory.edu</a></td>
<td>Clemson University</td>
</tr>
<tr>
<td>Hannah</td>
<td>Hudson</td>
<td><a href="mailto:hannah.hudson@emory.edu">hannah.hudson@emory.edu</a></td>
<td>University Of Mississippi</td>
</tr>
<tr>
<td>Matthew</td>
<td>Ina</td>
<td><a href="mailto:matthew.ina@emory.edu">matthew.ina@emory.edu</a></td>
<td>University Of Florida</td>
</tr>
<tr>
<td>Kierstan</td>
<td>Jacobs</td>
<td><a href="mailto:kierstan.jacobs@emory.edu">kierstan.jacobs@emory.edu</a></td>
<td>Virginia Polytechnic Inst &amp; State University</td>
</tr>
<tr>
<td>Jynelle</td>
<td>Jarvis</td>
<td><a href="mailto:jynelle.jarvis@emory.edu">jynelle.jarvis@emory.edu</a></td>
<td>University Of South Florida</td>
</tr>
<tr>
<td>Nina</td>
<td>Kansagra</td>
<td><a href="mailto:nina.m.kansagra@emory.edu">nina.m.kansagra@emory.edu</a></td>
<td>Georgia State University</td>
</tr>
<tr>
<td>Peyton</td>
<td>Kelly</td>
<td><a href="mailto:rosie.kelly@emory.edu">rosie.kelly@emory.edu</a></td>
<td>University Of Georgia</td>
</tr>
<tr>
<td>Andrew</td>
<td>Kerschner</td>
<td><a href="mailto:andrew.david.kerschner@emory.edu">andrew.david.kerschner@emory.edu</a></td>
<td>Pennsylvania State University</td>
</tr>
<tr>
<td>Joshua</td>
<td>Konantz</td>
<td><a href="mailto:josh.konantz@emory.edu">josh.konantz@emory.edu</a></td>
<td>University Of Alabama - Tuscaloosa</td>
</tr>
<tr>
<td>Deborah</td>
<td>Korzun</td>
<td><a href="mailto:deb.korzun@emory.edu">deb.korzun@emory.edu</a></td>
<td>University Of Rochester</td>
</tr>
<tr>
<td>Julienne</td>
<td>Lambert</td>
<td><a href="mailto:julienne.lambert@emory.edu">julienne.lambert@emory.edu</a></td>
<td>University Of Georgia</td>
</tr>
<tr>
<td>Grace</td>
<td>Lancaster</td>
<td><a href="mailto:grace.lancaster@emory.edu">grace.lancaster@emory.edu</a></td>
<td>Mars Hill College</td>
</tr>
<tr>
<td>Raques</td>
<td>McGill</td>
<td><a href="mailto:raques.mcgill@emory.edu">raques.mcgill@emory.edu</a></td>
<td>Brown University</td>
</tr>
<tr>
<td>Kathrine</td>
<td>Meacham</td>
<td><a href="mailto:kathy.meacham@emory.edu">kathy.meacham@emory.edu</a></td>
<td>University Of Georgia</td>
</tr>
<tr>
<td>Clarissa</td>
<td>Myers</td>
<td><a href="mailto:clarissa.ann.myers@emory.edu">clarissa.ann.myers@emory.edu</a></td>
<td>University of Albany</td>
</tr>
<tr>
<td>Mary</td>
<td>Nguyen</td>
<td><a href="mailto:mary.nguyen@emory.edu">mary.nguyen@emory.edu</a></td>
<td>University Of Georgia</td>
</tr>
<tr>
<td>Shivani</td>
<td>Patel</td>
<td><a href="mailto:shivani.minish.patel@emory.edu">shivani.minish.patel@emory.edu</a></td>
<td>Univ. Of Maryland - Baltimore County</td>
</tr>
<tr>
<td>Katy</td>
<td>Petrie</td>
<td><a href="mailto:kathy.petrie@emory.edu">kathy.petrie@emory.edu</a></td>
<td>Quinnipiac University</td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>University</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Anna Quinn</td>
<td><a href="mailto:anna.quinn@emory.edu">anna.quinn@emory.edu</a></td>
<td>University Of Georgia</td>
<td></td>
</tr>
<tr>
<td>Samuel Recinos</td>
<td><a href="mailto:sam.recinos@emory.edu">sam.recinos@emory.edu</a></td>
<td>Clemson University</td>
<td></td>
</tr>
<tr>
<td>Grace Reed</td>
<td><a href="mailto:grace.reed@emory.edu">grace.reed@emory.edu</a></td>
<td>University Of Alabama - Tuscaloosa</td>
<td></td>
</tr>
<tr>
<td>Melanie Rezaie</td>
<td><a href="mailto:melanie.rezaie@emory.edu">melanie.rezaie@emory.edu</a></td>
<td>Georgia State University</td>
<td></td>
</tr>
<tr>
<td>Diane Rich</td>
<td><a href="mailto:diane.margaret.rich@emory.edu">diane.margaret.rich@emory.edu</a></td>
<td>Purdue University - North Central</td>
<td></td>
</tr>
<tr>
<td>Emily Rift</td>
<td><a href="mailto:emily.rift@emory.edu">emily.rift@emory.edu</a></td>
<td>University Of Missouri - Columbia</td>
<td></td>
</tr>
<tr>
<td>Nathalie Rosales</td>
<td><a href="mailto:nathalie.rosales@emory.edu">nathalie.rosales@emory.edu</a></td>
<td>University Of Florida</td>
<td></td>
</tr>
<tr>
<td>Alexa Rose</td>
<td><a href="mailto:alexa.rose@emory.edu">alexa.rose@emory.edu</a></td>
<td>Cornell University</td>
<td></td>
</tr>
<tr>
<td>Daniel Ryan</td>
<td><a href="mailto:dan.ryan@emory.edu">dan.ryan@emory.edu</a></td>
<td>University Of Georgia</td>
<td></td>
</tr>
<tr>
<td>Vincent Santucci</td>
<td><a href="mailto:vinny.santucci@emory.edu">vinny.santucci@emory.edu</a></td>
<td>Auburn University – Auburn</td>
<td></td>
</tr>
<tr>
<td>Anne Schmidtke</td>
<td><a href="mailto:anne.grace.schmidtke@emory.edu">anne.grace.schmidtke@emory.edu</a></td>
<td>Auburn University – Auburn</td>
<td></td>
</tr>
<tr>
<td>Camille Silverman</td>
<td><a href="mailto:casilve@emory.edu">casilve@emory.edu</a></td>
<td>Emory University</td>
<td></td>
</tr>
<tr>
<td>Jessica Simon</td>
<td><a href="mailto:jesimo2@emory.edu">jesimo2@emory.edu</a></td>
<td>Emory University</td>
<td></td>
</tr>
<tr>
<td>Christine Stockslager</td>
<td><a href="mailto:c.l.stockslager@emory.edu">c.l.stockslager@emory.edu</a></td>
<td>Texas Christian University</td>
<td></td>
</tr>
<tr>
<td>Susan Su</td>
<td><a href="mailto:susan.su@emory.edu">susan.su@emory.edu</a></td>
<td>Georgia Institute Of Technology</td>
<td></td>
</tr>
<tr>
<td>Alexis Theuring</td>
<td><a href="mailto:lexi.theuring@emory.edu">lexi.theuring@emory.edu</a></td>
<td>California State University</td>
<td></td>
</tr>
<tr>
<td>Stephanie Tirado</td>
<td><a href="mailto:stephanie.tirado@emory.edu">stephanie.tirado@emory.edu</a></td>
<td>Agnes Scott College</td>
<td></td>
</tr>
<tr>
<td>Kelsey Titgen</td>
<td><a href="mailto:kelsey.nicole.titgen@emory.edu">kelsey.nicole.titgen@emory.edu</a></td>
<td>University Of South Carolina - Columbia</td>
<td></td>
</tr>
<tr>
<td>Kevin Tolbert</td>
<td><a href="mailto:kbtolbe@emory.edu">kbtolbe@emory.edu</a></td>
<td>Emory University</td>
<td></td>
</tr>
<tr>
<td>Stefanie Tschoeke</td>
<td><a href="mailto:stefanie.tschoeke@emory.edu">stefanie.tschoeke@emory.edu</a></td>
<td>University Of Wisconsin - Madison</td>
<td></td>
</tr>
<tr>
<td>Curtis Twitchell</td>
<td><a href="mailto:curtis.twitchell@emory.edu">curtis.twitchell@emory.edu</a></td>
<td>University Of New Mexico</td>
<td></td>
</tr>
<tr>
<td>Berkeley Van Dyke</td>
<td><a href="mailto:berkeley.van.dyke@emory.edu">berkeley.van.dyke@emory.edu</a></td>
<td>University Of Florida</td>
<td></td>
</tr>
<tr>
<td>Tanya Virani</td>
<td><a href="mailto:tanya.iqbal.virani@emory.edu">tanya.iqbal.virani@emory.edu</a></td>
<td>Virginia Commonwealth University</td>
<td></td>
</tr>
<tr>
<td>Molly Volden</td>
<td><a href="mailto:molly.volden@emory.edu">molly.volden@emory.edu</a></td>
<td>University Of Minnesota - Twin Cities</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Weber</td>
<td><a href="mailto:elizabeth.irene.weber@emory.edu">elizabeth.irene.weber@emory.edu</a></td>
<td>Florida State University</td>
<td></td>
</tr>
<tr>
<td>Mary Alice White</td>
<td><a href="mailto:mary.alice.white@emory.edu">mary.alice.white@emory.edu</a></td>
<td>University Of California</td>
<td></td>
</tr>
<tr>
<td>Jayme Zedrow</td>
<td><a href="mailto:jayme.zedrow@emory.edu">jayme.zedrow@emory.edu</a></td>
<td>Auburn University - Auburn</td>
<td></td>
</tr>
<tr>
<td>Mary Ziemba</td>
<td><a href="mailto:mary.ziemba@emory.edu">mary.ziemba@emory.edu</a></td>
<td>Mercer University - Macon</td>
<td></td>
</tr>
</tbody>
</table>
Meet the 2018 Class officers

President – Kara Arps
Vice-President – Elizabeth Weber
Treasurer – Stephanie Tirado
Secretary – Deborah Korzun
Information Technology – Christine Stockslager

<table>
<thead>
<tr>
<th>Emory DPT Class of 2018 Committee List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
</tr>
<tr>
<td>Officer - Deb Korzun</td>
</tr>
<tr>
<td>Chair - Gillian Harper</td>
</tr>
<tr>
<td>Grace Lancaster</td>
</tr>
<tr>
<td>Josh Konantz</td>
</tr>
<tr>
<td>Andrew Kerschner</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>International</strong></td>
</tr>
<tr>
<td>Officer - Kara Arps</td>
</tr>
<tr>
<td>Chair - Dan Ryan</td>
</tr>
<tr>
<td>Katie Bauer</td>
</tr>
<tr>
<td>Tanya Virani</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Intramural</strong></td>
</tr>
<tr>
<td>Officer - Kara Arps</td>
</tr>
<tr>
<td>Chair - Sam Recinos</td>
</tr>
<tr>
<td>Alec Faust</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Sustainability</strong></td>
</tr>
<tr>
<td>Officer -</td>
</tr>
<tr>
<td>Co-chair - Mary Alice White</td>
</tr>
<tr>
<td>Co-chair - Alexa Rose</td>
</tr>
<tr>
<td><strong>DPT Outfitters</strong></td>
</tr>
<tr>
<td>Officer - Stephanie Tirado</td>
</tr>
<tr>
<td>Co-chair - Caitlyn Behling</td>
</tr>
<tr>
<td>Co-chair - Anna Quinn</td>
</tr>
<tr>
<td><strong>Philanthropy/Fundraising</strong></td>
</tr>
<tr>
<td>Officer - Elizabeth Weber</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
</tr>
<tr>
<td>Officer - Deb Korzun</td>
</tr>
<tr>
<td>Chair - Kelsey Titgen</td>
</tr>
<tr>
<td>Daniel Brandon</td>
</tr>
<tr>
<td>Berkeley Van Dyke</td>
</tr>
<tr>
<td>Mackenzie Chrisco</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Karla</td>
</tr>
<tr>
<td>Sophia</td>
</tr>
<tr>
<td>Heather</td>
</tr>
<tr>
<td>Nicole</td>
</tr>
<tr>
<td>Megan</td>
</tr>
<tr>
<td>Meredith</td>
</tr>
<tr>
<td>Marguerite</td>
</tr>
<tr>
<td>James</td>
</tr>
<tr>
<td>Courtney</td>
</tr>
<tr>
<td>Kyle</td>
</tr>
<tr>
<td>Emily</td>
</tr>
<tr>
<td>Natalia</td>
</tr>
<tr>
<td>Jessica</td>
</tr>
<tr>
<td>Brandon</td>
</tr>
<tr>
<td>Erin</td>
</tr>
<tr>
<td>Benjamin</td>
</tr>
<tr>
<td>Alanna</td>
</tr>
<tr>
<td>Carol</td>
</tr>
<tr>
<td>Mary Griffin</td>
</tr>
<tr>
<td>Ryan</td>
</tr>
<tr>
<td>Samuel</td>
</tr>
<tr>
<td>Mattie</td>
</tr>
<tr>
<td>Nikita</td>
</tr>
<tr>
<td>Harrison</td>
</tr>
<tr>
<td>Chelsea</td>
</tr>
<tr>
<td>Omar</td>
</tr>
<tr>
<td>Melanie</td>
</tr>
<tr>
<td>Eric</td>
</tr>
<tr>
<td>Liana</td>
</tr>
<tr>
<td>Phillip</td>
</tr>
<tr>
<td>Matthew</td>
</tr>
<tr>
<td>Haemi</td>
</tr>
<tr>
<td>Faith</td>
</tr>
<tr>
<td>Catherine</td>
</tr>
<tr>
<td>Stephanie</td>
</tr>
<tr>
<td>Benjamin</td>
</tr>
<tr>
<td>Naomi</td>
</tr>
<tr>
<td>Alex</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Patricia Lewis</td>
</tr>
<tr>
<td>Di Luo</td>
</tr>
<tr>
<td>Dominique Maharath</td>
</tr>
<tr>
<td>Kinsey Marine</td>
</tr>
<tr>
<td>Jordan Marks</td>
</tr>
<tr>
<td>Ashley Martin</td>
</tr>
<tr>
<td>Patrick Mason</td>
</tr>
<tr>
<td>Melissa McCune</td>
</tr>
<tr>
<td>Raques McGill</td>
</tr>
<tr>
<td>Abigail Misenheimer</td>
</tr>
<tr>
<td>Nabil Motlagh</td>
</tr>
<tr>
<td>Morgan Mullins</td>
</tr>
<tr>
<td>Mary Nguyen</td>
</tr>
<tr>
<td>Mark Nimmo</td>
</tr>
<tr>
<td>Shantha Nithiananda</td>
</tr>
<tr>
<td>Meghan O'Malley</td>
</tr>
<tr>
<td>David Pruszynski</td>
</tr>
<tr>
<td>Erika Rigel</td>
</tr>
<tr>
<td>Madeline Sage</td>
</tr>
<tr>
<td>Sydney Sample</td>
</tr>
<tr>
<td>Alex Schilder</td>
</tr>
<tr>
<td>Samuel Schmidt</td>
</tr>
<tr>
<td>Elizabeth Scovil</td>
</tr>
<tr>
<td>Kaitlynn Seymour</td>
</tr>
<tr>
<td>Donna Shulmister</td>
</tr>
<tr>
<td>Payton Sims</td>
</tr>
<tr>
<td>Sarah Smith</td>
</tr>
<tr>
<td>Sarah Stanley</td>
</tr>
<tr>
<td>Morgan Stewart</td>
</tr>
<tr>
<td>Christine Stockslager</td>
</tr>
<tr>
<td>Holly Strasbaugh</td>
</tr>
<tr>
<td>Alexis Swafford</td>
</tr>
<tr>
<td>Jalen Thompson</td>
</tr>
<tr>
<td>Brittany Ufret</td>
</tr>
<tr>
<td>Margaret Wilkins</td>
</tr>
<tr>
<td>Helen Williford</td>
</tr>
<tr>
<td>Matthew Wronsky</td>
</tr>
<tr>
<td>Aiden Yoon</td>
</tr>
<tr>
<td>Samantha Zimmerman</td>
</tr>
</tbody>
</table>
# Meet the Class of 2019 Class Officers

**President** – Meredith Bowden  
**Vice President** – Sarah Smith  
**Treasurer** – Karla Arevalo-Alas  
**Secretary** – Natalia Busuttil  
**Information Technology** – Heather Baeta

## Emory DPT Class of 2019 Committee List

<table>
<thead>
<tr>
<th>Academic Officer - Natalia Busuttil</th>
<th>Extra Education Officer - Natalia Busuttil</th>
<th>Service Learning Officer – Sarah Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair - Leigha Schimmoeller</td>
<td>Co-chair - Nabil Motlagh</td>
<td>Co-chair – Carol Ann Elliot</td>
</tr>
<tr>
<td>Kyle Buckham</td>
<td>Co-chair - Holly Strasbaugh</td>
<td>Megan Baker</td>
</tr>
<tr>
<td>Shantha Nithiananda</td>
<td></td>
<td>Maggie Wilkins</td>
</tr>
<tr>
<td>Sam Zimmerman</td>
<td>Admissions</td>
<td>Emily Bushman</td>
</tr>
<tr>
<td></td>
<td>Officer – Sarah Smith</td>
<td>Brandon Choi</td>
</tr>
<tr>
<td></td>
<td>Co-chair – Alexis Daniel</td>
<td>Liana Kam</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-chair – Harrison Goudiss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer - Meredith Bowden</td>
<td>Maggie Brogan</td>
<td>Dominique Maharath</td>
</tr>
<tr>
<td>Co-chair - Sydney Sample</td>
<td>Sam Geisslinger</td>
<td></td>
</tr>
<tr>
<td>Co-chair - Madeline Sage</td>
<td>PJ Lewis</td>
<td></td>
</tr>
<tr>
<td>Patrick Mason</td>
<td>Helen Williford</td>
<td></td>
</tr>
<tr>
<td>Adriana Florez</td>
<td>Jordan Marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dave Pruszynski</td>
<td></td>
</tr>
<tr>
<td>Intramural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer - Meredith Bowden</td>
<td>Alex Schilder</td>
<td>Mark Nimmo</td>
</tr>
<tr>
<td>Chair – Faith Kirkland</td>
<td>Alumni</td>
<td>Mattie Gereben</td>
</tr>
<tr>
<td>Omar Ibreak</td>
<td>Officer – Heather Baeta</td>
<td>Alex Lettner</td>
</tr>
<tr>
<td>Ben Koke</td>
<td>Chair – Alanna Dyko</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Griffin Fry</td>
<td></td>
</tr>
<tr>
<td>Sustainability</td>
<td>Ryan Gehr</td>
<td>Officer – Karla Arevalo-Alas</td>
</tr>
<tr>
<td>Officer – Heather Baeta</td>
<td></td>
<td>Chair – Melanie Insley</td>
</tr>
<tr>
<td>Co-chair – Ben Diehl</td>
<td>Philanthropy/Fundraising</td>
<td>Morgan Mullins</td>
</tr>
<tr>
<td>Co-chair – Nikita Godbole</td>
<td>Officer - Sarah Smith</td>
<td>Hope Kitchen</td>
</tr>
<tr>
<td></td>
<td>Co-chair - Courtney Brown</td>
<td>Chelsea Hodge</td>
</tr>
<tr>
<td>DPT Outfitters</td>
<td>Co-chair - Payton Sims</td>
<td>Matt Kilgore</td>
</tr>
<tr>
<td>Officer – Karla Arevalo-Alas</td>
<td>Sophia Artusa</td>
<td></td>
</tr>
<tr>
<td>Co-chair – Haemi Kim</td>
<td>Erin Cullifer</td>
<td>APTA/PTAG</td>
</tr>
<tr>
<td>Co-chair – Kaitlynn Seymour</td>
<td>Erika Rigel</td>
<td>Officer – Meredith Bowden</td>
</tr>
<tr>
<td></td>
<td>Phil Kellogg</td>
<td>Co-chair – Nikki Bailys</td>
</tr>
<tr>
<td>Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer – Natalia Busuttil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair – Meghan O’Malley</td>
<td>Kinsey Marine</td>
<td>Colleen Schumilister</td>
</tr>
<tr>
<td>Matt Wronsky</td>
<td>Melissa McCune</td>
<td>Di Luo</td>
</tr>
<tr>
<td>Eric Johnson</td>
<td>Abbey Misenheimer</td>
<td>Honor Council</td>
</tr>
<tr>
<td>Sarah Stanley</td>
<td></td>
<td>Alternates - Kyle Buckham &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chelsea Rae Hodge</td>
</tr>
</tbody>
</table>

Alternates - Kyle Buckham & Chelsea Rae Hodge
EMORY UNIVERSITY  
DIVISION OF PHYSICAL THERAPY  
DOCTOR OF PHYSICAL THERAPY

CURRICULUM OUTLINE

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

DPT I

Semester 1: Summer 2017

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU DPT 700</td>
<td>Health Promotion, Wellness &amp; Prevention: Individual</td>
<td>Pullen</td>
<td>1</td>
</tr>
<tr>
<td>SU DPT 705</td>
<td>Human Anatomy</td>
<td>Kapasi</td>
<td>4</td>
</tr>
<tr>
<td>SU DPT 710</td>
<td>Fundamentals of Measurement</td>
<td>Smith</td>
<td>3</td>
</tr>
<tr>
<td>SU DPT 715</td>
<td>Kinesiology and Biomechanics</td>
<td>Rogozinski</td>
<td>4</td>
</tr>
<tr>
<td>SU DPT 720</td>
<td>Ethics and Professionalism</td>
<td>Greenfield</td>
<td>2</td>
</tr>
<tr>
<td>SU DPT 725</td>
<td>Interpersonal Communications</td>
<td>Kaleta</td>
<td>2</td>
</tr>
</tbody>
</table>

Semester Total: 16

Semester 2: Fall 2017

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA DPT 730</td>
<td>Systems Physiology</td>
<td>Nichols</td>
<td>5</td>
</tr>
<tr>
<td>FA DPT 735</td>
<td>Neuroscience</td>
<td>Kesar, Nichols</td>
<td>4</td>
</tr>
<tr>
<td>FA DPT 740</td>
<td>Introduction to Interventions</td>
<td>Rossi</td>
<td>3</td>
</tr>
<tr>
<td>FA DPT 745</td>
<td>Growth Process through the Lifespan</td>
<td>Shah, Smith</td>
<td>4</td>
</tr>
<tr>
<td>FA DPT 750</td>
<td>The Teaching and Learning Process in PT</td>
<td>Greenfield</td>
<td>2</td>
</tr>
</tbody>
</table>

Semester Total: 18

Semester 3: Spring 2018

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP DPT 755</td>
<td>General Medical Conditions</td>
<td>Davis, Bishop</td>
<td>12</td>
</tr>
<tr>
<td>SP DPT 760</td>
<td>Medical /Genetics in PT</td>
<td>Nichols</td>
<td>3</td>
</tr>
<tr>
<td>SP DPT 765</td>
<td>Evidence-Based Practice</td>
<td>Johanson</td>
<td>2</td>
</tr>
</tbody>
</table>

Semester Total: 17

DPT II

Semester 4: Summer 2018

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU DPT 800</td>
<td>Musculoskeletal Rehabilitation</td>
<td>Geist, Rossi</td>
<td>10</td>
</tr>
<tr>
<td>SU DPT 805</td>
<td>Principles of Motor Learning</td>
<td>Borich</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Total: 13

Semester 5: Fall 2018

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA DPT 810</td>
<td>Adult Neurorehabilitation</td>
<td>Zajac-Cox, Phillips</td>
<td>7</td>
</tr>
<tr>
<td>FA DPT 815</td>
<td>Pediatric Rehabilitation</td>
<td>Rogozinski</td>
<td>4</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>FA DPT 820</td>
<td>Health Service and Management</td>
<td>Davis, Spencer, Kapasi</td>
<td>3</td>
</tr>
<tr>
<td>FA DPT 825</td>
<td>Exploration of Human Behavior</td>
<td>Penna</td>
<td>2</td>
</tr>
</tbody>
</table>

**Semester 6: Spring 2019**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP DPT 830</td>
<td>Internship I</td>
<td>Bridges, Phillips</td>
<td>10</td>
</tr>
<tr>
<td>SP DPT 835</td>
<td>Administration and Consultation in Healthcare</td>
<td>Rossi</td>
<td>2</td>
</tr>
<tr>
<td>SP DPT 840</td>
<td>Internship II</td>
<td>Bridges, Phillips</td>
<td>10</td>
</tr>
</tbody>
</table>

**Semester Total**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP DPT 830</td>
<td>Internship I</td>
<td>Bridges, Phillips</td>
<td>10</td>
</tr>
<tr>
<td>SP DPT 835</td>
<td>Administration and Consultation in Healthcare</td>
<td>Rossi</td>
<td>2</td>
</tr>
<tr>
<td>SP DPT 840</td>
<td>Internship II</td>
<td>Bridges, Phillips</td>
<td>10</td>
</tr>
</tbody>
</table>

**DPT III**

**Semester 7: Summer 2019**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU DPT 900</td>
<td>Internship III</td>
<td>Bridges, Phillips</td>
<td>10</td>
</tr>
<tr>
<td>SU DPT 905</td>
<td>Current Practices in PT</td>
<td>Greenfield</td>
<td>2</td>
</tr>
</tbody>
</table>

**Semester Total**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU DPT 900</td>
<td>Internship III</td>
<td>Bridges, Phillips</td>
<td>10</td>
</tr>
<tr>
<td>SU DPT 905</td>
<td>Current Practices in PT</td>
<td>Greenfield</td>
<td>2</td>
</tr>
</tbody>
</table>

**Semester 8: Fall 2019**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA DPT 910</td>
<td>Advanced Medical Screening</td>
<td>Geist</td>
<td>3</td>
</tr>
<tr>
<td>FA DPT 915</td>
<td>Clinical Research I</td>
<td>Johanson</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Semester Total**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA DPT 910</td>
<td>Advanced Medical Screening</td>
<td>Geist</td>
<td>3</td>
</tr>
<tr>
<td>FA DPT 915</td>
<td>Clinical Research I</td>
<td>Johanson</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Semester 9: Spring 2020**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP DPT 920</td>
<td>Health Promotion, Wellness &amp; Prevention: Community</td>
<td>Pullen</td>
<td>3</td>
</tr>
<tr>
<td>SP DPT 925</td>
<td>Clinical Research II</td>
<td>Johanson</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Semester Total**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP DPT 920</td>
<td>Health Promotion, Wellness &amp; Prevention: Community</td>
<td>Pullen</td>
<td>3</td>
</tr>
<tr>
<td>SP DPT 925</td>
<td>Clinical Research II</td>
<td>Johanson</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits for Program = 144**

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

For above course descriptions see [http://www.rehabmed.emory.edu/pt/prospective/descriptions.shtml](http://www.rehabmed.emory.edu/pt/prospective/descriptions.shtml)

****ELECTIVES****

For elective descriptions see [https://www.emorydpt.org/future-students-overview/electives/](https://www.emorydpt.org/future-students-overview/electives/)

19
2. Administration
The Doctor of Physical Therapy Program at Emory University provides an entry into the profession for individuals with a minimum of a baccalaureate degree. The skills and abilities, which should be developed in students to enable them to function effectively as physical therapists, are based on a current concept of health care with three major characteristics. First, the welfare of the patient/client is the basis of health care. Health professionals may be involved in one of a number of areas related to health care, e.g., clinical care, research, education, administration, and consultation. Nonetheless, the welfare of the patient/client is the focal point of their efforts. Second, health care is dynamic. Changes occur constantly that incorporate advances in assessment and treatment as well as in the delivery of care and the processes of health care insurance. The scope of health care has widened to include the promotion of health and prevention of illness. Also, emphasis on the rights and responsibilities of the patient/client of the health care system is increasing. Third, the quality of health care is dependent on the process of delivery of service in the health care system and the extent to which individual needs of the patient/client are met. Additional skills and abilities must be developed in students in order to enable the graduate to practice safely, professionally and effectively in a ‘direct access’ environment, such as evidence-based practice and medical screening.

The dynamic quality of health care requires that physical therapists must have the expertise to identify and meet the needs of individual patients/clients. Also, physical therapists must be educated to identify and effectively act in a variety of capacities while providing health care. More specifically, the objectives of the program are to provide the student with the following competencies:

I. The student will use the problem-solving process to demonstrate areas of competence and apply a theoretical framework of basic, behavioral, social and medical sciences as the basis for his/her practice of physical therapy. Competency is demonstrated by:
   A. Using the interpersonal communication process with patients, healthcare providers and staff; including an active recognition of the rights and dignity of the individual in planning and administering programs of care.
   B. Using the teaching-learning process in interactions with patients, healthcare providers and staff.
   C. Examining and evaluating patients, and establishing an appropriate plan of care.
   D. Providing appropriate therapeutic services.
   E. Participating in the administrative responsibilities of a clinical physical therapist.
   F. Using the basic principles of research in the critical analysis of concepts and findings generated by self and others.
   G. Consulting with others in providing comprehensive care.

The educational experience of the program is designed to meet the foregoing competencies in the following ways: First, the mechanism, which is provided for identifying and affecting needs of a patient/client and of the health care system, is the problem-solving approach. The physical therapist must be a health professional in the broadest sense. In other words, the physical therapist must not only be able to work as a member of the health team, but also must assume a leadership role in initiating interdisciplinary and interprofessional care. The physical therapist must know how to identify and resolve health problems through program planning related to a patient/client, to a specialty area, and to the total health care system. For that reason, the problem-solving approach is used in all aspects of the Doctor of
Physical Therapy program. Application of this approach is incorporated in content related to the theoretical framework of medical science and physical therapy. In each of the above contexts, the physical therapist must be able to identify a need(s) and alternative program plans for resolving the need/problem, implement a solution, and modify the solution/process as necessary. The physical therapist, other health workers, the patient/client and the health care system are all involved in the programs and all are considered in effecting solutions to specific problems.

II. Interpersonal communications including an active recognition of the rights and dignity of the patient/client are emphasized in all aspects of the Doctor of Physical Therapy program. This active recognition is demonstrated by consideration of the personal, community, and cultural environment of the patient/client in effecting changes beneficial to the patient/client. Specific interpersonal communication skills for implementing changes are emphasized. These skills include the ability to make decisions based on the human dignity of the people involved, to grow personally and to facilitate growth in others, and to respond effectively to the interpersonal needs of the patient/client, of self, and of other health professionals. Humanistic factors are considered with economic factors in determining specific and general goals of health care. In summary, psychosocial considerations are integrated into the content areas, clinical experiences, and process skills.

III. The teaching-learning process is demonstrated and applied in all contexts. The learning process is presented as applicable to the student's own learning, both during and after completion of the program. Continued learning is stressed as essential in staying abreast of recent findings and theory related to care of the patient/client. For that reason, the student's understanding of how he/she learns and what he/she needs to learn is developed. In addition, the student learns to identify the learning style of others. An understanding of the teaching process is developed by familiarizing the student with the instructional process designed to facilitate his/her learning in classroom and clinical settings. Classroom and clinical faculty serve as models for the development of teaching behavior in students. Finally, the student is given an opportunity to develop skill in a) identifying what a patient/client needs to learn to accomplish program objectives, b) identifying and implementing the best method of teaching to the patient/client, and c) determining if the desired learning has occurred. The application of these skills in collegial, interdisciplinary and interprofessional relationships is also experienced by the student.

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

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

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

The educational design directly reflects the presented concept of health care and the objectives of the program. Integration of learning and the humanistic approach accustoms the student to focusing on the patient/client's changing needs simultaneous with engaging in the appropriate processes to meet those needs. Use of a problem-solving approach in program planning provides the student with a mechanism for responding to the problems of patients/clients and affecting the direction of change in the health care system. And finally, development of process skills necessary for the multiple roles of a physical therapist enables the student to participate in their expanding roles within the dynamic health care system in a variety of settings.
The Doctor of Physical Therapy Program at Emory University is sensitive to the needs of individuals with disabilities and does not discriminate against qualified candidates with disabilities. The Doctor of Physical Therapy Program is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008.

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

An offer of admission may be withdrawn and or a student may be dismissed from the program if he or she cannot articulate how, even with reasonable accommodation, he or she would be able to meet the program qualifications—including these technical standards, or if it becomes apparent that the student cannot meet the technical standards even with reasonable accommodation; the requested accommodation(s) would fundamentally alter the nature of the Doctor of Physical Therapy Program at Emory University or create a significant risk of harm to the health or safety of others.

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

Individuals who have questions regarding reasonable accommodations should contact the Emory University Office of Disability Services at 404-544-9877.

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

- Problem solving on the basis of verbal, visual, and written information within a limited time frame;
- Clinical reasoning and decision making within a limited time frame;
- Visual-spatial integration;
- Perceptual-motor integration;
- Repetitive motion;
- Insight and judgment for safety and prognostication;
- Effective communication among group members;
- Planning and organizing for treatment prescription;
- Intermittent lifting of heavy loads;
- Repetitive motion;
- Frequent standing, walking and bending;
- Occasional kneeling and twisting;
- Frequent lifting, pushing and pulling up to 20 lbs.;
- Occasional lifting, pushing and pulling 20 – 50 lbs.;
• Time management to coordinate course requirements

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

I. Participate in all phases of the educational program within the required time frame, including demonstrating comprehension of all classroom, clinical, and any other required learning experiences through performance and/or examination where such a requirement is essential to:

   A. be provided with all the specific skills and experiences necessary to successfully complete the Physical Therapy Program, and become eligible for licensure;
   B. apply basic principles of the scientific method in reading and interpreting professional literature, performing research, and critically analyzing new concepts and findings provided by others.

II. Apply basic educational concepts of theories in designing, implementing, and evaluating treatment and function appropriately in interpersonal relationships by exhibiting use of good judgment, empathy, reliability, and emotional stability; must possess the abilities to practice appropriately in stressful situations and to work acceptably with others in order to:

   A. interact with patients and families in a manner which provides the desired psychosocial support by:
      1. recognizing his/her own reaction to illness and disability;
      2. recognizing patients' and families' reactions to illness and disability;
      3. respecting individual, cultural, religious, and socioeconomic differences in people.
      4. utilizing appropriate communicative processes to ensure appropriate standards of care, as wells a accepting and providing constructive criticism.
   B. demonstrate safe, ethical, and legal practice as stated by the profession;
   C. engage the greatest possible degree of patient motivation and cooperation in evaluation and treatment;
   D. function effectively with other health care practitioners in providing appropriate patient care and in improving the quality of patient care;
   E. be responsive to ideas and techniques that might be more appropriate, effective, or safe.

III. Communicate effectively with patients, their families, and health care practitioners in order to:

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

IV. Function appropriately in professional practice in order to:

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

1. Classrooms - We will use classrooms and the laboratory in the 1462 Clifton Road (Old Dental Building) the School of Medical Education Building, and Emory Rehabilitation Hospital (ERH). Faculty offices are located in Suite 312 of the 1462 building and ERH Teaching Laboratories in the ERH building and 1462 building are keypad coded. The Student Lounge in the 1462 building is also keypad coded and you will be given those codes. Use by persons other than those in the DPT Program is not allowed. Please use stairs in both buildings unless medically necessary to use elevators.

2. Communication – electronically by Outlook Exchange, Canvas, and by telephone. Students have mailboxes located in Room 306 of the 1462 building. Messages and class materials may be posted for you on Canvas. You are expected to check your mailboxes and Outlook Exchange account daily, as this is our way of communicating with you. You may be able to forward your Emory email to your Gmail etc. However, always use Emory email to send faculty email otherwise it will go to our junk mail and many times is filtered out by Emory’s filters. Messages for the faculty should be placed in their boxes located in the office areas (1462 building, Suite 312).

3. Lockers will be assigned by your class officers, once elected. Lockers are located in the teaching laboratory in the 1462 Building.

4. Required readings for courses (other than purchased books) will be available through electronic Course Reserves through the Woodruff Health Sciences library, which is located on the first floor of the 1462 Building.

5. Notices: Students are notified of Grand Rounds, workshops, etc. by email. Attendance at Rehabilitation Medicine Grand Rounds is strongly recommended and for some seminars mandatory attendance will be required.

6. Parking - You need to bring proof of ownership/registration of your automobile to obtain a parking permit. Parking registration is available on-line at www.transportation.emory.edu. Vehicle registration for the academic year is approximately $672.00. Parking is available in the Michael Street Deck and the Clairmont Campus Deck.

The cost of student parking for the 2017-2018 Academic year is $672 for all parking in both the main campus decks and the Clairmont campus residential decks. Parking assignments are made on a first-come, first-served basis. All students are eligible to park in the Starvine and Michael Street decks. Senior level and above students or campus housing residents can park in Peavine deck. Parking in the Clairmont campus residential decks is assigned according to Clairmont Campus housing location.

7. Official regulations - be sure to read the portions of the official regulations that pertain to you. They are written in Campus Life and the Emory University School of Medicine Conduct Code.

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

NOTE: IN INSTANCES OTHER THAN UNFORESEEN ILLNESS OR EMERGENCY, PERMISSION FOR ABSENCE FROM CLASS MUST BE OBTAINED BY EMAIL, AT LEAST TWO WEEKS IN ADVANCE FROM EACH INSTRUCTOR. Failure to meet these responsibilities may seriously compromise your academic standing. Also, the faculty is not responsible for providing information or learning experiences in cases of student absence.

9. Use of Administrative Assistant telephones is available for school-related calls or extreme emergencies. Use of the phone at the ERH front desk is only for emergencies and physician pages.

10. Emory University Identification Card (picture identification card) must be worn at all times in University buildings and should be visible. You may be asked to leave the ERH building if you are not wearing your identification card. Security of the ERH and other university facilities is an ongoing concern. As part of these efforts at ERH, we limit traffic during non-business hours (after 9:00 p.m. and prior to 7:00 a.m.). Any papers, messages or other materials for faculty, staff, etc. should be delivered between 7:00 a.m. and 9:00 p.m.

In our offices in the 1462 building, the PT office will be locked from approximately 5 pm to 7:30 a.m. Please do not bring these materials to our offices during these off hours.

Be sure that you carry your Emory identification card at all times when on campus. Entry to the 1462 building, the SOM Education Bldg and ERH after hours and on the weekend will only be possible with your Emory picture identification card. This identification card should have a magnetic strip on the back. The card (and strip) activates the security box at the door to gain entry. You will not have access without your identification card. If for some reason you have no identification card, you must get one immediately at the DUC. 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. Also, do NOT prop doors open to allow entry of a colleague. Please thank any person asking you for identification.

11. All students are required to maintain current records of immunizations and tuberculin skin tests (PPD). Representatives from Student Health will meet with your class at scheduled intervals throughout the program of study. The price of immunizations is included in your student fees. It is each student’s responsibility to maintain their own immunization record and to provide current immunization records to each of their clinical rotation sites. See the Student Health Section of this Handbook for more details about immunizations.

13. **Clinical Laboratory Supplies:**
There are several items required for laboratory throughout the curriculum. These items will be purchased by the Division and provided to each student. The cost of these items will be covered by a one-time laboratory fee. In addition to the laboratory supplies, the laboratory fee also includes the cost of a tracksuit that is expected to be worn over laboratory clothing.

**Supply List**
1.) Stethoscope
2.) Sphygmomanometer (blood pressure cuff)
3.) Vinyl gait belt (60”)
4.) Penlight
5.) 8” 180° goniometer
6.) 12” 360° goniometer  
7.) Finger goniometer  
8.) Buck or Babinski hammer  
9.) Retractable plastic tape measure  
10.) Stopwatch

Clinical laboratory supplies will be provided in a bag and it is the responsibility of the student to bring these supplies to each clinical laboratory.

14. All students are required to maintain continuous membership in the American Physical Therapy Association throughout the program of study.

15. All students **MUST** complete course evaluations at the end of each course. Please note that grades will not be posted until you complete the course evaluations.
POLSICY ON DISCRIMINATION

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University’s commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment. The university Policy 1.3, Equal Opportunity and Discriminatory Harassment Policy can be found @ http://policies.emory.edu/1.3.
3. Students and Faculty
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Faculty Advisor</th>
<th>First Name</th>
<th>Last Name</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaseel</td>
<td>Alkhalaileh</td>
<td>Sarah Blanton</td>
<td>Hannah</td>
<td>Martin</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Brianneth</td>
<td>Alvarado</td>
<td>Sarah Blanton</td>
<td>Jaclyn</td>
<td>Miller</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Jessica</td>
<td>Anderson</td>
<td>Sarah Blanton</td>
<td>Kayla</td>
<td>Miller</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Alla</td>
<td>Avakova</td>
<td>Sarah Blanton</td>
<td>Zachary</td>
<td>Moss</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Babcock</td>
<td>Sarah Blanton</td>
<td>Madison</td>
<td>Myers</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Ballis</td>
<td>Michael Borich</td>
<td>Julia</td>
<td>Nelson</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Brianna</td>
<td>Bianconi</td>
<td>Michael Borich</td>
<td>Khoi</td>
<td>Nguyen</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Emily</td>
<td>Brady</td>
<td>Michael Borich</td>
<td>Elizabeth</td>
<td>Niedermaier</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Lora</td>
<td>Bruce</td>
<td>Trish Bridges</td>
<td>Shannon</td>
<td>O’Connor</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Thomas</td>
<td>Choi</td>
<td>Trish Bridges</td>
<td>Jennifer</td>
<td>O’Neil</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Sophie</td>
<td>Cobb</td>
<td>Trish Bridges</td>
<td>Elizabeth</td>
<td>Parkhurst</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Natalie</td>
<td>D’Addieco</td>
<td>Trish Bridges</td>
<td>Daniel</td>
<td>Pham</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Phillip</td>
<td>Dang</td>
<td>Beth Davis</td>
<td>Leah</td>
<td>Phillips</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Hannah</td>
<td>Delia</td>
<td>Beth Davis</td>
<td>Colten</td>
<td>Poellinger</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Hannah</td>
<td>Duff</td>
<td>Beth Davis</td>
<td>Tyler</td>
<td>Randolph</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Jonathan</td>
<td>Erickson</td>
<td>Beth Davis</td>
<td>Shaun</td>
<td>Resseguie</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Ariel</td>
<td>Esperancilla</td>
<td>Beth Davis</td>
<td>Alexandra</td>
<td>Rhoe</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Andres</td>
<td>Fernandez</td>
<td>Kathleen Geist</td>
<td>Carmen</td>
<td>Rinard</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Yvette</td>
<td>Fitzgerald</td>
<td>Kathleen Geist</td>
<td>Gabrielle</td>
<td>Ringenberg</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Nirja</td>
<td>Gajjar</td>
<td>Kathleen Geist</td>
<td>Karsyn</td>
<td>Roberts</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Gil</td>
<td>Kathleen Geist</td>
<td>Amanda</td>
<td>Roth</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Andrea</td>
<td>Goldman</td>
<td>Kathleen Geist</td>
<td>Olivia</td>
<td>Schipani</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Michelle</td>
<td>Goto</td>
<td>Bruce Greenfield</td>
<td>Taylor</td>
<td>Schmidt</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Amit</td>
<td>Grewal</td>
<td>Bruce Greenfield</td>
<td>Katie</td>
<td>Shelnitz</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Megan</td>
<td>Hale</td>
<td>Bruce Greenfield</td>
<td>Steven</td>
<td>Sofley</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Sarah</td>
<td>Hamilton</td>
<td>Bruce Greenfield</td>
<td>Alexis</td>
<td>Spahn</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Colton</td>
<td>Head</td>
<td>Bruce Greenfield</td>
<td>Jacob</td>
<td>Spencer</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Alison</td>
<td>Herrera</td>
<td>Marie Johanson</td>
<td>Mason</td>
<td>Spratling</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Caitlin</td>
<td>Hesse</td>
<td>Marie Johanson</td>
<td>Diana</td>
<td>Springer</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Madison</td>
<td>Hobbs</td>
<td>Marie Johanson</td>
<td>Emily</td>
<td>Stafford</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Eric</td>
<td>Holshouser</td>
<td>Marie Johanson</td>
<td>Nicholle</td>
<td>Stein</td>
<td>Zohar Kapasi</td>
</tr>
<tr>
<td>Olivia</td>
<td>Hudson</td>
<td>Marie Johanson</td>
<td>Ronald</td>
<td>Sylvest</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Pamela</td>
<td>Inglett</td>
<td>Donna Smith</td>
<td>Kelly</td>
<td>Thatcher</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Katelyn</td>
<td>Korbowski</td>
<td>Donna Smith</td>
<td>Amy</td>
<td>Trask</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Kirk-Sorrow</td>
<td>Donna Smith</td>
<td>Jacob</td>
<td>Travis</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Ami</td>
<td>Kirollos</td>
<td>Donna Smith</td>
<td>Caitlin</td>
<td>West</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Reagan</td>
<td>Latham</td>
<td>Pat Nichols</td>
<td>Sarah</td>
<td>Wieberg</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Sarah</td>
<td>Lavin</td>
<td>Pat Nichols</td>
<td>Kailey</td>
<td>Yocca</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Rachael</td>
<td>LeBel</td>
<td>Pat Nichols</td>
<td>Monica</td>
<td>Zlebart</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Faculty Advisor</td>
<td>First Name</td>
<td>Last Name</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Karla</td>
<td>Arevalo-Alas</td>
<td>Sarah Blanton</td>
<td>Naomi</td>
<td>Kotai</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Sophia</td>
<td>Artusa</td>
<td>Sarah Blanton</td>
<td>Bria</td>
<td>Kwakam-Kamdem</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Heather</td>
<td>Baeta</td>
<td>Sarah Blanton</td>
<td>Alex</td>
<td>Lettner</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Nicole</td>
<td>Bailyss</td>
<td>Sarah Blanton</td>
<td>Patricia</td>
<td>Lewis</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Megan</td>
<td>Baker</td>
<td>Sarah Blanton</td>
<td>Di</td>
<td>Luo</td>
<td>Donna Smith</td>
</tr>
<tr>
<td>Meredith</td>
<td>Bowden</td>
<td>Michael Borich</td>
<td>Dominique</td>
<td>Maharath</td>
<td>Donna Smith</td>
</tr>
<tr>
<td>Marguerite</td>
<td>Brogan</td>
<td>Michael Borich</td>
<td>Kinsey</td>
<td>Marine</td>
<td>Donna Smith</td>
</tr>
<tr>
<td>James</td>
<td>Brooks</td>
<td>Michael Borich</td>
<td>Jordan</td>
<td>Marks</td>
<td>Donna Smith</td>
</tr>
<tr>
<td>Courtney</td>
<td>Brown</td>
<td>Michael Borich</td>
<td>Ashley</td>
<td>Martin</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Kyle</td>
<td>Buckham</td>
<td>Michael Borich</td>
<td>Patrick</td>
<td>Mason</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Emily</td>
<td>Bushman</td>
<td>Trish Bridges</td>
<td>Melissa</td>
<td>McCune</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Natalia</td>
<td>Busutttil</td>
<td>Trish Bridges</td>
<td>Raques</td>
<td>McGill</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Jessica</td>
<td>Caithorn</td>
<td>Trish Bridges</td>
<td>Abigail</td>
<td>Misimeinberger</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Brandon</td>
<td>Choi</td>
<td>Trish Bridges</td>
<td>Nabil</td>
<td>Motlagh</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Erin</td>
<td>Cullifer</td>
<td>Beth Davis</td>
<td>Morgan</td>
<td>Mullins</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Diehl</td>
<td>Beth Davis</td>
<td>Mary</td>
<td>Nguyen</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td>Alanna</td>
<td>Dyko</td>
<td>Beth Davis</td>
<td>Mark</td>
<td>Nimmo</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Carol</td>
<td>Elliott</td>
<td>Beth Davis</td>
<td>Shantha</td>
<td>Nithiananda</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Mary Griffin</td>
<td>Fry</td>
<td>Bruce Greenfield</td>
<td>Meghan</td>
<td>O'Malley</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Ryan</td>
<td>Gehr</td>
<td>Bruce Greenfield</td>
<td>David</td>
<td>Prusynski</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Samuel</td>
<td>Geisslinger</td>
<td>Bruce Greenfield</td>
<td>Erika</td>
<td>Rigel</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Mattie</td>
<td>Gerben</td>
<td>Bruce Greenfield</td>
<td>Madeline</td>
<td>Sage</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Nikita</td>
<td>Godbole</td>
<td>Marie Johanson</td>
<td>Sydney</td>
<td>Sample</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Harrison</td>
<td>Goudiss</td>
<td>Marie Johanson</td>
<td>Adam</td>
<td>Santiago</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Chelsea</td>
<td>Hodge</td>
<td>Marie Johanson</td>
<td>Alex</td>
<td>Schilder</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Omar</td>
<td>Ibreak</td>
<td>Marie Johanson</td>
<td>Samuel</td>
<td>Schmidt</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Melanie</td>
<td>Insley</td>
<td>Zoher Kapasi</td>
<td>Elizabeth</td>
<td>Scovil</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Eric</td>
<td>Johnson</td>
<td>Zoher Kapasi</td>
<td>Donna</td>
<td>Shulmister</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td>Liana</td>
<td>Kam</td>
<td>Zoher Kapasi</td>
<td>Payton</td>
<td>Sims</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td>Phillip</td>
<td>Kellogg</td>
<td>Zoher Kapasi</td>
<td>Sarah</td>
<td>Smith</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td>Matthew</td>
<td>Kilgore</td>
<td>Trisha Kesar</td>
<td>Sarah</td>
<td>Stanley</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td>Catherine</td>
<td>Kirkman</td>
<td>Bruce Greenfield</td>
<td>Morgan</td>
<td>Stewart</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Haemi</td>
<td>Kim</td>
<td>Trisha Kesar</td>
<td>Christine</td>
<td>Stocklager</td>
<td>Rogozinski</td>
</tr>
<tr>
<td>Faith</td>
<td>Kirkland</td>
<td>Trisha Kesar</td>
<td>Holly</td>
<td>Strasbaugh</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Kitchen</td>
<td>Trisha Kesar</td>
<td>Alexis</td>
<td>Swafford</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Koke</td>
<td>Trisha Kesar</td>
<td>Jalen</td>
<td>Thompson</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Kaitlynn</td>
<td>Seymour</td>
<td>Ben Rogozinski</td>
<td>Brittany</td>
<td>Ufret</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aiden</td>
<td>Yoon</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Margaret</td>
<td>Wilkins</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Helen</td>
<td>Willford</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Matthew</td>
<td>Wronsky</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Samantha</td>
<td>Zimmerman</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Faculty Advisor</td>
<td>First Name</td>
<td>Last Name</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Nathalie</td>
<td>Angel</td>
<td>Sarah Blanton</td>
<td>Julienne</td>
<td>Lambert</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Kara</td>
<td>Arps</td>
<td>Sarah Blanton</td>
<td>Grace</td>
<td>Lancaster</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Victoria</td>
<td>Baker</td>
<td>Sarah Blanton</td>
<td>Kathrine</td>
<td>Meacham</td>
<td>Zoher Kapasi</td>
</tr>
<tr>
<td>Max</td>
<td>Barron</td>
<td>Trisha Keser</td>
<td>Clarissa</td>
<td>Myers</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Amanda</td>
<td>Bastien</td>
<td>Sarah Blanton</td>
<td>Shivani</td>
<td>Patel</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Katie</td>
<td>Bauer</td>
<td>Sarah Blanton</td>
<td>Katy</td>
<td>Petrie</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Caitlyn</td>
<td>Behling</td>
<td>Michael Borich</td>
<td>Anna</td>
<td>Quinn</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Danielle</td>
<td>Borthwick</td>
<td>Michael Borich</td>
<td>Samuel</td>
<td>Recinos</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Daniel</td>
<td>Brandon</td>
<td>Laura Zajac-Cox</td>
<td>Gace</td>
<td>Reed</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Laynie</td>
<td>Brown</td>
<td>Michael Borich</td>
<td>Melanie</td>
<td>Rezaie</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Mackenzie</td>
<td>Chrisco</td>
<td>Michael Borich</td>
<td>Diane</td>
<td>Rich</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Aijalon</td>
<td>Cobb</td>
<td>Trish Bridges</td>
<td>Emily</td>
<td>Rift</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Lauren</td>
<td>Coggins</td>
<td>Trish Bridges</td>
<td>Nathalie</td>
<td>Rosales</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Alyssa</td>
<td>Collier</td>
<td>Trish Bridges</td>
<td>Alexa</td>
<td>Rose</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Ann</td>
<td>Colonna</td>
<td>Trish Bridges</td>
<td>Daniel</td>
<td>Ryan</td>
<td>Trisha Kesar</td>
</tr>
<tr>
<td>Katelyn</td>
<td>Corridon</td>
<td>Beth Davis</td>
<td>Vincent</td>
<td>Santucci</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Delman</td>
<td>Beth Davis</td>
<td>Anne</td>
<td>Schmidtke</td>
<td>Sara Pullen</td>
</tr>
<tr>
<td>Meredith</td>
<td>Denton</td>
<td>Beth Davis</td>
<td>Camille</td>
<td>Silverman</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Dietrich</td>
<td>Laura Zajac-Cox</td>
<td>Jessica</td>
<td>Simon</td>
<td>Ben Rogozinski</td>
</tr>
<tr>
<td>Lindsay</td>
<td>Dodge</td>
<td>Beth Davis</td>
<td>Susan</td>
<td>Su</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Alex</td>
<td>Faust</td>
<td>Zoher Kapasi</td>
<td>Alexis</td>
<td>Theuring</td>
<td>Pat Nichols</td>
</tr>
<tr>
<td>Lauren</td>
<td>Hamann</td>
<td>Kathleen Geist</td>
<td>Stephanie</td>
<td>Tirado</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Gillian</td>
<td>Harper</td>
<td>Ainsley Rossi</td>
<td>Kelsey</td>
<td>Titgen</td>
<td>Steve Wolf</td>
</tr>
<tr>
<td>Hannah</td>
<td>Hudson</td>
<td>Kathleen Geist</td>
<td>Kevin</td>
<td>Tolbert</td>
<td>Ainsley Rossi</td>
</tr>
<tr>
<td>Matthew</td>
<td>Ina</td>
<td>Zoher Kapasi</td>
<td>Stefanie</td>
<td>Tschoeke</td>
<td>Tami Phillips</td>
</tr>
<tr>
<td>Jynell</td>
<td>Jarvis</td>
<td>Steve Wolf</td>
<td>Curtis</td>
<td>Twitchell</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Kierstan</td>
<td>Jacobs</td>
<td>Zoher Kapasi</td>
<td>Berkeley</td>
<td>Van Dyke</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Nina</td>
<td>Kansagre</td>
<td>Kathleen Geist</td>
<td>Tanya</td>
<td>Virani</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Peyton</td>
<td>Kelly</td>
<td>Trisha Keser</td>
<td>Molly</td>
<td>Volden</td>
<td>Laura Zajac-Cox</td>
</tr>
<tr>
<td>Andrew</td>
<td>Kershner</td>
<td>Bruce Greenfield</td>
<td>Elizabeth</td>
<td>Weber</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Joshua</td>
<td>Konantz</td>
<td>Bruce Greenfield</td>
<td>Mary Alice</td>
<td>White</td>
<td>Marie Johanson</td>
</tr>
<tr>
<td>Deborah</td>
<td>Korzun</td>
<td>Bruce Greenfield</td>
<td>Mary</td>
<td>Ziembba</td>
<td>Zoher Kapasi</td>
</tr>
</tbody>
</table>
4. Doctor of Physical Therapy Program Policies, Procedures, and Information
PROGRAM COMMITTEES

Each class elects or appoints (class choice of mechanism) one to three students to serve as student representatives on each of the following program committees: academic affairs; clinical education and service learning/cultural diversity. Student class liaisons are also elected for non-program committees: Honors Council; APTA; PTAG

ACADEMIC AFFAIRS COMMITTEE

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

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 internships, assignment, selection, and clinical instructors are established and monitored by this committee.

PUBLIC RELATIONS AND ALUMNI LIAISON 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 / CULTURAL DIVERSITY COMMITTEE

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

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.

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.

DUAL-DEGREE COMMITTEE

This committee administers the DPT/MBA, DPT/MPH, and DPT/MA in Bioethics programs.
It is the responsibility of each student enrolled in the Emory University School of Medicine and the Division of Physical Therapy to understand and abide by the regulations and policies within this manual and within Emory University Publications. Wherever applicable the student will follow the Division of Physical Therapy’s Student Conduct and Academic Policies as included in this manual.

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

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

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

ACADEMIC HEALTH PROFESSIONS
STUDENT HONOR COUNCIL AND CODE

I. PREAMBLE

The students, faculty, and administration of the Emory University School of Medicine join together in support of this HONOR CODE for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and (c) cultivating lifelong professional conduct.

To promote this purpose, matters regarding misconduct of an academic nature shall fall under the jurisdiction of the Honor Code, while other aspects of a student’s professional education will be covered by the guidelines stated in the Student Conduct Code.

Students enrolled in the Emory University School of Medicine are required to uphold the Honor Code.

A. The Medical Student Council on Honor will have primary jurisdiction over the supervision of the Honor Code as it applies to medical students. That Honor Council is outlined in the School of Medicine Student Handbook for Medical Students.

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

II. Statement of the Emory Division of Physical Therapy Honor Code

Any action indicating lack of integrity or dishonesty in academic matters is considered a violation of academic ethics. Such offenses include, but are not limited to, engaging in or attempting to engage in cheating, plagiarism, sabotage, falsifying or manipulating data, misrepresenting attendance, or knowingly passing off work of another as one’s own.

Honor Code Violations Definitions and Policies

- Cheating includes knowingly acquiring, receiving, or passing on information about the content of an examination prior to its authorized release or during its administration; provision or utilization of unauthorized aids; or impermissible collaboration.

- Plagiarism is defined as the act of incorporating into one’s own work, the work or expression of another, without appropriately and adequately indicating the source.

- Sabotage is defined as intentional and malicious actions that impair another student’s academic performance.

- Falsifying or manipulating data is defined as the act of creating, enhancing, or otherwise changing actual results in academic, clinical, or research matters.
Acts observed that appear to be in violation of the Honor Code will be reported to the HONOR COUNCIL. Failure on the part of a student to report such apparent violation will itself be considered a violation of the Honor Code.

Lack of knowledge of the aforementioned precepts will not stand as adequate defense for violation of the Honor Code.

The following pledge may be signed at the end of all final examinations, quizzes, and other important projects on which the pledge is required by an instructor:

“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.”

*However, absence of this pledge does not exempt the student or the assignment from the obligations set forth under this Honor Code.*

Each student upon entering the School of Medicine must sign a matriculation pledge stating that he/she has read, understands, and is aware of his/her responsibilities under the Honor Code. Students will be asked to renew their Honor Code Pledge every year of their enrollment.

**Review of 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. The location, duration and frequency of the examination review sessions are at the discretion of the course coordinator(s). Every attempt will be made to schedule examination reviews within two weeks after an exam grade is posted. A student may review their respective examinations in a small group format or individually. A student who requests to review their examination individually must contact a course faculty member/instructor within to schedule an appointment.

A 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.

The following rules are to be followed during all small group examination reviews:

- mechanical or electronic devices, such as cellular telephones, laptops, personal digital assistants (PDAs), watches with computer communication and/or memory capability or recording/ filming devices are not permitted
- book bags, backpacks, briefcases, purses are should be stored in a locker during the review session
- books, notes, pens/pencils, or study materials are not permitted
- talking or discussing the examination with your peers is not permitted during the scheduled review time
A student may use a highlighter to circle correct answers or make notations on the examination. A faculty member may not always be present to address content questions during a review session. Concerns about examination test items should be raised during office hours with a faculty member/instructor within the respective course. Talking or discussing the examination with your peers is not permitted during the scheduled review time.

III. THE ACADEMIC HEALTH PROFESSIONS COUNCIL ON HONOR

A. MEMBERSHIP

a. The Honor Council
The Honor Council will consist of one elected Student Representative from each program and 2 (two) Faculty Representatives. In addition, there will be two (2) alternate Student Representatives from each program, and four (4) Alternate Faculty Representatives. The leadership of the Council will be under the direction of a Chair, Vice Chair, and Secretary who are elected by the student membership from the Student Representatives on the Honor Council.

b. Student Representatives and Alternates
Elections will be held by November 1st of each academic year. A Student Representative and two Alternate Student Representatives will be elected by each program’s students to serve for a one-year term. The elections will be open to any student, including previous members of the Honor Council. The list of candidates will be approved by the Dean.

Vacancies will be filled by special election of the respective program, when possible. If a program is unable to elect any representatives, alternates from other programs will serve on a rotational basis until a new Student Representative can be elected.

c. Faculty Representatives and Alternates
- To establish a pool of six faculty members, three of whom are replaced each year, the following process will be utilized:

- Programs will submit nominations for faculty membership to the Academic Health Professions Advisory Committee for consideration for appointment. Selected faculty nominees will be forwarded to the Dean.

- In the first year, the Dean will appoint one Faculty Representative and two Alternate Faculty Representatives for a one year term, and one Faculty Representative and two Alternate Faculty Representatives for a two year term.

- Each November thereafter, the Dean will appoint one Faculty Representative and two Alternate Faculty Representatives for a two year term.
- Each appointed member can serve no more than two years without reappointment by the Dean.

- Faculty members will be limited to three consecutive terms.

- Vacancies will be filled by appointments by the Dean.

B. LEADERSHIP OF THE HONOR COUNCILS

a. **Chair and Vice-Chair:** The Chair and Vice-Chair will be Student Representatives elected by the student membership of the Honor Council who are presently enrolled in programs of at least two years in length. This election will be held by December 1st of each academic year following the first year of implementation. These elected officers must be approved by the Dean.

b. **Secretary:** The Secretary will be a Student Representative and will be elected for a one year term by the entire Council from the pool of Student Representatives whose program length allows fulfillment of the term. This officer is approved by the Dean.

c. All matters reviewed by the Council will be kept strictly confidential.

IV. PROCEDURES FOR REPORTING & INVESTIGATING VIOLATIONS

A. If an individual believes that a violation of the Honor Code has occurred, that individual must report the violation as soon as possible to any member of the Honor Council. Failure to report the violation will itself constitute a violation of the Honor Code.

B. Once an allegation has been made, the individual making that allegation must draft, sign, and submit to the Honor Council Secretary a brief statement for Honor Council documentation.

C. Upon notification of a possible violation of the Honor Code, the Council Secretary will choose two investigators from available alternate Council members whose responsibility it will be to gather information about the case. The Secretary will then inform the Honor Council Chair that an investigation has been initiated. The Chair shall subsequently inform the Council faculty members and the Executive Associate Dean of OMESA that an investigation is being conducted, but the name of the student and details of the incident will remain known only to the Chair, the Secretary, the investigators, and any individuals the Chair may deem necessary. The student named in the allegation will be informed of the investigation prior to its onset. Upon notification of the investigation, the student will be provided with a list of available advisors with whom to consult, at the student’s discretion.

D. After information concerning the case has been gathered, this information shall be submitted to the Chair of the Honor Council, who along with the two investigators, will judge whether sufficient evidence exists to warrant a formal hearing. Among
the Chair and two investigators, the decision to continue with a formal hearing or cease the investigation will rest upon the concurrent views of at least two of the three participants.

E. If a hearing is deemed warranted, the student will be notified by the Secretary of the Honor Council in writing of the date, time, and place of the Hearing; the nature of the violation with which the student is charged; the evidence of the investigation, including the name of the individual making the initial allegation, and the options available to the student concerning assistance by an advisor.

F. The hearing will take place within a reasonable time (no more than 21 days) after the accusation is reported to the Honor Council. (In rare instances, a different time period may be determined by the Honor Council based upon the specific circumstances of the case.)

G. The student will be permitted to continue academic endeavors until a final decision is made. The student and advisor may review and gather evidence prior to the hearing.

H. For each hearing, the Honor Council consists of eight members: five student members, the Chair (or Vice-Chair) and two faculty members. The five student members are randomly chosen by the Chair and will include a student member from the program of the accused. If any member is unable to serve for any reason, including conflict of interest, then an alternate member will sit on the Honor Council. The alternate members who serve as investigators will present pertinent information but will not be allowed to vote in the proceedings or to be present during deliberations.

I. It will be the responsibility of the Secretary to inform the Honor Council members of the alleged violation (date, person involved, and nature of the accusation). The Chair (or Vice-Chair) will preside over the hearing and participate in discussion and deliberation of the case but will not have a vote.

V. THE HEARING

Rules of law do not apply to any hearings or proceedings regarding the Honor Code.

A. Order of Proceedings

1. Call to order


3. Statement of the alleged Honor Code violation

4. Presentation of evidence: The Investigators and the accused may present testimony and other evidence as appropriate and relevant to the case. The Chair and members of the Honor Council, the accused, and the advisor to the accused may ask questions of witnesses, but the Chair shall have the right to determine whether such questions are appropriate.

5. Discussion and deliberation by the Council is held in a private executive session.
B. Rules Governing Proceedings

1. All hearings will be conducted in closed-door session and will remain confidential.

2. Participants in the hearing will be limited to the following:
   a. Chair (or Vice-Chair) of the Honor Council
   b. Honor Council Representatives to include the Secretary or, if needed, a temporary secretary appointed by the permanent Secretary.
   c. Student accused of violation
   d. Two Alternate Council Representatives who served as investigators for the case.
   e. Relevant witnesses who may be present only while testifying
   f. Advisor for the accused.

3. The Secretary or his/her appointee will take notes of the hearing and make them available to the Honor Council.

4. The accused has the option of selecting an individual from the School of Medicine, but not a member of the Honor Council, to assist in an advisory capacity prior to the hearing and to be present at the hearing. This individual will not be permitted to testify or to make statements of any nature other than asking questions.

VI. DECISION AND PENALTIES

A. For a student to be found guilty of an Honor Code violation, the unanimous vote of the seven voting members of the Honor Council will be required [the Chair (or Vice-Chair) will not be eligible to vote].

B. The penalty recommended for an Honor Code violation will be by a plurality vote of the seven voting members of the Honor Council. In case of a tie, the Chair (or Vice-Chair) will cast a vote.

C. The Dean will be informed promptly following the decision of the Honor Council.

D. Recommendation for penalties regarding violations of the Statement of the Honor Code:

1. The standard penalty for violation of the Honor Code is (a) mandatory leave of absence from Emory University School of Medicine for at least one academic term (semester); and (b) a grade of “Incomplete” for all courses in which the student is enrolled at the time of the infraction.

2. The Honor Council may recommend to the Dean a penalty more severe than a mandatory leave of absence (e.g., permanent expulsion) or may recommend a less severe penalty (e.g., disciplinary probation for Honor Code violation), dependent upon the circumstances of the case.

3. Upon receipt of a mandatory leave of absence, the student cannot advance to the next term until he/she has completed the term in which the “Incomplete” grades were given.
4. At the discretion of the Program Director, the student may be required to enroll as a student in special standing for purposes of review prior to re-enrollment as a full-time student.

E. Decision of the Dean of the School of Medicine

The final decision rests with the Dean. The decision of the Dean will be effective immediately unless there is an appeal. The appeal, including the basis for the appeal, must be submitted by the student in writing to the Dean within one week after the decision of the Dean. If an appeal is requested, an ad hoc committee consisting of three faculty members from the School of Medicine will be appointed by the Dean. The committee will review the data and render its recommendation to the Dean for upholding or repealing the decision, following which the Dean will issue the final decision in the matter.

VII. AMENDMENTS

Amendments to the Honor Code may be proposed by the Honor Council at any point in the academic year; proposed amendments must be approved by the Dean before becoming effective. If an amendment is approved while a case is under active review that amendment will not apply to that case. Any new amendment, once approved, will become effective as soon as all academic health professions students have been notified of the change via mail or email.
STRUCTURE AND FUNCTION
of the
ACADEMIC AFFAIRS COMMITTEE

A. Structure

The present structure of the Academic Affairs Committee is as follows: The Chair of the Academic Affairs Committee is appointed by the Director.

The Chair of Academic Affairs and at least two other faculty members, designated by the Director, serve as the Academic Affairs Committee in making decisions or recommendations regarding student dismissal from, probation or promotion, and progression in the program.

In the event of formal student appeal to the Academic Affairs Committee by a student regarding grading or academic status, in addition to the Chair and the two or more faculty members denoted above, the committee composition will include two Doctor of Physical Therapy students (from among members of their class Academic Committees).

1. the chairperson (Chair of Academic Affairs)
2. two Doctor of Physical Therapy students (from members of their class Academic Committees)
3. at least two faculty members.

Committee members are chosen by the chairperson for each meeting. A quorum for meetings regarding a formal student appeal is five members; otherwise it is three members.

B. Function

The purpose of the Academic Affairs Committee is to:

1. hear and act on student and faculty general academic problems and recommendations
2. determine individual student academic status and make recommendations for faculty decision and action, as appropriate
3. hear and make recommendations for faculty decision regarding individual student and faculty appeals.

The philosophy underlying the purposes and mechanisms of the Academic Affairs Committee is as follows:

Students and faculty share the responsibility of:

1. identifying and resolving academic problems
2. curriculum planning, implementation and evaluation.

Each individual is here for the purpose of teaching and learning. All share a commitment to the quality of teaching-learning process. The common purpose and commitment require daily attention to become realities. The Academic Affairs Committee provides a mechanism for open, honest and fair communication and decision-making by all persons.

In meeting the above purpose and philosophy, the Academic Affairs Committee functions as follows:
1. A student liaison(s) from the student academic affairs committee may request a meeting, at any time, with the Chair of Academic Affairs to discuss specific or general academic problems and recommendations.

2. Any student may request a meeting, at any time, with the Chair of Academic Affairs to discuss specific or general academic problems and recommendations.

3. The class, as a whole, may request a meeting, at any time, with the Chair of Academic Affairs and specific faculty members or the faculty, as a whole, to discuss academic problems and recommendations. The request is made to the Chair of Academic Affairs, who, in turn, contacts the additional faculty, as specified. The request should be accompanied by suggested meeting times and an agenda. In addition, the DPT Program Director meets with each class each semester they are on campus.

4. The Chair of Academic Affairs, alone or with the faculty, may request, at any time, a meeting with specific students, or the class, as a whole, to discuss academic problems, recommendations or plans. The request should be accompanied by suggested meeting times and a tentative agenda.

5. The Chair of Academic Affairs meets at mid-semester, the end of the semester, and other times, as necessary, with designated faculty members, to review individual student academic status. Decisions and procedures regarding decisions are presented in "Procedures of Grading and Promotion".

6. In the event of formal student appeal, the Chair of Academic Affairs convenes a meeting with the committee members as specified above. The committee determines a recommendation(s) to the faculty for final decision. Decisions for recommendations are made by simple majority vote. Again, recommendations from the Academic Affairs Committee are referred to the faculty, as a whole, for final decision-making. In instances required by university or medical school regulations, the faculty will recommend to the proper authority that the decisions be enforced.

C. Appeal Procedures

1. If a student or students have concerns about the fairness and/or validity of the content or process of a course, the following steps should be taken to voice the concern.

   a. The first step is always to consult with the instructor of the course. The consultation should include student presentation of the problem(s) and constructive, feasible suggestions for solution of the problem.

   b. If consultation with the instructor proves unsatisfactory, the student or student liaison(s) should consult with the Chair of Academic Affairs. The Chair will then negotiate with the instructor and student(s) to find a reasonable solution.

2. If an individual student wishes to appeal a grade, the steps outlined in #1 above are followed. If the solution negotiated is not considered appropriate by the student, the student is to submit a statement to that effect, in writing, to the Chair of Academic Affairs. The Chair then convenes a meeting with committee members to review the situation and make recommendations to the faculty for a final decision.

3. If a student wishes to appeal academic status, a written statement to that effect is submitted to the Chair of Academic Affairs. The Chair then convenes a meeting with committee
members to review the situation and make recommendations to the faculty for a final decision.

4. If the final decision of the faculty in instances of #2 and #3, above, is unsatisfactory to the student, extra-program appeal mechanisms are available to the student. Information regarding same is available from the Chair of Academic Affairs.
POLICY FOR ENTRY LEVEL STUDENTS
POLICIES ON GRADING AND PROMOTION

Academic Regulation regarding program completion:

1. Successful completion of a residency totaling 9 semesters, which includes academic study and 30 weeks of full-time clinical education.
2. Completion of all semester hours of work with an overall average of B. A student must have a cumulative grade point average of 3.0 or higher in order to graduate from the program.
3. A grade of B or above must be earned in each individual course. Note: Physical Therapy requires mastery of both academic and psychomotor clinical skills, therefore, an exception to this rule exists in the following clinical courses: Fundamentals of Measurement (DPT 710), Introduction to Therapeutic Interventions (DPT 740), General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), Pediatric Rehabilitation (DPT 815) and Adult Neurorehabilitation (DPT 810), where ALL practical examinations must be passed with a minimum score of 80% to successfully pass the course, regardless of the student’s cumulative average for that course. If a student fails a practical examination, he/she could be offered a retest at the discretion of the course instructor(s). If the student fails the final practical, the retest is offered no more than 4 weeks after the initial practical examination. If the student fails the retest, this constitutes failure of the course, and at that point, the student is placed on academic probation. Any subsequent examination is considered a remediation. In addition, students need to attain a cumulative average of 80% or better overall in the written examinations within General Medical Conditions (DPT 755), Musculoskeletal Rehabilitation (DPT 800), Pediatric Rehabilitation (DPT 815) and Adult Neurorehabilitation (DPT 810).
4. Students may continue in a course if a single written examination score falls below the minimal score of 80%, but the average examination score for the entire course must be at or above the minimal score to pass the course. A student who scores less than 80% on any examination must contact the course director to discuss areas of deficiency. Failure to do so will negatively affect any potential decision for future remediation opportunities.
5. Successful completion of each clinical rotation as defined in course materials.
6. Progression through the curriculum is dependent upon successful completion of all courses in sequence and upon recommendation by the Faculty each semester. Any changes in sequence must be approved by the Faculty.

All grades are determined by the following criterion-based system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Academic Regulation regarding remediation:

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

1. Remediation opportunities are offered at the discretion of the course director.
2. To qualify for remediation, the student MUST show evidence of having contacted the course director during the course to discuss any performance that failed to meet minimal standards. The course instructor completes a Record of Academic Deficiency Counseling Form whenever the student is counseled regarding deficiencies in academic work. (see section on Academic Deficiency and Probation).
3. This policy for remediation will also apply to students who fail to pass a practical examination in any course that includes practical examinations.
4. Remediation of a course may involve re-taking a written examination, an oral or practical examination, or the completion of a remediation project.
5. All remediation activities must be completed within the timeframe defined by the course director, and before the end of the following semester.
6. Students will receive a course grade of ‘IP’, “In Progress”, until successful remediation is completed.
7. For remediation to be considered successful, the student must attain the minimal passing score of 80% on the remediation activity (see #4 above). As a consequence of having to remediate, the highest grade attainable for the course will be a “B”. All questions regarding examination and grading should be addressed directly through a meeting with the student and the course director.
8. A student is allowed only one opportunity beyond the initial attempt to satisfactorily complete the requirements for a given course. Students who fail a remediation examination will fail that course.
9. Students must pass all courses to progress in the program. Students who fail a course must repeat and pass the course before progressing in the program.
   a. Permission to repeat a course is contingent upon approval of the faculty.
   b. Repeating a course will require the student to take a leave of absence for one year, as the sequence of the program is inflexible and progression is contingent upon passing all subsequent coursework.
   c. A student who is offered the opportunity to repeat a course will be required to attend all concurrent coursework and complete all examinations and assignments, even though these courses were already successfully passed. This is done in the best interest of the student, as course information is updated each year.
10. There are concurrent and cumulative limits to the number of opportunities offered to a student for re-examination to meet criteria. There is a limit, per semester, to the number of courses in which a student is allowed to be re-examined. There is also a limit to the cumulative total of course re-examinations that are allowed during the program.
   a. No more than TWO course re-examinations are allowed per semester
   b. No more than a cumulative total of FOUR course re-examinations are allowed throughout the entire program.
   c. Cumulative totals to the number of remediation opportunities continue to apply to students who must repeat coursework.

Consequences for violation of an Academic Regulation:

A student may be placed on academic probation or dismissed from the program at any time in the curriculum when academic or other performance requirements are not met. If any one of the above conditions are not met or exceeded, the student situation will be first brought before the Academic Affairs Committee for consideration of dismissal from the program. The student will be invited to make a statement at that time.
Dismissal from the program may result if a student:
   1. Fails a repeated course.
   2. Exceeds the total number of remediation opportunities per semester or per program.
   3. Violates the Honor code.

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

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

**COURSE EVALUATIONS**

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

The following procedures are to be observed by faculty and students during the administration of examinations. These procedures were adopted to protect both the individual student and the integrity of the examination.

1. All students are expected to take the examination on the scheduled day. The instructor has no obligation to provide alternate arrangements if you are unable to take the examination on the scheduled day.

2. All examinations are monitored.

3. We do not routinely give take home examinations. Group examinations are not given.

4. All electronic devices are to be turned off and stored. If a calculator is needed for an exam, these will be provided by the instructor.

5. If an examination is less than one hour in length, the instructor may specify that students are not to leave the room during the administration of the examination.

6. If an examination is one hour in length or longer, students may leave the room with the permission of the instructor.

7. The condition of being able to/not being able to leave during examination will be announced by the instructor immediately prior to the initiation of the examination.

8. 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.
   b. Reasons for leaving the room only include using the restroom, getting a drink of water, or getting a refreshment if refreshments are in the immediate area.
   c. Only one student may leave the room/be gone from the room at a time.
   d. Before leaving, the student is to take his/her 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. The student then retrieves the examination and any electronic devices from the instructor when returning to the room.
   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 his/her locker
      iv. attends only to the business for which the student left the room.

9. An exception to any of the above may be a situation that the instructor considers to be a dire circumstance, based on information from the student or other persons. In these instances, the instructor will advise the student(s) of the appropriate action.

10. 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 so advise the student and terminate the examination of that
student. Subsequent action will be a function of the reason for terminating the examination.

11. 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").

12. Students are not allowed to make copies of examination and examination keys.
DIVISION OF PHYSICAL THERAPY  
EMORY UNIVERSITY  
ACADEMIC DEFICIENCY AND ACADEMIC PROBATION  

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

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

The forms are designed to provide the student with written documentation of feedback and are for the protection of both student and faculty.
RECORD OF ACADEMIC DEFICIENCY COUNSELING

Student Name___________________ I.D._____ Faculty Surname_________________

Program:_______________________ Level:__________________________

Nature of Deficiency:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Recommendation(s) made to student:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

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.

Faculty signature ______________________ Date ______________________

Student signature ______________________ Date ______________________
RECORD OF ACADEMIC PROBATION RECOMMENDATION

Student Name __________________________________ I.D.____________________

Academic Unit _________________ Date Probation to be Effective _________________

Deficiency(ies)

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Requirement for continuation:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

The student acknowledges that he/she 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.

Faculty signature: __________________________________ Date: ________________________

Student signature: _________________________ Date: ________________________
DIVISION OF PHYSICAL THERAPY
EMORY UNIVERSITY

Evaluation of Student Classroom Participation

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

1. Answers questions during discussion of assigned or presented material

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

2. Asks questions directly related to assigned material

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

3. Asks questions extrapolated from assigned/presented material

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

4. Reports on an assigned project

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

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

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

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

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

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

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

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

9. **Attends to classroom activity**

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

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

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

11. **Supports the classroom environment by appropriate dress**

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

12. **Attends Class**

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

Student: ________________________  Instructor: _________________________

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

<table>
<thead>
<tr>
<th>DATE:</th>
</tr>
</thead>
</table>

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

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 at Emory University strive to uphold professional standards by modeling and enforcing professional behaviors in our students. Enforcement of these behaviors will be reflected as a percentage of each course grade.

Student Conduct:

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

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

Student Conduct in Classroom:

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

Arriving late. (Please explain your tardiness to the instructor immediately following the class)

Holding side conversations. (If you have a question about the class material, please raise your hand and ask it, rather than whispering it to your neighbor. Chances are good that if you have a question about what’s happening, then many of your classmates may also have the very same question. If you have to discuss something unrelated to class with a classmate, then please wait until after class.)

Inattention (e.g., reading unrelated materials or studying for other classes).

Personal attacks, or comments of a disrespectful or insulting nature.
**Dress Regulations:**

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

Students in the Doctor of Physical Therapy Program must spend varying amounts of time in clinical and laboratory settings each semester. Before proceeding to actual experience with physical therapy clients, students observe clinicians and instructors in clinical settings, both on and off campus, and practice on each other in the program’s physical therapy laboratory. During this laboratory time, the students will learn and practice procedures, the theory behind these procedures and patient management skills (physical and emotional management).

**The dress regulations for clinic are as follows:**

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

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

**Uniform:** Solid-color, trouser-style pants; solid shirt/blouse, and white Emory DPT lab coat (men and women). No pants or shirt combinations that allow the midriff or back to be exposed during bending, lifting, or stooping. No necklines that allow exposure during bending, lifting or stooping. No skinny jeans/pants, yoga-style pants, or leggings.

**Shoes:** Leather, rubber-bottomed, sturdy shoes that are dark blue, black, brown or white. Leather athletic shoes may be allowed in some settings; should be white or black if they are permitted. No clogs, sandals, or open-toed/heel shoes.

**Hose/Socks:** Dark blue, black or beige hose or socks.

**Identification:** Emory photo ID should be worn. Name tags obtained through the Division of Physical Therapy should be work on lab coat. Facilities may also require an ID that should be worn on premises.

**Perfume/Cologne:** None. (Note: The policy is applicable to men and women.)

**Jewelry:** Please be aware that some clinical facilities may have strict policies related to the wearing of jewelry. 1-2 pairs of earrings in the lobe only are typically allowed. Nose and tongue rings are not typically allowed, unless you have a religious reason. You may be required to provide documentation. While you may wear these types of jewelry on Emory’s campus, you will have to comply with the facility policy.

**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 finger nail polish. Please comply with the facility
policy. If there is not a policy, clear or light-toned colors (light pink, beige, nude) are preferred.

Hair/Make-up: Please be aware that some clinical facilities may have strict policies related hair color, requiring that color choices be restricted to brown, black, red, blonde, gray, etc. Additionally, long hair must be pulled up in a professional manner so that it does not hang in the way. Make-up should be modest and professional, restricted to neutral-toned colors.

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

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

**Dress Code for Laboratory and Class Sessions**

There is a dress code not only for clinical situations, but also for certain laboratory sessions, class sessions, guest lecturers, and Grand Rounds. Therefore, we suggest you have at least two sets of appropriate clothing. For guest lecturers, clinic dress regulations are in effect. However, women may wear a dress or skirt and blouse with the white uniform jacket.

For some specific labs, you will be required to wear shorts, short socks and, for women, a halter top, or 2 piece swimsuit top to allow exposure of the spine and lower back for evaluation practice. A one piece swimsuit is not adequate for the work in lab. You should bring these lab clothes with you, as you will need them in the first semester. Sweat suits, with the school monogram, are required attire to wear over lab clothes during breaks and while walking between the lab and the dressing room.

Sweat suits will cost approximately $65.00* and will be ordered for you through the program. No other sweat suits are permissible. (*costs subject to change.)

**Dress for Anatomy and Neuroanatomy Laboratory**

For anatomy lab, you will need a separate white long lab coat. You may purchase the lab coat before arriving or at the Emory bookstore after you arrive. You must wear closed shoes in these labs; no sandals or “flip flops” will be tolerated.

**General Dress Code**

In addition to dress regulations for clinic, laboratory sessions, and the anatomy lab, students are required to adhere to the following dress regulations while on campus in any patient care or classroom building. The following attire is not considered permissible: 1) casual tee shirts 2) jeans 3) sandals or “flip flops” or “thongs” 4) surgical scrubs (except optional in anatomy lab) 5) immodest fashions 6) short-shorts 7) sweat shirt/pants other than as specified for laboratory sessions 8) denim, 9) visible pierced body parts other than ears and 10) perfume/cologne. Tennis shoes may be worn for class but not for guest speakers or when a lab coat is required. Running or exercise shorts may be worn in laboratory sessions, but must be covered with a sweat suit when in the hallways as described above, and cannot be tiny. In addition, students are requested to wear uniform jackets when in buildings where patient care occurs, e.g. Center for Rehabilitation Medicine.

**Necessary Equipment/Supplies:**

A watch with a second hand will be needed for laboratory and clinic. For anatomy and neuroanatomy lab, you will need one box of surgical gloves (non-sterile gloves), a dissection kit or probe, scalpel and mouse tooth forceps.
APTA Membership and Meeting Requirements:

The American Physical Therapy Association (APTA) is our professional organization and provides many member services. You are encouraged to join and maintain a membership in the APTA. The cost for a student membership is $80.00 annual national dues, and $20.00 per year in state chapter dues. You can pay online by logging on to http://www.apta.org/Membership/?navID=10737422526. The PT Journal and newsletters are used in many classes, and the sooner you join, the sooner they’ll start coming to you.

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

1. The student will attend at least one professional meeting during the program.
2. The meetings qualifying for the requirement in #1, above, are the following.
   a. A Physical Therapy Association of Georgia, Inc. (PTAG) 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 Student Conclave (Usually occur in the Fall)
   d. A national meeting of the APTA, either the Combined Sections Meeting in February or NEXT (at which the House of Delegates occurs) in June
   e. The above are preferred. An alternative meeting type is a PTAG Delegate Caucus (usually occur only in the Spring), or PTAG Board Meeting (usually Friday evening prior to the Saturday PTAG business meeting.
3. The exact dates and locations of any of the above meetings may be obtained by visiting the APTA web site for APTA meetings and the PTAG web site for PTAG meetings.

Student Assisting in Home Settings

The schedule of studies in the Doctor of Physical Therapy program requires the full time of the student. Thus, the faculty discourages outside employment that may interfere with the quality of academic performance. Should students decide to assume volunteer activities or employment that involves assistance with care of individual(s) outside the Division of Physical Therapy (e.g., not in a professional capacity) the students are personally responsible for abiding by all practice laws and guidelines, including refraining from activities that can’t be performed without a license. Emory is not responsible for any liabilities associated with these outside volunteer or employment activities.
Conflict of Interest Policy

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

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

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

Policies that directly affect students include the following:

Emory Students

May not accept gifts from industry, on or off the Emory campus (pens, pads, cash, food and drink, entertainment, books, software, etc). Travel expenses are also considered a gift, and therefore prohibited.

May not accept donations of medications.

May be part of interactions between industry representatives and faculty that concern research being done by the faculty member and industry, as long as the meeting does not include sales, marketing, or promotion.

Must not disclose information regarding clinical trials of medical devices or drugs to any outside entity.

Must not provide advice or training to industry regarding selling, marketing, or promoting of a company’s products.

May not receive remuneration for listening to sales talks or attending industry sponsored education and training.

Must cooperate with inquiries from Emory administrative offices regarding compliance with these policies.

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

Additional regulations in this policy include:

Commercial Exhibits are prohibited in School of Medicine Buildings.

Any book or educational material that is recommended by a faculty member who has a financial interest in the book or material must be approved by a committee formed by the faculty member’s chair.

Faculty presentations to medical students and residents should disclose all their personal, professional financial relationships with industry in each presentation.

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

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

Prohibited Conduct

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

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

a. Attempting, assisting, or encouraging any conduct as described below.

b. Causing physical harm to any person or causing reasonable apprehension of such harm.

c. Disorderly or indecent behavior including but not limited to destroying or damaging University property or the property of others.

d. Engaging in conduct directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose. Such conduct may include: explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or communicating anonymously by voice or graphic means or making a telephone call anonymously whether or not a conversation ensues.

e. Engaging in sexual conduct with another person without the consent of that person.

f. Violating the University’s Policy Statement on Discriminatory Harassment, this includes sexual harassment.

g. Initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.

h. Misrepresenting information or furnishing false information to the University or its representatives.

i. Forgery, alteration, misrepresentation, counterfeiting, or misuse of any University or other document, instrument of identification, or access device.

j. Providing alcoholic beverages to an individual under 21 years of age or to one, who is noticeably intoxicated, or possession or use of alcoholic beverages by an individual less than 21 years of age.

k. Unauthorized possession of an open container of an alcoholic beverage.
1. Appearing in a public place manifestly under the influence of alcohol or a controlled or other intoxicating substance, particularly when there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.

m. Unauthorized distribution, possession, or use of any controlled substance or distribution, possession, or use of any illegal drug.

n. Unauthorized use, possession, or storage of any weapon.

o. Unauthorized use or possession of fireworks of incendiary, dangerous, or noxious devices or materials.

p. Intentionally or recklessly misusing or damaging fire or other safety equipment.

q. Theft or misuse of property or services.

r. Substantially interfering with the freedom of expression of others.

s. Interfering with normal University or School of Medicine functions, University-sponsored activities, or any function or activity on University premises including but not limited to studying, teaching, public speaking, research, University or School of Medicine administration, or fire, police, or emergency services.

t. Disregarding or failing to comply with the directive of a hearing body or University official including a campus police officer acting in the performance of his or her duties.

u. Disregarding or failing to comply with the directive of an officer of the law acting in the performance of his or her duties.

v. Disrupting University or other computer systems; unauthorized alteration, disclosure, gaining or providing unauthorized access; or destruction of University or other computer system or material; improper access to University or other computer files and systems; or violation of copyright or proprietary material restrictions connected with University or other computer systems, programs, or materials.

w. The display or distribution of lewd, offensive, threatening or inappropriate material via paper or electronic means. Such material includes pictures, videos, or written content that portray oneself or others in a manner that brings dishonor to the profession of medicine.

x. Violating any government laws or ordinances, or of any University or School of Medicine rules, regulations, or policies including but not limited to the “Standards of Professionalism” set forth above. Such rules, regulations, or policies shall include but are not to be limited to the regulations and policies contained in the Campus Life Handbook, Information Technology Division (ITD) materials, Policy Statement on Discriminatory Harassment, Sexual Assault Policy Statement, School of Medicine Medical Student Handbook or Allied Health Student Handbook; regulations relating to entry (opening and closing hours) and use of University facilities; traffic and parking regulations; regulations and policies on the sale, consumption or misuse of alcoholic beverages; and on the misuse of identification cards.

y. Failure to report any arrests, criminal charges, positive results of drug tests or Criminal Background Checks (CBCs) that occur from the time of enrollment until graduation.

**USE OF SOCIAL MEDIA** – Use this link in the School of Medicine handbook:
https://www.med.emory.edu/handbook/professional-conduct/expectations/social-media.html
Emory University Health Service

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

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

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

Student Health Service Hours:
During the academic year, 8:00am - 5:00pm, M-F / 10:00am – 1:00pm Saturdays
During summer and winter breaks, 8:30am - 5:00pm Monday through Friday
Information regarding after hours care is available by calling 404.727.7551.

Emory University Student Health: 404.727.7551
Michael J. Huey, MD, Executive Director

- Student Health Immunization Nurse: 404-727-0392
- www.studenthealth.emory.edu

Counseling and Psychological Services (CAPS)

The Student Counseling and Psychological Services Center offers a wide range of confidential counseling services at no charge to fully registered Emory students. Located on the 2nd floor of 1462 Clifton Road, Suite 235 and open from 8:30 AM until 5:00 PM Monday-Friday, the Center’s services include individual, couples, family, and group counseling for personal problems and concerns, as well as referrals to off-campus and on-campus professionals. Professional staff provides outreach programs and workshops for students, faculty and staff who wish to learn about managing anxiety and stress, changing values and lifestyles, communication skills, time management, relationship concerns and other topics.

Emory Student Counseling Center: 404.727.7450
Wanda Collins, Ph.D., Assistant Vice President and Director of CAPS, Licensed Psychologist

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

For more information about CAPS services: http://studenthealth.emory.edu/cs/

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.

Involuntary Psychiatric Withdrawal and Readmission

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

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

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

A copy of the SOM Involuntary Withdrawal and Readmission Policy with the procedure can be found at http://med.emory.edu/handbook/policies/som/involuntary-withdrawal.html
HEALTH REQUIREMENTS

ACADEMIC HEALTH STUDENTS

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

REQUIRED IMMUNIZATIONS AND/OR SEROLOGIES: At matriculation the School of Medicine Immunization Record form should be completed, signed by a healthcare provider, and sent to Student Health. If no documentation exists, student may be re-immunized.

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

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.

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

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

INSURANCE QUESTIONS? Contact Ms. Kimberly Taylor at 404.727.7560
**CARDIAC LIFE SUPPORT CERTIFICATION**
You will be required to complete the American Heart Association Basic Life Support for Healthcare Providers prior to your first clinical rotation in the program. You must maintain this certification for the duration of your program. For recertification, the online course is acceptable but it must include the skills practice and check off by an instructor. You must provide a copy of your current card to the Student Compliance Manager in the DPT office.

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

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

**AUTHORIZATION AND RELEASE**
All students must sign an Authorization and Release for Health Information.
INFECTION CONTROL PROTOCOL
2017-2018 Academic Year

Use this Link in the medical student handbook: http://www.med.emory.edu/handbook/student-resources/infection-control-protocols.html
STUDENTS WITH SPECIAL NEEDS

The campus Office of Accessibility Services (OAS) is available for students with special needs. The Office of Accessibility Services is located in Room 110 of the Administration Building (404-727-9877). Students with special needs have the responsibility to seek assistance and/or testing from this university office. The student also has the responsibility for presenting any letters stating special considerations to each instructor at the beginning of each course.

EMORY UNIVERSITY
The Office of Accessibility Services
University Administration Building
201 Dowman Drive, Suite 110
Atlanta, Georgia 30322-1065
Phone: 404-727-9877; TTY: 404-712-2049
Fax: 404-727-1126

SELF-IDENTIFICATION FORM

It is the policy of Emory University to ensure that all University goods, services, facilities, privileges, advantages, and accommodations are meaningfully accessible to qualified persons with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws.

Reasonable accommodations will be made on an individual basis. It is the responsibility of persons with disabilities, however, to seek available assistance and to make any needs known.

If you are an individual with a disability/chronic medical condition who may require assistance or accommodations from Emory University, please complete this form and return to:

The Office of Accessibility Services
201 Dowman Drive, Suite 110
Atlanta, GA 30322

Once received, the Office of Accessibility Services will send an information packet detailing their services provided and all other pertinent information (i.e., required medical documentation, intake appointments and the menu of general accommodations available).

Students can request accommodation @ http://equityandinclusion.emory.edu/access/index.html
Grievance Procedures-Student Complaints of Discrimination

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

Applicability
Students

Emory University is committed to receiving and addressing written student complaints against the university, its faculty, staff, or administrative personnel in a timely manner. Appropriate procedures are described below and should be adhered to in response to student complaints. Students should first attempt to resolve their complaints with the office most directly responsible for the action being challenged. Each school at Emory has an office of Student Services that can further assist students and direct them within their specific school if they are uncertain about where to start. In addition, students may use the ombudsperson (http://ombudsperson.emory.edu/index.html) to assist with complaints if they are uncertain or wish to discuss a situation confidentially before taking more formal action.

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. You may file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG website. In the event that OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education.

Applicability

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

Policy Details

Documentation of Complaint

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

Complaint Resolution

Except in situations involving allegations of discrimination or harassment (where students may file complaints directly with the Office of Equal Opportunity Programs), Emory encourages each student to pursue complaints against faculty, staff or administrative personnel at the school or department level. Each school has its own procedures as described in the student handbook or schools catalog. Academic or other concerns usually begin with student service personnel in each school who then typically route the concerns to the appropriate school authority. Student concerns can be effectively handled by school personnel who have expertise in the
academic discipline involved, familiarity with the faculty/staff, and who have experience in handling similar school decisions made regarding its students.

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

Record Retention

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

State of Georgia

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. If you have a complaint, you may file it with Emory's financial aid office or call the Trust Line at 1-888-550-8850 or file a report online at www.mycompliancereport.com/EmoryTrustLineOnline. You may also file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG website. In the event that OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education.

Definitions

A complaint is a written description of a problem or concern. Student complaints can be categorized into four major areas: Academic, Non-academic, Discrimination/Harassment (equityandinclusion.emory.edu/), or Appeals of any of the previously mentioned areas.

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

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

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

Related Links

- Current Version of This Policy: http://policies.emory.edu/10.12
- Ombudsperson Website (http://ombudsperson.emory.edu/index.html)
- Emory Trustline (http://www.mycompliancereport.com/EmoryTrustLineOnline)
- Office of Inspector General (https://oig.hhs.gov/)
- Equity and Inclusion Website (http://equityandinclusion.emory.edu/)
- Student Complaint Example (https://policies.emory.edu/uploads/StudentComplaintLogExample1.pdf)
RESOLUTION PROCESS

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

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

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

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

The final written determination will state only whether, based on The Office of Equity and Inclusion’s investigation, there was a violation of this Policy. The Complainant and Respondent will be promptly notified of the final determination. The Office of Equal Opportunity Programs shall have no independent authority to impose sanctions. If OEI finds that there has been a violation of this policy and if the Dean or division head seeks advice as to the appropriate penalty, OEI may provide a recommendation as to the appropriate sanction. The Dean or division head will then be responsible for deciding upon and imposing disciplinary action as soon as reasonably possible, but no more than one month after receiving the final determination and advice of EOP. The Dean or deciding official shall notify OEI of the penalty imposed, if any. Sanctions imposed on those employees who have been found to be in violation of the University’s Equal Opportunity Policy or its Discriminatory Harassment Policy shall be commensurate with the severity and/or frequency of the conduct, and shall be adequate and sufficient to prevent such conduct in the future. The sanctions may include, but are not limited to, an apology to the victim; a verbal or written reprimand; a requirement to attend remedial training; appropriate workplace restrictions; denial of a merit pay increase or other benefit; denial of promotion; or reassignment, suspension or separation from the University. Staff members who receive disciplinary penalties under this policy may consult Human Resources for information about the Grievance process, which may be used to challenge alleged violations, misinterpretations, or inequitable application of policies or procedures.

**Issues Specific to Faculty**

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

**File an External Complaint**

An individual who believes that he or she has been subjected to unlawful discrimination, harassment, or retaliation has the right to file a complaint with an appropriate local, state, or federal agency, such as the Office of Civil Rights (OCR) or the Equal Employment Opportunity Commission (EEOC), within applicable
time limits. In addition, any person who is dissatisfied with Emory’s internal procedures utilized for handling complaints, or who is dissatisfied with the result of the investigation or the sanctions imposed, may seek redress through the EEOC, to the extent allowed by law. The Complainant should be aware that filing a complaint with the University’s Office of Equal Opportunity Programs or other University resource does not extend or postpone the deadline for filing with external agencies. In the event that a complaint is filed with an external agency or court, the University reserves the right to determine, in its discretion, whether the University’s internal complaint resolution procedure should be discontinued or continued separately.

**OTHER**

**Complaints Against Vendors, Contractors, and Third Parties**

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

**Complaints Against Students**

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

**Related Links:** [Current Version of This Policy](http://policies.emory.edu/1.3)

**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: [http://www.capteonline.org/Complaints/](http://www.capteonline.org/Complaints/)
Emory University
ALCOHOL AND DRUG ABUSE POLICY
for Faculty, Staff, and Students

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

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

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

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

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

Standards of Conduct

- Emory University complies with and upholds all applicable federal, state, and local laws related to alcohol, illicit drugs and controlled substances. Violations of such laws that come to the attention of university officials may be addressed within the university or through prosecution in the courts, or both.
- The university strives to create an environment that supports individuals who choose not to use alcohol and individuals who choose to use alcohol legally and in moderation. The illegal sale, distribution or use of alcohol is not permitted.
- The university encourages individuals with prescription medications to safely and legally use such medications in compliance with their prescriptions. The misuse of prescription medication or other controlled substances is not tolerated.
- The sale, distribution or use of illegal drugs is not permitted.
- The university seeks to create an environment of personal development and supportive community. It supports individuals seeking services for alcohol, tobacco and/or other drug misuse and makes confidential services available to them.
- In instances where individuals are found to be in violation of the university’s Alcohol and Drug Abuse Policy, the university’s response will stress individual accountability, personal development, and connection to appropriate health services, as well as the effect on impacted parties and the community.
- Emory is a Tobacco-Free Campus. The use or sale of tobacco products in or on Emory owned or Emory leased property is prohibited. See Policy 4.113 Tobacco-Free Environment for more information (http://policies.emory.edu/4.113), including resources for tobacco cessation.
Sanctions and Penalties

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

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

Emory’s policy, along with resources, health risks of alcohol and drug abuse, and consequences of this abuse may be found at [http://policies.emory.edu/8.8#6](http://policies.emory.edu/8.8#6).

Employee Notification of Drug-Related Convictions

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

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

2. Within 30 calendar days after receiving notice of a conviction, the person notified under paragraph C(1)(b) above shall consult with the appropriate human resources department at Emory University (who may contact the Office of Equality and Inclusion, as appropriate), and said person then shall:

   (a) take appropriate personnel action against the employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or the Americans with Disabilities Act;

   (b) require the employee to participate successfully, and provide evidence of such participation, in a drug-abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
Student Notification of Drug-Related Convictions

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

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

Health Risks of Alcohol and Drug Abuse

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

Resources for Education, Consultation, and Counseling

The university sponsors several programs that provide information and professional services for its faculty, staff and students on matters related to the misuse and abuse of alcohol and drugs. These programs provide education, consultation, assessment, counseling and referral in a professional environment that respects individual confidentiality and integrity. The university maintains the Faculty Staff Assistance Program (FSAP) (404.727.4328) for faculty and staff; and the Counseling and Psychological Services (CAPS)(404.727.7450) and the Office of Health Promotion (404.727.7551) for students. Augmenting these formal programs, a variety of other campus programs and services educate and assist individuals who take the initiative to help themselves. Please see Related Links for additional information on these services.

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

Distribution

This policy, and any revisions thereto, shall be distributed to all faculty, staff, and students annually. Other applicable policies that have reference to this policy are found in the Campus Life Handbook, the

**Review**

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

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

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

General Information
The Director of Clinical Education (DCE), Dr. Patricia Bridges, and Assistant Directors of Clinical Education (ADCE), Drs. Tami Phillips and Donna Smith, are your clinical education advisors. In addition to working with students, they are responsible for initiating contact with the Center Coordinator of Clinical Education (CCCE) at each participating facility to negotiate a short or long-term internship. If a CCCE or other facility staff contact the school regarding establishing a new affiliation, that individual is referred to the DCE/ADCE. They are best suited to make decisions about adding sites - utilizing data such as commitments currently in place; CI, CCCE, and student clinical education histories; and academic and facility policies and procedures. The DCE/ADCE also mentor and educate CIs about the Emory Physical Therapy Program’s clinical education process and evaluation tools, as well as, offer the American Physical Therapy Association’s Credentialed Clinical Instructor Program.

Short-Term Clinical Internship Site Selection
Short-term clinical sites are assigned by the clinical advisors to meet the education needs of each student utilizing the individual’s Clinical Profile completed during orientation, as well as feedback from faculty and previous CI’s. Past work/volunteer experience, willingness to travel, previous travel, facility preference, and patient population may be considered. Students are not assigned to facilities where they have worked or volunteered for a significant amount of time.

Short-term clinical internships occur at the end of semesters 3, 4, and 5. Students will be assigned to a facility for a 2-week block. A primary criterion for a short-term clinical site is that the staff can provide an opportunity for students to practice the process and psychomotor skills taught in the classroom during the concurrent symptom complex. The clinical facilities are located varying distances from the university campus, and may require travel up to an hour and a half each way. Every effort is made to disperse the travel responsibility across all students during the 3 internships while simultaneously meeting educational objectives, and student interests/needs. Students are responsible for providing their own transportation and need to include this financial obligation in their budget. The responsibility of owning a pet does not factor into the assignment process. You will need to plan for the care of your pet if assigned to a facility that requires travel or a longer commute. Access to a car will be necessary to enable travel to clinic in a timely and efficient manner. The 2-week block does allow for the possibility of traveling/living outside the metro Atlanta area or Georgia for these affiliations. Drs. Bridges, Phillips and Smith will be seeking information from students who may be interested in that opportunity.

Long-Term Clinical Internship Site Selection
The long-term internships begin spring semester of the second year and conclude at the end of the summer semester. Students must complete a 10-week internship in each of the following settings (30 weeks total): inpatient acute care, inpatient or outpatient interdisciplinary rehabilitation, and community outpatient. Site selection is governed by each class using a process that has been utilized for many years, allowing for individual priorities and class negotiation to be considered. Each graduating class may consider additional rules that may be applied to this process. Sites are available throughout metropolitan Atlanta; Georgia; and the United States. No one is guaranteed an internship in Atlanta; therefore, students should plan travel,
room, board and pet care into their budget. Full tuition is required during both the academic and clinical portions of the program. Some university fees will be waived for the spring and/or summer semester, if a student is interning outside of the 5 metro Atlanta counties (Fulton, Dekalb, Gwinnett, Cobb, and Clayton) for the entire semester.

Acquiring Additional Sites
The DCE and ADCE are responsible for determining when new clinical education sites are required to meet the needs of the program. Our goal is to provide an appropriate number of clinical education internships while allowing for flexibility in short-term and long-term internship selection, and accounting for the possibility of cancellation by a site. Generally, facilities are added when the numbers of sites or types of experiences available are not adequate. This policy allows full utilization of sites currently in place.

To provide quality clinical education internships utilizing available staff, CCCE’s have to limit the number of students they accept per year. Once a facility schedules its quota of internships for the year, further requests by schools are denied. As a result, clinical education sites that reserve slots for our students expect all offered slots to be filled. Utilizing clinical education sites repetitively enhances the communication between the facility and school, as well as reinforces consistent use of process skills and evaluation materials.

Acquiring new clinical education sites requires negotiation of a clinical education agreement. Both parties must accept and sign the contract before initiation of a clinical education experience. Contract negotiation is a time-consuming process requiring support from the School of Medicine faculty, legal counsel, program faculty, and administrative staff. The timeframe for processing a contract can range from 2 to 6 months, and in some unpredictable cases, concerns/conflicts cannot be resolved and the contracts are never signed. Therefore, few sites are added each year.

In certain instances, a student may have special needs that could be met by a site with which the Division of Physical Therapy, Emory University does not have a current contract. The procedure for arranging for the DCE/ADCE to evaluate the site is as follows:

1) The student should contact the DCE/ADCE in writing to discuss the possibility of setting up a new clinical site and to determine if a contract is in place (multiple sites are sometimes covered under a contract that does not bear the name of a particular clinical site). In most cases, the clinical site must be a university teaching hospital, meaning the hospital or rehab center accepts physical therapy students and medical students.
2) The student should e-mail Drs. Bridges, Phillips and Smith, the name and location of the facility, the name of the CCCE, and his/her telephone number and e-mail address.
3) The DCE/ADCE will set up an appointment with the CCCE to assess the site. Facility and staff information are obtained through site visits, phone interviews, the Clinical Site Information Form (CSIF) and the Division of Physical Therapy Criteria for Site Selection Form which outlines criteria developed by our program faculty. This form can be found in the Appendices. If it is determined that the clinical site meets the criteria for site selection, contract negotiations will be initiated.
4) Unless the special needs of a particular student have been acknowledged in writing by the DCE/ADCE, any newly acquired sites will be placed in the general pool for selection by the class.

Evaluation of a site and contract negotiations are lengthy and extensive processes. Therefore, the site will not be developed for a one time only internship, but will be available to Emory students for the duration of the contract (3 years). Retention of the site beyond the initial contract will be decided by the DCE/ADCE.
CRIMINAL BACKGROUND CHECK AND DRUG SCREENING

All students must sign the Authorization and Release for Background Check and Drug Screening. The signed document will be placed in the student's file.

Many of our affiliating facilities require a criminal background check (CBC) and/or a drug screen. Depending on the facility’s policy and procedure, you may be required to use a vendor designated by the facility. If a vendor is not specified by the facility, the Division of Physical Therapy prefers Advantage Students which provides direct billing to the program. The student is under no obligation to use the suggested vendor. The results of the CBC and drug screen are confidential and may be made available only to the DCE/ADCE/Student Compliance Manager. However, some facilities require that the results be sent directly to them.

To place an order with Advantage Students:
• Log into www.advantagestudents.com
• Click on Students, and then select “Emory University - Physical Therapy – DPT”.
• Select the Student Package (unless instructed otherwise by your school or clinical site).
• Select method of payment.
• Enter all required information (watch for error messages in red).
• Make a note of the email and password entered, as this will be your log in to access the website in the future.
• Select the school and participating member hospital that will receive your results. Note: Selecting a hospital is optional at the time of the order, but eventually must be selected in order for that participating member hospital to view your results. You may select one hospital during your initial order, and later share with additional hospitals throughout your clinical education experience.

Drug Screening: Once the order has been processed and payment has been received an email will be sent to you with a link that will direct you to a site to schedule your drug test. Once you are directed to the site, choose a collection facility (clinic) convenient to you. This will be where you must go for your drug test. If asked for an address, complete the appropriate fields, the search results will identify clinics in close proximity to the address you provide. From the clinics list, select the one you want to use. Then confirm your selection. Finally, print the “ePassport”. Take this with you to the clinic along with a photo ID and any other documents provided by Test Company. It is imperative that you report to the clinic as soon as possible. This link will also be made available on the confirmation page and your Advantage Students account profile.

Order Status: After the request is underway, you can log into the site to view your profile progress. Simply click the status link to view the profile. You will be notified by email when your background check is complete.

Sharing Results: To select a hospital to share results with, simply click on the hospital, then click Share. You (or your school will follow this process each time you are placed for clinical rotation at a different hospital facility). If a hospital is not listed as a user on the website, you can print your report from the website by clicking on the “completed” link and provide it to them in person.

If any other vendor is required, the Division of Physical Therapy will reimburse students for the cost of the CBC and drug screen. To obtain reimbursement print your credit card receipt, complete a W-9 form, and submit them to Ms. Cathy Crosby.
If the CBC or drug screen identifies a problem, the student will be notified of the results and a repeat CBC and/or drug screen will be required by the Division of Physical Therapy within five business days. Positive CBCs and drug screens are treated very seriously by the DPT Program, the School of Medicine, and the University, especially if the offense has not been previously disclosed by the student. A positive drug screen or CBC will be investigated as a possible violation of the Conduct Code and can result in expulsion from the program. If the results are confirmed, the student will be allowed to 1) have the record corrected, and/or 2) supply an explanation to the Director of the Division of Physical Therapy in writing, within five business days. The Director will have the results of the CBC/drug screen and the student’s explanation reviewed by a three-person faculty committee chosen from the members from the Academic Affairs Committee. The committee will make a recommendation to the Director of the Division of Physical Therapy regarding resolution of the problem which may include dismissal of the student from the program. The Director will then make a final determination of the student’s dismissal/enrollment status and inform the student. All students have the right of appeal as outlined in the University Conduct Code.
STUDENT ATTENDANCE/ABSENCE DURING CLINICAL AFFILIATIONS

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

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

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

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

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

5) If the special request involves a professional development activity and if only one day of clinic is missed, the CI may determine the necessity of making up the missed day if the student’s performance is meeting criteria.
6) Compliance with this policy is represented on the clinical evaluation form in the behaviors for administration competency – “Adhere to school/facility policies and procedures.”

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

The Emory University, Division of Physical Therapy maintains a current contractual agreement with each of the clinical facilities where students participate in clinical education. These contracts state the responsibilities of all parties, including the students. A generic example of a contract is included in this handbook for students to read and know the nature of their individual responsibilities. If you have questions now or at any time, see Dr. Patricia Bridges, Director of Clinical Education or Dr. Tami Phillips, Assistant Director of Clinical Education.

AGREEMENT CONCERNING
AFFILIATION FOR CLINICAL EDUCATION BETWEEN
 EMORY UNIVERSITY SCHOOL OF MEDICINE AND
[INSERT FACILITY NAME]

This agreement ("Agreement") is made as of [INSERT DATE] (the "Effective Date") between Emory University, by and through its School of Medicine, a Georgia non-profit institution with an office at 100 Woodruff Circle N.E., Atlanta, GA 30322 ("School") and [INSERT FACILITY NAME AND ADDRESS] ("Facility").

A. PURPOSE. The purpose of this Agreement is to guide and direct the parties respecting their affiliation to provide clinical education experiences at Facility for students who are enrolled in School’s following programs: Anesthesiology Assistant, Human Genetics, M.D. Degree, Medical Imaging, Physical Therapy, and Physician Assistant ("Students").

B. GENERAL UNDERSTANDING

1) Clinical Education Experience. The Clinical Education Experience ("Education Experience") to be provided will be of such content, and cover such periods of time, as may be mutually agreed upon by School and Facility, from time to time. The starting and ending date for each Education Experience will be agreed upon before the program begins, but will be subject to the final approval of Facility.

2) Student Participants. The number of Students designated for participation in an Education Experience will be determined by mutual agreement of School and Facility, and may at any time be altered by mutual agreement. All Student participants must be acceptable to both parties, and either party may withdraw any Student from an Education Experience based upon perceived lack of competency on the part of the Student, the Student's failure to comply with the rules and policies of Facility, or for any other reason that causes either party to reasonably believe that it is not in the best interest of the party for the Student to continue.

3) Non-Discrimination. To the extent applicable, both parties shall abide by the requirements of the United States Code of Federal Regulations - 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability. In addition, the parties agree that, in fulfilling their respective obligations and duties under this Agreement, they shall not discriminate against any individual or
group on the basis of race, religion, age, sex, national origin, citizenship, disability, sexual orientation, genetic information, or veterans/national guard/military reserve status.

C. TERM AND TERMINATION. Unless sooner cancelled as provided below, the term of this Agreement will be five (5) years, commencing on the Effective Date and ending on [INSERT DATE]. This Agreement may be renewed by mutual written consent of the parties. It also may be cancelled at any time by either party upon not less than thirty (30) days written notice; provided that all Students currently enrolled or participating in an Education Experience at the Facility at the time of such notice of termination shall be given the opportunity to continue such participation and the parties shall continue to perform under the terms hereof with regard to the Students, until the sooner of each Student’s individual completion of the Education Experience or six (6) months from the date of the notice of termination.

D. SCHOOL’S RESPONSIBILITIES

1) School Faculty. If faculty member of School will accompany Students during their Education Experience at Facility, such faculty shall not render patient care at Facility unless the faculty member is credentialed and approved to provide such patient care by Facility’s appropriate committees and/or governing body. School shall not assign any faculty member to Facility in connection with the operation of the Education Experience who is not appropriately licensed and credentialed. The parties acknowledge that School’s faculty members and Students are not employees of Facility by reason of this Agreement. School shall ensure that its participating faculty members have current worker’s compensation insurance coverage. School is solely responsible for paying its participating faculty and for processing all applicable payroll deductions for them.

2) Student Selection; Responsibility of Academic Affairs. School shall use its best efforts to select Students for participation in the Education Experience who are prepared for effective participation in the clinical training phase of their education. Only Students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in the Education Experience. School will retain ultimate responsibility for academic affairs, the education and evaluation of Students, and the assurance of Student and faculty access to appropriate resources for medical student education. To the extent that the department heads of School are not also the clinical service chiefs of Facility, the department heads of School shall have ultimate authority to assure faculty and student access to appropriate academic resources for medical student education of Students.

3) Student Compliance. School shall inform Student and faculty that they shall be required to comply with Facility’s rules, regulations and procedures, and shall use its best efforts to keep Students and faculty informed as to the same and any changes therein of which School is made aware. Specifically, School shall keep each Student and faculty member apprised of his or her responsibilities, including but not limited to the following:

a) To follow the administrative policies, standards and practices of Facility when in Facility.

b) To provide the necessary and appropriate uniforms and supplies required where not provided by Facility.

c) To report to Facility on time and to follow all rules and regulations of Facility.

d) To comply with federal and state laws, including but limited to the Health Insurance Portability and Accountability Act of 1996 and the federal regulations issued thereunder (collectively
“HIPAA”), regarding the confidentiality of all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.

e) To wear a name tag that clearly identifies him/her as a Student or faculty member.

f) To refrain from publishing any material related to the clinical education experience that identifies Facility or its patients or staff, directly or indirectly, or uses the name of Facility, without first obtaining written approval from Facility.

g) To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.

h) To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standards.

4) Vaccinations.

a) School shall require each Student to maintain proof of a current TB test, the results of which will be made available to Facility upon request. School shall advise each Student and faculty member that any expenses resulting from illness or injury occurring during his/her experience at Facility may be the responsibility of that individual, and shall inform all Students and faculty of the need to maintain health/accident insurance.

b) School shall require each Student to provide documentation of the fact that he or she has been appropriately vaccinated against influenza, measles, mumps and rubella (MMR); has satisfactorily proven immunity to these diseases, according to current CDC guidelines; or is unable, for bona fide medical reasons, to receive such vaccinations.

c) School shall require each Student to provide documentation of the fact that he or she has received the complete hepatitis B vaccination series, has begun the hepatitis B vaccine series and will complete the full series before the end of clinical training; has satisfactorily proven immunity to hepatitis B through antibody testing, or is unable, for bona fide medical reasons to receive such vaccination.

5) Student Accommodations. School and Facility acknowledge that it is the sole responsibility of each Student to arrange for the Student’s living accommodations while participating in the Education Experience at Facility.

6) School Insurance. School shall secure and maintain at all times during the term of this Agreement, at its sole expense, appropriate general and professional liability insurance coverage in amounts of at least $1,000,000 per occurrence and $3,000,000 in the annual aggregate with insurance carriers or self-insurance programs covering itself and its students and employees. In addition, School shall maintain excess coverage of at least $5,000,000 over and above the primary limits, which shall apply if the primary limits should be exhausted. Should any of the insurance policies be written on a claims-made basis, insurance requirements shall survive the expiration of this Agreement and extended coverage shall be afforded for at least two (2) years after the expiration of this Agreement. School shall make reasonable business efforts to provide written notice to Facility of any material changes in the above-referenced insurance coverage. Facility shall have a right to terminate this Agreement in the event of changes in School’s insurance that are unacceptable.
E. FACILITY’S RESPONSIBILITIES

1) **Facility Liaison.** Facility will assign a staff representative as liaison between Facility and School.

2) **Direction and Coordination.** As appropriate, Facility shall appoint a qualified Facility employee who will be responsible for directing and coordinating the Education Experiences of the Students at the Facility.

3) **Patient Care.** Facility will retain responsibility for the care of patients and will maintain administrative and professional supervision of Students insofar as their presence and Education Experiences affect the operation of Facility and its care, direct and indirect, of patients.

4) **Use of Facilities.** Facility will provide adequate clinical facilities for Students in accordance with the clinical objectives developed through cooperative planning by School faculty and Facility staff. Facility shall permit Students to use the facilities and resources of the Facility when available, such as libraries, lounges, conference rooms, and audio-visual and other teaching equipment, consistent with the policies and procedures of the Facility.

5) **Evaluation.** Facility staff will, upon request, assist School in the evaluation of the learning and performance of Students, provided the Student has signed a consent to the exchange of educational information in accordance with the Family Educational Rights and Privacy Act of 1974, as amended. Although School shall retain all required consents, Facility will have the right to rely on such consents and to obtain copies of such consents upon request. Any evaluation of Students by Facility will relate only to the general Student participation in the Education Experience and will in no way be construed as a certification by Facility as to the competence of any Student or a representation by Facility of any Student’s ability or competence in connection with the practical implementation of any knowledge gained through the Education Experience.

6) **Student Information.** Facility acknowledges that the information provided by School, or others on behalf of School, that directly relates to any Student, including academic information, professional information (e.g., licenses obtained, suspension, revocation); training and/or certifications; health information; and the results of any criminal background check and/or drug testing/treatment information, hereinafter (“Student information”) is protected by the Family Educational Rights and Privacy Act (FERPA). Facility agrees that it (1) will protect the confidentiality of Student information; (2) will not use Student information for any purpose other than to carry out the purposes of this Agreement; and (3) will not disclose Student information except to individuals within its organization who have a legitimate need to know Student information.

7) **Orientation.** As necessary for the purposes of the Education Experience, Facility will provide the orientation to the School faculty representative(s) and Students as to the Facility, philosophies, rules, regulations and policies of Facility.

8) **Emergency Care.** Facility will provide emergency health care to Students who become ill or injured while at Facility, including treatment immediately following exposure to bloodborne pathogens or other infectious or environmental hazards. The cost of treatment provided pursuant to this section will be the responsibility of the Student.

9) **Licensure.** Facility shall maintain health facility licensure as required by applicable law and meet criteria for accreditation as established by the Joint Commission on Accreditation of Healthcare Organizations or other appropriate accrediting agency.
10) **Protective Equipment.** Facility will make available to Students and faculty (if present) for use within Facility all personal protective equipment, including gloves, gowns, masks, and other supplies necessary to comply with Centers for Disease Control guidelines, as appropriate to the Student’s training in the Education Experience.

11) **Facility Insurance.** Facility shall secure and maintain at all times during the term of this Agreement, at its sole expense, appropriate general and professional liability insurance coverage in amounts of at least $1,000,000 per occurrence and $3,000,000 in the annual aggregate with insurance carriers or self-insurance programs covering itself and its employees. In addition, Facility shall maintain excess coverage of at least $5,000,000 over and above the primary limits, which shall apply if the primary limits should be exhausted. Should any of the insurance policies be written on a claims-made basis, insurance requirements shall survive the expiration of this Agreement and extended coverage shall be afforded for at least two (2) years after the expiration of this Agreement. Facility shall make reasonable business efforts to provide written notice to School of any material changes in the above-referenced insurance coverage. School shall have a right to terminate this Agreement in the event of changes in Facility’s insurance that are unacceptable.

F. **MUTUAL RESPONSIBILITIES; MISCELLANEOUS**

1) **Education Experience Environment.** The parties shall work together to maintain an environment of quality clinical learning experiences and quality patient care. At the request of either party, a meeting or conference will be held between representatives of Facility and School to resolve any problems or develop any improvements in the operation of the Education Experience(s).

2) **HIPAA.** Before Students begin an Education Experience at Facility, School shall provide the Students with basic training regarding confidentiality of protected health information under the HIPAA, and Facility shall provide Students with specific training in Facility’s HIPAA policies upon Student’s arrival at Facility. For purposes of HIPAA, School and Facility acknowledge that School’s faculty and Students are part of Facility’s “work force”, as defined in the HIPAA Privacy Regulations at 45 C.F.R. 160.103, and as such, no Business Associate agreement is required between School and Facility.

3) **Excluded Provider.** Each party represents and warrants to the other that it (i) is not currently excluded, debarred, or otherwise ineligible to participate in the federal health care programs as defined in 42 U.S.C. §1320a-7b(f) (the “federal health care programs”); (ii) is not convicted of a criminal offense related to the provision of health care items or services and has not been excluded, debarred or otherwise declared ineligible to participate in the federal health care programs; and, (iii) is not under investigation or otherwise aware of any circumstances that may result in it being excluded from participation in the federal health care programs. This shall be an ongoing representation and warranty during the term of the Agreement. Either party shall immediately notify the other of any change in the status of the representation and warranty set forth in this section. Any breach of this section shall give the other party the right to terminate the Agreement immediately for cause.

4) **Indemnification.** Each party shall indemnify, defend and hold harmless the other party against: (i) any and all liability arising out of the indemnifying party's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages arising from the negligent operations, acts, or omissions of the indemnifying party's employees or agents relating to or arising out of their services under this Agreement; and (ii) any and all costs and expenses, including reasonable legal expenses, incurred by or on behalf of indemnified party in connection with the defense of such claims.
5) **No Third Party Beneficiary.** This relationship is intended solely for the mutual benefit of the parties, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than School and Facility. Without limiting the generality of the foregoing, no rights are intended to be created for any Student, faculty member, or patient, or spouse, next of kin, employer or prospective employer of any Student, faculty member or patient.

6) **Notices.** Any notices or other communication required or allowed under this Agreement shall be in writing and will be deemed sufficiently given if personally delivered or sent by registered or certified mail, postage prepaid, addressed or delivered as follows:

   **If to School:**
   Emory University School of Medicine
   Associate Dean, Faculty Affairs Administration
   100 Woodruff Circle, N.E.
   Atlanta, Georgia 30322

   **If to Facility**
   [INSERT FACILITY ADDRESS]

   **With a Copy to:**
   Office of the General Counsel
   Emory University
   201 Dowman Drive
   102 Administration Building
   Atlanta Georgia 30322
   Attn: Deputy General Counsel/Chief Health Counsel

   Any party may change its notice address by giving notice to the other party in conformance herewith. Any notice shall be deemed to have been given, if mailed, as of the date mailed, and, if personally delivered, as of the date delivered.

7) **Amendments.** This Agreement may be modified or amended only by mutual consent of the parties, provided any and all modifications or amendments shall be in writing and signed by authorized representatives of the parties.

8) **Assignment.** Neither party may assign this Agreement without the prior written approval of the other party. Any attempted assignment shall be void and of no effect if not in accordance with this provision.

9) **No Waiver.** No waiver of any term or provision of this Agreement shall be effective unless in writing and signed by the party to be charged. No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision of this Agreement shall be construed to be a waiver of such breach.

10) **Severability.** If any provision of this Agreement is held to be illegal, invalid or unenforceable under present or future laws effective during the term of this Agreement, the legality, validity and enforceability of the remaining provisions shall not be affected thereby.

11) **Entire Agreement.** This Agreement and all exhibits and attachments hereto constitutes the entire agreement of the parties with respect to the subject matter hereof.
12) Non-exclusivity. This Agreement is non-exclusive and does not affect either party’s ability to enter into a similar agreement with other parties.

13) Applicable Law. This Agreement, and any claim, action, suit, proceeding or dispute arising out of or in connection with this Agreement, shall in all respects be governed by, and interpreted in accordance with, the substantive laws of the State of Georgia, without regard to the conflicts of laws provision thereof. Any action or proceeding brought by either party to enforce its rights under this Agreement shall be brought exclusively in any state or superior court of competent jurisdiction located in the County of Fulton, State of Georgia, USA or in federal court in the Northern District of Georgia.

14) No Joint Venture or Partnership. At all times during the term of this Agreement, the relationship between Facility and School with respect to the subject matter hereof will be that of two independent entities contracting with each other at arms-length, and no joint venture, partnership or other joint enterprise will be deemed to result from this Agreement. School and Facility are and at all times shall remain independent and autonomous with respect to their obligations under this Agreement.

15) Delay or Non-Performance. Neither party shall be liable for any failure, inability or delay to perform hereunder, if such failure, inability or delay is due to any cause beyond the reasonable control of the party so failing and due diligence is used in curing such cause and in resuming performance.

16) Successors and Assigns. Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.

17) Authority. Each party represents and warrants that it has the full power and authority to enter into this Agreement, to consummate the transactions contemplated to be consummated hereby, and to perform the obligations hereunder. This Agreement has been duly executed and delivered and constitutes each party’s valid and binding obligation, enforceable in accordance with its terms.

18) Judicial Interpretation. Should any provision of this Agreement require judicial interpretation, it is agreed that the court interpreting or construing the same shall not apply a presumption that the terms hereof shall be more strictly construed against one party by reason of the rule of construction that a document is to be construed more strictly against the party who itself or through its agent prepared the same, it being agreed that the agents of both parties have participated in the preparation hereof.

19) Counterparts. The parties may execute this Agreement in counterparts, including facsimile, PDF, and other electronic copies, which taken together will constitute one instrument.

Signatures on Following Page
IN WITNESS WHEREOF, the parties hereto, through their authorized representatives, have affixed their signatures below.

Emory University through its School of Medicine

By: ________________________________
J. William Eley, M.D., M.P.H.
Executive Associate Dean for Medical Education and Student Affairs

Date

[INSERT FACILITY NAME]

By: ________________________________

Date
I, the undersigned Physical Therapy student, do hereby certify that I have received the Division of Physical Therapy’s Orientation Manual, and read the general clinical education affiliation agreement developed by Emory University School of Medicine which begins on page 87. I do hereby agree to the terms and conditions thereof. I hereby authorize Emory and the affiliating Facilities to exchange the following information from my records in order to participate in clinical education experiences:

- prior education
- related education or clinical experiences
- academic and clinical performance
- health records maintained by School

I further certify that I have read the sections regarding the Clinical Education Site Selection Process for Short-term and Long-term Internships; the Policy on Criminal Background Check and Drug Screen; the Policy on Student Attendance/Absence During Clinical Internships; and the financial and transportation resources required to travel for clinical internships.

Signed this _________ day of ______________________, 20____

_________________________                                   _________________________________
Physical Therapy Student (Name)                                                    Physical Therapy Student (Signature)

**Please return this signed/dated form to the file folder bearing your name on the table next to the faculty mailboxes in the Division of Physical Therapy, Suite 312 by July 10th, 2017 at 5:00pm.**
Format for Individual Studies

DIRECTED STUDY GUIDE

DESCRIPTION

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.

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:

A. Prior to enrollment in the Course:

1. Identify an area of study of interest related to your program of study.
2. Determine the objectives you wish to accomplish through the study.
3. Make certain no courses are being offered through which the objectives could be accomplished.
4. Consult your faculty advisor
   a. regarding the feasibility of the study
   b. for suggestions for a Directed Study Advisor
5. Faculty advisor will make arrangements for initial contact with the potential directed study advisor in consultation with the clinical education coordinator if necessary.
6. Finalize the directed study objectives, the study plan, and the number of credits, with the approval of the directed study advisor.
7. Submit two typewritten copies of the directed study proposal, both to the directed study advisor, if that person is an in-house faculty member. If not, one copy is submitted to the directed study advisor and one copy to the faculty advisor.
8. The directed study advisor and/or the student presents the proposal to the Associate Director for review.

B. Enroll

C. Conduct the Directed Study as planned

D. Evaluation - Submit a final written report to the directed study advisor no later than one week after the end of the directed study. Use the format for FINAL WRITTEN REPORT OF DIRECTED STUDY for necessary inclusions in the report. Any products of the Directed Study should be included. All materials should be in duplicate. If the directed study advisor is not in-house faculty, one copy is submitted to the faculty advisor. The directed study advisor will be responsible for giving the final evaluation conference and grade. Also, the directed study advisor is responsible for presenting a report to the Associate Director.
OUTLINE FOR DIRECTED STUDY PROPOSAL

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

Name of Student

Name of Advisor of Directed Study

1. Title of Directed Study

2. Credit Hours*

3. Overall Objectives
   a. sub-objectives

4. Plan for carrying out the Directed Study
   a. activities of student
   b. activities of advisor

5. Materials and/or resources needed

6. Evaluation
   a. method of evaluation
   b. criteria, if not stated in sub-objectives

7. Statement of the relationship of the Directed Study to the student's overall program of study.

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

1 hour credit is equal to one contact hour per week with two hours outside preparation for each contact hour.
FORMAT FOR FINAL WRITTEN REPORT
OF DIRECTED STUDY

Student _______________________________ Date _______________________________

Advisor _______________________________ Title _______________________________

Credit Hours __________

Title of Directed Study ___________________________________________________

I. Overall Objective
   a. Summary of the accomplishments achieved in the study and extent of achievement of objectives and criteria.

II. Conclusions and/or Recommendations

III. Negotiated Grade

IV. Materials or Products of the Directed Study, a copy to be provided to the Directed Study or faculty advisor, as per the Directed Study guide.
GUIDE FOR
READINGS IN PHYSICAL THERAPY

DESCRIPTION

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

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

PROCEDURE

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

A. Prior to enrollment in the course:

1. Identify an area of study of interest related to your program of study.
2. Determine the objectives you wish to accomplish through the study.
3. Make certain no courses are being offered through which the objectives could be accomplished.
4. Consult your faculty advisor
   a. regarding the feasibility of the study
   b. for suggestions for a Readings course advisor
5. Faculty advisor will make arrangements for initial contact with the potential Readings advisor in consultation with the clinical education coordinator if necessary.
6. Finalize the Readings course objectives, the study plan, and the number of credits, with the approval of the Readings advisor.
7. Submit two copies of the Readings course proposal, both to the Readings advisor, if that person is an in-house faculty member. If not, one copy is submitted to the Readings advisor and one copy to the faculty advisor.
8. The Readings advisor and/or the student presents the proposal to the Associate Director for review.

B. Enroll

C. Conduct

D. Evaluation - Submit a final written evaluation (see outline) of the Readings course to the Readings advisor no later than one week after the completion of the course. Any products of the course should be included. All materials should be in duplicate. If the Readings advisor is not in-house faculty, one copy is submitted to the faculty advisor. The Readings advisor will be responsible for giving the final evaluation conference and grade. The report and products should be submitted to the Associate Director.
OUTLINE FOR PROPOSAL FOR READINGS IN PHYSICAL THERAPY

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

Name of student

Name of Advisor of Readings in Physical Therapy

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

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

One hour credit is equal to one contact hour per week with two hours outside preparation for each credit hour.
FORMAT FOR FINAL WRITTEN REPORT
OF THE READINGS IN PHYSICAL THERAPY

Student _________________________________ Date _________________________________

Advisor ________________________________ Title ________________________________

Credit Hours __________

Title of Readings ______________________________________________________________

I. Overall Objective
   a. Summary of the accomplishments achieved in the Readings and extent of the achievement of objectives and criteria.

II. Conclusions and/or Recommendations

III. Negotiated Grade

IV. Materials or Products of the Readings study, a copy to be provided to the Readings or faculty advisor, as per the Readings guide.
EMORY UNIVERSITY SCHOOL OF MEDICINE
DIVISION OF PHYSICAL THERAPY

PRECEPTORSHIP

Credit Hours: 3
Advisor: To Be Negotiated
Coordinator:

Course Description:
The Preceptorship is a practical learning experience that allows participation in the teaching-learning process in a formal educational setting. The student enrolling in a Preceptorship selects a course in the entry-level program in which he/she would like to assist in teaching. A list of possible courses is provided to the student. The experience may include participation in leading classroom discussion, in supervising classrooms and/or clinical laboratories, in evaluation of student performance and in preparation for classes.

Course Objective:
Given a content area of interest and of expertise, the student will participate in teaching a course in the physical therapy entry level educational program, including:

a. implementing the teaching-learning process in classroom, clinical, and/or tutorial learning experiences:
   1. according to the Criteria for the Teaching-Learning Process
   2. consistent with the objectives for each class
   3. with accuracy of content
b. evaluating student performance on written and/or practical examinations:
   1. according to specified format
   2. according to specified criteria
   3. with a pre-specified level of reliability
c. incorporating the criteria for Interpersonal Relations in all interactions with:
   1. students
   2. staff
   3. faculty
d. assisting in administrative coordination of the course including:
   1. developing, scheduling and maintaining instructional resources, such as case histories, patients, audiovisual equipment
   2. complying with the schedule for the course and for the Preceptorship
   3. observing the dress code

Texts:
Text requirements are a function of the course in which the Preceptorship is done.

Evaluation:
Weight of objectives consistent with objectives of each class.

A grade of 80-89 equals a B. A grade of 90-100 equals an A.
5. Scholarship Information
Scholarship and Loans Information:

You may find scholarship information on the internet. The APTA site offers information. You may find independent groups offering scholarships to health care professionals with an interest in a specific diagnosis.

Emory University: If you have applied for and received financial aid from Emory University, then you have been assigned a specific financial counselor. That is the person you should contact first with questions about Emory related loans and scholarships.

The person who oversees the loans and scholarships of the Academic Health Professional Programs is Michael Behler and his email address is mbehler@emory.edu

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

APTA Service Center
800/999-2782, ext 3395
Provides resources for financial assistance

APTA Department of Education 800/999-2782, ext 3203
www.apta.org/education
Click here for Links to general scholarship Web sites

APTA Executive Office 800/999-2782, ext 3252
For application and nomination procedures, please visit the Web page for current year’s Honors and Awards Program nomination package.

• Mary McMillan Scholarship Award

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

APTA Department of Minority/International Affairs
800/999-2782, ext 8560

• Minority Scholarship Award for Academic Excellence

Physical Therapist Students: This is an annual award offered to minority physical therapist students by the Physical Therapy Fund, a non-profit 501(c)(3) organization supported by the American Physical Therapy Association.

• Foundation for Physical Therapy

Primarily research awards 800/999-2782, ext 8903
www.apta.org/Foundation
Daughters of the American Revolution
Occupational and Physical Therapy Scholarships
1776 D St NW
Administration Bldg.
Washington, DC 20006
(202) 879-3292
www.dar.org/natsociety/edout_scholar.cfm

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

National Association of American Business Clubs (AMBUCS)
3315 North Main St
High Point, NC 27265
www.ambucs.com/Ascholars.htm

Students must be accepted in an accredited program by the appropriate health therapy profession authority in physical therapy, occupational therapy, speech language pathology, and hearing audiology. Assistant programs are not eligible. AMBUCS offers scholarships to students (U.S. citizens) in their junior/senior year in a bachelor’s degree program, or a graduate program leading to a master’s or doctoral degree. Awards range from $500 to $1,500 annually. There is one two-year award in the amount of $6,000. Approximately $225,000 is awarded annually. The application is to be filled out online.

American College Scholarship Program
American College Scholarship Program
American Educational Services
419 Lentz Court
Lansing, MI 48917
(517) 371-4619

A graduate student can apply for a one-time, nonrenewable grant of $500 to $2,000.

Health Professions Program Indian Health Service
Attn: Grants Management Branch
12300 Twinbrook Pkwy; Suite 605
Rockville, MD 20852
(301) 443-3396
FAX: (301) 443-4815
http://www.ihs.gov/JobsCareerDevelop/DHPS/HPRTSC.asp

Provides financial support to students enrolled in health professions and allied health professions programs. Applicants must be high school graduates or the equivalent and be enrolled in a full-time study program leading to a degree in a health-related professions school within the United States. Even though non-Indian students may apply for this program, the Indian Health Care Improvement Act (PL 94-437) requires that priority for the awards be given to Indian and Native Alaskan applicants.

Hispanic Scholarship Fund
http://www.hsf.net

HSF offers different scholarship programs for students of various educational backgrounds. All applicants must be U.S. citizens or legal permanent residents of Hispanic heritage.
The American Academy of Physical Therapy annually awards an educational scholarship to a minority student enrolled in an accredited Physical Therapy program. The awards are $1,000. Check with them for application deadline. Applicant must be currently enrolled in an entry-level degree PT program accredited by the American Physical Therapy Association.

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

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

1. A student’s/new graduate’s interests are best served by obtaining appropriate counsel prior to signing any agreement.

2. Any employment agreement should include and set forth in clear language:
   
   A) A statement that the agreement must not interfere with the process and planning of the student’s education.
   
   B) Fair and reasonable terms for any repayment provisions to the employer of the student’s/new graduate’s education expenses.
   
   C) Specific conditions under which the student/new graduate may choose to leave employment without penalty (eg, change of ownership).
   
   D) Specific conditions under which repayment of part or all of the education-related expenses may be required (eg, personal choice).
   
   E) A statement that if the student’s/new graduate’s employment is terminated by the employer, repayment of any employer-incurred education-related expenses should not be required unless the termination is for cause (eg, poor performance).
   
   F) Reasonable restrictions in duration and geographic extent of any non-compete clause, if one is incorporated in the agreement.

3. The student’s/new graduate’s interests also are best served by:
   
   A) Obtaining full disclosure of ownership of the practice.
   
   B) Determining whether the practice is involved in any situation in which a referring practitioner can profit as a result of referring patients/clients for physical therapy.
   
   C) Reviewing the American Physical Therapy Association policies on opposition to referral for profit (Ethical and Legal Considerations for Clinical Education, Financial Considerations in Practice, Opposition to Physician Ownership of Physical Therapy Services, and Referral Relationships).
   
   D) Understanding that the student’s/new graduate’s educational program is not a party to the said agreement and is not bound by the terms of the agreement.
   
   E) Understanding potential tax obligations for deferred income that may be incurred upon graduation or during employment as a result of the employer carrying out its obligation under the agreement.
   
   F) Discussing the employer’s policies regarding access to mentoring and regular collegial relationships and resources for professional growth and development.
   
   G) Reviewing other applicable Association documents including American Physical Therapy Association Considerations for Practice Opportunities and Professional Development.

*From the House of Delegates, American Physical Therapy Association. The document is presented as a resource for students.
7. Academic Calendar for 2017-2020
Class of 2017 – 2020 4/20/ 2017

TENTATIVE Academic Calendar***

Registration and Orientation
Summer semester classes begin
Independence Day Holiday
Exams
Break
Fall Semester begins
Labor Day Holiday
Thanksgiving break (Nov 23)
Exam Week for Fall Semester
Winter Break

January 3rd (W) 2018
January 15, 2018
April 2-13, 2018
April 16, 17 2018 (Mon, Tues)
April 18- 22th, 2018
April 23rd, 2018
May 10th, 2018
May 28th, 2018
July 4, 2018(Wed)
July 23-Aug 3, 2018
August 6-10, 2018
August 11-19, 2018
August 20, 2018
September 3, 2018
To be determined
November 21-25th, 2018
Nov 26th -Dec 7th, 2018
December 10-14, 2018
December 15-January 06, 2019

January 7- March 15, 2019
March 16-24, 2018
March 25-May 31, 2019
June 1-June 9, 2019
June 10-August 16, 2019
August 17-25, 2019
August 26- 2019
September 2, 2019
November 27-Dec1, 2019
Dec 9th-Dec 13th 2019
December 14- Jan 6, 2020

January 6  2020
February 2020  (TBD)
May 4th –May 8th 2020
May 11, 2020

*** IMPORTANT:  This schedule is TENTATIVE. Dates are subject to change
8. Program Events

AUGUST  **Welcome Back Party**
The DPT III students return from their long term affiliations. To celebrate we have a party with all three classes and faculty included! It’s a great time for the new DPT I students and DPT III students to meet and for everyone to catch up with each other.

SEPTEMBER **White Coat Ceremony**
Yes, you have made it through the first semester and we will celebrate by formally “Investing” you with your clinical white coat! The ceremony marks the students’ transition from the study of preclinical to clinical health sciences and also initiates them in physical therapy ethics.

**Service of Gratitude**
After a semester of learning about human anatomy through dissection and exploration, the first year DPT students at Emory hold a Ceremony of Gratitude to honor the people who donated their bodies for study. It is a simple ceremony and takes a form each first year class wishes it to take. The Ceremony is meant to celebrate all aspects of life and so it is always different, always surprising, at times joyful and at times reflective.

OCTOBER  **South Georgia Farmworker Health Program**

**APTA - Student Conclave Conference**

NOVEMBER  **DPT II planning for the Foundation for PT Research Fund raising events!!!!**

FEBRUARY  **Job Fair - Organized by DPT students**

**APTA - Combined Sections Meeting/Conference**

MARCH  **Georgia Publix Marathon, Half Marathon and EXPO**

MAY  **Scientific Poster Presentations**
DPT III students present their research findings. This usually takes place the Thursday prior to the final exam week and Graduation.

**Graduation**
*The Ceremony takes* place each year on the Monday following Mother’s Day for the DPT III Class.

MAY-JUNE  **Special Olympics of Georgia** - 1st weekend in June
This event is held annually on the Emory Campus and is a wonderful opportunity for all of us to volunteer or just root for these athletes.

JUNE  **South Georgia Farmworker Health Program**
9. **Emory Physical Therapy Alumni Association (EPTAA)**

**Mission Statement**

The purpose of the Emory Physical Therapy Alumni Association (EPTAA) is to foster a positive, dynamic, and ongoing relationship between alumni, faculty, and students. A goal of this organization is to establish a cohesive network of Emory graduates to assist the Doctor of Physical Therapy program in recruiting, fundraising, and support. The EPTAA will provide contacts to Emory alumni, current students, and potential applicants nationwide for dissemination of information about the Emory program, physical therapy in general, and to strengthen the Emory bond before, during, and after matriculation. A strong alumni association will reinforce the attributes and benefits of attaining a high caliber education at such a prestigious university.

**Objectives**

1. Establish an ongoing network of alumni throughout United States that includes:
   a. Regional representatives
   b. City representatives
2. Foster relationships with current students and serve as professional contacts and mentors.
3. Assist with fundraising to strengthen scholarship fund.
4. Assist with recruiting of prospective students via phone calls, email, individual meetings, and/or social gatherings.
5. Strengthen contact between alumni across the United States.
6. Improve communication between Doctor of Physical Therapy program and alumni.
7. Improve networking between alumni and between alumni and students for potential employment opportunities.

**REGIONAL CONTACTS 2015**

**EPTAA**

**Southeast**

Marty Bowden, MPT ’96  
Alumni President  
Email: martybowden@comcast.net

Beth Davis, DPT ‘03  
Email: lbdavi2@emory.edu
10. Division of Physical Therapy  
Emory University  

CONSENT TO RELEASE OF EDUCATIONAL RECORDS
CONSENT TO RELEASE OF EDUCATIONAL RECORDS

It is anticipated that the undersigned student will participate in the Emory University Doctor of Physical Therapy Clinical Education Program, as outlined in the Emory University, Division of Physical Therapy Orientation Manual. Such participation is part of the course work at Emory University. In order to enable Emory University and the clinical facilities to evaluate the student for participation in the clinical education program, and to monitor and evaluate the student’s participation therein, the student hereby consents to the exchange and release of his/her education records. This would include records shared by and with instructors and administrators at the clinical facilities, as well as Emory University faculty and staff who are responsible for the Clinical Education Program.

The education records subject to his/her consent include grade reports, transcripts, evaluations, attendance reports, test results, and records and results of conduct/disciplinary proceedings/investigations.

I, the undersigned Physical Therapy student, consent to the foregoing release/exchange of my educational records and acknowledge receipt of above-referenced manual.

---------------------------------  -------------------------------------
Signature                        Name (Printed or Typed)

---------------------------------  -------------------------------------
Date                              Address
11. Form Authorizing and Releasing Background Check - Drug Screening and Health Information
Background Check and Drug Screening
I understand that participation in Emory’s Doctor of Physical Therapy clinical educational programs (DPT) at various healthcare facilities with which the DPT program is affiliated, students must consent to a background check and drug screen. I understand that the drug tests will detect illegal drugs, other non-prescribed intoxicants, and some prescription drugs. I understand that positive test results caused by the appropriate use of legally prescribed medications will not affect my eligibility to participate in the DPT program or its clinical education programs unless such use would cause my participation or performance to be unsafe or unacceptable.

I hereby voluntarily consent to the background check and drug screening under the circumstances listed above. I voluntarily consent to testing by any method that Emory deems reasonable and reliable, including blood analyses and urinalysis. I also consent to the release of the results to any agency or facility that is affiliated with Emory DPT as a site for clinical education. I hereby waive any privilege concerning my test results for the purposes authorized above, and I hereby release Emory from any and all claims, liability, and damages that might arise from the use and/or disclosure of such information pursuant to this authorization.

Health Information
I understand that as a student or trainee in the DPT program, I must participate in clinical rotations which are part of the requisite course work for the program. To enable Emory University and the clinical rotation sites to determine my eligibility to participate in clinical rotations, my medical information is required by Emory University and the clinical affiliation sites. I authorize Emory University to release to its clinical affiliates, health information including, but not limited to, immunizations, test results, physical examination records, and other health records, to be used to satisfy health information requirements of the clinical affiliation sites.

Revocation
I understand that I may revoke this Authorization at any time in writing by submitting a letter to the Director of the Emory DPT program. If I revoke the Authorization, my information described hereunder will not be disclosed by the DPT program except to the extent that use or disclosure was already made in reliance on this Authorization or to the extent that use or disclosure is required or permitted by law.

I understand that if I revoke this Authorization, I will not be eligible to continue in the DPT program or participate in the clinical education programs offered by Emory. I understand that being unable to participate in clinical education programs offered by Emory will preclude my continuing in the DPT program which will result in my dismissal from Emory University.

I understand that any Personal Information disclosed pursuant to this Authorization may be subject to re-disclosure by the recipient and may not be protected by federal privacy regulations. Unless otherwise revoked by me, this Authorization will expire one year after I am no longer enrolled as a student at Emory School of Medicine.

Signature: _________________________ Date:________________
Name (printed or typed): _______________________________
12. Form Acknowledging Reading of the Program Orientation Manual
DIVISION OF PHYSICAL THERAPY
EMORY UNIVERSITY
DOCTOR OF PHYSICAL THERAPY

PROGRAM ORIENTATION ACKNOWLEDGMENT

I, __________________________________________ have read the contents of
the Program Orientation Manual. I understand the contents of the manual. I have read
and understand the policies and procedures governing grading, promotions, academic
ethics, and student conduct. Also, I have read the mechanisms available to me if I have
any questions related to course content, grades, and specific course, clinical or program
criteria necessary to continue as a student in good standing. In addition, I have read
the official regulations that pertain to me in Campus Life and the Emory University
School of Medicine Conduct Code.

Date:  ____________________________________________________________

Students' Signature:  ______________________________________________

Advisor's Signature:  ______________________________________________
13. FORM ACKNOWLEDGING UNDERSTANDING OF THE HONOR CODE
HONOR CODE PLEDGE

I, -------------------------------------------------- have read, understand, and am aware of my responsibilities under the Honor Code of the Emory University School of Medicine.

Date:  -----------------------------------------------

Student’s Signature:  ---------------------------------