Doctor of Physical Therapy Program
Student Handbook

Approved by the Faculty of the Department of Physical Therapy for
Academic Year 2014-2015:
DPT Class of 2017
# TABLE OF CONTENTS

## SECTION I: GENERAL INFORMATION

1.1 Welcome to the Doctor of Physical Therapy Program .................................................. 3

1.2 Simmons College ........................................................................................................ 4

   1.2.1 History .................................................................................................................... 4

   1.2.2 Mission ................................................................................................................... 4

   1.2.3 Vision ..................................................................................................................... 4

   1.2.4 Core Values .......................................................................................................... 4

   1.2.5 Honor Code & Professional Conduct .................................................................... 5

   1.2.6 Essential College Resources .............................................................................. 5

   1.2.7 Maps & Directions to Simmons ....................................................................... 8

1.3 School of Nursing and Health Sciences (SNHS) ................................................................. 9

   1.3.1 SNHS Academic Calendar: Click Here ................................................................. 9

   1.3.2 SNHS Academic Policies & Regulations Click Here ......................................... 9

1.4 Doctor of Physical Therapy (DPT) Program ................................................................. 10

   1.4.1 History .................................................................................................................... 10

   1.4.2 Mission ................................................................................................................... 10

   1.4.3 Vision ..................................................................................................................... 10

   1.4.4 Core Values .......................................................................................................... 11

   1.4.5 Program Goals .................................................................................................... 12

   1.4.6 DPT Program Philosophy .................................................................................. 12

   1.4.7 Learning Environment .......................................................................................... 13

   1.4.8 Clinical Education & Integrated Learning Experiences ...................................... 13

   1.4.9 Service Learning & the Scott Ross Center for Community Service .................. 14

   1.4.10 Commission on Accreditation of Physical Therapy Education ....................... 14

   1.4.11 Graduation Requirements ................................................................................... 14

## SECTION II: DPT ACADEMIC REQUIREMENTS

2.1 Program Requirements .................................................................................................... 16

2.2 Technical Standards/Essential Functions of Physical Therapy .................................... 16

2.3 Student Accommodations Policy & Procedures .......................................................... 18

2.4 Professional Standards of Behavior ............................................................................. 19
2.5 Academic Honesty

2.5.1 Honor Code of Responsibility

2.5.2 Faculty/Administrative Responsibility

2.5.3 Statement on Cheating and Plagiarism

2.6 Grading Policy

2.7 Practical Examination Policy

2.8 Academic Progression

2.8.1 Extension of Time to Complete a Course (Incomplete)

2.8.2 Course Withdrawal

2.8.3 Repeating a Course

2.8.4 Extension of Time for Degree Completion

2.8.5 Academic Probation

2.8.6 Professional Behavior Probation

2.8.7 Removal from Academic Probation

2.8.8 Removal from Professional Behavior Probation

2.8.9 Unable to Progress with Cohort to Clinical

2.8.10 Exclusion

2.8.11 Readmission for Excluded Student

2.8.12 Grievance and Appeal Process

SECTION III: APPENDICES

Appendix A. Student Consent Form for Lab/Classroom Demonstrations

Appendix B. Technical Standards/ Essential Functions & Request for Accommodation

Appendix C. Acknowledgement of Student Handbook
SECTION I: GENERAL INFORMATION

1.1 Welcome to the Doctor of Physical Therapy Program

The Faculty would like to welcome you to the Simmons College Doctor of Physical Therapy program – a long standing and respected physical therapy program, one of the first in the United States.

You were selected into this program by the physical therapy faculty members who, based on your performance in prerequisite coursework and your enthusiasm for our profession, determined that you had the academic strength and drive to successfully complete this rigorous academic program. You come from diverse areas and have your own reasons for pursuing this academic and professional path. Now that you are at Simmons, you must come together and form a learning community – one that will enhance your classroom learning experiences and support you as you face the challenges of your academic experience.

Here are some tips that you may find helpful:
The practice of physical therapy occurs in collaborative, collegial and professional environments; you will be prepared to thrive in this culture by graduation.
Your success in the program is an indication of both your ability and the success of the Faculty; the Faculty are here to mentor you through your academic and professional behavior development. Seek their guidance.
Remember you are learning to provide the best quality physical therapy to your patients; the same quality of care that you would expect for your family and friends.
The DPT program is designed to eliminate competition among the students in the program, this encourages a collegial atmosphere. If you sense any competition, you are experiencing the drive that comes from within you – be kind to yourself and learn to balance your drive while maintaining a healthy lifestyle.

To succeed in the DPT program you must…
Work hard and wisely,
Keep perspective
Seek balance in your life
Stay healthy
Focus on becoming the physical therapist of the future

All the best,
-The Faculty and Staff of the Simmons College Doctor of Physical Therapy program
1.2 Simmons College

1.2.1 History
(Click Here)
Decades before women in America gained the right to vote, Boston businessman John Simmons had a revolutionary idea — that women should be able to earn independent livelihoods and lead meaningful lives. It was this same spirit of inclusion and empowerment that produced the first African-American Simmons graduate in 1914, and made Simmons one of the only private colleges that did not impose admission quotas on Jewish students during the first half of the 1900s. Since 1899, Simmons has offered a pioneering liberal arts education for undergraduate women integrated with professional work experience. Today, Simmons also encompasses the many benefits of a small university, including renowned coeducational graduate programs.

For more than 100 years, Simmons has put the needs of our students first. Through an education that combines intellectual leadership with professional preparation, we help students lead meaningful lives and build successful careers for the 21st Century. The College’s commitment can be seen in our state-of-the-art facilities for teaching, learning, living, and working at Simmons, as well as through our exceptional Faculty and Staff.

Simmons consistently ranks among the nation’s top schools in its category in the US New & World Report annual survey, and is included in the Princeton Review “Best 361 Colleges.” That is no surprise. Simmons educates people who share a passion for learning, a commitment to community, and the determination to make a difference.

1.2.2 Mission
(Click Here)
The Simmons Mission:
To provide transformative learning that links passion with lifelong purpose.

1.2.3 Vision
(Click Here)
Simmons will become a beacon of leadership in the world of higher education; a resource to our nation and world; known for our expertise in fields which improve the human condition; sought out for the findings of our highly reputable research and seen as the global expert in educating women for their own empowerment and for leadership.

1.2.4 Core Values
(Click Here)
- We are at our best when students are first.
- We prepare students for life’s work.
- We cross boundaries to create opportunities.
- We make a collective investment in community.
1.2.5 Honor Code & Professional Conduct
(Click Here)
Honor System
Prohibited Conduct
Judicial System
College Policies & Procedures
Residence Hall Policies And Procedures
Policies About Your Use Of Technology
Notice Of Non-Discrimination And Grievance Procedures
Students With Disabilities
Hazing Policy
Sexual Assault
Sexual Harassment
Student Rights & Responsibilities Statement
Policy On Valuing Diversity

1.2.6 Essential College Resources

1.2.6.1 Career Education Center
Location: SOM/ Academic Bldg M107-112
Phone: 617-521-2488 Email: careers@simmons.edu
The Career Education Center (CEC) supports this mission by providing career education for lifelong career development. We help undergraduate students, graduate students and alumnae/i develop the skills and knowledge they need to make informed decisions about their careers in preparation for life's work. Our philosophy of career development is based on our 5 Step Career Development Model which guides our programs and work with all the Simmons populations we serve. Whether you are about to begin your undergraduate studies, have just graduated with a master's degree, or are an alum approaching a career or life transition, the Career Education Center can make a difference.

1.2.6.2 The Writing Center
Location: Beatley Library
Phone: 617-521-24749 Email:
The mission of the Writing Center at Simmons College is to foster academic excellence by providing resources and support that meet the needs of graduate and undergraduate students. The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking, and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs.
The Center for Academic Achievement (CAA) is a vital element in ensuring that all students have a productive and rewarding educational experience. The CAA is committed to providing quality academic supports, services, and resources that enhance the learning experience of both undergraduate and graduate students. Additionally, the CAA wants to encourage the highest level of scholarship and achievement possible for all students by providing resources to students who wish to challenge themselves to higher levels of excellence. The ultimate intent of the CAA is to help students become independent learners and to encourage them to take an active part in their educational and intellectual pursuits.

Services for students who have identified themselves as having a disability are offered by the Center for Academic Achievement. Undergraduate and graduate students are assisted with negotiating reasonable academic accommodations.

Simmons College is committed to the full participation of all students in its programs and activities. Although Simmons has no specific academic program for students with disabilities who are otherwise qualified for admission, Simmons is committed to providing support services and reasonable accommodations when requested by students who qualify for them.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (the ADA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADA protect the following persons: those who have a physical or mental impairment that substantially limits a major life activity, those who have a record of impairment, or anyone who is regarded as having impairment.

The process for obtaining a reasonable accommodation for a documented disability is an interactive one that begins with the student's disclosure of her/his disability along with the request for a reasonable accommodation. Every Simmons student who is seeking an accommodation for a disability must provide Simmons with sufficient current medical documentation from a qualified clinician or health care provider that supports the request for an accommodation and sets forth suggestions for accommodations.

Please note that academic accommodations for a disability are not granted retroactively.
1.2.6.4 Office of Student Financial Services

Location: MCB W103
Phone: 617-521-2001   Email: sfs@simmons.edu

Limited grant aid is available based on academic excellence and/or financial need depending upon funding levels of the individual graduate programs. Graduate students may qualify for a combination of Federal loans, institutional loans, and part-time student employment. Changes in enrollment affect financial aid eligibility. If the number of enrolled credits is reduced there may be a reduction in the financial aid award, since costs will be less. Graduate students must maintain at least halftime enrollment status (five credits) to qualify for any financial aid.

1.2.6.5 Library

Location: Lefavour Building
Phone: Beatley Reference Desk 617-521-2784
Circulation Desk 617-521-2780

Shanti Freundlich is the liaison librarian for SNHS.
Phone: 617-521-2743 in L110   Email: shanti.freundlich@simmons.edu

The Simmons College Library fully supports the educational needs of all members of the Simmons Community. Housed in Lefavour Hall on Simmons' main campus, the Library offers a comfortable and productive environment for learning, including an array of group study rooms, meeting rooms, event spaces, and quiet study areas. The Library's collections of print and electronic books, journals, and other media, have been developed to enhance the curriculum, and library staff are available to assist users with accessing and using these resources. The Simmons College Archives is located in the Library and houses a collection of College records, publications, manuscripts, photographs, and rare books that document the history of Simmons College.

1.2.6.6 Registrar

Location: MCB, Room C-210;
Phone: 617-521-2111   Email: registrar@simmons.edu

The general functions of the Office of the Registrar are to maintain student records and to report data based on this information to the Simmons community and to specific outside agencies. Services to students include class registration; grade and official transcript reports; evaluation of transfer credit and fulfillment of all-college degree requirements; coordination of information pertaining to planned educational leaves of absence; final examination schedules; and Colleges of the Fenway cross-registration. Requests for transcripts must be in writing and take three to five working days to process. The office works with the faculty to schedule class times and room assignments and distributes class lists, grade rosters, and records for student advising purposes.

To log into the Academic and Administrative Resource Center (AARC) for course schedules, registration, unofficial transcripts, and grades, please visit https://connection.simmons.edu.
1.2.6.7 Technology
Technology provides a variety of services to Simmons College students, which are described on the web pages in this section. Please also see How to Get Help.

1.2.6.7.1 Technology Help Desk
Phone: 617-521-2222   Email: helpdesk@simmons.edu
Students with technology questions (including information about residence campus phone and cable television issues) can receive assistance. During the academic year, the Information Commons Technology Desk in Beatley Library provides walk-in technical support for students and others using the Library. The desk's schedule coincides with the Library's hours. Students with software questions or faulty media can come to the Information Commons for help.

1.2.6.7.2 Simmons Online & Academic Technology Services
Phone: 617-521-2736   Email: ptrc@simmons.edu
Offers technology training classes and workshops are available to students throughout the year. Past course offerings include: Photoshop, HTML, Statistical Software, Powerpoint, Dreamweaver, and Microsoft Office.

1.2.6.7.3 Media Services Loans
Phone: 617-521-2222
Media services loans equipment such as cameras, etc. On the web site you will find a list of available equipment; all non-print media is described in the Libraries catalog. See Technology services for you: Multimedia.

1.2.7 Maps & Directions to Simmons
For maps of the College, please visit Click Here. For directions, please visit Click Here.
1.3 School of Nursing and Health Sciences (SNHS)
The School of Nursing and Health Sciences offers nationally accredited graduate programs for men and women in three key areas: nutrition and health promotion, physical therapy, and primary health care nursing. Additionally, SNHS offers a doctoral program in health professions education. Graduate students may pursue dual degree options, online programs, and advanced graduate certificates. Located in Boston’s renowned Longwood Medical Area, SNHS provides rigorous academic preparation and clinical experience, with exceptional training and research opportunities.

1.3.1 SNHS Academic Calendar: [Click Here]

1.3.2 SNHS Academic Policies & Regulations [Click Here]
This Student Handbook delineates policies and professional standards of conduct for all SNHS students. The following topics are covered in the SNHS Student Handbook:
- Academic and Educational Records
- Contact Information for Learners
- Family Educational Rights and Privacy Act of 1974
- Educational Records
- Financial records submitted to the College
- Medical and counseling records
- Other types of student records
- Academic Honesty & Professional Standards of Conduct
- Access to Online Learning Resources
- Adding Courses
- Audit Policy – Formal and Informal
- Dropping Courses
- E-mail Policy
- Extension of Time for Degree Completion
- Grievance and Appeal
- Access to On-line Learning & Netiquette
- Repeating Courses
- Transfer of Credit
- Waiving of Credits
- Graduating with Distinction
- Leave of Absence
- Participation in Commencement
- Participation in Online Courses
- Unsatisfactory Student Progress
- Probation
- Removal from Probation
- Exclusion
- Readmission of Excluded Students
- Withdrawal from the College
- Readmission of Withdrawn Students
- Human Participants in Research Policy for all SNHS Students
1.4 **Doctor of Physical Therapy (DPT) Program**

The DPT program requires a full-time commitment of 38 months and culminates in the Doctor of Physical Therapy (DPT) degree. Students begin the program during the summer session (Generally, at the end of June.)

The curriculum is designed to educate men and women to serve patients in the areas of health promotion, disease prevention, and rehabilitation. The didactic and clinical course material in each semester is integrated within the semester and across the entire curriculum to allow students to synthesize and apply newly acquired knowledge and skills. Students in the professional curriculum attend classes on the Simmons campus and at Harvard Medical School for PT 622, Advanced Human Anatomy. More than 300 clinical sites, located across the country, are affiliated with Simmons College and provide students with the opportunity to participate in the practice of physical therapy under the mentorship of skilled clinicians. The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

1.4.1 **History**

Small classes, engaged faculty, a long history of preparing students for professional careers, and its presence adjacent to internationally known research and teaching hospitals makes Simmons College Physical Therapy unique. The physical therapy program has a history dating back to the early 1900’s, when the program began at Harvard Medical School, as one of the first physical therapy programs in the United States. Through its further collaboration with the equally prestigious Children’s Hospital of Boston, the program moved to the current Simmons campus in the late 1940s.

1.4.2 **Mission**

The DPT program educates men and women who promote effective, accessible and efficient health care for all individuals and communities. Through discovery in research and evidence based practice students are prepared for contemporary and evolving clinical practice. The program facilitates a commitment to active life-long learning, leadership, advocacy, and service to others, across cultural and socio-economic diverse populations.

1.4.3 **Vision**

A national leader in innovative, interdisciplinary education that integrates academic excellence with rigorous career preparation, including outstanding internships, clinical placements, and research opportunities.

A vibrant educational community that prepares graduate students for lifelong career success. A community that is career-focused, student-centered and inclusive, and engages students in their communities is committed to making a difference.

A DPT program that educates and prepares future practitioners to provide their patients and clients “direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.”
1.4.4 Core Values
The Simmons College DPT program guides each student to evolve from the student role to that of a practicing professional throughout the curriculum. It focuses on exceptional, student centered learning and experiences that promote the Core Values of the American Physical Therapy Association:

Accountability
- active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.

Altruism
- primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist’s self interest.

Compassion/Caring
- Compassion is the desire to identify with or sense something of another’s experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

Excellence
- physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.

Integrity
- steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.

Professional Duty
- commitment to meeting one’s obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society.

Social Responsibility
- promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Additionally the Faculty of the Simmons College DPT program are committed to the following tenets:

- Higher education for leadership in the profession
- Excellence in teaching, applied research and practice
- Commitment to a diverse and inclusive community
- Tradition of community and civic engagement
1.4.5 Program Goals
Graduates of the DPT program will:

1) Provide effective, contemporary, and comprehensive physical therapy services across the continuum of care and patient/client lifespan.
2) Recognize and respect the socioeconomic, psychosocial and cultural context of patient/client-centered care.
3) Use skills in self-assessment, collaboration, and teamwork to foster professional development and optimize patient care.
4) Adapt professional responsibilities to differences in health care systems and service delivery models within diverse communities.
5) Anticipate and respond to changes in the health care environment that influence optimal health.
6) Seek and critically utilize professional literature and educational opportunities to inform current practice.
7) Be prepared to contribute to the body of knowledge in the profession as well as participate in the clinical research process.
8) Contribute to the profession, patient/client constituencies or communities of interest through service, advocacy, and leadership.

1.4.6 DPT Program Philosophy
The Doctor of Physical Therapy program at Simmons College is guided by the principle that excellence is achieved through challenge and exploration in a collaborative learning community. This learning environment supports dynamic interaction among students and faculty and is responsive to multiple stakeholders. Teaching and learning experiences reflect our beliefs about the values and attributes required of physical therapists to meet the needs of today's society.

The program embraces the premise that optimal patient-centered care is delivered by those who can integrate the foundational sciences with clinical reasoning and physical therapist skills to meet the diverse needs of patients and clients. The curriculum supports this premise through components of problem-based learning, extensive clinical experiences and service opportunities. The faculty and students continually seek best available evidence to direct their academic and clinical decision-making. The DPT faculty cultivates a research-oriented learning environment and disseminates contributions to the discovery of new knowledge to enhance best practice.

The Simmons DPT program utilizes small group experiences that foster an optimal learning environment, affords easy access to faculty, and promotes student self-assessment, collaboration and teamwork. In order to thrive in this collaborative learning environment, students learn to be active listeners, skillful communicators, interactive participants, and become passionate about learning and personal development. Faculty share with each other and students an enthusiasm for the physical therapy profession and a vision for excellence built on a foundation of contemporary knowledge, active clinical practice, and scholarly endeavors. The collaborative learning community at Simmons embodies a commitment to professionalism, advocacy, leadership, service to others, clinical excellence and life-long learning.
1.4.7 Learning Environment
In the Simmons College DPT program the traditional core curriculum is enhanced at the beginning of the first semester of the program by engaging students in small group case discussions, known as tutorial sessions. The ratio of faculty to students in these tutorial classes is approximately 1:6. Tutorial cases are based on the clinical material presented during the semester. Students are encouraged to incorporate the information they learn during their integrated clinical experiences into these sessions. This combination of classroom, seminar, and clinic experience enables our students to actively develop their clinical decision making skills early in their educational experience.

From the beginning of the program, students are taught to efficiently gather information from the scientific literature to assess clinical findings, determine a diagnosis and design an effective treatment program. The learning cycle continues as the student completes a 15-week internship in the beginning of their second year.

Following this clinical internship, students return to the classroom in the spring eager to explore new course content in their classroom and seminar classes. The last year of the program is made up of a semester of capstone courses that bring together the entire curriculum and concludes with two final 15-week internships. Learning in our program does not end with graduation. The emphasis throughout the program on self-assessment and self-directed learning prepare the students for lifelong learning throughout the duration of their careers.

1.4.8 Clinical Education & Integrated Learning Experiences
At Simmons the faculty recognizes that hands-on experience helps ensure skilled, confident graduates. Student learning takes place in our modern labs and classrooms, as well as at an array of health care facilities. Our close academic and clinical partnerships with Boston's world-renowned teaching hospitals and care facilities provide exceptional clinical training and employment opportunities. Simmons College contracts with more than 300 clinical sites, including Massachusetts General Hospital, Brigham and Women's Hospital, Children's Hospital Boston, Boston University Medical Center, and Beth Israel Deaconess Medical Center in the Boston area for clinical education. There is a high concentration of the possible clinical sites in New England and Mid-Atlantic areas with the remainder of the sites spread across the country.

Integrated Clinical Experiences (ICEs) take place during 6 of the 7 academic semesters of study. These experiences include practice-based exposure to patient care in a variety of setting. Students have the opportunity to develop observation and patient care skills that augment their academic studies and full-time clinical experiences.
1.4.9  Service Learning & the Scott Ross Center for Community Service
Simmons College DPT program has always assumed an active role in helping those in our local and global communities to help those who are medically and socially underserved. We are fortunate at Simmons to be the home of the Scott Ross Center for Community Service whose mission is to facilitate and promote community service and service learning for Simmons College faculty, staff, and students. The Center serves the Greater Boston community by developing reciprocal partnerships while enriching and expanding students’ educational and co-curricular experiences.

Simmons College DPT students excel in Service Learning both locally and nationally. Examples of some of our recent community partners are:
- Boston Healthcare for the Homeless (cited by the Boston Globe)
- Community Reentry For Women (CREW (cited by the Boston Globe)
- Hearth (transition from homeless to community living)
- Healthworks Community Fitness (Codman Square and St. Mary’s)
- Mount Pleasant Home (Yoga program for the elderly)
- Inner City Weight Lifting
- Playworks Boys and Girls Club (Charlestown, Chelsea, and South Boston)
- Peterborough Senior Center
- Boston Scholar Athletes

1.4.10  Commission on Accreditation of Physical Therapy Education
The DPT program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is the only accreditation agency recognized by the United States Department of Education and the Council for Higher Education Accreditation to accredit entry-level physical therapist and physical therapist assistant education programs. Its mission of the Commission on Accreditation in Physical Therapy Education is to serve the public by establishing and applying standards that assure quality and continuous improvement in the entry-level preparation of physical therapists and physical therapist assistants and that reflect the evolving nature of education, research, and practice.

1.4.11  Graduation Requirements
Students who have completed all requirements for the DPT degree (99 credits) and are in good academic and professional performance standing are required to complete a SNHS Petition For Graduation form.

The Office of the Registrar provides each Department Chair with the names of students who achieved an overall GPA average of at least 3.80. After departmental review, the Department Chair confirms the names with the registrar’s office and nominates the students to graduate with distinction. A notation of distinction will appear upon the student’s degree. Students who are graduating in May with distinction will receive a new diploma with the notation of distinction.
In certain circumstances a student who has not completed all the requirements toward her/his degree may be able to participate (“walk”) in the May Commencement ceremony. Generally, the student is able to participate if s/he is within one course of completion (PT 776) and the course is taken/completed during the summer, following May Commencement. The student must seek written approval to participate from the Department Chair or program director and the dean of the SNHS. Graduation occurs during the DPT students’ last clinical internship. Since they will only have this one course remaining to complete their graduation requirements they are able to participate in all Simmons Graduation events. However, they will receive their official diploma in August upon the successful completion of their last internship experience.

When students successfully complete PT 776 and all other graduation requirements they will be certified by the Simmons Registrar as having graduated from the Simmons College DPT program. This will occur on the following official date of graduation (typically, August).
SECTION II: DPT ACADEMIC REQUIREMENTS

2.1 Program Requirements
The DPT program requires a full-time commitment of at 38 months and culminates with the
awarding of the Doctor of Physical Therapy (DPT) degree. The program begins during summer
session when students take PT 622 Advanced Human Anatomy at Harvard Medical School and
culminates in two 15-week clinical educational experiences at the end of the third year of the
program. The academic curriculum is designed to educate men and women in the areas of health
promotion, management, research, disease prevention, and rehabilitation.

Integrated Clinical Experiences (ICE) are included in the Professional Seminar course sequence;
these experiences allow students to synthesize and apply newly-acquired knowledge and skills in
the clinical setting.

The DPT program includes clinical science courses that require students to actively participate in
lab sessions. Please refer to:
Appendix A: Consent Form for participation in hands-on skills and safety in use of equipment.

The Doctor of Physical Therapy degree is awarded to students who have satisfactorily completed
the DPT program, attaining a minimum of a B (3.0) average. As graduates of a physical therapy
accredited program, students are eligible to take the National Physical Therapist Examination
(NPTE.) Students graduate in August of the third year and can apply to take the examination at
that time by contacting the Federation of State Boards Physical Therapy (FSBPT) to sit for the
next fixed-date NPTE test. Additional information regarding the NPTE can be found at the

2.2 Technical Standards/Essential Functions of Physical Therapy
All educational programs at Simmons College, including those of the Graduate School of
Nursing and Health Sciences, are dedicated to principles of nondiscrimination. This includes a
commitment to not discriminate against qualified disabled applicants and students.
As part of its effort to ensure that qualified disabled students are given the opportunity to
participate fully in the graduate programs, the Graduate School of Nursing and Health Sciences
has outlined here the essential functions of students in its programs. To be qualified to
participate in and complete the programs, students must be able to perform these essential
functions. The programs will provide qualified disabled students with reasonable
accommodations that are necessary to enable them to meet the technical standards required of
them.

At the beginning of each academic year all students must attest to having read the technical
standards for physical therapy and indicate that they are able to accomplish the essential
functions of the Simmons DPT program as outlined below with or without reasonable
accommodation. A signature page must be submitted to the PT Administrative Staff before the
beginning of classes each academic year. Please refer to the section on Simmons Academic
Support/Disability Services for more information on the procedure related to applying for
accommodations.
Students are also encouraged to visit the APTA website for more information on the Minimum Required Skills of Physical Therapy Graduates at Entry-Level (Click Here).

**Technical Standards/Essential Functions**

**Cognitive**
The student must be able to thoroughly, efficiently and reliably:
- Recall information from reading material, lecture, discussion, patient evaluation;
- Interpret and extrapolate information from reading material, lecture, discussion, patient evaluation;
- Apply information from reading material, lecture, discussion, patient evaluation;
- Analyze information from reading material, lecture, discussion, patient evaluation;
- Synthesize information from reading material, lecture, discussion, patient evaluation;
- Evaluate or form judgments about information from reading material, lecture, discussion, patient evaluation.

**Affective**
The student must be able to:
- Establish professional, trusting, empathetic relationships with a variety of individuals;
- Demonstrate respect and engage in non-judgmental interactions regardless of individuals’ life-styles and cultures;
- Accomplish work effectively in groups;
- Meet externally determined deadlines;
- Be present at required activities in classroom, lab and clinical settings;
- Attend to cognitive, communication and psychomotor tasks for as long as three hours at a time.

**Communication**
Particularly in a laboratory or clinical course, the student must be able to:
- Hear the spoken word
- Attend selectively and in a controlled manner to various types of communication, including the spoken and written word and non-verbal communication
- Speak intelligibly in English
- Communicate in writing, intelligibly in English
- Relay information in oral and written forms reliably, thoroughly and intelligibly to individuals and groups
- Read English (typed and hand-written)

**Psychomotor**
Particularly in a laboratory or clinical course, the student must be able to:
- Reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others, typically by sight;
- Assess blood pressure, lung and heart sounds, typically by listening with a stethoscope;
- Reliably read equipment dials and monitors, typically by sight;
- Feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers;
- Negotiate level, ramps and stairs to assist patients/classmates appropriately, typically from an upright position;
Lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table; Move from one surface level to another (e.g. floor to stand, stand onto treatment table); Exert moderate resistance to limb and body movements of patients/classmates while maintaining own balance in a variety of positions, typically including standing, sitting, squatting and kneeling; React and effectively respond quickly to sudden or unexpected movements of patients/classmates; Manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment typically with the hands/fingers; Lift at least 75 pounds in order to move dependent patients/classmates; Move continuously throughout an 8 to 10 hour work day; Transport self from one room to another, from one floor to another; Don and doff clothing, including gowns, masks, gloves.

Please also refer to: Appendix B: Technical Standards and Request for Accommodation Forms

2.3 Student Accommodations Policy & Procedures

If a student chooses to reveal an existing disability, develops a disability, has a worsening of an existing disability known to the Director of Center for Academic Achievement, or is diagnosed with a disability once matriculated and requests accommodations, s/he must provide the Director of Advising and Academic Support with documentation of the condition from a recognized professional capable of identifying such a condition. (Note: A faculty member who believes that a student has an unrecognized disability may discuss the concern with the student, but is not obligated to do so.)

Based on the documentation, the student may request reasonable accommodations for the academic or clinical setting. Any student requesting accommodations will have them reviewed by a committee of the faculty (Assoc. Dean, Program Director, DCE or other relevant faculty) in consultation with the Director of Advising and Academic Support. Faculty may consult with appropriate professional evaluators or health care providers and/or the student’s professional evaluators regarding the type and method of accommodations best suited to address the disability.

If the accommodations requested by the student are deemed unreasonable, but the committee determines that other accommodations are reasonable, those that are reasonable will be offered to the student. If the committee deems the requested accommodations unreasonable, and a compromise cannot be met, the College may deny the individual the right to participate in the program notwithstanding admission. Once accommodations have been agreed upon by the student and committee, the Director of Advising and Academic Support or the Program Director will notify, in writing, the faculty for whom the accommodation is relevant.

A student’s specific disability will not be revealed to faculty unless communicated directly by the student.
If the accommodations are required in the clinical setting, the faculty responsible for the clinical course will make every attempt to find a placement site willing to make the requested accommodations. The student, however, is not guaranteed that a site will be available. In addition, the student must adhere to the procedures for medical clearance required of all students participating in clinical education experiences.

2.4 Professional Standards of Behavior
The education of a quality physical therapist involves more than teaching students the cognitive and psychomotor pieces of clinical sciences, clinical skills, clinical decision making, patient care management, and best business practice. It also includes the development of affective and professional behaviors. To this end, all components (affective, cognitive, and psychomotor) are considered part of the academic process and students will participate in professional seminars each semester they are on campus, one day integrated clinical experiences, and the application of professional behaviors in the program’s didactic and clinical coursework.

Standards of affective and professional behaviors are critical for professional performance and are incorporated into evaluating student progression through the curriculum. In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession. The professional behaviors described for physical therapists include:

- **Commitment to Learning**
  - The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

- **Interpersonal Skills**
  - The ability to interact effectively with patients, families, colleagues, other healthcare professionals, and the community and to deal effectively with cultural and ethnic diversity issues.

- **Communication Skills**
  - The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

- **Effective Use of Time and Resources**
  - The ability to obtain the maximum benefit from a minimum investment of time and resources.

- **Use of Constructive Feedback**
  - The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

- **Problem-Solving**
  - The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

- **Professionalism**
  - The ability to exhibit appropriate professional conduct and to represent the profession effectively.

- **Responsibility**
  - The ability to fulfill commitments and to be accountable for actions and outcomes.
**Critical Thinking**
-the ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

**Stress Management**
-the ability to identify sources of stress and to develop effective coping behaviors.

Students MUST demonstrate acceptable professional behavior in all ten areas. Any unprofessional behavior determined by the faculty to be overt and egregious, illegal, and/or unethical may lead to automatic exclusion from the program.

In all other instances, if a student fails to demonstrate acceptable behavior while in classes, on campus, or during his/her clinical experiences, the student will receive a Professional Behavior Citation (PBC). The citation includes documentation of the professional behavior problem(s).

The documentation will be completed by a faculty member and will be forwarded to the: Chair of the Physical Therapy Department, Chair of the Student Progress and Conduct Committee (SPCC), student, and student’s advisor. If the incident(s) occurs during a clinical experience the student’s clinical instructor will contact the Director of Clinical Education who will work with the clinical instructor and the student in question to issue the citation. The PBC will be filed in the students academic record. An initial PBC should serve as a warning to the student.

A second PBC may be issued for either additional unprofessional behaviors or for not demonstrating improvement in the professional behavior identified in the initial PBC. A second PBC will result in Professional Behavior Probation (See Section 2.8.6 and Section 2.8.8). A student who has been placed on Professional Behavior Probation will be discussed at the next scheduled faculty meeting to determine an appropriate course of action/remediation for the student.

Additionally, student appearance and actions in the classroom, laboratory, and clinical settings must adhere to professional standards outlined in the American Physical Therapy Association’s Code of Ethics: (Click Here), the Guide for Professional Conduct: (Click Here), as well as the Simmons’ Honor Code (See Section 1.2.5 above).

**2.5 Academic Honesty**
A vital part of the collegiate experience at Simmons College, the Honor System, embodies values of personal integrity, responsibility, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the College community has based the Simmons Standards of Conduct. The Simmons College Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended; the most recent revisions were made in 1983. No changes, however, may be made without the endorsement of both faculty and students.
2.5.1 Honor Code of Responsibility
The students, faculty, and administrators of Simmons College agree to accept the following responsibilities:
Each member of the Simmons College community is responsible for maintaining a high level of integrity, honesty, and trust within the community.
Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
Conduct in keeping with the policies outlined in this handbook and all other official College publications is expected of each member of the Simmons community.
The Honor Code of Responsibility is shared by the entire Simmons community. It implies that each segment has obligations based upon its specific function within the College.
Each student is expected to read, understand, and observe the policies outlined in the Simmons College Statement on Cheating and Plagiarism below.
Each student is expected to assume guardianship for the Honor System.
To remind students of their personal responsibility under the Honor System, they must write the following pledge on all major examinations before testing begins:

SAMPLE
Honor Pledge:
I shall neither give nor receive help during this examination.
Signature ________________________ Date ___________

Any student who violates the standards of the Honor System must accept the consequences of her/his behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System, but also to try to ensure that others in the community also act honorably.

2.5.2 Faculty/Administrative Responsibility
At the beginning of every semester, each instructor is expected to clearly define and explain, the standards of conduct as they relate to cheating and plagiarism in her/his course. This should include, where appropriate, instruction in the proper use of footnotes, outside source material (including resources available on the Internet), quotations, etc. The instructor should also clarify her/his interpretation of individual work, and the extent to which student collaboration and the use of outside assistance will be permitted on papers, laboratory reports, and in-class or take-home examinations. The instructor will use the Statement on Cheating and Plagiarism as a guide for constructing her/his definition.

Each instructor is asked to make conditions in class and examination rooms conducive to the best possible academic achievement of the students. To reinforce student responsibility under the Honor System, each instructor should remind students to write the Honor Pledge on all major examinations before testing begins. During an examination or quiz, the instructor should remain in the room at least long enough to answer questions regarding the examination. Instructors may remain in the room for the duration of the exam, and are especially encouraged to do so under the following conditions: at the
request of the students, crowded classroom, or objective examinations (e.g., multiple-choice test items). Instructors should remind students that examinations may not be removed from the assigned examination classroom unless otherwise specified. Instructors should also indicate any time limits that apply and the procedure for returning the examination upon its completion. If an instructor decides not to remain in the classroom for the duration of the exam, s/he should tell the class where s/he can be reached during the examination to answer questions.

Take-home examinations, when assigned, should not have a closed-book time format. The instructor should provide specific written instructions as to the use of source materials, time limitations, and the methods of returning the examination. The instructor should also indicate where and when s/he can be reached if further clarifications are necessary.

Each administrator is responsible for clarifying policies and procedures with respect to the function of her/his office in relation to the Honor System. Such clarification should appear in official College publications and on official forms distributed by the office.

2.5.3 Statement on Cheating and Plagiarism
Cheating and plagiarism are major academic violations of the Honor Code of Responsibility. It is the responsibility of the instructor and students in a particular class to clarify specific applications of the Statement on Cheating and Plagiarism. Selling or distributing lecture notes, handouts, readers, or other information provided by an instructor, or using them for commercial purposes without the express permission of the instructor, is an academic violation and also violates the College's Honor Code. Cheating is defined as the representation of someone else's work as another person's own.

A partial list of examples follows:
- Copying another person's test, paper, or report.
- Collaborating, including
  a) working with another person or persons in execution of a test, report, or paper without authorization to do so; and
  b) discussing a test, report, or paper.
- Using crib notes, such as referring to notes brought into class for use during an examination without authorization to do so.
- Using books, class notes, or other source material during an examination without authorization to do so.
- Downloading information from the Internet and presenting it as one's own work and/or without proper attribution.
- Committing laboratory violations, except where collaboration is permitted or special regulations are made by the instructor, all work for which credit is sought must be performed by the individual student.
- The unauthorized use of old laboratory reports is a violation of the code. Where procedures are not clear, it is the responsibility of the student to confer with her/his instructor.
Submitting the same paper, or substantial parts thereof, in more than one course, without the knowledge of the professor.

Committing computer violations. Except where collaboration is permitted or special regulations are made by the instructor, all computer work for which credit is sought must be performed by the individual student.

Tampering with, or unauthorized reading of, files belonging to other individuals are violations of the code. Where procedures are not clear, it is the responsibility of the student to confer with her/his instructor.

Violating any other explicit regulation announced by the instructor and/or circulated in writing to each student at the beginning of the semester.

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. All work for which a source is not cited is assumed to be the sole product of the author, i.e., the student. This includes handing in as her/his own work a paper on which a student has received extensive aid with substance and/or structure, as well as using one paper for more than one course without authorization to do so. When using material from outside reading, reference material, etc., the student must indicate the source by using footnotes or citations. Direct quotations must be enclosed in quotation marks. The use of term papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Instructors are responsible for clarifying the specific application of the plagiarism definition within the context of their specific discipline.

2.6 Grading Policy
The passing grade in all DPT program courses is a “B” or a “Pass” in a Pass/Fail course. In addition, the student must pass all safety items on practical examinations to achieve a passing grade on that exam and must achieve the passing grade on the practical, as identified in the course syllabus, to receive a passing grade for the course. Please refer to section 2.7 for information on practical examination policies and procedures.

When calculating the final course grade any numerical score 0.5 and above will be rounded to the next highest whole integer (example 82.5 will become an 83.) Grading criteria used to establish your final grade for a course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Unacceptable grades that may put the student’s progression in the program at jeopardy:

2.7 Practical Examination Policy
All practicals will be graded according to a written grading rubric. The weight of the practical grade in the final course grade will be identified in the course syllabus. The passing grade of the practical will be identified in the course syllabus. Cognitive, psychomotor, and affective skills may be assessed on practicals.
All practical examinations will include safety items that are graded as Pass/Fail. Safety items include but are not limited to: observing health and safety regulations, maintaining safe working environment; recognizing physiological and psychological changes in patients and adjusting treatment accordingly; demonstrating awareness of contraindications and precautions of treatment; requesting assistance when necessary; and using acceptable techniques for safe handling of patients, protecting welfare of self, patient, and others in emergency situations.

If a student fails any item related to safety (as identified on the practical grading form), the student automatically fails the practical exam.

At the conclusion of the practical examination, the student will be informed that they have failed to perform a safety item and must determine a plan to re-take the exam. In this case, a student may take a make-up practical exam scheduled at least 24 hours after the first exam and approved by the faculty member serving as course director.

If the lab practical safety items are performed appropriately in the second exam the student will earn no higher than the numerical score achieved on the first exam.

If the lab practical safety items are not achieved in the second practical exam, the student will get a zero for the lab practical and cannot progress in the program (please see the section numbers 2.8. Academic Progression to understand the ramifications of this action.)

Students are responsible for understanding and complying with all aspects of each individual course syllabus regarding grading

2.8 Academic Progression
At the end of each semester, the faculty review academic, clinical, and professional performance of each student. Students who meet the following criteria will be considered in “good standing”:

- Earn a grade of “B” or higher in all courses yielding a letter grade, or a “Pass” in Pass/Fail courses**
- Demonstrate satisfactory professional behavior**
- Achieve the required semester and cumulative GPA of 3.0.

**If a student earns a grade below a “B” or has incurred a Professional Behavior Citation in the semester prior to a full-time clinical education experience, the student will be considered in “good standing” and permitted to progress to the clinic if their semester and cumulative GPA is 3.0 or above.

2.8.1 Extension of Time to Complete a Course (Incomplete)
A student may petition an instructor for an extension of time to complete a course. The final decision for extension of time to complete a course rests with the course instructor. The student must submit the extension of time form in compliance with the Simmons Office of the Registrar on or before the date grades are due each semester.
Students who become ill, have a medical emergency, a death in the immediate family, extreme hardship, or unusual circumstances may request an incomplete from the instructor. Students must be performing at a passing level to be considered. Forms must be filled out in consultation with the instructor and the Department Chair must review it. If approval is granted, the incomplete must be finished by the end of the following semester. If the course is not completed by this time frame the “I” grade will be converted to an “F” grade. International students must meet with the International Student Advisor in the Office of the Dean for Student Life to determine if such extensions will affect their visa status. A student who received merit funds (scholarship or assistantship) from SNHS must contact the SNHS Office of Admission since an “incomplete” course will impact funding.

2.8.2 Course Withdrawal
A student may withdraw from a required course with the permission of the course instructor and the Department Chair. Withdrawal from any required course, however, will affect the student’s ability to progress with the student’s original cohort and the student will be placed on academic probation. Please refer to section 2.8.5. Academic Probation to understand the ramifications of this action.

To withdraw from the class after the official add/drop time period, the student must receive approval from his/her advisor and Department Chair. Students who perform poorly and are not making sufficient progress, and attempt to withdraw after the add/drop time period, will be given the grade that reflects their performance at the time of their withdrawal. Students who are receiving a passing grade at the time of the withdrawal will receive a Withdrawal (W) for the course.

Please refer to the Physical Therapy Clinical Education Manual for the withdrawal policy concerning clinical education experiences.

2.8.3 Repeating a Course
A matriculated student may be allowed to repeat one course, one time. Repeating a course will affect the student’s ability to progress with the student’s original cohort. Repeating a course will likely affect the student’s expected date of graduation. For courses that yield a letter grade, the student must achieve a grade of “B” or better for the repeated course and the two course grades (original and repeated grade) will be averaged in the calculation of the student’s grade point average. For Pass/Fail courses, the student must achieve a grade of “pass.” Students must pay for the repetition of the course at the full tuition rate.

2.8.4 Extension of Time for Degree Completion
Students may petition the Department Chair for an extension of degree completion of up to one year. Extensions beyond one year must be approved by the dean.

International students (those in possession of an F-1 visa) must provide confirmation that the extension is in compliance with U.S. immigration policy.
2.8.5 Academic Probation
A student will be placed on Academic Probation if any one of the following applies:
- S/he earns a grade of “B-” in any course in the DPT curriculum requiring a grade of B or higher.
- Her/his grade point average (GPA) falls below a 3.0.

At the end of each semester, when applicable, the Department Chair will provide written notification of probationary status to the student who has been placed on probation, as well as to the Dean of SNHS, Office of the Registrar, Office of Student Financial Services, SNHS Director of Admission, and the student’s advisor. Notification will also be sent to the International Student Adviser for non-U.S. students, if applicable.

Probationary status will be noted on the student's transcript during the probation period and removed when the student is officially removed from probation.

2.8.6 Professional Behavior Probation
A student will be placed on Professional Behavior Probation immediately following the issuance of a second Professional Behavior Citation (PBC) and will continue on probation throughout the entire, following semester.

2.8.7 Removal from Academic Probation
A student will be removed from probation when s/he:
- Receives a grade of “B” or a “Pass” (in Pass/Fail course) in all courses during the semester in which the student was on probation AND
- Has a cumulative GPA greater than 3.0 at the end of the semester.

2.8.8 Removal from Professional Behavior Probation
A student will be removed from probation when s/he:
- Completes the entire, following semester after issuance of a second PBC without instance or cause for an additional citation.

2.8.9 Unable to Progress with Cohort to Clinical
A student will NOT be able to progress to the Clinical Education component of the DPT program if s/he:
- Earns a B- in a course in a semester before a scheduled full-time clinical experience, such that the semester GPA falls below a 3.0 AND/ OR
- Has NOT successfully remediated an ongoing academic or professional behavior probation status

If either of these situations occurs the student will not be considered in “good standing” and may not be able to progress to the clinical experience.

The student will need to re-take the course the next time it is offered and earn a grade of B or better or successfully remEDIATE the probation in order to regain good academic standing and progress to the clinical experience.
2.8.10 Exclusion
A student will be excluded from the program if any one of the following criteria applies:

- Earns a grade below a “B-“ or a “Fail” (in a Pass/Fail course) in any course.
- Earns a grade of “B-“ in more than one course in the same semester
- Earns a grade below a “B” or a “Fail” (in a Pass/Fail course) in a repeated course
- GPA falls below a 3.0 for two consecutive semesters.
- Is on either academic or professional behavior probation for two consecutive semesters
- Is on either academic probation, professional behavior probation, or any combination of the two for more then two semesters total.
- Is issued one Professional Behavior Citation that is determined by the faculty to be overt and egregious, illegal, and/or unethical.

2.8.11 Readmission for Excluded Student
Students excluded from the physical therapy program may petition for readmission according to the actions stipulated in the Letter of Student Status Notification informing the student of the exclusion decision.

A student receiving a grade below a B- in any course the in DPT curriculum requiring a grade of B or better, may be allowed to repeat the course for credit one time, as determined on appeal by the DPT Faculty and the Student Progress and Conduct Committee (see 2.8.12.2).

Grades for the initial and repeated course will appear on the student's transcript and both will be used in calculating the cumulative GPA. Repetition of the course will affect a student's ability to progress with her/his original cohort and will likely affect her/his expected date of graduation.

2.8.12 Grievance and Appeal Process

2.8.12.1 Professional Pathway for Resolving Academic Issues
It is important to have an understanding of how to professionally “deal with” issues that you will encounter in your everyday life. The following is the pathway that the DPT Faculty expects that students will follow if they have a concern regarding didactic courses, professional behavior, clinical education, and all other aspects of the DPT program.

Step 1: Schedule a meeting with the faculty member who is most directly related to your specific issue. This could be a Tutorial Leader, Lab Assistant, Course Instructor, Clinical Instructor, etc.

Example A: If you have a tutorial issue, meet with the tutorial leader first. Give the tutorial leader sufficient time to act on your concern and present her/his resolution. If your concern is not satisfactorily resolved, next meet with the
Course Instructor. Be sure to tell the tutorial leader that you plan to meet with the course instructor as this is considered a professional courtesy.

*Example B:* If you have a question about a lab practical, you would meet with the person who graded your performance on the lab practical. Give the lab practical evaluator ample time to act on your concern and to offer resolution. If your concern is not satisfactorily resolved, next meet with the Course Instructor. Be sure to tell the lab practical evaluator that you plan to meet with the course instructor as this is considered a professional courtesy.

In some cases you would go directly to the Course Instructor if the concern did not involve another faculty member involved in the course. Schedule a meeting with the course instructor; do not try to discuss your issue “on-the-fly”. Come to the meeting prepared to thoroughly and objectively explain the concern. A plan will be developed or a decision will be made that will involve a satisfactory resolution, an unsatisfactory resolution, or determination that more information is required. Give the course instructor enough time to carry out the plan. If you are not satisfied with the answer or response, you would next meet with your Academic Advisor. Be sure to tell the course instructor that you plan to meet with your Academic Advisor as this is considered a professional courtesy.

**Step 2:** Schedule a meeting with your Academic Advisor; do not try to discuss your issue “on-the-fly”. Come to the meeting prepared to thoroughly and objectively explain the concern. A plan will be developed or a decision will be made that will involve a satisfactory resolution, an unsatisfactory resolution, or a determination that more information is required. There will be a plan that may involve a yes, no or that more information is required. Give the Academic Advisor enough time to carry out the plan. If you are not satisfied with the answer or response, you would next meet with DPT program Chair. Be sure to tell the Academic Advisor that you plan to meet with your DPT program Chair as this is considered a professional courtesy.

**Step 3:** Schedule a meeting with your DPT program Chair; do not try to discuss your issue “on-the-fly”. Come to the meeting prepared to thoroughly and objectively explain the concern. A plan will be developed or a decision will be made that will involve a satisfactory resolution, an unsatisfactory resolution, or a determination that more information is required. There will be a plan that may involve a yes, no or that more information is required. Give the Program chair enough time to carry out the plan. If you are not satisfied with the answer or response, you would next meet with Dean of SNSH. Be sure to tell the Program Chair that you plan to meet with the Dean as this is considered a professional courtesy.
Beyond these steps, the Simmons College policies should be followed. If you have any questions about this process, discuss questions with your academic advisor.

**NOTE:** The student should always be the person making these requests and following through with the process and pathway. Friends and family members may offer advice, guidance, and support and the student should direct the process as this is part of professional responsibility.

### 2.8.12.2 Appeal of Student Progression

The Student Progress and Conduct Committee, in conjunction with the Faculty of the DPT program, monitors each student’s academic, clinical, and professional behavior progress and makes a recommendation of probation, progression, and exclusion statuses of students to the Department Chair. The final decision rests with the Department Chair.

The student has the right to appeal any status decision. The student should schedule a meeting with her/his advisor to discuss the appeal process. A decision will be made to move forward, or not, with the appeal. If the decision is to move forward with the appeal, the student should construct a letter of appeal addressed to the Department Chair.

The student will then schedule a meeting with the Department Chair to discuss the appeal. If the appeal is not supported by the Department Chair, a request can be made that the case be referred to the SNHS Dean. The Department Chair will contact the SNHS Dean who will request a hearing before the SNHS Policy Committee. If the student is not satisfied with the decision of the SNHS Policy Committee, the student’s final appeal may be made directly to the Dean of SNHS. The Dean’s decision on the appeal is final.

If an appeal is granted for an excluded student, the student will be placed on probation and must meet the criteria of the negotiated remediation plan and the criteria for Removal from Academic Probation (see 2.8.7) in order to continue to progress in the program.
Appendix A. Student Consent Form for Lab/Classroom Demonstrations

As a Doctor of Physical Therapy (DPT) student, you must learn to treat a variety of conditions as well as participate in health promotion. Your learning in the Simmons College DPT program entails the dissection of donor cadaver bodies in addition to other largely ‘hands-on’ learning experiences that require using machinery and thermal agents. In order to ensure your learning, you will be asked to practice these various hands-on skills and safely use various pieces of equipment. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students.

These are examples of types of activities students may perform that have associated risks:
- Manual techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching of anatomical structures, mobilization of joint structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, stair climbing and use of motorized treadmill.
- Laboratory activities may include use of machinery and other thermal agents as well as mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, ultrasound, infrared, ultraviolet light and others.
- In human gross anatomy, you will use sharp scalpels and bone saws to complete the dissection.

The following potential risks are rare but possible:
- In having the above manual techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strain, sprains, tearing of connective tissue, syncope, or falls and their sequelae.
- In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite.
- In the dissection labs, you may cut yourself with the scalpel.

At times students may choose to practice lab techniques outside of scheduled class times and faculty will not be supervising the activities. This situation may increase the chance of the risks outlined above.

The following benefits are likely:
- In practicing the skills required of a licensed physical therapist in a supportive and educational setting, you will be prepared to effectively, efficiently and safely treat patients before you actually encounter them on your clinical affiliations or in the employment setting.
- In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients. You will bring this experience to bear in making adjustments and modifications to your treatments.
Methods used to reduce the potential risks:

In all scheduled learning formats and environments you will have faculty members as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you.

In all cases, the environment of any lab will be controlled to minimize the harmful effects of chemical substances and faculty will indicate the appropriate use of any protective equipment, including gloves and eyewear. Faculty will be aware of and carry out any necessary emergency procedures.

You will be asked to refrain from practicing techniques on anyone who has an actual problem or condition for which physical therapy may be a recommended treatment.

You will be asked to communicate any conditions that you may have which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience during any point in your course work.

Student’s rights:

You may refuse to be the subject or to practice in any situation in which you feel you will not be safe or which violates an important religious tenet. For example, you may know that you have a condition such as an excessively mobile or unstable joint, Raynaud’s or spondylolysthesis that precludes being the subject for a certain technique.

It is critical that you report any known health conditions and/or past medical history to your faculty members in case you are unsure of potential risks.

If you feel the environment is unsafe, you may request that the faculty member make modifications that will improve the safety of the environment.

The student must be able to demonstrate competency in the area of the curriculum with reasonable accommodation and the student must be able to participate in some aspects of the course/lab to successfully complete the program.

I understand my responsibilities and the potential risks and agree to participate in learning experiences as outlined above. I also understand my right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious beliefs are compromised. I have the following conditions which I believe may place me at increased risk for performing or receiving the various techniques performed during the student experience.

_______________________________________________

Signature: ___________________________ Date: ________________

Name (Print): ___________________________

Witness Signature: _______________________

Please return a signed copy of this form to the Physical Therapy Office to be placed in your file. If you have concerns or potential risks, please list them below.
Appendix B. Technical Standards/ Essential Functions & Request for Accommodation

All students must be able to demonstrate (with or without reasonable accommodations):

Cognitive
The student must be able to thoroughly, efficiently and reliably:
- Recall information from reading material, lecture, discussion, patient evaluation;
- Interpret and extrapolate information from reading material, lecture, discussion, patient evaluation;
- Apply information from reading material, lecture, discussion, patient evaluation;
- Analyze information from reading material, lecture, discussion, patient evaluation;
- Synthesize information from reading material, lecture, discussion, patient evaluation;
- Evaluate or form judgments about information from reading material, lecture, discussion, patient evaluation.

Affective
The student must be able to:
- Establish professional, trusting, empathetic relationships with a variety of individuals;
- Demonstrate respect and engage in non-judgmental interactions regardless of individuals’ life-styles and cultures;
- Accomplish work effectively in groups;
- Meet externally determined deadlines;
- Be present at required activities in classroom, lab and clinical settings;
- Attend to cognitive, communication and psychomotor tasks for as long as three hours at a time.

Communication
Particularly in a laboratory or clinical course, the student must be able to:
- Hear the spoken word
- Attend selectively and in a controlled manner to various types of communication, including the spoken and written word and non-verbal communication
- Speak intelligibly in English
- Communicate in writing, intelligibly in English
- Relay information in oral and written forms reliably, thoroughly and intelligibly to individuals and groups
- Read English (typed and hand-written)

Psychomotor
Particularly in a laboratory or clinical course, the student must be able to:
- Reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others, typically by sight;
- Assess blood pressure, lung and heart sounds, typically by listening with a stethoscope;
- Reliably read equipment dials and monitors, typically by sight;
- Feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers;
Negotiate level, ramps and stairs to assist patients/classmates appropriately, typically from an upright position;
Lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
Move from one surface level to another (e.g. floor to stand, stand onto treatment table);
Exert moderate resistance to limb and body movements of patients/classmates while maintaining own balance in a variety of positions, typically including standing, sitting, squatting and kneeling;
React and effectively respond quickly to sudden or unexpected movements of patients/classmates;
Manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment typically with the hands/fingers;
Lift at least 75 pounds in order to move dependent patients/classmates;
Move continuously throughout an 8 to 10 hour work day;
Transport self from one room to another, from one floor to another;
Don and doff clothing, including gowns, masks, gloves.

I have read the above information regarding Technical Standards/ Essential Functions for the Simmons College Doctor of Physical Therapy Department. I am able to accomplish the essential functions of the program to which I have been accepted as outlined above without accommodation.

Signature: _______________________________ Date: __________

I have read the above information regarding Technical Standards/ Essential Functions for the Simmons College Doctor of Physical Therapy program. Due to a disability or disabilities, I need reasonable accommodation(s) to enable me to perform the essential functions of the program to which I have been accepted. In order to obtain accommodations I agree to follow the Simmons Guidelines for Students with Disabilities below. **

Signature: _______________________________ Date: __________

Please return signed copy of this form to the Physical Therapy Office to be placed in your file.

** Timeliness is an integral part of the accommodation process.
Students are encouraged to initiate the process for obtaining accommodations no later than:
  March 1 for the summer term,
  July 1 for the fall term, and
  November 1 for the spring term.

Academic accommodations for a disability are not granted retroactively.
Appendix C. Acknowledgement of Student Handbook

I acknowledge that I have received, read, and reviewed the DPT Student Handbook.

Signature: ___________________________        Date: ______