



DREXEL UNIVERSITY
College of
Medicine

Academic Year 2020-2021



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Non-Discrimination Policy

The University is committed to an environment of equal opportunity in education and employment, and to proactively undertake initiatives and take actions to create such an environment.

In the administration of its admissions policies, educational policies, employment policies, scholarship and loan programs, and all other University administered programs and activities, the University prohibits discrimination against individuals on the basis of: race, color, national origin, religion, sex, sexual orientation, disability, age, status as a veteran or special disabled veteran, gender identity and expression, genetic information, or any other prohibited characteristic.

Moreover, Drexel does not tolerate unlawful harassment of any kind.



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Message from the Dean

The ultimate goal of medicine and biomedical research is to serve humanity. That focus informs everything we do, from admissions to curriculum design to teaching and mentoring.

Diversity in our faculty, professional staff, students and trainees has always been fundamental to our mission. Respect for culture and understanding diversity as part of the fabric of everyday life are essential to medicine as a profession and to the advancement of research that leads to international collaborations.

Our medical school pioneered programs in physician and patient communication, medical humanities and professional formation, all of which have been adapted by our peers. Our new medical education curriculum, Foundations and Frontiers, reshapes and builds upon the best of what we've had, adding emerging areas such as population health, health informatics and the business of medicine. These interdisciplinary programs are enhanced by the strengths of Drexel's other schools and colleges, in public health, technology and business.

Many research programs also take advantage of cross-campus expertise, with notable collaborations between our College faculty – both basic scientists and clinicians – and faculty in engineering or biomedical engineering. Collaborative work, like team learning, is essential to who we are as a school. The idea is to achieve your goals and balance at the same time. To learn while sharing, to learn while serving.

Beyond the campus, we share the University's commitment to civic engagement and to serving our local and global communities. We were one of the first medical schools to include a service component in the curriculum. Beyond that, many of our students are involved in student-run Health Outreach Project clinics. The graduate students sponsor a fair on campus to introduce their peers to local nonprofits that are seeking volunteers. And in true interdisciplinary fashion, medical students and graduate students join forces several times each year to host Philadelphia high school students for sessions in gross anatomy, medical neuroscience and discussing health careers.

We provide avenues for our students to develop new interests, or continue established pursuits – in civic activities, music and other arts – and they have dozens of clubs and groups. We are promoting wholeness, wellness and a sense of connection with the world and to each other, so our students can lead better lives as professionals.

Our students are adults who come to us with their own ideas and ambitions. Given the opportunity to grow as individuals, by meeting new challenges in an environment of collaborative learning and respect, they discover a deep sense of purpose. If we do a good job as their guides, our graduates emerge sure of their knowledge and skills, but with a healthy perspective and a measure of humility appropriate to lifelong learners.

Charles B. Cairns, MD

Walter H. and Leonore Annenberg Dean and
Senior Vice President of Medical Affairs



**“To learn
while
sharing, to
learn while
serving.”**

Our History

Though it nears a third decade as Drexel University College of Medicine, we embrace our heritage as a college of opportunity, tracing our roots from two forebear institutions that embraced diversity: Hahnemann Medical College and the Woman's Medical College of Pennsylvania. As their proud successor, the College of Medicine upholds enduring values: commitment to educational opportunity, excellence in basic science and clinical preparation, dedicated mentorship and the innovative spirit of revolutionary institutions.



Hahnemann was established as the Homeopathic Medical College of Pennsylvania in 1848, to provide standardized training in the emerging system of medicine called homeopathy, linked to a foundation in orthodox medical science and practice. It was renamed Hahnemann Medical College in honor of Samuel Hahnemann, the founder of homeopathic medicine. The school welcomed students of all backgrounds. By the late 1920s, the homeopathic focus was gone, but the attention to excellent student preparation lived on. Hahnemann became a nationally known academic medical center and a leading provider of subspecialty care, particularly for cardiovascular disease.

The Woman's Medical College, the first medical school in the world for women, was founded in 1850 as the Female Medical College of Pennsylvania. Providing educational opportunity to a diverse cohort of women was its hallmark. Woman's Med trained physicians who practiced all over the world, creating a corps of impressive female clinicians and scientists to serve as faculty and leaders in medicine. After 120 years, the school became co-educational in 1970 under the name Medical College of Pennsylvania, or MCP. MCP won renown for educational innovation and research, including in women's health, and continued to advance the standing of women scientists and physicians.

Our legacy schools were brought together by Allegheny Health, Education and Research Foundation, based in Pittsburgh, which acquired first MCP and then Hahnemann University, as well as their hospitals. The two medical colleges were combined and in 1996 took the new name Allegheny University of the Health Sciences. When Tenet Healthcare Corporation acquired the hospitals in 1998, a nonprofit – MCP Hahnemann University – was created to take over the merged medical schools.

Drexel University, a historic institution in its own right, assumed management of this new academic entity. The medical school became Drexel University College of Medicine in 2002.

Like MCP and Hahnemann, Drexel University had its roots in the provision of opportunity. Financier Anthony J. Drexel founded the Drexel Institute of Art, Science and Industry in 1891 to offer practical education to men and women without regard to socioeconomic status, race or religion. The institute evolved into a university known for excellence in engineering and technology and for its cooperative education program – one of the first of its kind and among the most highly regarded in the nation. With the addition of schools of medicine, nursing and public health, Drexel entered the ranks of the top 100 research universities in the country.



In the medical school, exponential growth in the doctoral, master's and professional programs led to the creation in 2013 of the Graduate School of Biomedical Sciences and Professional Studies within the College of Medicine.

As a leading college in a vibrant urban university, our medical school benefits from and enhances Drexel's place on the national, and increasingly international, stage with a heritage of innovation, inclusiveness and excellence that goes back 170 years.

MD Program Objectives

MISSION STATEMENT

Drexel University College of Medicine delivers innovative biomedical education in an environment that embraces inquiry and collaboration, founded on excellence in patient care, and based on a culture of, and respect for, diversity. These principles are built upon the College of Medicine's legacy of a firm commitment to meeting the health care needs of the communities in which we live and work.

Drexel University College of Medicine Graduation Competencies

DUCOM Competency Patient Care (PC 1-11)

Trainees must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health in all patients across the lifespan. PC-1: Demonstrate the ability to perform an accurate and thorough history, elucidating the biopsychosocial factors contributing to the onset and persistence of a patient's illness. PC-2: Perform a relevant, and accurate physical and mental examination. PC-3: Choose diagnostic, management and therapeutic interventions based on sound reasoning in the context of evidence-based medicine. PC-4: Describe the costs, benefits and potential harms of tests and procedures and treatments. PC-5: Involve patients as active participants in the decision-making process and the care plan. PC-6: Utilize appropriate family and community resources in caring for patients. PC-7: Demonstrate the ability to participate in patient care to patients across a range of social backgrounds. PC-8: Demonstrate the ability to collaborate effectively with all members of a health care team. PC-9: Recognize personal limitations of knowledge and skills and seek help appropriately. PC-10: Recognize and initiate management of life-threatening conditions. PC-11: Perform common technical procedures accurately and safely. PC-12: Identify and address the relationship of psychosocial determinants of health.

Medical Knowledge (MK 1-10)

Trainees must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social/behavioral sciences, as well as the application of this knowledge to patient care.



MK-1: Demonstrate basic knowledge of normal structure, development, and function of organ systems and the body as a whole in the context of health and disease. MK-2: Identify the molecular, biochemical, and cellular mechanisms important in maintaining health and that contribute to pathophysiology of disease. MK-3: Describe common disease entities, including their characteristic signs and symptoms, etiology, epidemiology, and pathophysiology. MK-4: Identify mechanisms of mind-body interactions in health and disease. MK-5: Identify determinants of poor health, including the economic, psychological, social, and cultural factors that contribute to its development and/or continuation. MK-6: Delineate interventions available for relieving pain and suffering. MK-7: Select, justify, and interpret appropriate clinical tests and diagnostic procedures with attention to benefits, harms and cost. MK-8: Develop and explain a prioritized differential diagnosis and an appropriate clinical management plan based on a sound knowledge of pathophysiology. MK-9: Utilize the basic concepts of evidence-based medicine to analyze the biomedical literature. MK-10: Demonstrate knowledge of the ethical, moral and legal foundations of medical care.

Practice-Based Learning and Improvement (PBLI 1-5)

Trainees must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to improve patient care based on constant self evaluation and life-long learning. PBLI-1: Demonstrate the ability to identify strengths and weaknesses in knowledge and skills and routinely seek opportunities to address deficits. PBLI-2: Use evidence-based clinical guidelines in patient care. PBLI-3: Demonstrate the ability to give and receive constructive feedback. PBLI-4: Evaluate emerging technologies, study design, methods and results as they apply to current best practice. PBLI-5: Be able to identify elements of safety and quality improvement in patient care programs.

Interpersonal and Communication Skills (ICS 1-8)

Trainees must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals. ICS- 1: Demonstrate effective and appropriate verbal and nonverbal techniques to elicit a patient history. ICS-2: Organize, prioritize, document and present medical information effectively. ICS-3: Give and receive a patient handover to transition care responsibly. ICS-4: Communicate effectively with physicians, other health professionals, and health-related agencies. ICS-5: Demonstrate the ability to obtain informed consent for tests and/or procedures. ICS-6: Use effective communication skills to educate patients and families, and to counsel them to modify health risk behaviors. ICS-7: Communicate effectively with patients and families, across a broad range of socioeconomic and cultural backgrounds. ICS-8: Communicate effectively in difficult situations, for example giving bad news, communicating adverse events and working with distressed patients and their family members.

Professionalism (PR 1-8)

Trainees must demonstrate adherence to ethical principles, development of physician attributes, and commitment to carrying out professional responsibilities. PR-1: Uphold the primacy of patient welfare with particular attention to patients who are medically, psychologically or socially vulnerable. PR-2: Apply principles of respect for persons, beneficence, non-maleficence and justice, and work to resolve ethical dilemmas as they arise in clinical practice. PR-3: Demonstrate a commitment to social justice, including stewardship of healthcare resources, health of the community and care for the underserved. PR-4: Show commitment to cultivation of empathy and compassion. PR-5: Demonstrate attention to self-care and work-life balance. PR-6: Demonstrate skills of reflective practice and self-regulation of cognitive and emotional reactions in the service of patient care. PR-7: Demonstrate confidentiality, integrity, reliability, flexibility, timeliness, and responsibility in interactions with patients, families, and all members of the health care team. PR-8: Maintain a professional image in behavior and dress, including responsible use of social media, and web-based communications/presence.

Systems-Based Practice (SBP 1-4)

Trainees must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. SBP-1: Describe strengths and limitations of major organizational models of health care delivery and reimbursement systems. SBP-2: Demonstrate the ability to access and utilize available community resources

beneficial in caring for patients. SBP-3: Identify the impact of public health policies and interventions on the health of individuals and community. SBP-4: Identify systems errors and potential systems solutions that will contribute to improved care and patient safety.

Graduation Requirements for the MD Degree

The faculty of Drexel University College of Medicine will confer the MD degree on students who have met the objectives of the MD program as stated above. Students must successfully complete and pass all required coursework in all four years of study within no more than six academic years from the date of matriculation.

Students must meet the requirements set forth in the College of Medicine technical standards (see page 32).

Students must take and earn a passing score on Steps 1, 2CK and 2CS of the USMLE.

The judgment of the faculty as to the fitness of a student for the MD degree is based not only on scholastic achievement, but also upon evidence of the student's character and professionalism. Lapses of professional behavior, failure to meet other requirements, or consistently marginal performance may result in an assessment by the Promotions Committee that the overall performance of the student is insufficient to be granted the MD degree.

In order to receive a diploma, students must have met all financial obligations to Drexel University College of Medicine, and completed an exit interview with the Office of University Student Financial Aid.

Our Curriculum

FOUNDATIONS AND FRONTIERS

Foundations and Frontiers is designed to create physicians for the 21st century and to meet the demands of the nation's changing health care system. The curriculum instills all of the enduring qualities essential to clinical excellence while also including essential emerging competencies such as an understanding of population health, health informatics, quality and patient safety, and health care systems and financing.

Foundations and Frontiers emphasizes teamwork and communication, clinical problem solving, use of information technology, and other skills and behaviors needed by today's as well as tomorrow's physicians to succeed.

Foundations and Frontiers was created with input from medical students, faculty, alumni and national medical education experts. The program builds on the College of Medicine's legacy in medical education and embraces Drexel University's reputation for innovation and collaboration.

The new curriculum is supported technologically by Drexel-developed iPad applications and a state-of-the-art simulation center and clinical education center where medical students can apply what they have learned in the classroom with hands-on training.

Hallmarks of our distinctive Frontiers and Foundations curriculum include:

- Early and frequent clinical exposure
- Integrated basic science and clinical education
- Team learning
- Technology-enhanced education
- Cultural competence
- Community and civic engagement
- An award winning, nationally-recognized Professional Formation Program
- Enhanced opportunities for research and scholarly projects in basic science as well as other areas such as: women's health, population health, health care economics and humanities



THREE-PHASE CURRICULUM

Foundations and Frontiers is a four-year curriculum that has been divided into three phases. Phase One (years 1 and 2) lays the groundwork for basic and clinical science. Phase Two (year 3) allows medical students to apply their patient care knowledge and skills to a variety of clinical settings. Phase Three (year 4) focuses on advanced clinical skills and preparation for residency.

Phase 1: Foundations

Year 1 and Year 2

The 18-month “Foundations” phase includes basic, clinical and social science courses that integrate multiple disciplines. Medical students also spend time in nontraditional classroom settings working in teams to apply knowledge to clinical problems. This phase of the curriculum also includes multiple experiences in our state-of-the-art simulation center working with high-fidelity mannequins and standardized patients. The basic science content begins with an introduction to cells and tissues and then proceeds into organ-based blocks with a

focus on normal processes. During the second year, medical students revisit the major organ systems with a focus on abnormal processes.

Lectures, conferences, laboratory, simulation, case-based and other team-learning formats are used to present and apply content.

A longitudinal practicum experience extends through the Foundations phase, and exposes medical students to patients in varied community settings. This course provides experiences in chronic care and service learning, and is combined with a social justice and health disparities curriculum. The interprofessional education course in year 2 is where students learn critical skills in communication and teamwork with other health care professional students.

During four 1-week blocks, medical students will be immersed in the “Frontiers” portion of the curriculum. This includes cutting-edge areas such as health care informatics, population health, quality and patient safety, health care economics, and principles of translational research.

Phase 2: Applications

Year 3

The one-year “Applications” phase allows medical students to practice their patient care knowledge and skills in a variety of clinical settings. This year starts with participation in a two-week structured session, “Interession I: Transition to the Clinical Years,” which focuses on skills needed for medical students to function effectively in patient care settings.

During this phase, medical students rotate through clerkships in ambulatory medicine, family medicine, inpatient medicine, neurology, pediatrics, psychiatry, surgery, and obstetrics and gynecology. Students have the opportunity to participate in clinical experiences in metropolitan centers, working-class neighborhoods, suburbs, inner city areas and rural communities.

All third-year clerkships take place on Drexel’s academic campuses. Assignments for third year are based on the results of a lottery system, although medical students can preference year-long assignments at our regional campuses.

Phase 3: Transitions

Year 4

The “Transitions” phase focuses on advanced clinical skills and preparation for residency. The fourth-year curriculum is structured within “Pathways” — an advising system that gives medical students a well-





rounded educational experience and also prepares them for their chosen specialty area. All medical students have a faculty adviser who works with the student to balance the structure and flexibility of their learning needs, helps prepare the student to enter postgraduate training with confidence and works to maximize the guidance and counseling available from preceptors.

The advisers help medical students focus their preparation for graduate medical education and careers. The Pathway program also gives medical students experience in fields of interest other than the one that is likely to be their career path. Medical students take both required courses and electives in the Pathway system.

Three courses are required:

- Emergency medicine
- Sub-internship in a core discipline
- Transition to clinician

Fourth-year medical students have opportunities to complete a variety of clinical elective rotations at hospitals and sites that are not Drexel clinical affiliates, including international rotations. More information about the Pathway program begins on page 12.

YEARS 1 AND 2: COURSE DESCRIPTIONS

Foundations 1

Molecules to Organs (MO)

Molecules to Organs takes an integrated approach to fundamental concepts of genetics, embryology, biochemistry, molecular and cell biology, and nutrition. This course includes the study of epithelial and connective tissue microanatomy and begins the study of organ systems. It also covers the principles of medical research, including basic statistics and library searches.

Structure and Function-1 (SF-1)

This course provides an integrated approach to anatomy, microanatomy, physiology, embryology and neuroscience. In the first half of the course, the focus is on the neuro-musculoskeletal system and integument. In the second half, the focus is on the head and neck, including the brain and the endocrine system.

Structure and Function-2 (SF-2)

Structure and Function-2 continues the study of anatomy, microanatomy, physiology and embryology.

It also includes cardiovascular, respiratory, renal, gastrointestinal and reproductive systems.

Foundations of Disease (FD)

Foundations of Disease is a multidisciplinary course that explores the origins of disease at the cellular and molecular level. It includes an in-depth study of the immunologic mechanisms contributing to host defenses and inflammation. The course also includes an introduction to the different types of microbial pathogens, the principles of pharmacologic therapy and therapeutic antimicrobial agents.

Foundations of Patient Care-1 (FPC-1)

In this course, students will acquire the foundational clinical knowledge, attitudes and skills to care for patients within a biopsychosocial model of health and illness. Course activities will enable students to grow personally and professionally, developing greater capacity for self-awareness, therapeutic relationships, reflective practice and moral agency.

Case Based Learning-1 (CBL-1)

This course provides a case-based framework for students to integrate basic clinical social science knowledge with an emphasis on the patient as a person to promote the development of clinical reasoning skills, knowledge self-assessment skills and the development of lifelong learning and teamwork skills.

Health Advocacy Practicum-1 (HAP)

The Health Advocacy Practicum (HAP) course provides a year-long, service-learning experience. Students gain health advocacy skills to support the well-being and resilience of individuals and their communities, particularly in the face of social adversity. Placements may be in community, residential or clinical settings. Through structured small group and independent learning activities, students examine social factors that perpetuate health disparities and injustices, and explore strategies for bringing greater equity and healing for their future patients.

Frontiers-1a, b, c

This course (three 1-week intervals) introduces cutting-edge content in health care informatics, medical research, public health, patient safety and health care systems.

Foundations 2

Human Disease Systems (HDS-1)

In this eight-month course, Human Disease Systems-1 takes an systems approach that integrates

microbiology, pathology, pharmacology and pathophysiology content with an emphasis on the clinical approach to the basic science.

Foundations of Patient Care-2 (PC-2)

In this course, students will acquire the foundational clinical knowledge, attitudes and skills to care for patients within a biopsychosocial model of health and illness. Course activities will enable students to grow personally and professionally, developing greater capacity for self-awareness, therapeutic relationships, reflective practice and moral agency.

Case-Based Learning-2 (CBL-2)

This course provides a case-based framework for students to integrate basic clinical social science knowledge with an emphasis on the patient as a person, to promote the development of clinical reasoning skills, knowledge self-assessment skills and the development of lifelong learning and teamwork skills.

Health Advocacy-2

A sequel to the year 1 Health Advocacy Practicum, HA2 takes a deeper dive into social determinants of health. Taking a structural view, we look into key economic, social, and political structures that perpetuate health disparities and injustices that cause injury, accelerate disease, and drive premature death. Students link structural challenges with strategies for more effective micro-advocacy (regarding individual patients); meso-advocacy (regarding neighborhoods and communities); and macro-advocacy (health policy and societal change).

Frontiers-2

This one-week course introduces cutting-edge content in health care informatics, medical research, public health, patient safety and health care systems.

Interprofessional Collaboration in Chronic Care (ICCC)

Interprofessional Collaboration in Chronic Care will serve as an introduction for students to being an active and integrated member of a health care team as one manages patients with chronic medical conditions. Students will learn to identify professional roles, skills and approaches to patient care of one's own and other disciplines, and collaborate effectively with interprofessional team members to discuss therapeutic approaches that reflect the ethics of care, emphasize patient safety and improve health outcomes, as well as recognize the complexity of chronic disease management, and the burden chronic disease places on our health care system and society.

YEAR 3: THE CLERKSHIP YEAR

In the third year, students work with faculty members in metropolitan centers, working-class neighborhoods, suburbs, inner city areas, and rural communities.

This year – which starts with Intersession I – Transition to the Clinical Years – is devoted to required clinical clerkships in ambulatory medicine, family medicine, inpatient medicine, neurology, pediatrics, psychiatry, surgery, and obstetrics and gynecology. Regardless of where the clerkships take place, all embody the following principles:

- Common curricular objectives at all clinical sites – students receive comparable experiences on their clinical rotations.
- Unified, technology-enhanced curriculum including virtual small group learning sessions and e-encounters with standardized patients.
- Ambulatory care – students spend significant clinical time in expanded ambulatory care experiences on eight required clerkships. These experiences include patient encounters in office practice sites, clinics and outpatient settings.

Each clerkship location has an associate director on site who works closely with a clerkship director at Drexel University College of Medicine to ensure that the objectives are all being met and that students at all clinical sites are receiving a comparable educational experience. Clinical faculty participating in the clerkships, as well as clerkship directors at Drexel University College of Medicine, provide oversight and teaching. The leadership within our clinical education dean's office has frequent contact with third- and fourth-year students and visits the various clinical sites regularly.

Students in their clinical years log their patient and procedure experiences into a smartphone-based app for frequent review by Drexel University College of Medicine faculty.

Required Courses

Intersession I

Intersession I is a two-week required course that assists the learner's transition from the classroom into the clinical setting. Week 1 is completed online and requires the student to work through modules that address the role of students on the patient care team, oral presentation of patients on rounds, writing an admission history and physical versus writing a daily progress note, and working collaboratively on teams.

An interactive module dealing with evidence-based medicine reinforces what the student has learned in years 1 and 2. During week 2, there are basic skills simulations for all students, including basic suturing, basic life support, delivering a baby, and starting IVs and drawing blood. The didactic components include reinforcing HIPAA, dealing with uncertainty, writing orders, malpractice concerns, and the nuts-and-bolts rules of the road for clerkships. The students are also introduced to cyber-professionalism, SBAR patient safety and Act 13, and proper hospital hygiene.

Ambulatory Medicine Clerkship

The ambulatory medicine clerkship is a five-week educational experience during which students are expected to gain the basic knowledge, skills, and attitudes needed to care for adult patients with medical disorders in an outpatient setting. The clerkship will also concentrate on the topics of high-value care, opiate use disorder and the musculoskeletal exam.

Family Medicine

The family medicine clerkship is a required five-week rotation. Students work in various clinical settings, as they learn about common problems encountered by family physicians, develop an understanding of the role of family physicians in patient care, and learn to implement a biopsychosocial model in caring for patients. Students will encounter issues in acute care, management of chronic illnesses, and health maintenance over the entire lifespan.

Neurology Clerkship

During this five-week clerkship, students will be introduced to the practice of clinical neurology. The clerkship consists of four weeks of clinical exposure and one week of independent study culminating in a presentation on translational medicine in neurology. In your clinical weeks, you will learn the general principles of localization of neurological pathology, the general approach to the most commonly encountered neurological symptoms and conditions, and the skills of performing and understanding the neurological examination.

Pediatrics Clerkship

During the five-week pediatrics clerkship, students learn to differentiate normal from abnormal growth and development in children, develop clinical skills necessary for the diagnosis and management of childhood illness, and build communication skills necessary for successful clinical interactions with young patients and their families. Students help care for children of all ages, from newborns through adolescents, while working closely with attending



physicians, residents, nurse practitioners, nurses, social workers and other members of the pediatric health care team.

Psychiatry Clerkship

The psychiatry clerkship introduces students over a five-week rotation to the current practice of psychiatry and guides them in developing the ability to identify, evaluate and manage the emotional and psychiatric problems that they will encounter in various types of medical practice. The clerkship provides them with the opportunity for interaction with other treatment providers and families of the patients to help them acquire the skills necessary for adopting a team approach in the management of patients with such disorders.

OB/GYN Clerkship

The obstetrics and gynecology clerkship is five weeks in duration and provides the opportunity to experience general OB/GYN as well as to introduce students to the diverse subspecialties available through obstetrics and gynecology. The curriculum is clinically based with interactive didactics to reinforce the key topics in obstetrics and gynecology.

Inpatient Medicine Clerkship

The inpatient medicine clerkship runs over 10 weeks and is the educational experience during which students are expected to gain the basic knowledge, skills and attitudes needed to care for adult patients with medical disorders. The core topics in the curriculum are those recognized by Clerkship Directors in Inpatient Medicine. The clerkship will focus on those basic competencies of general internal medicine we believe should be mastered by third-year medical

students. This clerkship allows students to participate on a general medicine inpatient service as well as have opportunities to work with sub-specialties.

Surgery Clerkship

The surgery clerkship is 10 weeks. The clerkship provides a clinical correlation and practical application of the basic science concepts learned in the first and second years of medical school. The goals for the student are to identify and learn the core principles of surgery and to develop a broad-based knowledge of surgery that is applicable to many areas of medicine. The objectives are modeled after the ACGME core competencies (patient care, medical knowledge, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice). The students are exposed to various aspects of general surgery during the clerkship. Elective time scheduled as a part of the 10-week experience allows the students to acquire exposure to a surgical subspecialties.

Students are evaluated by the faculty on the basis of their performance clinically, as well as their performance on the NBME Subject Exam for each clerkship. Some of the clerkships have additional presentations, projects, and oral exams that are factored into the final grade.

YEAR 4: TRANSITIONS

The fourth-year curriculum is structured in the form of Pathways — experiences that give students a well-rounded education while allowing them to focus on potential careers. Students all choose a discipline-specific Pathway. All students have a discipline-specific adviser in addition to a Student Affairs adviser who works closely with them throughout the fourth year. Each Pathway allows the student to balance the structure and flexibility of their learning needs, prepares the student to enter postgraduate training with confidence, and maximizes the guidance and counseling available from preceptors.

Pathways help students focus their preparation for graduate medical education and careers. They also give students experience in fields of interest other than the one that is likely to be their career path as they continue their medical education. The Pathway system is structured so that students take both required courses and electives. Three course rotations are required: an emergency medicine sub-internship, a sub-internship in either surgery, internal medicine, pediatrics or obstetrics/gynecology, and Intercession II — Transition to Clinician. Fourth-year students have opportunities to do up to 16 weeks of elective

rotations at hospitals and sites that are not Drexel clinical affiliates including international rotations.

Students benefit from the counseling and advice of their specific departmental Pathway adviser in course selection. The adviser is also critical in each student's planning, leading up to the residency match.

Pathways:

- Anesthesiology
- Cardiothoracic Surgery
- Dermatology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Neurology
- Neurosurgery
- Obstetrics/Gynecology
- Ophthalmology
- Orthopedic Surgery
- Otolaryngology - Head and Neck Surgery
- Pathology and Laboratory Medicine
- Pediatrics
- Plastic Surgery
- Psychiatry
- Radiation Oncology
- Radiology
- Surgery
- Urology

Required Courses

Emergency Medicine Sub-internship

During the required emergency medicine sub-internship, students will evaluate undifferentiated patients in the Emergency Department. This gives students the opportunity to hone their history and physical examination, clinical reasoning, and diagnostic and therapeutic acumen while being closely supervised by attendings and residents. Students will see patients with a wide range of complaints from the urgent to the emergent.

Sub-Internship

The required fourth-year sub-internship can be taken in either inpatient medicine, pediatrics, surgery, or obstetrics/gynecology. The sub-internships are designed to better prepare future graduates for life as an intern. As a Sub-I, students should carry more patients than as a third-year student, and more importantly, should function more like an intern — writing notes, devising a comprehensive plan, writing the orders, assisting and/or performing procedures, calling consultants, and helping with discharge

planning. All of these activities are overseen by a supervising resident and attending.

Interession II – Transition to Clinician

Interession II is a two-week required course that assists the learner's transition between medical school and internship. The first week is completed online and requires the student to work through modules that address palliative/end-of-life care, complementary and alternative medicine, advanced communication skills such as delivering bad news, and the final section of the Business of Medicine course. Week 2, which is done on site, is focused toward both didactic and skills learning. Students build upon what they have learned during week 1 and practice these skills in workshops. They meet with a standardized patient and practice their communication skills, both in the delivery of bad news and in obtaining a DNR status from a family member. Other interactive workshops include Megacode, Intubation and Oxygen Delivery, Advanced Suturing, Pediatric and OB-GYN simulations and more. These are self-selected by the students based upon the residency they matched into. Other areas of didactic learning include routine assignments that may be expected of an intern such as pronouncing a patient dead. This lesson explains this duty in steps, including the actual way a person is pronounced, the paperwork, autopsy information, and concludes with the personal reaction that death may evoke in each of the learners.

EARLY CLINICAL EXPOSURE

At Drexel University College of Medicine, we think that early and sustained clinical experience gives students the confidence and comfort level to excel in their duties during the third and fourth years and beyond. College of Medicine students gain experience by working with standardized patients in our Barbara E. Chick, MD '59, Clinical Education and Assessment Center (CEAC) and also in our Independence Blue Cross Medical Simulation Center. These opportunities begin in the first few weeks of medical school and continue through the fourth year.

Early clinical exposure enables College of Medicine students to:

- Learn the time-honored skills of history taking and physical examination
- Gain real-world communication skills
- Achieve important milestones in professional formation



COMMUNITY SERVICE

Regardless of specialty, physicians have both the opportunity and the responsibility to look beyond the signs and symptoms of the patients they see, so that they can prevent disease and promote health in the community. To be effective, physicians require skills in assessing health needs and resources, planning and organizing, counseling, education, negotiation, intercultural competence, qualitative and quantitative data collection, and open-ended interviewing.

Service learning is a required part of the curriculum at Drexel University College of Medicine. In addition, there are many opportunities to participate in clinical and non-clinical community service extracurricular activities.

The Office of Community Experience

Drexel University College of Medicine has an established Office of Community Experience (OCE), whose mission is to integrate meaningful community service and reflective learning to prepare medical students to address socioeconomic determinants of disease and become community-responsive physicians. This office is fully dedicated to providing required service-learning curricula for all students, and also to supporting the hundreds of students who further engage with community and social needs beyond academic requirements.

The Office of Community Experience is administered under the shared directorship of a physician faculty member and a social worker, and involves the participation of many faculty members throughout the institution, as well as preceptors from community sites. We are proud of the variety, scope and quality of OCE programming, which includes:

- First- and second-year required courses on social determinants of health and community-responsive medicine (HAP and HA2)
- Community health electives for fourth-year medical students
- Bridging the Gaps summer community health internship program
- Health Outreach Project clinics
- Volunteer opportunities for students throughout their years of study

The Health Outreach Project Clinics

The majority of students continue to volunteer for community projects above and beyond their requirements. Through the Health Outreach Project, students have the opportunity to provide primary health services under the direct supervision of a licensed physician at five different sites in Philadelphia. More than 20 faculty clinicians volunteer in these clinics. Clinics are maintained at the Salvation Army inpatient substance abuse

treatment center, Eliza Shirley Shelter for homeless families, the Street Side Kensington Clinic, The Arc of Philadelphia for low-income adults with intellectual disabilities, and St. Raymond's, a long-term shelter for adults with chronic illnesses who have experienced homelessness. Students also participate in numerous HOP outreach projects such as stress reduction, smoking cessation, the naloxone outreach project, and pop-up clinics at the Nationalities Service Center and the Whosoever Gospel Mission. The clinics provide some prescriptions at no cost, and refer patients to medical and social services and support networks.

TECHNOLOGY ON CAMPUS

Learning at the College of Medicine extends far beyond the classroom. Along with clinical rotations in hospitals, students get hands-on experience through our use of medical simulation, which has some of the latest, most advanced facilities in health care for the purpose of teaching basic sciences and clinical skills.

The Barbara E. Chick, MD '59, Clinical Education and Assessment Center

The center's 12 examination rooms look like physicians' offices but are linked to control and observation rooms. Students work with standardized patients to enhance their abilities in medical interviewing, physical examination and patient counseling.

Digital videos of the students taking histories, educating patients and performing physical examinations are captured and archived for review by faculty and students. More about the Assessment Center and about our standardized patients can be found on our Standardized Patient Program website.

Independence Blue Cross Medical Simulation Center

The Center's three patient rooms and one operating room are equipped to simulate patient care in the hospital setting. Instead of actual patients, each room contains a lifelike computer-controlled robotic manikin with palpable pulses, and audible heart and lung sounds. The manikins breathe and blink, respond to injected drugs, can be intubated and defibrillated, and much more. The "patient" can even speak. All functions are managed by a technician in a nearby control room. Encounters are recorded on digital video for students and faculty to review in post-encounter sessions. A task-training room also houses individual stations such as venipuncture, suturing, or birthing simulation training.

Doc.com and Professional Formation.org

These unique resources (which were developed by Drexel faculty, and are used by medical schools around the United States and worldwide) teach students to improve communication skills and develop as professionals through web-based video encounters between physicians and patients. They provide users with knowledge, skills review, and opportunities for reflection, and foster learning about complex communication and relationship challenges.



Gross Anatomy Lab

The Gross Anatomy Lab is outfitted with high-definition monitors and mini-computers that have several useful software packages installed. These include 3D Visible Body Atlas, 3D Muscle Premium software, and an online dissector. From the lab, students have access to other internet resources and can download the dissection instructions to the lab computer as well as to their personal laptops and iPads. A high-definition video camera is in place at the instructor's station in the lab and the faculty can review dissection material and radiographs with the entire class using this technology.

Health Sciences Library

The Health Sciences Library portal provides faculty, students and staff access to vast amounts of electronic and printed resources. The complete resources of the library can be accessed wherever the students are studying or training over their four years. Linked in with the main Drexel University library system, the medical libraries at the Queen Lane (newly renovated) and Center City campuses offer quiet space for single and group study.

Interactive Computer-Based Tools

Students use faculty-developed tools that range from biochemical exercises to virtual microbiology

to cardiac auscultation simulations and simulated patients presenting ethical dilemmas. Lectures, slides, lab manuals and other visual materials are available to students in searchable electronic formats.

Multimedia Technology

Students are able to augment the information and skills they learn from classes, print materials and clinical rotations. For example, computer simulations of the autonomic nervous system provide a graphic model for experimentation in the pharmacology laboratory.

Virtual Microscope

With the virtual microscope, students can access digitized slide collections in histology and pathology anywhere and anytime.



Clinical Facilities



DREXEL UNIVERSITY COLLEGE OF MEDICINE AT TOWER HEALTH

In 2021, Drexel University and Tower Health will open an additional location for Drexel University College of Medicine in West Reading, Pa., less than a mile from Reading Hospital, a Magnet-recognized facility and Tower Health's 714 bed flagship hospital.

Tower Health's mission and values align with Drexel University's to deliver the highest quality medical education and serve our community. Once the campus is complete, Drexel University College of Medicine at Tower Health will begin training its first-year medical students, who will study at the largest hospital between Philadelphia and Pittsburgh. This immersive learning experience includes the same outstanding curriculum as the Philadelphia campus, expert faculty and opportunities for students to pursue their passions through exposure to a diverse and underserved community.

AFFILIATED HOSPITALS AND HEALTH SYSTEMS

Regional Medical Campuses

- Allegheny Health Network
- Crozer-Chester Medical Center
- Kaiser-Permanente, N. California-Bay Area
- Reading Hospital Tower Health
- UPMC Pinnacle Health
- WellSpan York Hospital

Other Academic Sites

- Abington-Jefferson Health
- Bayhealth Medical Center
- Capital Health (NJ)
- Coatesville VA Medical Center
- Easton Hospital
- Friends Hospital
- Mercy Catholic Medical Centers
- Mercy Fitzgerald Hospital
- Mercy Philadelphia Hospital
- Mercy Nazareth Hospital
- Philadelphia VA Medical Center
- St. Christopher's Hospital for Children
- WellSpan Chambersburg Hospital

ST. CHRISTOPHER'S HOSPITAL FOR CHILDREN

On December 15, 2019, Tower Health and Drexel University completed the acquisition of St. Christopher's Hospital for Children.

The partnership between Tower Health and Drexel University ensures that St. Christopher's will remain a source of health and healing, medical education and research, and jobs and economic benefit for its Philadelphia neighborhood and the broader region just as it has for the last 144 years.



**St. Christopher's
Hospital for Children**

A PARTNERSHIP OF TOWER HEALTH
AND DREXEL UNIVERSITY

Additional Opportunities: Dual Degree Programs

Drexel University College of Medicine offers several programs that allow students to earn dual degrees at the graduate level. These programs give students an opportunity to develop their specialized interests during their medical school years.

Applicants to the MD/PhD program apply jointly to both programs. Please follow all application deadlines for the joint program.

Applicants to the MD/MBA, MD/MPH and MD/MS programs proceed with their application separately from their medical school application. Applicants must be accepted to the medical school in order to be considered for one of these dual degree programs.

MD/PHD DUAL DEGREE PROGRAM

The MD/PhD program allows students to integrate their medical education with intense research training by selecting a training mentor from one of the following research concentration areas:

- Neuroscience, neuropharmacology
- Cancer biology, experimental oncology
- Immunology and infectious disease
- Medical physiology and biochemistry
- Biomedical engineering

Once a research training mentor is selected, the student will be enrolled in the PhD program with which the mentor is academically affiliated. The research concentration areas include mentors affiliated with the following programs:

- Biochemistry
- Biomedical Engineering
- Microbiology and Immunology
- Molecular and Cell Biology and Genetics
- Neuroscience
- Pharmacology and Physiology

MD/PhD students learn the fundamental clinical aspects of medicine and receive advanced training in a specific field of research. Physicians with extensive research training are uniquely positioned to advance medical care and to teach at the cutting edge of medical discovery.

MD/PhD Program Application Procedure

Applications are submitted to the medical school through AMCAS. Please select the MD/PhD option in the AMCAS application. After the verified application is received, Drexel University College of Medicine will send the secondary application. If the MD/PhD option was not initially selected in the AMCAS application, applicants may indicate their interest in the program by selecting the MD/PhD option in the secondary application.

Both options place the application in a separate review group, specific to the MD/PhD dual degree program. Please ensure that at least one of the recommendation letters is from an individual who is able to assess the applicant's research capabilities and potential.

Interview Process

Applicants selected for an interview will receive an email from the MD/PhD Dual Degree program administration. The MD/PhD Admissions Committee selects a number of dates to interview MD/PhD applicants. On these designated dates, no other medical school interviews are conducted. Interviews for the MD/PhD program span two days and include an orientation to the program, tours of the campuses and research facilities, interaction with the current MD/PhD students, two medical school interviews with a College of Medicine faculty member and an MD/PhD student, and additional interviews with biomedical science program faculty and members of the MD/PhD Admission Committee.

Applicants who are invited to interview are responsible for their own transportation to and from the interview. The MD/PhD program will make hotel arrangements for those applicants who are invited to interview. Lodging expenses are covered by the MD/PhD program.

Selection Process

When we receive your AMCAS application, you will be emailed a medical school secondary application. Once we receive your medical school secondary application and your letters of recommendation, the MD/PhD Admissions Committee will conduct an in-depth review of your completed application. A decision will then be made to (1) grant you an interview, (2) place your application on hold, or (3) no longer consider your application. You will be

informed of the status of your application in a timely manner.

Your application to the medical school is evaluated by a separate committee. The MD/PhD Admissions Committee's decision does not affect your application to medical school.

Required Application Materials

- AMCAS application
- Medical school supplemental application (sent via email after AMCAS application is verified in our system)
- AMCAS letters of recommendation (make sure all of your recommenders have submitted their letters to AMCAS)
- Photo (submitted with medical school supplemental application)

Eligibility

- Minimum requirements: CU 3.25, MCAT 29 or 507
- Applicants must be U.S. citizens or permanent residents. If the applicant is a permanent resident of the U.S., a copy of the applicant's green card is required when applying.

MD/MPH DUAL DEGREE PROGRAM

Drexel University's Dornsife School of Public Health works with College of Medicine students to develop customized plans of study for students who want to integrate population health into their medical education. An MPH can broaden your understanding of public health and policy, and provide you with research experience and skills to equip you for a career in government, health care administration, academic medicine and public health organizations. The degree can also help to prepare you for academic residency programs.

In this program, students learn to be physicians with a public-health orientation. The program, built on a foundation of health and human rights, provides strong interdisciplinary training in clinical practice, prevention, hygiene, education and policy making.

The goal of the MD/MPH program is to fast track graduates into physician leadership positions. Some potential career paths may lead to these positions:

- Public health officials
- Medical directors
- Hospital administrators
- Clinician researchers

MD/MBA DUAL DEGREE PROGRAM

The MD/MBA program meets a growing demand of physicians seeking business skills for managing corporate medical practices, hospitals and related organizations, and health policy development.

Upon completion of the dual degree program, physicians can apply learned management principles to individual or group practices or may work in management positions at many types of organizations.

Students receive training at both the College of Medicine and at Drexel's LeBow College of Business, earning both degrees in five years.

The goal of the MD/MBA program is to fast track our graduates into physician leadership positions. Some potential career paths are:

- Hospital administration
- Health care consulting
- Entrepreneurship
- Managing private practices
- Academic medicine
- Health care organization leader

Research Opportunities

Research is the driving force behind medical advancement. It enables us to remain on the cutting edge of an evolving field while discovering new information and developing new methods for treating disease. Without research, our understanding of disease processes would remain stagnant, and treatments would fail to progress.

Research experience changes the way students learn to think as physicians and influences their practice of medicine. It also has the potential to open new doors, as many residencies look for research experience. Additionally, research may spark an interest in academic medicine or inspire someone to pursue a job in the pharmaceutical or biotech industry.

Drexel University College of Medicine recognizes the importance of research in medical education and encourages students to take an active role in their respective fields of study. This type of hands-on experience not only enhances what they're learning in the classroom, but it allows students to start contributing to the world of medicine at an early stage in their career.

Through the assistance of the Office of Medical Student Research, our students choose from several different types of research opportunities that explore a variety of key areas in medicine. More than half of our students currently participate in some form of research.



TYPES OF RESEARCH OPPORTUNITIES FOR STUDENTS

The Office of Medical Student Research helps students to identify research opportunities appropriate for their interests. Students typically choose one or more research experiences based on their schedule and availability. In addition to the formal opportunities listed below, students often do research during medical school concurrent with their courses and/or clerkships. Many students do research at a location other than Drexel or one of its affiliated clinical sites.

From summer programs to those that are integrated with a current course load, Drexel University College of Medicine aims to provide every student with the opportunity to participate in research.

The formal research opportunities that are currently offered include:

- Six weeks of funded research during the summer between years 1 and 2
- One year of research, between years 3 and 4 (EDGE Program)
- An elective during the fourth year (four or eight weeks)
- The Research Pathway (four months) during fourth year
- Scholars Track — biomedical research

The research electives and the Research Pathway can be done at a Drexel affiliated site or at an away site.

KEY AREAS OF RESEARCH

While the College of Medicine strives to provide research opportunities in all areas of study, there are some that consistently take place year after year. These are areas of study where we have made significant progress and are nationally recognized for our efforts.

Here are some of the key areas of medical student research:

- Cancer biology
- Drug discovery
- Infectious diseases – HIV and other viral diseases
- Malaria
- Neuroscience
- Spinal cord injury

Scholarly Opportunities

MEDICAL HUMANITIES PROGRAM

Through the Medical Humanities Program, students learn to frame issues in patient care within a cultural, social and historical perspective. The medical humanities are disciplines that better equip medical students to respond to and relieve suffering, understand the experience of illness and disability, and find deeper value in the practice of medicine. They include the arts, philosophy, religious and spiritual thought, history and cultural studies, among others. Students also gain a greater ability to resolve ethical dilemmas, address the social dimensions of disease, and understand the biases and limitations of science.

Faculty members from the humanities program are involved in several medical school courses. Required coursework in bioethics and electives such as Doctor-Patient Communication and Death and Dying are offered, as is the innovative Humanities Scholar Program, which lets students design and complete a four-year individualized course of study. A broad range of elective humanities courses is also offered to all students.

WOMEN'S HEALTH EDUCATION PROGRAM

Traditionally, physicians were taught medicine from textbooks that used men as models for everything but the female reproductive system. They were taught to give medical care based on clinical research performed largely on men.

Drexel University College of Medicine's predecessor, the Woman's Medical College of Pennsylvania, began changing that bias more than 150 years ago. In 1993, on the forefront of federal recognition of the importance of women's health, the College of Medicine established the Women's Health Education Program (WHEP), which developed the first women's health curriculum in a U.S. medical school. In 1996, WHEP was designated a National Center of Excellence in Women's Health by the Department of Health and Human Services.

WHEP continues to pioneer curricular development in women's health, sex and gender medicine, and community health education. For students who are interested in exploring women's health beyond the standard curriculum, options include the Women's Health Seminar Series and the Women's Health Scholars program.





BRIDGING THE GAPS

Bridging the Gaps is a collaboration among multiple academic health institutions (academic health centers, universities) in Pennsylvania and New Jersey and approximately 100 community organizations, which links the interprofessional education of health/social service professional students with the provision of health-related services for vulnerable populations.

There are three components to the program:

- A community health internship program
- A seminar series addressing topics related to population health and care coordination
- A clinical program that is an interdisciplinary experience providing students with the opportunity to become more skilled in collaborative community clinical service for underserved populations

SCHOLARS PROGRAMS

The Scholars Program is a curriculum of guided study for exploration of medical practice, education or research. An elective track within the curriculum of Drexel University, the Scholars Program will give medical students an opportunity to develop evidence-based expertise in a selected area within the four-year curriculum of the College of Medicine. Fostering creativity and innovation, the project chosen for study within the Scholars Program will be based on a student's existing interests or on new ideas developed in the Frontiers curriculum.

Scholars will be paired with mentors either in the first year of medical school or over the summer before the second year. The students will be required to meet goals during each year of the project.

Students completing the Scholars Program will graduate with a Scholars designation on their diplomas and transcripts.

Rationale

Medicine is a science, and physicians are expected to be scholarly. However, medical education provides only a basic orientation to medical scholarship. The innovative Scholars Program will provide the opportunity for scholarly development from the early days of medical education. The Scholars Program is needed to meet the current and future needs of an increasingly complex society and to develop the talents of the current generation of medical students accordingly.

Tracks

- Biomedical Track
- Business Track
- Global Health Track
- Public Health Track

Student Life & Student Services

The Queen Lane Campus

The Queen Lane Campus facility was designed for the purposes of research and teaching basic science and clinical skills. The seminar rooms, library, laboratories, study lounges and recreational areas are available for student use around the clock. A full-service cafeteria is available during regular business hours. The Queen Lane Campus is home to one of the most innovative medical simulation centers in the country. The Independence Blue Cross Medical Simulation Center at Drexel University College of Medicine opened in December 2009 and includes the latest high-fidelity human patient simulators to help students and practicing physicians gain experience in a realistic, interactive clinical environment with the newest technology available. The 17,620-square-foot Student Activities Center greatly enhances the learning and living environment of the Queen Lane Campus. Students have access to a student lounge; an outdoor patio and basketball court; the bookstore; student government and organization space; quiet study space; and a fitness center with TVs, lockers and showers. A multi-purpose room provides state-of-the-art educational media and teleconferencing capability in a space that can be configured for lectures, exams, assemblies, dining and entertainment.

Recreation

In addition to the comprehensive fitness center at the Queen Lane Campus, medical students also have access to the recreation facilities at the University City Campus, which include squash courts, recreational gymnasiums, and a collegiate-sized swimming pool. The College of Medicine's soccer, basketball and volleyball teams compete with teams from other area medical schools. College of Medicine students can also participate in a host of clubs and interest groups, such as tae kwon do club, running club, wilderness club and self defense club, among others.

Where Students Live

Queen Lane Area/East Falls

Students enjoy the benefit of living in a quiet, tree-lined neighborhood within Philadelphia's large, thriving, multicultural urban center. Affordable and attractive housing surrounds the Queen Lane Campus, which is located in East Falls, a largely residential section of Philadelphia that's only 15 minutes from the attractions of Center City. Beautiful Fairmount

Park, the largest urban park system in the nation, is just blocks away, with miles of biking, hiking and jogging trails. Also nearby are public golf courses, tennis courts, baseball fields and swimming pools. More information about East Falls can be found at the website eastfallsdevelopment.org.

Philadelphia

Students also live in Center City Philadelphia, a city rich in history and architecture, and alive with cultural, artistic and ethnic treasures. You can see the Liberty Bell, walk through Independence Hall, delight in the world-famous Philadelphia Orchestra or Pennsylvania Ballet, spend hours in the Philadelphia Museum of Art, or enjoy an afternoon at one of many science and cultural museums or the nation's oldest zoo. Sports fans will find a team for every season. For those looking for nightlife, there are hundreds of restaurants as well as theaters, concert halls and clubs.



STUDENT SOCIETIES & ACTIVITIES

Student Government and Organizations

Every student becomes a member of the Student Government Association, which coordinates student activities and provides opportunities for students to express their ideas and make recommendations to faculty and administration. Students are well represented through elected class officers, representatives to student organizations and student members of medical school committees. Student government leaders meet regularly with the Dean's Office staff to address student concerns. National organizations, such as the American Medical Student Association, the American Medical Women's Association and the Student National Medical Association have chapters on campus. We send student representatives to meetings of the student division of the Association of American Medical Colleges, where they can exchange information with peers from medical schools across the nation. Those students who are interested in student activities and student government have many opportunities.

The College of Medicine is replete with over 100 student-run organizations and discipline-specific interest groups that add to students' academic life. Student organizations on campus include community outreach groups, medical student association groups, Drexel fitness programs, medical student cultural and lifestyle clubs and literary and musical organizations. Artistic presentations by students, faculty and staff occur through the academic year. For a list of organizations and clubs, visit sga.drexelmed.edu/studentgroups.

Student Volunteering

Drexel University College of Medicine has a rich history of involvement with the community that includes formal service-learning programs as well as committed volunteerism on the part of faculty and students. Through the Health Outreach Program's four student-run free clinics, students have the opportunity to provide primary health services under the direct supervision of a licensed physician. Over 20 faculty clinicians volunteer as well for these clinics, which provide caring, nonjudgmental and interdisciplinary health services to individuals who have limited or no access to care. In addition to the clinics, other volunteer opportunities include the Pediatric AIDS Benefit Concert, a student-organized annual fundraising project benefiting the Pediatric Aids Unit at St. Christopher's Hospital for Children; a holiday book drive for a local elementary school;



Shadowing Day, in which high school students from low-income homes shadow medical students; and Change for Philadelphia, an ongoing food and fundraising project for the hungry. More information about these opportunities can be found on our community service site at webcampus.drexelmed.edu/CommunityExperience/.

Campus Events

The tradition of Woman's Medical College of Pennsylvania and Hahnemann University flourishes around the Drexel University College of Medicine campus. Each year hundreds of students take part in events that attest to their commitment to career and community, as well as camaraderie. These events also serve as a unifying force among students and faculty, as many professors and doctors can often be found contributing to the success of campus-wide events.

Orientation

First-year medical students are greeted on their first day of orientation by administration, faculty and members of the second-year class. The Office of Student Affairs ensures the first few days on campus are informative as well as enjoyable. Orientation week includes both fun and serious activities, as the students begin to get to know one another. Orientation activities include a student organization fair and social events planned each evening by members of the second-year class.

Welcome Back Party

New friends and old faces are abundant at the annual Welcome Back Party. Students enjoy the chance to relax and share stories before the start of the academic year. In such a stress-free atmosphere there is no better way to welcome new and returning students.



White Coat Ceremony

Our students take on the cloak of compassion and professionalism through the White Coat Ceremony, where the doctor's white coat is bestowed upon the first-year medical student. This ceremony initiates newly oriented students into a community of caring healers.

STUDENT ADVISING AND WELLNESS

Academic and Peer Advising

All incoming first-year students are assigned a student affairs dean as their permanent adviser. The adviser will meet individually with the student to give academic and personal support, guidance and direction. Students will also meet with other advisees in small group meetings to discuss common experiences and learn from each other. They are also assigned a preclinical and clinical peer mentor.

Career Advising

The Office of Student Affairs & Career Advising provides career counseling and resources to guide medical students in making informed decisions and successfully plan their careers. Career advising is available on an individual basis and through a variety of programs, workshops and specialty interest groups. The Office of Student Affairs & Career Advising also keeps students informed of research opportunities.

Student Wellness

Drexel University College of Medicine believes wellness is not the mere absence of disease, but an active approach to achieving optimum levels of

health that includes physical, emotional, social and spiritual well-being.

Wellness topics are included in the formal curriculum and supported by the Wellness Program workshops and seminars that provide information and active opportunities in developing healthy habits and lifestyles. Students can take an active role in creating wellness programs and events for the student body by serving as wellness representatives for their learning societies.

Professional Services

A full-time psychiatrist and psychologist are available to students, to provide assessment, medication, psychotherapy and resources for referral if necessary. Students may also use the Drexel University Student Counseling Center. These services are offered as part of the Wellness Program and at no cost to the student. The Academic Support team, in the Office of Student Affairs and Career Advising, is available to assist students academically through assessment, study skills and time management counseling. They can also pair students with an upper-level student academic coach, who is available to tutor them free of charge.

Student-Organized Support Groups

The Big/Little program is designed to smooth students' transition into medical school. Each student of the incoming class is matched with a second-year student. Student mentors, who are referred to as "Bigs," give support, answer questions and share information from a student's perspective. Students meet with their Bigs during the first week of school.

MD Program Admissions

ADMISSIONS REQUIREMENTS

Drexel University College of Medicine seeks highly qualified and motivated students who demonstrate the desire, intelligence, integrity, sound motivation and emotional maturity to become excellent physicians. Because of the school's unique historical background, we encourage nontraditional applicants and are committed to a diverse student body.

We recognize that a diverse educational experience enhances the education of all students and leads to additional expertise in providing care to an increasingly diverse patient population. We encourage applications from women; ethnic and racial minorities; first-generation college attendees; Pennsylvania and New Jersey residents; LGBT individuals; veterans; students from rural, educationally disadvantaged or economically disadvantaged backgrounds; and individuals who have prior careers outside of medicine. We value leadership, community service and clinical experience, as well as accomplishments in athletics, employment and research. Our goal is to recruit and educate a class that will serve the needs of a diverse patient population. Applicants must be U.S. citizens or permanent residents. Please review our Application Process page for information on how to apply.

Our Admissions Committee utilizes the process of holistic review in the consideration of applicants to the College of Medicine. Holistic review is a flexible, individualized way of assessing an applicant's capabilities, by which balanced consideration is given to the experiences, attributes and academic metrics, and when considered in combination, how the individual might contribute value as a medical student and future physician.

Current Requirements for Matriculation

In recent years, the scientific knowledge important to the learning and practice of medicine has changed and expanded dramatically. Drexel recognizes that future physicians must be equipped with a strong scientific foundation to practice modern medicine. In addition, they should have certain personal competencies that will allow them to have a successful career as a culturally competent, ethical health care professional.

The Scientific Foundations for Future Physicians was authored by the HHMI (Howard Hughes Medical Institute) and AAMC (Association of American Medical Colleges), which convened in 2010 to evaluate and update recommendations for premedical and medical learning. These recommendations list eight scientific competencies expected of all medical school applicants. Nine personal competencies were developed by the AAMC Innovation Lab Working Group (ILWG) and endorsed by the AAMC Council of Admissions (COA) in February 2013.

Competencies for Applicants

Scientific Competencies

- Apply quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world
- Demonstrate understanding of the process of scientific inquiry, and explain how scientific knowledge is discovered and validated
- Demonstrate knowledge of basic physical principles and their applications to the understanding of living systems
- Demonstrate knowledge of basic principles of chemistry and some of their applications to the understanding of living systems
- Demonstrate knowledge of how biomolecules contribute to the structure and function of cells
- Apply understanding of how molecular and cell assemblies, organs, and organisms develop structure and carry out function
- Explain how organisms sense and control their internal environment and how they respond to external change
- Demonstrate an understanding of how the organizing principle of evolution by natural selection explains the diversity of life on earth

Personal Competencies

- Ethical responsibility to self and others
- Reliability and dependability
- Service orientation
- Social skills
- Capacity for improvement
- Resilience and adaptability
- Cultural competence
- Oral communication
- Teamwork

Drexel's Admissions Recommendations

Consistent with the development of scientific and personal competencies as authored by HHMI and AAMC, Drexel University College of Medicine has moved from a premedical requirements model to competency-based recommendations. Drexel has developed a set of coursework and experience that an applicant's classes and activities may fulfill. The College of Medicine will no longer require specific coursework; however, we want applicants to demonstrate competency in certain key areas.

Drexel's coursework and experience competencies:

1. Biology – with an emphasis on the cellular and molecular aspects of living organisms. This competency may be met with one year of college biology.
2. Chemistry – with an emphasis on an integrated sequence that leads to the mastery of biologically relevant general chemistry, organic chemistry and biochemistry. This competency may be met with two years of chemistry through the level of college biochemistry. Many possible course selections may be used for this recommendation.
3. Physics – with an emphasis on the principles of mechanisms, kinetics, thermodynamics, wave motion, electricity and magnetism. This competency may be met with a course in college physics.
4. Laboratory experience – with a focus on hypothesis-driven exercises, problem solving, and basic laboratory principles. One year of lab experience in biology, chemistry or physics is a way to demonstrate proficiency in this competency. Additional laboratory and research experiences are valued.
5. Statistics and probability – with emphasis on hypothesis testing, quantitative scientific reasoning analysis, and biostatistics. A course in biostatistics is one way to demonstrate proficiency in this competency. Knowledge of statistics is important for understanding the literature of science and medicine.
6. English literature/communication/intensive writing experience – a successful applicant must be competent to write, speak and read the English language fluently. Proficiency in other languages is valued.
7. Behavioral and social sciences – a medical career requires an appreciation that social, cultural and behavioral issues influence individuals and communities regarding their understanding of health and illness. Applicants may explore factors that contribute to health care policy and delivery. These issues may be addressed through course work in history, sociology, psychology, philosophy, anthropology, ethics and economics.
8. Service orientation/community service – a successful applicant will demonstrate significant commitment to community service so that applicants can gain a better understanding of a physician's role in a community and how that community may influence their patients. Examples of significant community service activities include, but are not limited to: tutoring or volunteering in a health care setting, shelter, or other organization. We recognize that students may have variable amounts of time due to other meaningful activities. These activities will be reviewed in the context of other time commitments.
9. Meaningful clinical experience – applicants should participate in significant clinical experiences prior to matriculation in order to get a sense of working as a member of the health care community. Clinical experiences can be volunteer or work related, and should involve direct patient contact. Clinical settings include hospitals, rehabilitation centers, nursing homes, physicians' offices or hospices.

Drexel University College of Medicine believes that the study and practice of medicine are enriched by the presence of students from different educational backgrounds and encourages students to obtain a broad liberal arts education. The premedical curriculum will be required to include significant academic rigor to demonstrate that the applicant can handle the scholastic demands of medical school and a commitment to lifelong learning. The curriculum in undergraduate medical education necessitates that a student be able to successfully balance a course load that is heavily weighted in the sciences. One way to demonstrate this is to take multiple science and/or math courses at the same time. Applicants will be required to have completed a course of study leading to a baccalaureate degree at an accredited college or university. If advanced placement credits in recommended courses are submitted, additional upper-level science coursework will be valued.

Application Process

AMCAS

The College of Medicine participates in the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges. The AMCAS application is through the AMCAS website. Applications are accepted by AMCAS starting June 1 for possible matriculation in the following year.

Citizenship of Applicants

Applicants must be U.S. citizens or permanent residents. If the applicant is a permanent resident of the U.S., a copy of the applicant's green card is required when applying.

Secondary Application

When the College of Medicine receives your materials from AMCAS (after your application is verified), we will email you the link for our secondary application. Please complete the application and pay the non-refundable application fee of \$100 by credit card. Only those applicants receiving a fee waiver from AMCAS will have their application fee waived. The College of Medicine's deadline for receipt of your secondary application, fee and all supporting materials is January 1.

The CASPer Test

All applicants to the MD program at Drexel University College of Medicine are required to complete an online assessment (CASPer — Computer-based Assessment for Sampling Personal Characteristics) to assist with our selection process.

CASPer is an online test that assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process.

Letter of Recommendation

Applicants whose college or university has a pre-medical advisory committee should send a pre-professional committee letter or a composite letter of recommendation, which should include science and non-science professors. If this isn't possible, we encourage applicants to send letters from up to four individuals who hold college-level academic appointments from two science areas and one non-science areas.

If applicants are no longer able to secure the above letters (for example, if the applicant has been out of school for a few years), we will also accept letters from individuals who can provide objective evaluations and with whom the applicant has had a recent professional relationship.

MCAT

The MCAT is required. The College of Medicine will accept MCAT scores from two years prior to the application year.

Early Decision Applicants

Competitive applicants interested only in Drexel University College of Medicine are encouraged to apply through the AMCAS Early Decision Program. The deadline for early decision is **August 30**.

Time Table for Application and Acceptance

Standard Application Procedure

Filing of AMCAS application	June 1 to December 1
Receipt by medical school of applicant's supporting materials	January 1
Decision to applicants	October 15 until class is filled

Early Decision Program (EDP)

Filing of AMCAS application	June 1 to August 1
Receipt by medical school of applicant's supporting materials	August 30
Decision to EDP applicants	October 1

Application Review

A complete application includes the AMCAS application, the completed supplemental application and \$100 fee (or AMCAS waiver), letter(s) of recommendation, MCAT score, and a completed CASPer test. All completed applications are reviewed by a member of the Admissions Committee.

Applications are reviewed in their entirety. GPA, MCATs, recommendations, essays, personal characteristics, evidence of service and extracurricular activities are all taken into consideration when choosing whom to interview.

Drexel University College of Medicine seeks highly

qualified and motivated students who demonstrate the desire, intelligence, integrity, sound motivation and emotional maturity to become excellent physicians. Because of our school's unique background, we are committed to a diverse student body.

Our Admissions Committee utilizes the process of holistic review in the consideration of applicants to the College of Medicine. Our committee values students who have demonstrated a commitment to community service and leadership and have experience and/or exposure to the field of medicine, students who have overcome personal, economic or educational hardship and students who are first-generation college graduates. We seek students who have a firm grasp of the biological and physical sciences, as well as broad educational experiences in other areas, regardless of field of study.

Interview

Applicants selected for an interview will receive an email from the Office of Admissions. After uploading their photo and completing the competency grid, applicants may then schedule their interview through our online scheduling system. Interviews are conducted September through April. No students may be accepted without an interview.

Starting in the 2021 application cycle, applicants may interview at either the Queen Lane – Philadelphia campus, or the new Tower Health – Reading Hospital campus. Applicants select their interview day location when they schedule their interview. Please note that Tower Health – Reading Hospital interview days are limited. Campus location enrollment decisions are not influenced by the location of your interview.

Applicants through our special programs will receive an email from us with their scheduled interview date. These applicants may not schedule their own interviews, as we try to keep everyone from the same program on the same days.

If you are feeling unwell, please do not attend your interview. Give us a call and we'll do our best to reschedule your interview as close as possible to the original date.

If it is necessary to cancel your interview, please do so at least 72 hours prior to your interview date. There are many invited applicants who would like to reschedule to an earlier date, but need enough time to make a schedule change possible.

Interview Day Structure

On-campus interview days will consist of group interviews with current students, one-on-one faculty interviews, an essay (see below), a curriculum Q&A, campus tour and lunch.

Essay

All applicants also complete an essay that addresses situational judgment and professional ethics. Essays are randomly assigned, taking no more than 30 minutes to complete.

Background Checks

All students accepted into the College of Medicine are required to complete criminal history, child abuse background check, FBI fingerprinting and PATCH forms prior to enrollment. We also require that all student background checks be updated before the student begins clinical rotations in the third year. Students should be aware that some state medical licensing boards may consider past convictions when reviewing an application to practice medicine in that state. In addition, some College of Medicine clinical training sites reserve the right to exclude a student with a criminal conviction from training.

Transfer Applicants

Drexel University College of Medicine considers applicants for transfer into the third-year class on a limited basis provided space is available. Only transfer applicants who are U.S. citizens or permanent residents and are currently enrolled in medical school can be considered for transfer admission to the MD program.

Please note the College of Medicine is not currently accepting transfer applications.

Contact Information:

Drexel University College of Medicine
Office of Admissions
2900 W. Queen Lane
Philadelphia, PA 19129

Phone: 215.991.8202

Fax: 215.843.1766

medadmis@drexel.edu

Diversity in Medical Education

A diverse student body, faculty and staff are an essential foundation for fulfilling the College of Medicine's mission and goals. We believe that diversity enhances the academic experience beyond the classroom, creating better doctors and health care professionals.

Studies show that minority physicians are more likely to treat minority patients and indigent patients, and practice in underserved communities.

Diversity Statement

Drexel University College of Medicine, in the tradition of our predecessor schools, Woman's Medical College and Hahnemann Medical College, recruits and supports a diverse medical school faculty, professional staff and student body.

- It is only with a commitment to diversity that the mission and vision of the College can be realized.
- Each individual and their ideas have value and contribute positively to the mission and vision of the College.
- Learning with a diverse faculty and student body enhances critical thinking and the educational experience.
- Students who learn in a diverse environment are better prepared to provide the highest level of professionalism, innovation and creativity to all aspects of patient care, education and research.

- Our definition of diversity comprises characteristics that include but are not limited to race; color; religion; gender; sexual orientation, identity and expression; national origin; age; disability; veteran status; and education or economic disadvantage.

Drexel University College of Medicine is firmly committed to producing a diverse population of physicians. Supported by the Mission and Vision Statements of the College of Medicine, the Office of Diversity in Medicine provides support to all students and student groups regardless of:

- Race or national origin
- Color
- Religion
- Gender
- Sexual orientation, identity and expression
- Age
- Disability
- Veteran status
- Education or economic disadvantage

A Strong History of Diversity

The College of Medicine has a rich tradition of diversity. Our history includes our heritage as the Woman's Medical College of Pennsylvania, the first medical school in the world for women. Hahnemann University, our other legacy institution, has been graduating an ethnically and racially diverse population since the 19th century.



Why Diversity Matters

Physicians take an oath to “do no harm.” Academic health centers similarly have a duty to do no harm to society. To deliver appropriate and outstanding care to an ever-changing, diverse society, the College of Medicine recruits culturally diverse future physicians who are the best and brightest.

Our graduates demonstrate competency in the cultural aspects of health care. Drexel University College of Medicine has historically been a college of opportunity. We enabled talented candidates to become doctors when others would not, including women, African Americans and those who did not fit the “mold.” We proudly continue this tradition by educating those underrepresented in medicine, including women, minorities, veterans and students of nontraditional, LGBTQA, rural and financially disadvantaged backgrounds.

We engage multiple boards, bodies and regulatory agencies to ensure that everyone has fair representation, and those include the Equal Employment Opportunity Commission (EEOC), Americans with Disabilities Act (ADA), Liaison Committee on Medical Education (LCME), Accreditation Council for Graduate Medical Education (ACGME) and others. Not only do we comply with these regulations, we strive to excel at them.

Prevailing research in the business sector shows that diverse, inclusive workplaces are more productive and have better outcomes. Examples of our inclusive settings are case-based or team-based learning groups, clinical rounds with a team, and community care sites where students engage in service leadership. We strive to have diverse, inclusive environments where people can contribute to meaningful study and work, while continuing to improve how we do what we do.

Diversity means promoting individual voices and participation in our culture. We value the diversity of every member of the College. Our diversity is what helps us in our quest to innovate, educate and make a difference.

Promoting Diversity

Under the Dean’s vision, the Office of Diversity, Equity & Inclusion addresses pressing challenges, and fulfills our goal of becoming a leader in developing the next generation of a diverse workforce. Dr. Leon McCrea, senior associate dean of Diversity, Equity & Inclusion, focuses his efforts on enhancing the core missions of educational excellence, research innovation and outstanding clinical care — all achieved within a productive

inclusive environment — at the College of Medicine and Graduate School of Biomedical Sciences and Professional Studies. Our office collaborates across all our areas of impact from recruitment, admission and retention to curricula, student and faculty life, and more.

DISABILITY RESOURCES

Drexel University’s Office of Equality and Diversity (OED) is committed to promoting, supporting and providing resources to sustain a living, learning and working environment of diversity, equality, fairness, inclusion and respect where all members of the University community are valued.

OED is responsible for ensuring that the University complies with its own policies and with federal, state and local laws prohibiting discrimination and harassment based upon race; color; religion; gender; pregnancy; national origin; age; disability; sexual orientation, identity, and expression; and veteran status.

The mission of the Office of Equality and Diversity’s Disability Resources team is to provide equal opportunity and equal access to education, employment, programs and activities for individuals at Drexel University.

Disability Resources empowers individuals who have documented disabilities by working together proactively to provide reasonable accommodations. Disability Resources also provides education and guidance across the broad University community.

Disability Resources serves all Drexel students, faculty, professional staff, other employees and guests on the University City, Center City and Queen Lane campuses and Drexel University Online.

Contact Information:

Email: ducom.odei@drexel.edu

Technical Standards

Purpose

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME).

Introduction

The goal of Drexel University College of Medicine is to prepare our medical graduates to be competent, caring physicians who have the skills of lifelong learning necessary to incorporate new knowledge and methods into their practice as either a generalist or a specialist and to adapt to a changing professional environment. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. Drexel University College of Medicine intends for its graduates to become physicians who are capable of pursuing and completing graduate medical education, passing licensing exams and obtaining and maintaining medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty. For purposes of this document and unless otherwise defined, the term "candidate" means candidates for admission to the MD program as well as enrolled medical students who are candidates for promotion and graduation.

The College of Medicine also has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. As a result, the medical education process, which focuses so largely on patients, differs markedly from postsecondary education in fields outside of the health sciences.

The essential abilities and characteristics described herein are also referred to as "technical standards." These technical standards, in conjunction with other academic, professional and behavioral standards established by the faculty, are requirements for admission, promotion, and graduation. They are

described below in several broad categories including: observation; communication; motor function; intellectual-conceptual (integrative and quantitative) abilities; and behavioral and social skills. In addition to these, candidates must have the physical and emotional stamina to function in a competent and safe manner in settings that may involve heavy workloads, long hours, and stressful situations. All candidates should be aware that the academic and clinical responsibilities of medical students may, at times, require their presence during day and evening hours, any day of the week, at unpredictable times and for unpredictable durations of time. Individuals who constitute a direct threat to the health and safety of others are not suitable candidates for admission, promotion or graduation.

Candidates must possess the capability to complete the entire medical curriculum, achieve the degree Doctor of Medicine, and practice medicine with or without reasonable accommodations. Reasonable accommodations will be granted to an individual with a disability to enable them to meet the technical standards unless to do so would result in a fundamental alteration to the nature of Drexel University College of Medicine's education program, an undue burden, or a direct threat to health or safety.

It should be noted, however, that the use of a trained intermediary is not acceptable in situations where the candidate's judgment is impacted by the intermediary's powers of selection and observation. Technological accommodations can be made for some handicaps in certain areas of the curriculum, but a candidate must meet the essential technical standards so that he or she will be able to perform in a reasonably independent manner. The need for personal aids, assistance, caregivers, readers and interpreters, therefore, may not be acceptable in certain phases of the curriculum, particularly during the clinical years.

A candidate for the MD degree must have abilities and skills in the five broad areas of observation; communication; motor function; intellectual-conceptual; and behavioral and social skills.

I. Observation

The candidate must:

- Use observational skills to acquire, assimilate and apply information in the basic medical sciences, including that obtained from demonstrations and experiential activities.
- Possess the auditory perception, visual perception and somatic sensation abilities, as well as the mental capacity, to be able to observe and accurately acquire information directly from the patient as well as from other sources including written documents, pictorial images, simulators,

computer programs and videos, and to rapidly assimilate large volumes of technically detailed and complex information presented in formal lecture, small group discussions, individual learning activities, and individual clinical settings.

- Be able to absorb and process information received by whatever sensory function is employed, consistently, rapidly, and accurately.

II. Communication

The candidate must be able to:

- Effectively, sensitively, and efficiently communicate information, including eliciting, clarifying, and acting on information, with patients, their families, health care personnel, colleagues, faculty, staff and all other individuals with whom they come in contact.
- Obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients.
- Record information accurately and clearly.
- Communicate effectively and efficiently, in English, in oral and written form with patients and all members of the health care team.
- Respond to emergency situations in the clinical setting by understanding and conveying information essential for the safe and effective care of patients in a clear, unambiguous, and rapid fashion.

III. Motor

The candidate must:

- Possess the motor skills necessary to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests, and diagnostic procedures.
- Be able to perform both a complete and an organ system-specific examination, including a mental status examination.
- Be able to execute motor movements reasonably required to provide general and emergency medical care to patients. Examples of emergency treatments include, but are not limited to, adult and pediatric cardiopulmonary resuscitation, airway management, automated external defibrillation, the administration of intravenous medication, application of pressure to control bleeding, and the performance of simple obstetrical maneuvers. Such actions require quick and immediate reaction. Coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision are required.
- Be able to remain awake and alert.

- Have adequate endurance to carry out activities reasonably required of physicians in clinical activities for extended periods of time.

IV. Intellectual-Conceptual (Integrative and Quantitative) Abilities

The candidate must be able to:

- Problem-solve in a time period appropriate for the situation. This critical skill demanded of physicians requires the ability to learn and reason, and to integrate, analyze, and synthesize data concurrently in a multi-task setting where they may experience a high level of stress, fatigue and distraction.
- Perceive three-dimensional relationships and understand the spatial relationships of structures.
- Measure, calculate, reason, analyze, integrate and synthesize in the context of the study of medicine and in the provision of patient care.
- Comprehend extensive written material, evaluate and apply information, and engage in critical thinking in the classroom and clinical setting.
- Consider alternatives and make decisions in a timely manner for managing or intervening in the care of a patient.

V. Behavioral and Social Attributes

The candidate must possess the behavioral and social attributes to:

- Learn, understand, distinguish, and apply the ethical conduct and values of the practice of medicine and perform within their guidelines.
- Relate to patients, as well as staff and colleagues, with honesty, integrity, non-discrimination, self-sacrifice, and dedication.
- Develop mature, sensitive, and effective relationships with patients.
- Identify personal reactions and responses, recognize multiple points of view and integrate these appropriately into clinical decision making.
- Readily and willingly interact with all members of the health care team, faculty and staff, patients and families, and care for any patient in a courteous, professional, and respectful manner, regardless of the patient's gender, age, race, sexual orientation, religion, or any other protected status identified in the Drexel University College of Medicine Non-Discrimination Policy.
- Examine the entire patient, male or female, regardless of the candidate's social, cultural, or

religious beliefs.

- Possess the emotional and mental health required to fully utilize their intellectual abilities, to exercise good judgment, to complete patient care responsibilities promptly and to relate to patients, families, and colleagues with courtesy, compassion, maturity, and respect for their dignity.
- Display emotional health and flexibility in spite of stressful work, physically taxing workloads, changing environments, and in the face of uncertainties inherent in the clinical problems of many patients.
- Fulfill applicable class and clinical attendance requirements as well as meet applicable deadlines for completion of curricular and clinical responsibilities.
- Cooperate with others and work effectively as a member or leader of a health care team or other professional group, accept and modify behavior in response to constructive feedback from others, and take personal responsibility for making appropriate positive changes.
- Function effectively in new, different, and/or distant social environments including instances where they are separated from their customary support structure or family unit. They must know their limits, recognize when they should seek professional consultation, assistance and/or supervision, and do so in a timely manner.
- Have the capacity to self-assess their ability to function at the level necessary to provide effective and safe care of their patients and to proactively seek appropriate assistance or treatment before impairments compromise patient care and safety.

CONCLUSION

Candidates will be judged not only on their scholastic accomplishments but also on their physical and emotional capacities to meet the full requirements of the school's curriculum and to graduate as skilled and effective practitioners of medicine. Students must be able to accomplish each of the College of Medicine Graduation Competencies before graduation.

All candidates accepted to the College of Medicine and current students must be able to meet the College's technical standards with or without reasonable accommodations. All candidates are asked to review the standards and to certify that they have read, understand and are able to meet the standards. In accordance with law and Drexel University College of Medicine policy, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in College of Medicine programs or activities. The College of Medicine will provide reasonable accommodation to

a qualified individual with a disability. Candidates must also be aware that approval for and provision of reasonable accommodations at Drexel University College of Medicine does not mean that similar accommodations would be granted elsewhere by post-graduate clinical training sites or by national licensing review boards.

A candidate who is unable to meet these technical standards with or without a reasonable accommodation may be denied admission or may be dismissed from the MD program. Should a candidate pose a significant risk to health and safety of patients, self, or others that cannot be eliminated with a reasonable accommodation, the candidate may be denied admission or may be dismissed from the MD program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who seeks accommodations in order to meet these technical standards, to request accommodations through the Office of Disability Resources. Candidates requesting reasonable accommodations must follow the process and procedures found on the Office of Disability Resources website listed below. Only the Office of Disability Resources can approve or deny requests for reasonable accommodations. No candidate will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively to negate failure to meet applicable performance standards.

The Office of Disability Resources can be contacted at the following address:

3201 Arch St., Suite 210
Philadelphia, PA 19104
215.895.1401
TTY: 215.895.2299

drexel.edu/oed/disabilityresources

Tuition and Financial Aid

Drexel University College of Medicine 2019-2020 Estimated Costs	
Tuition*	\$58,106
Fees	\$2,315
Books	\$1,250
Living Expenses	\$14,570
Transportation	\$2,000
Miscellaneous	\$5,566

* Tuition is the same for in-state and out-of-state students.

The College of Medicine administers a variety of programs that offer loans, grants and work opportunities. In order to be considered for financial

aid, students must submit the Free Application for Federal Student Aid (FAFSA). The information from the FAFSA feeds into a financial model used by the federal government to calculate each student's and family's contribution to expenses.

With this information, Drexel Central determines the distributions of funds, most of which are loans from federal and state programs. Limited scholarships are available from the College of Medicine and private foundations. Private-source loans can also be arranged. Many students take advantage of jobs obtained through our work-study program.

For more information, please contact Drexel Central at 215.895.1600 or visit drexel.edu/drexelcentral/finaid/prospective-students.

FINANCIAL PLANNING SERVICES

Financing a medical education requires a great deal of planning and knowledge about resources. Students are encouraged to begin looking at the financial responsibilities of medical school as early as possible.

Drexel University College of Medicine has a financial planner on staff full time to assist all students and their families with counseling and financial planning during and after their medical school years. This service is designed to address the student's entire financial picture beyond financial aid.

The financial planning service at Drexel University College of Medicine provides knowledge and support so that our students can have the strongest financial foundation as they pursue their education, residency and practice.

Financial planning topics addressed include:

- | | |
|--------------|-----------------|
| • Debt | • Budget |
| • Credit | • Marriage |
| • Children | • Taxes |
| • Insurance | • Mortgage |
| • Wills | • Risk |
| • Retirement | • Special Needs |

Personal Financial Planning

Personal financial planning is a series of steps used to reach an overall financial goal (e.g., financial independence) or a set of intermediate goals (new home purchase, pay for college, etc.). This often includes a budget that organizes cash flow by identifying all sources of income and expenses, and outlining a plan to save for future expenses.

Financial Planning Process

- 1. Identify Goals** – What financial goals are you trying to accomplish?
- 2. Gather Data** – Set budget figures, including asset and liability information.
- 3. Analyze Information** – Consider alternatives and choices.
- 4. Develop Plan** – Create action steps and time frames.
- 5. Take Action** – Implement your plan step by step.
- 6. Review** – Analyze your results to keep on track towards your goals.

Scholarships and Loan Forgiveness Programs

- National Health Service Corp. Loan Repayment Program
- National Health Service Corp. Scholarship Program
- National Institutes of Health Loan Repayment Program
- Pisacano Scholars Leadership Program
- Public Service Loan Forgiveness
- U.S. Air Force Health Professions Scholarship Program
- U.S. Army Health Professions Scholarship Program
- U.S. Navy Health Professions Loan Repayment Program
- U.S. Navy Health Professions Scholarship Program

Drexel University College of Medicine Resources

- Drexel Fellowship Office
- Student Resource Center/Financial Aid Office
- Financial Planning at Drexel Central

