The George Washington University does not unlawfully discriminate against any person on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University is also subject to the District of Columbia Human Rights Law.
The George Washington University School of Medicine and Health Sciences (SMHS) is a premier destination for students pursuing their goal of becoming physicians. Under the guidance of nationally and internationally recognized faculty and clinicians, you will join a diverse group of students who share your drive and passion to make a positive impact on the lives of others.

The school’s unique location — just blocks from the White House, the World Health Organization, and the U.S. Department of State — offers GW students access to some of the world’s most powerful leaders, as well as experience working with populations that face significant social challenges. SMHS serves as a conduit for linking policy and practice through medical education that emphasizes a humanistic approach to health care.

The GW M.D. program, paired with your intellectual curiosity and academic drive, will prepare you for selection by the most prestigious residency programs in the nation, enabling you to build a career that will transform the landscape of medicine.

As an SMHS alumnus, I received influence and support from a generation of reputable GW physicians that has guided me throughout my career as a psychiatrist and as dean of the school. Beyond the classroom, my network of classmates and alumni has served a steady source of inspiration and support.

I encourage you to learn more about our school, our facilities, our faculty, and all of the exciting opportunities we offer that will prepare you to pursue your life’s calling.

JEFFREY S. AKMAN, M.D. ’81
VICE PRESIDENT
FOR HEALTH AFFAIRS and
DEAN, SCHOOL OF MEDICINE
AND HEALTH SCIENCES
The George Washington University (GW) combines the power of cutting-edge research with exceptional instruction and high-quality patient care to find solutions to the most pressing medical challenges of our time.

OUR Mission

The George Washington University School of Medicine and Health Sciences is dedicated to improving the health of our local, national, and global communities by:

- Educating a diverse workforce of tomorrow's leaders in medicine, science, and health sciences.
- Healing through innovative and compassionate care.
- Advancing biomedical, translational, and health services delivery research with an emphasis on multidisciplinary collaboration.
- Promoting a culture of excellence through inclusion, service, and advocacy.

As a globally recognized academic medical center, GW embraces the challenge of eliminating health disparities and transforming health care to enrich and improve the lives of those we serve.

Before coming to GW, I worked at a refugee resettlement agency where I took part in a program addressing the unique needs of Burundian refugees resettling in the United States. I then served as a Peace Corps Volunteer in Cameroon where I established a nutrition workshop for parents of children 0-24 months, taught health lessons in local elementary schools and health centers, and taught business skills to local women’s groups.

— Aislynn Raymond, MSII
Many Backgrounds, One Commitment

The George Washington University School of Medicine and Health Sciences (SMHS) seeks to develop “physician citizens” committed to local, national, and global public service through excellent patient care, leadership, advocacy for change and innovation, and scholarly inquiry. Our students are diverse in terms of race, ethnicity, age, geography, and life experiences. SMHS students have majored in foreign languages, economics, music, public health, anthropology, and international relations, as well as traditional science studies. The core values of doctoring — empathy, compassion, and altruism — are essential. Our students are typically defined by their integrity, motivation, maturity, leadership, and responsibility, and they take an active role in their own learning and share their knowledge with fellow students.

Although their backgrounds are varied, students are drawn to SMHS for the same reason: the partnership of academics and action. Prior to beginning medical school, SMHS students have typically already demonstrated a commitment to their local, national, and global communities through service to organizations such as AmeriCorps, Habitat for Humanity, Teach for America, the Peace Corps, the Public Health Reserve Corps, and the United Nations, with some participating through prestigious Fulbright awards.

Diversity is a crucial facet of any medical school community, preparing students to work more effectively with peers and patients from varied backgrounds. GW is proud of its diverse community, and SMHS is dedicated to admitting students who represent the broad and growing population. Throughout the medical education process, cross-cultural awareness raises the level of service to all patient groups, and GW prides itself on a commitment to nurturing and developing these skills.

An SMHS education prepares graduates for successful health care careers. The school maintains a national reputation for placing graduates into prestigious medical residency programs across the country. Graduates of the Class of 2015 were selected for residencies at the George Washington University Hospital, Children’s National Health System, UCLA Medical Center, Cleveland Clinic, and Yale-New Haven Hospital, among other leading institutions.

Among our alumni you can find the leaders of some of the world’s top international medical charities. William P. Magee Jr., M.D. ’72, is a leading plastic and craniofacial surgeon who founded and serves as executive chair for Operation Smile, a global network of volunteers who have performed more than 220,000 free surgeries for children born with facial deformities. Vikram D. Bakhru, M.D. ’05, started the Foundation for International Medical Relief of Children (FIRMC) in 2002, an organization dedicated to improving pediatric and maternal health in the developing world. Harry Brown, M.D. ’59, founded SEE International in 1974, to perform sight-saving surgeries. SEE International’s eye surgeons have examined more than 3 million patients and performed more than 400,000 sight-restoring operations.
The George Washington University (GW) combines the power of cutting-edge research with exceptional instruction and high-quality patient care to find solutions to the most pressing medical challenges of our time.

Its intimate campus is nestled in one of the most powerful cities in the world. GW is within walking distance of government offices and non-governmental organizations (NGOs); historic and cultural landmarks such as the White House; the U.S. Department of State; the World Health Organization (WHO); the National Academy of Sciences; the National Mall; the John F. Kennedy Center for the Performing Arts; and the Smithsonian Institution. The campus even has its own stop on the Washington, D.C. Metrorail system (Foggy Bottom–GWU), located between Ross Hall and the GW Hospital, making the city and its surrounding communities easily accessible.

Our location in the heart of Washington, D.C. enables our students to capitalize on long-standing relationships with leading health agencies such as the U.S. Department of Health and Human Services, the National Institutes of Health, WHO, the U.S. Food and Drug Administration, and others. Leaders of these organizations regularly come to the GW campus and address students during large-scale policy events, as well as lecture in classes across campus.

During their time in Washington, D.C., our students become deeply involved in the community. GW medical students regularly serve at local clinics and provide care for medically underserved populations. They volunteer at nearby homeless shelters, spearhead the collection of donations, volunteer and serve as mentors for underprivileged kids interested in health careers, and implement wellness initiatives with residents of local retirement homes. GW medical students are also very active in the arts and contribute to hundreds of special-interest organizations throughout the metro area.

The school’s proximity to and strong relationships with these nationally recognized organizations offer SMHS faculty, students, and residents opportunities to advance their research and contribute to important policy discussions that will shape the future of health care.
SCHOOL OF MEDICINE AND HEALTH SCIENCES

SMHS is the 11th-oldest medical school in the country and has been at the forefront of medical and health sciences training since its founding in 1825. Based in Ross Hall, a self-contained research, education, and administrative facility, the school provides unmatched opportunities for engagement with nearby government, non-government, and nonprofit organizations. The school boasts approximately 3,298 basic science, health sciences, and medical faculty who train more than 700 medical students and 1,025 health sciences students annually.

Inside the school, students are exposed to innovative education facilities and techniques, such as the Clinical Learning and Simulation Skills Center (CLASS Center), a facility that enables students to practice essential skills, procedures, and critical care training on human patient simulators. Students are also exposed to state-of-the-art equipment such as the da Vinci Si surgical system and cutting-edge clinical techniques used in the most advanced treatments. Because of these resources, SMHS produces competent professionals who are exceptionally prepared to influence the future of health care.

THE GEORGE WASHINGTON UNIVERSITY HOSPITAL

Located adjacent to the George Washington University School of Medicine and Health Sciences (SMHS), the George Washington University Hospital features 385 beds, 23 operating rooms, and a Level 1 Trauma Center. The hospital offers some of the most technologically advanced care in the region, and high-tech medical equipment and patient accommodations. The more than 875 physicians and 800 nurses serving the hospital are renowned for their clinical expertise in a wide array of specialties, including cancer care, cardiovascular care and cardiac surgery, emergency medicine, minimally invasive surgery, and robotic surgery.

The GW Hospital’s mission is to provide high-quality health care, advanced technology, and world-class service to its patients in an academic medical center dedicated to education and research. The hospital sees this vision to fruition through a commitment to service excellence, quality improvement, employee development, ethical and fair treatment, and teamwork, compassion, and innovation.

In 2014, U.S. News & World Report ranked GW as ‘High-Performing’ in the areas of cancer, nephrology, neurology, neurosurgery, orthopedics, and urology. Among the top clinical certifications GW Hospital holds is an Advanced Certification for Primary Stroke Centers from the Joint Commission of the American Heart Association and American Stroke Association; a Level 1 Trauma Center designation from the American College of Surgeons; and a Level 4 Epilepsy Center certification from the National Association of Epilepsy Centers, the highest distinction awarded.
CHILDREN’S NATIONAL HEALTH SYSTEM

Children’s National Health System (Children’s National) and SMHS have a long-standing partnership that seeks to ensure that future generations of health care professionals are learning from and training with the best pediatric clinical and research experts. By providing a hands-on learning experience and exposure to pioneering research, this partnership fosters an environment where the highest-quality health care is made available to children everywhere.

The SMHS Department of Pediatrics is housed at Children’s National and features cutting-edge technology, innovative practices, and renowned physicians and researchers who provide students with an unmatched, specialized environment in which to learn and grow.

MEDICAL FACULTY ASSOCIATES

The GW Medical Faculty Associates (MFA) is a nonprofit physician group practice composed of academic clinical faculty at SMHS. It’s the largest multi-specialty practice in Washington, D.C., with more than 750 providers providing care across 51 clinical specialty areas. MFA physicians are an invaluable resource for SMHS students. As SMHS faculty members, they serve as teachers and mentors for medical students, residents, and researchers. Additionally, the Dr. Cyrus and Myrtle Katzen Cancer Research Center, the GW Heart & Vascular Institute, and the GW Breast Care Center are headquartered at the GW MFA.

AFFILIATED HOSPITALS

GW M.D. students also work with a variety of affiliates throughout their medical education often selecting to complete rotations at these institutions. Some include: Walter Reed National Military Medical Center, Veterans’ Administration Medical Center, St. Elizabeth’s Hospital and Inova Fairfax Hospital, among others.
HIMMELFARB HEALTH SCIENCES LIBRARY

The Himmelfarb Health Sciences Library puts a world of resources at students’ fingertips. The library meets the information needs of the faculty, staff, and students for the School of Medicine and Health Sciences, Milken Institute School of Public Health, and School of Nursing. The library’s electronic resources include more than 3,600 journal titles; major databases, such as MEDLINE/PubMed, CINAHL, and Scopus; and more than 2,500 online books and resources for handheld computing devices. Conveniently located adjacent to Ross Hall, Himmelfarb Library offers round-the-clock access to its expansive computer space, newly renovated study space, and wireless Internet access. himmelfarb.gwu.edu

MILKEN INSTITUTE SCHOOL OF PUBLIC HEALTH

The Milken Institute School of Public Health at GW is a leading health policy and research institution in Washington, D.C. - the center of public health in the United States and abroad. Established in 1997, the school is highly focused on translating science into policies, programs, interventions, and solutions. The school offers an array of joint degree programs including a combined M.D./Master of Public Health (M.D./M.P.H.) degree.

When applying to medical school, I wanted to attend a school that would give me access to treating a diverse patient population. The student body was another thing that attracted me to GW. We come from all different walks of life, geographic locations, ethnic groups, and areas of expertise, which makes it a joy to interact with my classmates. I quickly got the feeling that each class works together in a friendly, non-competitive atmosphere, which facilitates the learning process.

GW will make you feel as if you are a part of an extended family that will support you both professionally and personally. I am very happy to attend GW and could not imagine myself anywhere else.

– Marcus Mitchell, MSII
Match Day

Match Day is one of the most important and anticipated moments for doctors in training. Each March, fourth-year medical students across the country receive their residency appointments and learn where they will begin the next phase of their medical careers as part of the National Resident Matching Program. SMHS maintains a national reputation for placing graduates in many of the most prestigious medical residencies.

smhs.gwu.edu/academics/md/current-students/awards-ceremonies/match-day

Some of the institutions to which GW’s Class of 2015 were matched:

- University of California–Irvine Medical Center, California
- University of California–San Diego Medical Center, California
- Yale–New Haven Medical Center, Connecticut
- Children’s National Health System, District of Columbia
- The George Washington University Hospital, District of Columbia
- Emory University, Georgia
- Johns Hopkins Hospital, Maryland
- Beth Israel Deaconess Medical Center, Massachusetts
- St. Louis University School of Medicine, Missouri
- Einstein/Montefiore Medical Center, New York
- Mt. Sinai Hospital, New York
- New York-Presbyterian Columbia University Medical Center, New York
- University of Rochester Medical Center, New York
- Duke University Medical Center, North Carolina
- University Hospitals Case Medical Center, Ohio
- University of Virginia Health System, Virginia
- University of Washington Medical Center, Washington

Specialties and/or programs to which the Class of 2015 were matched include:

- Anesthesiology
- Dermatology
- Emergency Medicine
- General Surgery
- Internal and Family Medicine
- Neurology
- Obstetrics-Gynecology
- Ophthalmology
- Orthopaedic Surgery
- Otolaryngology
- Pediatrics
- Physical Medicine and Rehabilitation
- Plastic Surgery
- Psychiatry
- Radiation Oncology
- Radiology
- Urology
The curriculum leading to the Doctor of Medicine degree, a Liaison Committee on Medical Education (LCME) accredited four-year program, is designed to provide a medical education that comprehensively prepares graduates for residency training, gives them the experience on which to base their career selection, and grooms them for professional lives of continuous learning.

SMHS takes an innovative approach to medical education, requiring students to gain patient exposure early on in their academic training and provides the means to develop outstanding clinical thinking, technical skills, and a sense of professionalism.
In August 2014, SMHS launched a revised curriculum for the M.D. program, beginning with the Class of 2018. The main focus of this curricular revision is increasing incorporation of active learning in place of traditional large-class lectures, allowing our students even earlier clinical experience, enhancing the professional development of our students, integrating material to enhance learning and retention, and allowing for more independent study time. We also have increased the use of technology in education as we move to a paperless curriculum. Each incoming first-year student receives an iPad at no cost.

The new curriculum features three phases:

1) Fundamentals of Medicine,
2) Fundamentals of Clinical Practice, and
3) Transition to Advanced Clinical Practice.

There are five primary themes:
• Development and Behavior Across the Life Cycle
• Public Health and Health Policy
• Clinical Skills and Reasoning
• Professional Development
• Diversity

The following is a breakdown by phase, over the four years of the revised curriculum and descriptions of some key principles and practices.

**FUNDAMENTALS OF MEDICINE**
- First-year Student Orientation
- Foundations
  - Focus: The fundamentals of medical knowledge, attitudes, and skills
- Immunology/Hematology/Microbiology/Infectious Disease
- Musculoskeletal/Spinal/Rheumatology
- Cardiology/Pulmonary/Renal
- GI/Liver
- Endocrine/Reproduction
- Brain & Behavior

**FUNDAMENTALS OF CLINICAL PRACTICE**
- Introduction to Clinical Practice (4 weeks)
  - Focus: Preparation for clinical practice, revisiting themes and disciplines, and opportunities for clinical public health
- Internal Medicine (8 weeks)
- Neurology (4 weeks)
- Obstetrics/Gynecology (6 weeks)
- Pediatrics (8 weeks)
- Primary Care (4 weeks, plus a longitudinal primary care experience)
- Psychiatry (6 weeks)
- Surgery (8 weeks)
- Electives

**CLINICAL APPRENTICESHIP PROGRAM**
This program emphasizes early clinical learning by matching first-year students with clinical preceptors. At the start of the first semester, each student is assigned to a physician to complete a clinical apprenticeship in the physician’s office. During this time, students have an opportunity to observe the practice of medicine and begin to integrate what they are learning in the other segments of the curriculum.

**CAPSTONE**
The final year of study includes an intensive, one-month capstone experience involving the refinement of many technical skills and reinforcement of essential clinical competencies. Students are grouped by future specialty for much of this course, receiving direct mentorship from faculty physicians in their specialty. The primary objective of the course is to prepare students to perform at a high level as they transition to their residency programs.
ACADEMICS

TRANSITION TO ADVANCED CLINICAL PRACTICE

— Acting Internship
— Emergency Medicine
— Capstone
— Electives

HUMANITIES ELECTIVES: YEAR ONE

• Doctors as Authors
• Literature and Medicine
• First-Person Medicine
• Biomedical Ethics

HUMANITIES ELECTIVES: YEAR TWO

• Film and Medicine
• Borderlands
• Literature and Public Health
• History of Medicine
• Intermediate Medical Spanish

ELEMENTS OF THE NEW CURRICULUM

• An organ-system, case-based approach to integrating the basic sciences with the clinical sciences throughout the preclinical curriculum combined with crucial review of basic science concepts at strategic points in the clinical curriculum.

• An earlier transition to the clinical curriculum (in the spring of the second year) with enhanced elective opportunities.

• Early and ongoing career advising through an updated advisory dean system with integration of academic counseling, financial aid advising, and student wellness programming.

• Less scheduled class time and more time for independent learning.


• An average day begins at 8 or 9 a.m. and has scheduled activities until 4 p.m. with a break for lunch. Each week, students will have three half-days set aside for independent study.

• Increased emphasis on active learning pedagogies, including small group learning, team-based learning, and computer-assisted instruction.

• Students meet at least weekly in Clinical Skills and Reasoning (CSR) small groups working with clinical faculty to apply interview and examinations skills to diagnosis and treatment, and meet monthly in Professional Development (PD) small groups to focus on the personal and professional aspects of becoming a physician.

• Intersessions are spaced throughout the curriculum to allow for consolidation of learning and to ensure students have mastered learning objectives.

• Continuation of our innovative scholarly concentration program with nine track programs: Health Policy, Global Health, Clinical and Translational Research Track, Medical Education Leadership, Medical Humanities, Integrative Medicine, Emergency Management, Clinical Practice Innovation and Entrepreneurship, and Community/Urban Health.

• Opportunities to be involved in special educational experiences that are uniquely available given our Washington, D.C. location.
GW CURRICULUM IN CLINICAL PUBLIC HEALTH

SMHS medical students will be uniquely prepared to be leaders in the changing U.S. health care system. Physicians are expected to have a scope of practice that can target the social determinants of health. Thus, tomorrow’s physicians will need to have command of individual patient care as his or her foundation, and GW will expand that with a curriculum that includes the practice of public health, population health, community health, health services organization, and the policies that govern how medicine is practiced. SMHS calls this Clinical Public Health.

SMHS has embarked on a first-in-the-nation integration of Clinical Public Health into its M.D. program curriculum. This includes recruitment of students who want to lead these changes and providing a curriculum that includes Clinical Public Health and real world Washington, D.C.-based experiences to prepare for their expanded scope of practice.

At the conclusion of the fall 2014 semester, members of the SMHS Class of 2018 embarked upon an intensive, three-day clinical public health workshop to develop proposals to achieve an AIDS-free generation. The task: create an innovative, community-based plan to improve one component of the HIV Care Continuum, a model used by federal, state, and local agencies to identify issues and opportunities related to improving the delivery of services to people infected with HIV. On the final day of the clinical public health experience, titled “How Physicians Can Help Create an AIDS-Free Generation,” each student working group presented a proposal for discussion and critique during a White House event featuring a panel of top government and public health HIV/AIDS leaders.

To jump-start the students’ research efforts, local and national HIV/AIDS experts including Anthony Fauci, M.D., director of the National Institute of Allergy and Infectious Diseases, addressed the current HIV landscape and the latest scientific advances, treatment, and prevention programs.
Bryan has been in and out of the emergency department for asthma more times than his mom can count. He’s having trouble keeping up with other kindergartners after missing so much school, and his mom worries that she’ll lose her job if she continues to miss work. Bryan’s apartment is infested with cockroaches and mice, and mold creeps across his bedroom ceiling.

His family is desperate to get Bryan’s asthma under control; his doctors encourage them to attend the IMPACT DC Asthma Clinic at Children’s National Health System (Children’s National), an award-winning program dedicated to improving asthma care and outcomes for at-risk children through clinical care, education, research, and community advocacy. The team spends hours with Bryan’s family getting to the bottom of his poor asthma control. The result is extraordinary: the family leaves with a better understanding of Bryan’s asthma triggers, the medications he’s taking and the proper techniques to administer them, and they have been connected to community resources to help them advocate for healthier housing.

Tomorrow’s physicians can affect profound change for kids like Bryan and improve the health of entire at-risk communities by engaging in novel approaches to care that understand and address these complex social determinants of health.

Bryan’s story and his family’s actions are why the SMHS curriculum and training include Clinical Public Health. To get started on this critical work, take full advantage of SMHS’s impressive teaching partnerships with patients and their communities by observing and training with the IMPACT DC team through rotating at Children’s National.

Bryan’s Story: An Example of GW’s Clinical Public Health Program

First-year M.D. students participated in a three-day clinical public health workshop, titled “How Physicians Can Help Create an AIDS-Free Generation.” The class ended at a White House event with top government health leaders, where students presented plans to improve the HIV Care Continuum.
COLLABORATION AND SUPPORT
SMHS provides a cooperative, collaborative, and supportive learning environment for its students. The school has resources available to support the academic, social, physical, spiritual, and emotional well-being of all students. These programs provide students with an extensive network of advisors and mentors during their education. Beginning with orientation, each student is assigned a “big sibling,” a second-year medical student whose interests are similar to those of the student, who assists with the adjustment to life as a medical student and the transition to GW and greater Washington, D.C.

LEARNING COMMUNITIES
Learning communities are intentionally developed longitudinal groups of faculty and students that aim to enhance students’ medical school experience and maximize learning. By grouping students into one of six learning communities from the first day of medical school, SMHS is able to provide a more individualized experience to its students. The supportive environment of a learning community also offers longitudinal mentoring relationships with faculty role models. Each learning community has approximately 30 students and several dedicated faculty, which includes not only physicians, but also basic science and librarian mentors. Each of the six learning communities is further broken down into three or four small groups of eight students. Learning community groups, small groups or combined, are used for both formal education in the curriculum (Professional Development and Clinical Skills and Reasoning small groups) or more informal, collegial activities such as the “Big Sib” program and the SMHS student olympics. Learning communities are also integrated with the advisory dean system.
LEARNING ENVIRONMENT

GW’s School of Medicine and Health Sciences (SMHS) educational facilities are at the forefront of academic medicine and give SMHS students a decided edge over their counterparts at other institutions. The Clinical Learning and Simulation Skills (CLASS) Center provides one of the most innovative educational environments in the nation. Students supplement their classroom learning with comprehensive clinical exposure, feedback, and evaluation that prepare them to become both technically adept and compassionate caregivers.

The new 17,000 square-foot CLASS Center, located on the fourth floor of Ross Hall, opened its doors on March 1, 2014. The facility features some of the most innovative simulation, standardized patient, and learning/convening spaces available. The CLASS Center has 12 outpatient and two inpatient examination rooms for standardized patient encounters, as well as a labor and delivery suite; two mock operating theaters; two high-fidelity rooms; cutting-edge medical simulators, including full-body computerized mannequin and surgical trainers; and laboratory space for procedural skills training.

Students learn the basics of a procedure such as IV placement or resuscitation of a critically ill patient using simple anatomic models. More advanced students can transition to high-fidelity simulators, where students practice diagnostic skills, integrate previously learned procedures into patient care, and improve teamwork and communication skills.

A sophisticated data system allows for curricular content to be pushed from a control room to any of the 32 screens mounted throughout the CLASS Center. X-ray images, footage of real patients, and technique demonstration are just a few types of content that can be displayed to students working in the center.

Like the practice of medicine itself, simulation has both a human side and a technological side. The human side is embodied by standardized patients (SPs), who play the part of patients suffering from any number of medical maladies. Through face-to-face interaction with SPs, students can perfect their skills at history taking, physical exams, and communication.
SMHS recently completed its strategic plan, which included a major focus on research activities. The primary goal of the plan is to augment the school’s research portfolio and elevate its prominence through enhanced quality and impact. A number of strategies will be developed, including advancing translation of research and increasing interdisciplinary collaboration in key areas of strength. Of particular significance to students at SMHS, the plan aims to enhance existing research strengths by facilitating collaboration among disciplines and between researchers and clinicians and by integrating research into educational programs. A number of disciplines have been targeted for further growth, including cancer, neuroscience, AIDS, and research on neglected diseases of poverty. To support this research, the school will continue to enhance its infrastructure, expand core facilities, and accelerate commercialization of new discoveries. Implementation of the research strategic plan will provide new and important opportunities for student engagement in the research mission of SMHS.

Highlights of representative basic science, translational science, and clinical researchers at SMHS

Robert H. Miller, Ph.D.

Robert H. Miller, Ph.D., recently joined GW’s School of Medicine and Health Sciences (SMHS) as the senior associate dean for research. This award-winning neuroscientist will foster existing research strengths at the school, while also cultivating new areas for study and collaboration. Miller is well-suited for the role, having served as the vice president for research at Case Western Reserve University, where he was responsible for providing campus-wide leadership and strategic guidance in all areas of research. In the lab, Miller is a principle investigator with the Myelin Repair Foundation and an expert in multiple aspects of neurological diseases including Multiple Sclerosis (MS), autism spectrum disorders, and spinal cord injury.

His role in shaping the school’s research development is to support the university’s broader expansion of research in the health-related arena. Part of that entails developing strategies that will allow SMHS to develop an even stronger basis for the research activity in health-related areas.
Victoria Shanmugam, M.D.

Victoria Shanmugam, M.D., associate professor of medicine, serves as the director of the Division of Rheumatology, director of the Complex Wound and Vasculitis Program, and co-director of the GW Hospital Wound Healing and Limb Preservation Center. In her clinical practice, Shanmugam cares for patients with autoimmune diseases, vasculitis, and complex wounds. Her research interests include the interplay between the host immune response in the wound bed microbiome in patients with chronic wounds and targeted biologic therapies for Hidradenitis Suppurativa and scleroderma.

Among the research in Shanmugam’s laboratory is the STOP Scleroderma Study, a biospecimen repository. Scleroderma is a rare autoimmune disease resulting in the inflammation, thickening and fibrosis of the skin and internal organs and progressive vasculopathy. The STOP Scleroderma repository allows investigators to build upon prior work defining the associations between autoantibody profiles and clinical outcomes to combine clinical data with genomic, proteomic, and metabolomic data to move biomarker discovery from the bench to the bedside in the years to come.

Shanmugam also serves as the principal investigator on the Wound Etiology and Healing (WE-HEAL) Study. Chronic wounds that have failed to heal after three months of appropriate wound care affect approximately 6.5 million people in the U.S. with a prevalence of 1 percent and costs estimated at $25 billion a year. The immune system plays a critical role in wound healing. The WE-HEAL Study seeks to accelerate research into molecular mechanisms that drive healing in chronic wounds by creating a biorepository of specimens from patients with chronic wounds.

Douglas F. Nixon, M.D., Ph.D.

The past two years have been a whirlwind of activity for Douglas F. Nixon, M.D., Ph.D., Walter G. Ross Professor of Basic Science Research, and chair of the Department of Microbiology, Immunology, and Tropicical Medicine (MITM) at SMHS. A renowned scientist and educator, Nixon joined the faculty in
2013. In early 2014, he cut the ribbon on the new 35,000 square-foot laboratory home of the Research Center for Neglected Diseases of Poverty. Now Nixon, an immunovirologist boasting more than 25 years in the study of human immunology, basic virology, and molecular biology leadership, is establishing the department as a world-class research center and collaborative hub that contribute to new discoveries for biomarkers, diagnostics, vaccines, and novel treatments for HIV/AIDS, hookworm, and other neglected tropical diseases.

Nixon gained international recognition for publishing the first identification of an HIV specific cytotoxic T cell (CTL) epitope. Since then, he has published more than 200 articles in peer-reviewed journals, including first- or senior-author publications in Nature, PNAS, Journal of Clinical Investigation, and PLoS Pathogens. He also holds several patents.

New research by Nixon and colleagues from SMHS, Oregon Health & Science University, the University of Rochester, and University of California-San Francisco promises to solve a key piece in the HIV/AIDS riddle: frequent mutation of the virus. The investigators, who published their findings in the “Cutting Edge” section of the July 2014 edition of the Journal of Immunology, turned to a fossil virus – a long-dormant and largely useless remnant of a retrovirus in our DNA – to combat HIV-1. In doing so, the team may have moved the world one step closer to finding a viable immunotherapy.

Steven Farmer, M.D., Ph.D.

Steven Farmer, M.D., Ph.D., associate professor of medicine and public health, and the associate director of the Office of Clinical Practice Innovation, is a practicing cardiologist with specialized expertise in echocardiography and nuclear cardiology. Farmer’s research addresses contemporary national health policy issues, particularly in relation to variability in medical decision-making, health care organizational structure, and the costs and outcomes of care. His work incorporates broad multidisciplinary expertise from the fields of cardiology, epidemiology, economics, law, and health policy.

His recent NIH-funded study examined geographic variations in the use of cardiovascular imaging following a new diagnosis of heart failure. An ongoing, large NIH study examines the joint effects of recent large reimbursement cuts and malpractice reforms on the practice of cardiology.

David Diemert, M.D.

David Diemert, M.D., associate professor in the Department of Microbiology, Immunology, and Tropical Medicine, he is director of Clinical Trials at the Sabin Vaccine Institute (SVI). Prior to joining SVI in 2005, Diemert worked at the Malaria Vaccine Development Branch of the National Institute of Allergy and Infectious Diseases, where he was responsible for conducting clinical trials of novel malaria vaccines, both in the U.S. and in Mali, West Africa.

Diemert provides direct oversight for vaccine trials sponsored by SVI, in the United States and in Brazil. His work in Brazil, in partnership with the Fundacao Oswaldo Cruz, has involved establishing a clinical trial site in a rural area of the country, assembling and training a Brazilian clinical trials team, establishing quality laboratory facilities at the field site, and conducting preparatory studies of helminth epidemiology and immunology.
OPENING NEW DOORS TO RESEARCH

The George Washington University recently opened the doors to its newest campus facility at the corner of 22nd and H streets: the 500,000 square-foot, multi-disciplinary Science and Engineering Hall (SEH). The sparkling 14-floor building – eight floors above ground and six below – located across the street from Ross Hall, doubles the amount of space available to GW’s science and engineering disciplines on the Foggy Bottom campus and serves as a technological hub for the university. When the top floors are completed in 2016, the $275 million facility targeting LEED gold certification will bring together approximately 140 researchers from four of GW’s 10 schools – the Columbian College of Arts and Sciences, the School of Engineering and Applied Science, the School of Medicine and Health Sciences (SMHS), and the Milken Institute School of Public Health.

“The SEH opens the door to even greater opportunities for research and discovery in health and medicine at GW,” says Jeffrey S. Akman, M.D. ’81, RESD ’85, Walter A. Bloedorn Professor of Administrative Medicine, vice president for health affairs, and dean of SMHS. “In the new space, SMHS will expand its research capabilities in the area of translational science, building bridges between the lab and the clinic to deliver novel therapies to patients.”

Among the wet and dry laboratories, teaching labs, common areas, and administrative and faculty office space, researchers in the facility will share four specialized labs: a three-story tall “high bay” for large-scale experiments; a nanofabrication lab – a Class 100 clean-room environment used to develop and test devices ranging from the next generation of transistors to state-of-the-art biosensors for cancer detection; a climate-controlled rooftop greenhouse; and an imaging suite equipped with microscopes capable of viewing objects at resolutions better than one billionth of a meter.

Roughly 85 percent of the power used in the SEH is generated from a green co-generation utility plant located in the basement of Ross Hall, which recycles steam to generate electricity and heat for both buildings. Thanks to the new power system, the facility will cut its carbon dioxide emissions by more than 8,100 metric tons each year; equal to taking nearly 1,500 vehicles off of the road.
I decided to pursue a linkage from my post-bac at UVA because I was a career changer, and I knew that a linkage would provide me the opportunity to attend an excellent medical school without sacrificing a glide year.

I knew that GW was a great fit for me when I toured the school and heard from current students. They were sharp, grounded, collaborative and happy! They exemplified what I hoped my life as a medical student would be.

I was also attracted to the strong clinical practice component that GW provides. As a former athlete who practiced for years to prepare for big races, it was appealing that I would have opportunities to practice as a medical student. Between learning physical diagnosis skills in the class center, learning to improve interview techniques in small groups, and shadowing during apprenticeship activities, I have gained confidence in my clinical abilities, which makes me feel equipped to interact with and help patients.

— Alice Schmidt Kehaya, MSI

- U.S. Track and Field Olympic Athlete (Beijing and London Olympics) and Former Professional Track & Field Athlete
- B.A. University of North Carolina at Chapel Hill
- Postbaccalaureate Pre-Medical Program
  University of Virginia
TRACK PROGRAM

Through the Office of Student Opportunities, the Track Program provides GW students with the option of pursuing an interest beyond the core curriculum. This unique program supports students in developing a broad perspective and encourages them to pursue paths of leadership in the field through nine tracks of study.

Students can pursue one of nine tracks of study:

**Clinical Practice Innovation And Entrepreneurship**  
*Enterprising Leaders in Healthcare Technology*  
Students acquire a broad understanding of the concepts of practice innovation and entrepreneurship, including the growing demand for business and clinical innovation in a world of accelerating technology change, payment reform, and global competition.

**Clinical And Translational Research**  
*Under the Microscope of Change*  
Students gain experience in research methodology while pursuing opportunities in basic, clinical and translational research by selecting a focus area with local, regional, or national research institutions.

**Community/Urban Health**  
*Making a Difference One Patient at a Time*  
Students obtain the knowledge and skills to help address the health challenges of diverse and underserved communities through participation in the design and implementation of interventions that reduce health disparities and positively impact the health of populations in ethnically rich communities.

**Emergency Management**  
*On the Frontlines*  
Students are introduced to and involved in the broad field of emergency management, spanning all phases of disaster management through exposure to nationally recognized leaders in mitigation, preparation, response and recovery efforts.

**Global Health**  
*A Healthier World in Our Hands*  
Through exposure to experts in the field and placement in many different countries around the world, students increase their awareness about international health systems and learn how to assess the specific health needs of countries at various stages of development.

**Health Policy**  
*Making an Impact*  
Students gain a broad understanding of health policy (public, private, commercial, philanthropic, local, and national), and the dynamics of health policy creation and implementation by interacting with key stakeholders and assisting lawmakers in developing programs and policies that affect clinical practice and impact the healthcare delivery system.

**Integrative Medicine**  
*A Holistic Approach for Healthier Lives*  
Students obtain knowledge, experience, and an understanding of the importance of combining complementary and alternative medicine, while learning various modalities in the field, within a clinical practice setting.

**Medical Education Leadership**  
*Today’s Experience for Tomorrow’s Educators*  
Students gain an understanding of educational theory and techniques to become superior educators by participating in curricular review and reform, undertaking educational research, leading community and peer tutoring programs, and practicing teaching skills.

**Medical Humanities**  
*Insight into the Human Condition*  
Utilizing humanities, social science and the arts as a foundation, students further develop the pivotal skills of observation, analysis, empathy, and self-reflection, which they will rely on when providing essential medical care.
INTERNATIONAL MEDICINE PROGRAMS

For over two decades, the Office of International Medicine Programs (IMP) has served 12,000 GW and international faculty, residents, fellows and students, who have benefited from IMP's 90 partnerships in more than 50 countries. Driven by its mission to improve the health and well-being of GW's global communities, IMP provides life-changing opportunities for students to build the capacity of other countries and share the latest advances in medicine and health care.

INTERNATIONAL CLINICAL ROTATIONS

IMP provides opportunities for medical students from GW to experience a medical system other than their own. IMP has developed a diverse network of international affiliates to provide rotation placements for GW students and assist students in approving rotations to non-affiliated sites.

International Clinical Rotations and Medical or Surgical Missions are designed to offer students the opportunity to enrich and diversify their medical education in a different physical and cultural setting. IMP has opportunities in countries such as Austria, Egypt, France, Ghana, India, Israel, Italy, Japan, Peru, South Korea, Spain, Vietnam and many others.

smhs.gwu.edu/imp

PROJECT MEDISHARE

Since 2004, GW has sent 14 interdisciplinary teams on medical missions to the Central Plateau of Haiti to assist Project Medishare with its growing needs with the goal of visiting the area a minimum of twice per year. GW teams assist in managing the Marmont Health Center and offer health education, nutrition assessments, maternal and child health and reproductive health services, information to increase child survival, water and sanitation assistance, and HIV/AIDS and TB information to the people of the Central Plateau. Moreover, GW has helped to establish health information systems for the Haitian people by developing the health care infrastructure in several communities and facilities in rural Haiti.

projectmedishare.org
HEALING CLINIC
Students operate the GW Healing Clinic, offering health care to one of the city’s most medically underserved communities. Founded in 2006 through a partnership with local nonprofit Bread for the City, the student-run Healing Clinic offers GW students the opportunity to be more closely engaged with the D.C. community. Hundreds of students have volunteered at the clinic, helping expand access to health care for vulnerable residents of Washington, D.C. A new location, which opened in February 2015, serves a highly underserved area in Prince George’s County, Maryland.

Supervised by volunteer clinical faculty, students offer comprehensive primary care and social services to a wide array of patients; efforts include providing clinical care, facilitating access to specialty health referrals, and engaging in patient education. In providing education, students may offer relevant resources to aid making decisions, teach courses about healthy cooking, or run blood pressure clinics and health fairs. The Healing Clinic also works with Whitman-Walker Health to enable GW students to perform HIV testing and counseling services.

smhs.gwu.edu/healingclinic

ISCOPES
The Interdisciplinary Student Community-Oriented Prevention Enhancement Service (ISCOPES) is a yearlong service-learning experience geared toward providing a wide range of health-related services to the medically underserved in Washington, D.C. Students from the Medicine, Nursing, Physical Therapy, Physician Assistant, and Public Health programs work together with community-based organizations in mutually beneficial partnerships to promote health.

For at least ten hours per month, students serve on project teams within learning communities and tackle health issues with multi-dimensional service projects such as the Guardian Engagement Learning Community, which focuses on engaging and equipping parents and other adults to ensure children’s access to disease prevention and health care resources as well as healthy behavior role modeling.

smhs.gwu.edu/iscopes

RODHAM INSTITUTE
Named in honor of the late Dorothy E. Rodham, mother of former first lady Hillary Rodham Clinton, and housed within GW’s School of Medicine and Health Sciences (SMHS), the Rodham Institute was established in 2013 to build on the school’s long-standing commitment to promoting health equity in the District of Columbia through community-focused education and training of health care providers.

The institute’s core functions focus on strengthening medical education programs for residents and students, evaluating efforts to address health disparities in Washington, D.C. and providing leadership and fostering collaboration in order to address the community’s critical health care needs.

smhs.gwu.edu/rodhaminstitute/

COMMUNITY OPPORTUNITIES

BREAD FOR THE CITY
Provides medically underserved residents of Washington, D.C. with comprehensive services including food, clothing, medical care, and legal and social services in an atmosphere of dignity and respect.

breadforthecity.org

CAMP CARDIAC & CAMP NEURO
A summer experience, run by GW medical students, for exceptional high school students who are interested in exploring careers in medicine. The camp’s primary focus is discovering more about the workings of either the heart or the brain and providing an excellent starting point for those interested in exploring careers in medicine.

campcardiac.org and campneuro.org

LA CLINICA DEL PUEBLO
Health center serving the Latino and immigrant populations of the Washington, D.C. region and providing culturally appropriate health services regardless of ability to pay.

lcdp.org

LATIN AMERICAN YOUTH CENTER
A nationally recognized multicultural, multi-service agency serving low-income youth across the District of Columbia and in Maryland’s Prince George’s and Montgomery counties.

layc-dc.org

MIRIAM’S KITCHEN
A non-profit in the Foggy Bottom neighborhood committed to ending chronic homelessness in the city by placing them served in Washington, D.C. Students from the Medicine, Nursing, Physical Therapy, Physician Assistant, and Public Health programs work together with community-based organizations in mutually beneficial partnerships to promote health.
in permanent supportive housing, while meeting short-term needs by providing healthy meals and high-quality social services.

The M.D. Office of Admissions runs various drives for items throughout the year to support the endeavors of this great organization.

**miriamskitchen.org**

**TEAM KIPOW**
GW medical students, working with the Washington, D.C. public school system and Children’s National Health System, support the implementation of the D.C. Healthy Schools Act by teaching 5th graders about childhood obesity and behavioral change.

**SCIENCEDC**
This medical student-led education program exposes children in grades 6-8 living in underserved areas of Washington, D.C. to medicine and science topics. The curriculum is a hands-on, fun, and interactive introduction to potential future careers in the sciences.

**WHITMAN-WALKER HEALTH**

* The Summer Prematriculation Program provides pre-clinical content exposure to prepare incoming medical students from underrepresented or disadvantaged backgrounds for the academically rigorous learning environment of medical school.

* The SMHS Office of Diversity and Inclusion identifies opportunities for diversity in faculty development, academics, and research. The efforts and initiatives of this office are focused on promoting positive institutional culture and climate, and creating a community of excellence where all are welcomed. To learn more, please visit their website at: http://smhs.gwu.edu/diversity/

**DIVERSITY**
The George Washington University School of Medicine and Health Sciences believes a diverse and inclusive community of students enhances the educational experience and advances our institutional mission of creating physicians able to improve the health and well-being of local, national and global communities. The Committee on Admissions seeks to identify candidates in our class each year who come with a diversity of varied attributes, such as life experiences, and skills as well as gender, race, ethnicity and socioeconomic background.

In addition to ongoing recruitment efforts, several formal programs exist. Some examples include:

* Early Selection program agreements with Chaminade University, a Title III Native Hawaiian Serving Institution designated by the U.S. Department of Education and with Morgan State University, an historically black colleges and universities (HBCU).

* The METEOR Program (Mentored Experience To Expand Opportunities in Research), a competitive fellowship opportunity, that matches select matriculating underrepresented students with mentors who specialize in clinical or translational research.

* The Office of Admissions has partnered with Delaware State University and Morgan State University, two HBCUs, to encourage interest in medicine and the health sciences, through formal and informal recruiting events, advising support, and ongoing communication between leaders at both institutions.

In 2014, the Office of Admissions hosted a showcase event that gave prospective students a glimpse of life as a GW M.D. student. The day included opportunities for undergraduate students from around the nation to connect with current GW M.D. students, learn about student support and diversity initiatives at the medical school, and participate in hands-on experiences in the Clinical Learning and Simulation Skills Center.
Although coursework is an integral part of any medical student’s life, it is only a portion of the experience at GW. There are a wealth of education-related opportunities outside the classroom. Dozens of organizations and associations are available to GW students. Medical interest groups in specialties such as oncology, surgery, and emergency medicine enable students to interact with others who have similar career and research interests. Organizations such as the American Medical Student Association, SALUD, the Student National Medical Association, and the Asian Pacific American Medical Student Association are all active at GW.

Also available are intramural sports teams, a running club, global medicine groups, religious interest groups, and more. Washington, D.C. and its beautiful neighboring communities are filled with trails for hiking, biking, and running. The urban setting features nearby restaurants, celebrity chefs, and a weekly farmers market just outside Ross Hall. Take in a free performance at the Kennedy Center’s Millennium Stage every evening at 6 p.m. Only a short walk down 23rd Street, the Lincoln Memorial serves as the bookend for the National Mall with its many national monuments. Just a short metro ride away students can see the original Constitution at the National Archives, explore the Smithsonian museums, or visit the pandas, Mei Xiang and Tian Tian, at the National Zoo. Each spring, the Cherry Blossom Festival attracts tens of thousands of people who want to witness the stunning beauty of the blossoms that line the Tidal Basin.
Community Service Day (August)
SMHS students spend a day working in partnership with local, national, and global nonprofit organizations to act on their commitment to the community. For the past four years, the school has partnered with Kids Against Hunger D.C. Metro to package meals, preparing more than 400,000 meals that have been sent to Haiti, Honduras, Kenya, and the mid-Atlantic region.

ANNUAL EVENTS

GW Healing Clinic 5K and Vegas Night
Founded in 2006, the GW Healing Clinic, the student-run community health clinic, serves members of the local community. Each year students host a pair of fundraisers, a 5K run/walk called “Heel to HEAL” in the fall, and a charity “Vegas Night” in the spring, to support the clinic’s activities.

GW Medical Student Olympics
Beginning in 2012, the GW Medical Student Olympics has served as a “survival of the fittest” challenge for student athletes representing all four classes of the SMHS M.D. program in a series of athletic contests ranging from soccer, to basketball, and even “track and field” events.

White Coat Ceremony (August)
The White Coat and Honor Code Ceremony is the highlight of medical student orientation where students commit to the Honor Code and receive their white coats in the company of faculty, family, and friends. Families fill the university’s historic Lisner Auditorium to watch as incoming students cross the stage to don that crisp white coat for the first time, officially welcomed to the GW medical school community. The ceremony, sponsored by the GW Medical Alumni Association, not only marks the start of medical school, but also entrance into the medical profession.

Lobby Day (Fall)
Each fall, third-year M.D. students visit Capitol Hill for a firsthand introduction to the health policy side of medicine. Students learn lobbying tactics and then break into small groups to meet with legislative aides to discuss the health care topics of the day.
Follies (Spring)
This Broadway-like show features student talent as each class presents skits and choreographed dance numbers. The evening of performances also serves as the backdrop for presentation of the American Medical Student Association’s Golden Apple Award for Teaching Excellence.

Match Day (Spring)
Match Day is one of the most important and anticipated moments for doctors in training. Each March, fourth-year medical students receive their residency appointments as part of the National Resident Matching Program and learn where they will begin the next phase of their medical careers.

Medical Student Formal (Spring)
This event allows medical students and friends or significant others to enjoy a night on the town. The event is a great time for students and has become affectionately known as the “Medical School Prom”.

FAMILY TREE DAY (SPRING)
For “generations” SMHS has paired first-year medical students and second-year students as part of the Big Sib/Little Sib program to offer insight into what it’s like to be a medical student as well as live in Washington, D.C. Each spring these siblings come together for Family Tree Day, an opportunity for little sibs (MS1) to gather with their big sibs (MS2), grand big sib (MS3), and great-grand sib (MS4) over lunch.

Research Day (Spring)
This event features keynote addresses and panel discussions on leading-edge research topics. Students and residents have the opportunity to submit research abstracts and present oral and poster reports on their research initiatives.
The Committee on Admissions seeks responsible, mature, and ethical applicants who are passionate about medicine and understand that the role of a M.D. is a lifelong experience and challenge. Applicants should have experiences working and serving in the community and in health care, as well as leadership experience, a proven ability to work with people, and a caring outlook. Ideal applicants are those who can demonstrate success in working in team settings, have developed robust interpersonal and social skills, and can demonstrate a keen level of cultural competency.

The committee reviews an applicant’s personal attributes, experiences and academic achievement to identify those best suited to becoming the Physician Citizens of tomorrow. The committee identifies these characteristics through review of an applicant’s academic history; personal statement and supporting essays; letters of recommendation; challenges and personal, professional, and life experiences. In order to develop a diverse class of students, the committee also looks closely at geography, colleges attended, majors and minors, graduate course work, ethnicity, race, non-traditional experiences, and unusual interests or hobbies. Through review of these materials, the committee seeks to understand an applicant’s path to medicine, including his or her background, challenges faced, and personal history. An applicant’s specific interest in joining the GW community is of importance.

AMCAS Application
Applicants must complete an online application from the American Medical College Application Service (AMCAS). This application must be submitted by Nov. 16. More information about applying can be found through AMCAS at www.aamc.org/students/amcas.

GW Medical School Secondary Application
We will provide each applicant with a secondary application via e-mail and information about GW after the Admissions Office receives the online application from AMCAS. Applicants must return the completed application and all supporting materials (including the application fee and letters of recommendation) to the Admissions Office by Dec. 16.

Letters of Recommendation
GW participates in the AMCAS letter service. All letters of recommendation are submitted to AMCAS, which then electronically forwards the letters to the participating medical schools. To complete their file, applicants are required to submit either:

> A Pre-Health or Premedical Committee letter of recommendation (required if available to the applicant)

OR

> At least three letters from individual letter writers. One should be from a science faculty member familiar with the applicant’s academic work.

Letters often speak to the academic performance of the applicant, but the committee is also interested in insights provided about the applicant’s personality and experiences and any challenges he or she may have faced. The committee also seeks to understand what makes an applicant unique.

A letter of good standing is required and will be requested from any graduate programs in which an applicant is currently enrolled.

MCAT
Applicants must take the Medical College Admission Test (MCAT) no more than three years prior to matriculation and no later than September of the current application cycle. For more information on registration, visit the MCAT section on the AMCAS website at www.aamc.org.

Please be aware of changes to the MCAT exam which begin with the April 2015 exam.

Interviews And Decision Making
Each year the Admissions Office offers approximately 1,000 interviews (August–March) to selected applicants. These interviews are “blind,” meaning that the interviewers do not have any knowledge of any materials in an application. Files undergo a final check before being submitted to the Committee on Admission, and requests for additional information may be made of applicants during this time.

The School of Medicine and Health Sciences participates in the AMCAS criminal background check program. Students accepted to the school will be required to undergo a criminal background check as a condition of matriculation. In addition, an inquiry regarding any institutional action will be made for all colleges attended.

Second Look
Each spring, GW offers an opportunity to students holding offers of admission to return to the campus. This event is designed to allow accepted students to hear from faculty, deans and students, tour the facilities and to begin the bonding process with their future classmates. The one-day event is followed by an evening reception with alumni.
The faculty of the School of Medicine and Health Sciences consider it essential for all medical graduates to have the knowledge and skill to function in a variety of clinical situations and to provide a wide spectrum of patient care as required by the curriculum. Therefore, every medical student must master a common body of basic science knowledge and master the principles, knowledge, and procedures of the core required disciplines. This requires that every student have sufficient capacities and abilities in:

Communication
Observation
Motor/Tactile Function
Emotions/Intellect

The M.D. degree is, thus, an undifferentiated degree requiring that each student independently demonstrate these capabilities. Surrogates cannot be used to accomplish the essential requirements. Students may not have undue dependence on technology or trained intermediaries.

Communication includes the ability to speak, hear, read, and write sufficiently to achieve adequate exchange of information with other health care professionals and patients and their support network.

Observation includes the ability to perceive, using senses and mental abilities, the presentation of information through lectures, small groups, one-to-one interactions, and written and audiovisual materials. Students must be able to directly observe a patient’s medical condition. Other examples of the use of perceptual abilities include, but are not limited to: gross and microscopic studies of organisms, cadaver dissections, and various diagnostic studies (including, but not limited to: interpreting electrocardiograms, chest X-rays, mental status examinations, and auscultatory findings).

Motor function includes the ability to perform physical examinations and basic laboratory, diagnostic, and therapeutic procedures. These procedures include, but are not limited to: urinalysis, airway management, insertion of nasogastric tubes and urinary catheters, pelvic and rectal examinations, obstetrical maneuvers, suturing, venipuncture, and arterial blood draws.

Emotional and higher-level intellectual abilities must be demonstrated. These include aptitude for rapid problem solving; rational thought; visual-spatial comprehension; understanding, synthesizing, and recalling materials; interpreting the results of patient interactions, examinations, and procedures; and the ability to formulate diagnostic and treatment plans. Students must have sound judgment and be able to function under physically taxing and stressful situations such as overnight call and lengthy working hours.

Applicants Must:
> Receive a bachelor’s degree from an accredited U.S. or Canadian college or university prior to matriculation.
> Be a U.S. or Canadian citizen or a current U.S. permanent resident. If neither status applies, applicants should visit smhs.gwu.edu/academics/mdprograms/admissions/international.
> Take or plan to take the Medical College Admission Test (MCAT) by no later than September prior to matriculation.
> Have completed the required minimum premedical course work prior to matriculation.
  • Full year of science course work and lab, in:
    o Biology
    o Chemistry
    o Organic Chemistry (Biochemistry can be substituted for second semester)
    o Physics
    o Full year of English course work
  • Can include any course work in the English department, such as writing composition, creative writing, and literature. Also accepted is course work in mythology, religion, philosophy, and advanced foreign language.
> Meet our Technical Standards
Early Decision Program
The American Medical College Application Service (AMCAS) Early Decision program is an accelerated application process recommended only for exceptional applicants. It allows prospective students to receive a decision by Oct. 1. Applicants may apply to only one medical school and must attend that school if accepted, or wait until the October decision to apply to other schools if denied. AMCAS applications must be completed by Aug. 1. The supplemental application, three to five letters of recommendation, and complete official transcripts must be received by the Admissions Office no later than the August 15 deadline. August MCAT scores cannot be reviewed. All interested students must interact with the Director of Admissions before applying via AMCAS. For more information, visit smhs.gwu.edu/academics/md/apply/early-decision.

Summer Pre-Matriculation Program
This four-week program provides exposure to first year M.D. course content. In addition, this program eases the transition into the first year; workshops will be provided in study skills, test-taking skills, and stress reduction, as well as other strategies for success. Participants will also have student mentors to help guide them through the program. This program is by invitation only to those underrepresented in medicine or disadvantaged students the Committee on Admissions believes would benefit from the program. A limited number of students will be offered this opportunity at the time the offer of admissions to the first-year class is made. On-campus housing and a stipend will be provided.
For more information, visit http://smhs.gwu.edu/academics/md/admissions/interviews/summerprematric.

B.A./M.D. Program With GW’s Columbian College Of Arts And Sciences
A joint program of GW’s Columbian College of Arts and Sciences and SMHS, the seven-year B.A./M.D. program is designed for high school seniors exhibiting academic excellence as well as leadership in activities, community service, and health care experiences. No MCATs are required to progress to the M.D. program.
For more information, contact the Office of Undergraduate Admissions at undergraduate.admissions.gwu.edu/seven-year-bamd.

B.A./B.S./M.D. Program With St. Bonaventure University
GW and St. Bonaventure University have established an eight-year B.A./B.S./M.D. program. Prior to attending SMHS, accepted students attend St. Bonaventure for four years. For students accepted into this program, no MCATs are required to progress to the M.D. program. This program has the same requirements as the GW program.
For more information, contact the St. Bonaventure University Office of Undergraduate Admissions at www.sbu.edu.

Early Selection Program
The M.D. program has Early Selection agreements with select colleges for applicants who have demonstrated academic distinction and a proven commitment to medicine. Students apply to the Early Selection program near the end of their sophomore year as an undergraduate, and, if selected, are given a provisional admittance to the M.D. program at GW. Students in the Early Selection program do not need to take the MCATs.
We offer the Early Selection program through GW’s Columbian College of Arts and Sciences and School of Engineering and Applied Science, as well as through the following undergraduate colleges: Chaminade University, Claremont McKenna College, Colgate University, Franklin & Marshall College, George Mason University, Hampden-Sydney College, Knox College, Morgan State University, Randolph-Macon College, Rhodes College, Rowan University, Scripps College, St. Bonaventure University, and the University of Maryland, College Park.
Please contact the premedical advisor at the corresponding school for more information.

Post-Baccalaureate Linkage Programs
GW M.D. program has linkages with the following programs: Brandeis University, Bryn Mawr College, California State University (Fullerton), Goucher College, George Washington University, The Johns Hopkins University, New York University, Scripps College, University of Pennsylvania, University of Virginia, and the George Washington University Graduate Certificate in Anatomical and Translational Sciences (GCATS) program. Students enrolled in these select programs, may work with their post-baccalaureate program advisor and GW M.D. program to apply to receive admission into a linkage
program which provides provisional admission to the GW M.D. program. Linkage application requires approval from the post-baccalaureate program and GW M.D. program as part of a defined selection process that requires evidence of strong academic preparation prior to post-baccalaureate coursework, exemplary post-baccalaureate academic accomplishment, and strong MCAT performance. Primary advantages of pursuing provisional linkage acceptance include early notification of provisional acceptance before the completion of the post-baccalaureate program and elimination of a glide year between the conclusion of the post-baccalaureate program and enrollment in medical school at GW. For more information, contact the specific post-baccalaureate program directly.

International M.D. Program
In order to be eligible to apply to the regular M.D. program at GW, applicants must be U.S. citizens, U.S. Permanent Residents, or Canadian citizens. For international applicants who do not meet those criteria, we are pleased to offer an International Medicine program. This program is designed to prepare international students for medical practice and leadership positions in their home countries. To be eligible for application consideration, applicants must: meet all admissions criteria including having an undergraduate degree from an accredited U.S. or Canadian college or university; be financially sponsored by their government and/or a medical institution within their home country; and upon completion of the medical program, return to their home country to practice. For more information on how to be considered for this program, please contact the International Medical Program office directly at 202-994-2796 or by e-mail at impinfo@gwu.edu.

M.D./M.P.H. Program
GW offers a five-year, fully accredited joint M.D./M.P.H. program in conjunction with the GW Milken Institute School of Public Health. The program offers M.P.H. tracks in Primary Care, Management and Policy, Epidemiology/Biostatistics, Environmental and Occupational Health, Global Health, Health Promotion-Disease Prevention, and Maternal and Child Health.

M.D./M.P.H. students may begin the M.P.H. program during a summer session beginning the June before or after their first year of the M.D. program. Applicants must apply to the M.D. and M.P.H. programs separately, and they can contact the Milken Institute School of Public Health Admissions Office for more information: smhs.gwu.edu/jointprograms/md-mph.

M.D./Ph.D. Program
This eight-year program integrates an M.D. degree with a Ph.D. degree granted by selected Biomedical Science graduate programs. The Ph.D. portion of the dual degree can be completed in Biochemistry and Molecular Genetics, Molecular Medicine, or Microbiology and Immunology. Applicants must apply to the Ph.D. program separately from the M.D. program; see smhs.gwu.edu/ibs/.

FINANCIAL AID
Medical students enjoy the open door policy of GW’s M.D. Program Office of Financial Aid. Students have the opportunity to discuss their needs in budgeting, borrowing student loans, and repayment of student loans with a counselor. The office also provides group financial literacy sessions.

Through the generous support of friends and alumni, SMHS offers need-based scholarship assistance for medical students for each year of study. Students interested in being considered for need-based aid must be U.S. citizens or permanent residents and demonstrate significant need as determined through the medical school’s awarding process. No separate application process is necessary.

Prospective students may visit the Financial Aid Office website (smhs.gwu.edu/fin-aid) for more detailed information. Questions concerning financial aid may be directed to medfinan@gwu.edu.
APPLICATION DEADLINES

Regular Deadlines
AMCAS Application ................................... NOV. 16
Secondary Application and Letters of Recommendation ................................ DEC. 16

Early Decision Deadlines
AMCAS Application .................................... AUG. 1
Secondary Application, Letters of Recommendation, and Transcripts........... AUG. 15

Learn more about GW SMHS by reading MEDICINE + HEALTH Online
REMINDERS

> All letters of recommendation must arrive via AMCAS.

> Applicants must have receipt of an undergraduate degree from a U.S. or Canadian college or university prior to matriculation.

> Applicants must take the Medical College Admission Test (MCAT) no more than three years prior to matriculation and no later than September of the current application cycle.

> Applicants should not send transcripts unless requested.

> Applicants should notify AMCAS directly of any changes in contact information.

> Credentials submitted become the property of the Office of Admissions and are not returned to the applicant.