

GRADUATE PROGRAM IN PHYSICAL THERAPY

CATALOG

2010-2011

SCHOOL OF HEALTH SCIENCES

The coeducational School for Health Studies was established in July 1989, underscoring Simmons's commitment to the preparation of students for positions of leadership in health care. The School brings together the College's health-related programs in health care administration, nutrition, physical therapy, and primary health care nursing in addition to the post-baccalaureate Dietetic Internship Program in nutrition. In 2001, the School was realigned to include the undergraduate programs in nursing, physical therapy and nutrition. In 2002, the name was changed to the School for Health Studies to reflect the inclusion of undergraduate and graduate teaching. More recently, in 2008, the school was renamed the School of Health Sciences to better reflect its mission. Further information about these undergraduate programs is available at www.simmons.edu. The School's goal is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment. Its programs are committed to educating students to be sensitive to human needs in terms of access and quality of health care, and to also understand the organizational, institutional, and policy constraints that dominate the health care system. Because it incorporates both clinical and administrative programs in one organization, the School is uniquely positioned to respond to the critical need for well-prepared health care professionals, to enhance the opportunities for interdisciplinary cooperation, and to expand the resources available to faculty, graduate students, and the health care community.

SHS students benefit from the College's location in Boston. The city is one of the world's largest medical centers, with more than seventy hospitals, dozens of health centers, and hundreds of other health care-related organizations. These countless resources, combined with Boston's equally distinguished high technology and research institutions, provide excellent learning experiences and career opportunities for students in health-related programs. At 300 The Fenway, Simmons is located in the heart of the Longwood Medical Area, neighbor to the Harvard medical, dental, and public health schools and in close proximity to noted medical institutions such as Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, and Children's Hospital.

Historical Background of the Physical Therapy Program

The Simmons College physical therapy program evolved from one developed by Children's Hospital and Harvard Medical School. The joint Harvard/Children's program was developed in response to a need for trained physical therapists following World War I. The Reconstruction Aides Program (as it was then called) was a nine-to-twelve week course which was later expanded to a nine-month post-graduate program in physical therapy.

In 1947, Harvard discontinued its involvement in the program and Simmons College assumed responsibility. The Simmons College/Children's Hospital program was redesigned for undergraduates and began offering courses. The Harvard teaching hospitals continued to be utilized for clinical and academic education. The first Simmons students to receive both a baccalaureate degree and a Certificate in Physical Therapy graduated in 1949.

In the fall of 1981, Physical Therapy was recognized as an undergraduate department within Simmons College. Through this action Simmons College assumed full administrative responsibility for the program, discontinuing the joint relationship with Children's Hospital.

Trends in physical therapy practice and changes in state licensure laws have had an effect on the entry-level degree for physical therapy education. In response to these trends, Simmons College implemented an entry-level master's degree program in 1989. It once again responded to the changing environment by offering a Doctor of Physical Therapy (D.P.T.), an entry level clinical doctorate program, in the fall of 2000, and the Bridge (transitional) D.P.T. on-line starting in fall 2002. See <http://www.simmons.edu/shs/academics/pt/degrees/bridge/index.shtml> for further information about the Bridge D.P.T. program.

DOCTORAL PROGRAM IN PHYSICAL THERAPY

MISSION

The Doctoral Program in Physical Therapy educates men and women who promote effective, accessible and efficient health care for all individuals and communities. Students are prepared for contemporary and evolving clinical practice. The program facilitates a commitment to active life-long learning, leadership, and service to others. At Simmons, Doctor of Physical Therapy students have broad, extensive clinical and service opportunities across culturally and socioeconomically diverse populations. The program includes small group experiences that foster an optimal learning environment, affords ready access to faculty, and promotes student self-assessment, collaboration and teamwork.

PHILOSOPHY

The graduate program in Physical Therapy at Simmons 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. Optimal patient-centered care is delivered by those who recognize the diverse needs of patients and clients and appreciate different teaching methods and learning requirements. The faculty and students continually seek best available evidence to foster clinical decision-making. To thrive in the collaborative learning environment at Simmons, students must be active listeners, skillful communicators, interactive participants, and passionate about learning and personal development. Faculty share with each other and students an enthusiasm for the 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, service to others, and life-long learning

PROGRAM GOALS

Graduates Will:

- Provide effective, contemporary, and comprehensive physical therapy services across the continuum of care and patient/client lifespan.
- Recognize and respect the socioeconomic, psychosocial and cultural context of patient/client-centered care.
- Use skills in self-assessment, collaboration, and teamwork to foster professional development and optimize patient care.
- Adapt professional responsibilities to differences in health care systems and service delivery models within diverse communities.
- Anticipate and respond to changes in the health care environment that influence optimal health.
- Seek and critically utilize professional literature and educational opportunities to inform current practice.

- Be prepared to contribute to the body of knowledge in the profession as well as participate in the clinical research process.
- Contribute to the profession, patient/client constituencies or communities of interest through service, advocacy, and leadership.
-

PROGRAMS OF STUDY

The Professional Program at Simmons College requires a full-time commitment of three years and culminates in the Doctor of Physical Therapy (D.P.T.) degree. The program begins in summer session at Harvard Medical School for Advanced Human Anatomy and culminates in two 15 week clinical educational experiences. The academic curriculum is designed to educate women and men in the areas of health promotion, management, research, disease prevention, and rehabilitation. The clinical courses include integrated clinical experiences during academic semesters, allowing students to synthesize and apply newly-acquired knowledge and skills. Over 200 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 with skilled clinicians during full time clinical internships. The Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association accredits the degree program.

The Post-Professional Program at Simmons is designed to provide the opportunity for licensed physical therapists to complete coursework in areas that have not traditionally been included in the Master's or Baccalaureate-level programs. Coursework is organized around the areas of administration and health promotion, and includes a strong focus on accessing and applying related professional literature. The program is designed to be accessible to working professionals; all required courses are available online so that the entire program may be completed without coming to the Simmons College campus. The program is also designed to build upon prior experience by allowing students to waive required foundational courses, based on previous coursework or experience, and take additional electives. It may take up to three years to complete the degree, but most students finish in a much shorter period of time.

THE LEARNING ENVIRONMENT

The Professional Program

The teaching and learning environment in the Professional Program reflects our beliefs and values. We firmly believe that meeting the challenges of the health care environment and developing the necessary knowledge and skills to do so cannot be accomplished in a passive, learning environment. Based on that belief, we have designed system-related clinical courses with a focus on interactive, student-centered, learning experiences.

Learning occurs through traditional lecture, hands-on laboratory experiences, small-group discussions and clinical practice. In our curriculum, your learning is emphasized. The curriculum includes periods of full time academic work alternating with full time clinical education. The academic portion of the curriculum comprises a mix of lectures, hands-on laboratory practice, small-group case discussions and clinical practice. In each of these venues, your learning is guided by faculty who are expert clinicians and teachers. The use of real-life cases in the classroom facilitates contextual application of information. The one day per week of clinical practice allows students to see and experience real-world application of the information they are learning in classes. These experiences take place in some of the Boston area's most prestigious healthcare institutions.

Discussions of clinical cases in both lectures and small groups result in learning across disciplines and content areas. The areas of knowledge required to begin solving the patients'/clients' problems range from pathology to epidemiology to medical/surgical interventions, to health care systems and social services. The cases require students to consider the cultural, racial, and societal factors at play in caring for individuals. In this context, learning requires students to consider the patient/client in holistic terms.

We believe this contextual learning facilitates students' retention of important information as well as the transition to actual patient care.

Post-Professional Program

All of the courses in the Bridge D.P.T. program are specifically designed for adult learners who are currently active in physical therapy practice or physical therapy education. Consistent with our professional program, there is a strong emphasis on self-directed, active learning experiences in which students acquire and apply knowledge to authentic problems. Discussions are designed to address real-life situations and to result in applicable outcomes. Evaluation of students is accomplished through projects and presentations that are taken from actual clinical or educational practice and may, in turn, be applied to the student's work setting.

The role of faculty is to serve, not only as content expert, but also as a guide for the student in making useful connections between the content and the context in which it will be applied. Course content, discussions, and assignments further facilitate connections with the professional community.

Technology is applied in ways that enrich the teaching and learning experience. The professional and post-professional programs include technology that fully supports both campus and online courses. The use of technology is guided by the instructional design for each course and supported by the Office of Technology at Simmons.

Goals

Reflecting on the strategic goals and initiatives of Simmons College and the School for Health Studies, the goals of the Physical Therapy Department are to:

- 1) educate excellent physical therapists who are scholarly practitioners and leaders in the profession of physical therapy
- 2) provide national leadership in physical therapy education, scholarship, and service
- 3) create and foster a learning community that values diversity and cultural competency

DPT COURSES FOR CLASS ENTERING JULY 2010

YEAR 1

SUMMER COURSES (June 24 to August 15)

PT 622	Advanced Human Anatomy	6
PT 600-01	Professional Seminar	0
	total credits	6

FALL COURSES

PT 625	Fundamentals of Movement Science 1	3
PT 630	Fundamental Concepts and Skills in Physical Therapy	3
PT 631	Frameworks for Physical Therapy Practice: Cardiovascular and Pulmonary Systems	5
PT 602	Integrated Clinical Experience	1
PT 610	Research Methods	3
PT 600-02	Professional Seminar	0
	total credits	15

SPRING COURSES

PT 632	Frameworks for Physical Therapy Practice Musculoskeletal I	9
PT 603	Integrated Clinical Experience	1
PT 626	Fundamentals of Movement Science 2	4
PT 612 or PT 650	Applying Research to Practice Directed Research/Independent Study (For students participating in faculty directed research.)	2 1
PT 600-03	Professional Seminar	0
	total credits	15/16

YEAR 2

SUMMER COURSES (7 weeks)

PT 633	Frameworks for Physical Therapy Practice: Musculoskeletal 2	8
PT 604	Integrated Clinical Experience	1
PT 600-04	Professional Seminar	0
	total credits	9

FALL COURSES

PT 674	Clinical Learning Experience 1 (Sep-Dec: 15 weeks)	5
	total credits	5

WINTER INTER-SESSION: 2 Weeks

SHS 526	Service Learning Elective: Field Experience in Cross-Cultural Healthcare in Nicaragua (or PT 750 service learning credit)	1
---------	--	---

SPRING COURSES

PT 734	Frameworks for Physical Therapy Practice: Neuromuscular 1	9
PT 605	Integrated Clinical Experience	1
PT 740	Principles of Practice Management I	3
SHS 450	The Health Care System: Interdisciplinary Perspectives	3
PT 651	Directed Research/Independent Study (For students participating in faculty directed research.)	1
PT 600-05	Professional Seminar	0
total credits		15-17

YEAR 3**SUMMER COURSES (7 weeks)**

PT 735	Frameworks for Physical Therapy Practice: Neuromuscular 2	5
PT 606	Integrated Clinical Experience	1
PT 740	Principles of Practice Management II	2
PT 600-06	Professional Seminar	0
total credits		8

FALL COURSES

PT 736	Frameworks for Physical Therapy Practice: Musculoskeletal 3	4
PT 607	Integrated Clinical Experience	1
PT 738	Frameworks for Physical Therapy Practice: Complex Conditions	3
PT 750	Health Promotion, Wellness & Advocacy	2
PT 751	Service Learning	1
PT 760 or PT 762	Research Seminar: Systematic Review Research Seminar: Project students completing faculty directed research.	3 3
PT 600-07	Professional Seminar	0
total credits		14

SPRING COURSE

PT 775	Clinical Learning Experience 2 (Jan 2-Mid April) 15 wks	5
total credits		5

SUMMER COURSE

PT 776	Clinical Learning Experience 3 (Mid April-Aug) 15 wks	5
total credits		5

AUGUST GRADUATION

Total Credits For Program	99
----------------------------------	-----------

COURSE DESCRIPTIONS

NOTE: Information about courses, programs, and requirements represent the College's current policies. Simmons College reserves the right to change courses, prerequisites, requirements, and fees subsequent to the publication of information within this document.

Professional Seminar

Professionalism is the basis of a healthcare provider's contract with society. Each semester, approximately one hour per week is devoted to a required professional seminar. Topics vary and encompass broad issues related to becoming a physical therapist. Students discuss the core values and principles engendered in the APTA Code of Ethics, develop personal mission statements, improve their professional interpersonal skills, and acquire an understanding and acceptance of the commitments and professional responsibilities inherent in assuming the role of a physical therapist. (0 credits)

Summer Semester: Year 1 (July to mid-August)

PT 622

Advanced Human Anatomy

Knowledge of human anatomy is essential for physical therapists to make clinical decisions regarding examination, evaluation, diagnosis, prognosis, and development of a plan of care for patients and clients. This course is an in-depth study of the human body through cadaver dissection and lecture/discussion. Students apply the knowledge gained in this course to all subsequent physical therapy courses. (6 credits)

Fall Semester: Year 1

PT 625

Fundamentals of Movement Science 1

This course provides students with the basis for understanding normal human movement. Emphasis is on biomechanics, joint structure, muscle physiology, muscle activity, exercise physiology and neurophysiology. Students explore the interaction between the systems that produce normal human movement and begin to consider how movement is affected by pathological conditions. (3 credits)

PT 630

Fundamental Concepts and Skills in Physical Therapy Practice

Students learn and apply concepts and skills that are basic to the practice of physical therapy. Students learn how patients and clients move within their environments, and practice teaching and assisting them with the applicable skills. The semester includes lecture, laboratory, and discussion. There is an emphasis on developing professional behaviors and communication skills as well as hands-on skills. (3 credits)

PT 631

Frameworks for Physical Therapy Practice: Cardiovascular and Pulmonary Systems

Students learn and apply anatomy, physiology, epidemiology, and pathology as they explore the issues of disease risk and prevention, as well as medical, surgical, pharmacological, and psychological and physical therapies, in the management of individuals with cardiovascular and pulmonary diseases. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for practice are blended into each tutorial case. Issues related to the care of patients of all ages are explored and discussed. Emphasis is on history-taking, system review, physical therapy examination, diagnosis, prognosis, evaluation, and development of a physical therapy plan of care. Students also practice clinical decision-making, professional communication, and documentation. (5 credits)

PT 602

Integrated Clinical Experience

This experience is designed to allow students the opportunity to apply the knowledge and skills learned in their introductory coursework. Emphasis will be on physical therapy practice in either cardiopulmonary or inpatient physical therapy practice. Students will rotate to a variety of settings which may include community hospitals, medical centers, acute or subacute rehabilitation centers, and extended care facilities (1 credit).

PT 610

Research Methods

This course focuses on preparing students to critically analyze research literature. Emphasis is placed on critically reading and interpreting published research in terms of applicability to the practice of health care professionals. Taught using discussions and lecture, this course provides a foundation for subsequent participation in research and evidence-based practice. (3 credits)

Spring Semester: Year 1

PT 626

Fundamentals of Movement Science 2

Students are introduced to the analysis of normal movement, posture, and gait. Through lecture, discussion and laboratory exercises, students learn to apply the principles of neuromuscular physiology, exercise physiology and biomechanics; laboratory activities focus on analysis of normal muscle and joint function through observation, palpation and application of biomechanical principles. (4 credits)

PT 632

Frameworks for Physical Therapy Practice: Musculoskeletal System 1

Students learn and apply anatomy, kinesiology, physiology, epidemiology, and pathology in exploring the issues of medical, surgical, pharmacological, psychological, and physical therapy management of individuals with musculoskeletal impairments. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for physical therapy practice are blended into each tutorial case, including the role of the physical therapist as a member of a health care team. Issues related to the care of patients of all ages are explored and discussed. Students develop sound examination skills and learn to derive diagnoses, prognoses, evaluations, and effective physical therapy plans of care. Clinical decision-making, hypothesis generation, documentation, and evidence-based practice are emphasized throughout the course. (9 credits)

PT 603

Integrated Clinical Experience

Prior clinical experiences were more observational in nature, so this experience allows students to gain more “hands-on” experience in (2) separate blocks of ICEs.

The first rotation will continue to be focused on inpatient physical therapy practice while the second rotation (March-May) will focus on patients with musculoskeletal pathologies. During the second rotation, placement will be in either an inpatient or outpatient physical therapy setting (1 credit).

PT 650

Independent Study

Students must be selected by a faculty member to pursue independent study. Selection is based on mutual interests between the faculty member and students as well as the academic record and professional behaviors exhibited by students in the previous semesters. Students work with faculty members to assist in their research, applying the skills learned in critical appraisal and research methods in PT 610. If students are selected for independent study, they do not take PT 612. (1 credit)

SHS 612

Application of Evidence to Practice

This course builds on learning from PT 610 and integrates learning from PT 632. Students determine and write clinically-applicable and answerable questions that relate to diagnosis, prognosis, and interventions for patients with musculoskeletal problems. Using questions as a base, students implement literature searches and critically appraise the articles found based on the search. Students discuss the credibility of the research, including issues of bias, confounding, statistical significance and clinical importance. Emphasis is on discussion of the strength of the evidence and its relevance to the management of their patient. Students build a library of CATs related to management of patients with musculoskeletal conditions. (2 credits)

Summer Semester: Year 2 (7 weeks)

PT 633

Frameworks for Physical Therapy Practice: Musculoskeletal System 2

This course is a continuation of PT 632. Students expand their knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of musculoskeletal problems and more complex patient cases. (8 credits)

PT 604

Integrated Clinical Experience

The focus of this experience will continue to involve patients with musculoskeletal pathologies. Placement in an outpatient setting for either the Spring or Summer ICE will occur. (1 credit)

Fall Semester: Year 2 (15 weeks)

PT 674

Clinical Education Experience 1

Students apply knowledge and skills in patient/client management in a health care setting and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 15 weeks. (5 credits)

Winter Intersession (2 weeks)

SHS 526

Field Experience: Cross-Cultural Health Care in Nicaragua

(Service learning elective)

This course may be substituted for the service learning component of PT 750. Students travel with faculty from SHS to Nicaragua for a 2-week intensive service learning experience during the January intersession. Students work with people in the community to address health needs. Conversational Spanish is required. Students are responsible for their travel and living expenses. (1 credit)

Spring Semester: Year 2

PT 734

Frameworks for Physical Therapy Practice: Neuromuscular 1

Throughout the semester, students develop and apply theoretical frameworks for physical therapy clinical decision-making from a developmental systems perspective, recognizing the changes across the life span. Students learn and apply child development, psychosocial aspects of disease and disability, neuroanatomy, neurophysiology, epidemiology, and pathology to the medical, surgical, pharmacological, psychological, and physical therapy management of individuals with neuromuscular disorders. They develop competence in physical therapy examination, evaluation, diagnosis, and management of a plan of care. Teaching and learning methods include lecture, laboratory activities, patient cases, small group self-directed, problem-based tutorials, and integrated clinical experiences. (9 credits).

PT 605

Integrated Clinical Experience

Students will rotate on (2) of (3) blocks of ICEs over the spring/summer semester. One of the blocks will focus on either adults or children with neuromuscular pathologies. Students will have opportunities in a wide variety of adult and pediatric practice settings (1 credit).

SHS 450

The Health Care System: Interdisciplinary Perspectives

The course begins with an 8-week overview of the health care system, which examines the determinants of health, access to health providers, financing, and interdisciplinary practice models. It also addresses issues of culturally-competent practice, international perspectives on healthcare, and vulnerable populations. The course is taught in a lecture/seminar format and is open to matriculated graduate students in Health Care Administration, Nutrition, Primary Health Care Nursing, and Physical Therapy. (3 credits)

PT 740

Principles of Practice Management I

This course introduces students to the nature and functions of general business organizations, including physical therapy practices that are stand-alone or within larger institutions. Emphasis is on understanding the fundamental management functions such as marketing, operations, human resource management, finance and accounting, and how they apply to physical therapy practice management. Students work to improve skills in teamwork. Effective oral and written communications are stressed. (3 credits)

PT 651

Independent Study

Students continue work begun during Spring semester of Year 1 in PT 650. (1 credit)

Summer Semester: Year 3 (7 weeks)

PT 735

Frameworks for Physical Therapy Practice: Neuromuscular 2

This course is a continuation of PT 734. Students expand their neuroscience knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of neuromuscular problems and more complex patient cases. Teaching and learning methods include lecture, laboratory activities, patient cases, and small group self-directed, problem-based tutorials, and integrated clinical experiences. (5 credits)

PT 606

Integrated Clinical Experience

Students will rotate on (2) of (3) blocks of ICEs over the spring/summer semester. One of the blocks will focus on either adults or children with neuromuscular pathologies. Students will have opportunities in a wide variety of adult and pediatric practice settings (1 credit).

PT 741

Principles of Practice Management 2

This course is designed to provide physical therapists with an understanding of advanced managerial competencies: communication, financial control, entrepreneurship, resource allocation, and leadership. It presumes familiarity with the healthcare system as well as with basic concepts and principles of management. Students engage in opportunities to develop some of the requisite skills of an effective practice leader. (2 credits)

Fall Semester: Year 3

PT 736

Frameworks for Physical Therapy Practice-Musculoskeletal 3

This course provides an overview of musculoskeletal conditions in physical therapy, allowing students to integrate and apply previous knowledge and skills to new contexts. Topics to be covered include the anatomy, epidemiology, pathology, and overall management of individuals with spinal conditions, temporomandibular joint dysfunction, thoracic outlet syndrome, and women's health issues. Students further sharpen examination, diagnosis, evaluation, and intervention skills incorporating thrust manipulation techniques. The semester includes, lecture, laboratory, and integrated clinical experiences. (4 credits)

PT 607

Integrated Clinical Experience

Students will have the opportunity to work with clinicians who incorporate manipulation in their physical therapy practice (1 credit).

PT 738

Frameworks for Physical Therapy Practice: Complex Conditions

This course integrates learning from all previous courses that addressed frameworks for physical therapy practice. A case discussion/presentation approach is used to enhance skills in differential diagnosis and clinical decision-making for patients of all ages with complicated and multi-system problems. (3 credits)

PT 750

Health Promotion, Wellness, and Advocacy with Service Learning

This course addresses the social determinants of health and the major health issues facing western society. The focus is on epidemiology, prevention, and interventional strategies. Students examine the behavioral issues related to reducing the incidence of these conditions, and managing them when they are present, including learning, motivation, and behavior change strategies. (2 credits)

PT 755T – Service Learning

Students use the literature to select strategies to address prevalent health problems at the individual, school/workplace, and community levels. In conjunction with PT 750 students participate in a service-learning project organized through the Scott-Ross Center at Simmons or in another country under the supervision of a Simmons PT faculty member.) Students will select **one** of the following service learning options:

- Winter Semester: Service Learning Experience in Jamaica (two weeks, 1 credit and to be taken before PT 750 is offered)
- Summer II: Service Learning Experience in Bolivia (two weeks, 1 credit and to be taken before PT 750 is offered)
- Fall Semester: Service Learning Experience in Boston (one day per week, fall semester, 1 credit and to be taken currently with PT 750)

PT 760

Research Seminar-Systematic Review

This is a seminar course on evidence-based health care that includes lecture, discussion, mentored small group activities, and peer presentations as the projects progress. Students working in small groups develop a health care case and researchable question, perform a systematic search, critically appraise each research study, synthesize the findings, evaluate the strength of the evidence, and apply the evidence to physical therapy practice. The course culminates in a formal presentation. Students who took PT 650 and PT 651 should register for PT 762, not PT 760. (3 credits)

PT 762

Research Seminar-Project

This course is a continuation of PT 650 and 651. Students continue with the projects begun in the previous spring semester as designated by the faculty advisor. The course culminates in a formal presentation. (3 credits)

Spring Semester: Year 3 (January 2 through Mid-April)

PT 775

Clinical Education Experience 2

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 15 weeks. (5 credits)

Summer Semester (Mid-April through Mid-August)

PT 776

Clinical Education Experience 3

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 15 weeks. (5 credits)

August Graduation

Clinical Education Experiences

Clinical education experiences are integrated within the curriculum providing opportunities for students to gain experience applying their knowledge, skills, and abilities each semester. Through integrated clinical experiences, students gain experience working in a variety of practice settings with patients/clients of various ages and health conditions. In addition to integrated (part-time) experiences, students participate in three full-time clinical education experiences, PT 674, PT 775, and PT 776, for a total of 45 weeks of full-time clinical education.

In consultation with students, the Director of Clinical Education makes the decision as to the location of clinical site assignments of each student. Students are responsible for their own transportation to and from clinical sites. Many of the clinical education facilities are not in the immediate Boston area. Travel by private or public transportation is necessary. Housing outside the usual area of residence may also be required and is the student's responsibility.

Students are provided with one week's leave from PT 776 to attend May graduation ceremonies and a licensure examination preparatory course at Simmons.

ACADEMIC PROGRAM INFORMATION

Advising

Each student is assigned a faculty advisor with whom s/he will work during the program.

College Registration

Students must register for each semester that they are enrolled. Course registration for newly accepted and enrolled students must be completed in written form. Course schedules are located on the Registrar's website at <http://my.simmons.edu/services/registrar>. Students should complete a registration form, which can also be downloaded from <http://my.simmons.edu/services/registrar/SOAR-registration.pdf>. Students will be billed for the course at a later date. Courses are billed by credit hour; see the Tuition and Fees at a Glance page on the website at <http://www.simmons.edu/shs/admission/finaid> for the current cost per credit hour. The registration bulletin will also contain the number of credit hours and schedule for the courses.

Degree Requirements

The degree of Doctor of Physical Therapy is awarded to students who have satisfactorily completed the Program, attaining a B (3.0) average. As graduates of an accredited program, students are eligible to take the National Physical Therapist Examination. Passing a licensure examination is required for individual state licensure and practice. Students graduate in August of the third year.

Enrollment Requirements

Certification in cardiopulmonary resuscitation and medical examination and clearances are required prior to the beginning of the September semester.

Graduation Honors

Any student completing the program course work with a grade point average of at least 3.80 and recommended by the faculty is awarded the Doctor of Physical Therapy degree with Distinction.

Orientation

An orientation for new students is held at the beginning of the summer and fall sessions. Students are notified about the date and time of these orientation programs. Since important information about The School for Health Studies, the program, and the College is provided at that time, it is expected that all students will attend.

Student Handbook

A SHS Student Handbook, [available online](#), details student rights and responsibilities, SHS academic regulations, tuition and fees, financial aid for graduate students, college facilities, student services, and other useful general information.

Student Records

Simmons College, in accordance with the Educational Privacy Act of 1974 (the Buckley Amendment), provides for the privacy and accessibility of certain student records. Students are permitted to review and inspect their own Simmons academic records and to challenge specific parts of them thought to be inaccurate. This must be done under the supervision of the Department Chair.

PHYSICAL THERAPY FACULTY

Full-Time Faculty

Teressa Brown, D.P.T.,O.C.S.,C.S.C.S., P.T.

Assistant Director of Clinical Education and Instructor of Physical Therapy

B.S. Simmons College

D.P.T. Simmons College

teressa.brown@simmons.edu

Dr. Brown began teaching at the Simmons Physical Therapy Program as an adjunct faculty member in Advanced Anatomy, Lab Instructor in 2007 and as a tutorial instructor in several clinical courses. In addition to classroom teaching, Dr. Brown is also the Assistant Director of Clinical Education at Simmons and oversees both the integrated and fulltime clinical experiences. The focus of her clinical experience is outpatient care incorporating orthopedics and sports injuries. She has also worked in community-based practice with patients with neurologic and orthopedic injuries.

George B. Coggeshall, M.S.,P.T.

Assistant Professor of Physical Therapy

B.S. University of Rhode Island

M.S.P.T. Boston University

george.coggeshall@simmons.edu

Mr. Coggeshall joined the faculty in 2008. He has over 30 years of physical therapy practice experience in a variety of settings. Mr. Coggeshall was instrumental in creating the advanced master's P.T. program at Northeastern University. He also served as chair of the physical therapy assistant program at Bay State College; was the Director of Rehabilitation Services at Massachusetts Respiratory Hospital. He is a practicing physical therapist at the Brigham and Women's Hospital. His principal teaching responsibilities include prevention and treatment of the cardiovascular, pulmonary and musculoskeletal systems and physical therapy health care management.

Shelley Goodgold, P.T., M.S., Sc.D.

Professor, Physical Therapy

B.S. New York University

M.S. and Sc.D., Boston University

Dr. Goodgold has over 25 years of experience in a wide variety of clinical settings. Professor Goodgold's areas of expertise include pediatric physical therapy, motor learning, and application of theory and research to practice, evidence-based health care, and wellness promotion/healthy lifestyle. Achieving state and national recognition for her scholarly endeavors, Dr. Goodgold received the 2002 Massachusetts Chapter Research Award and the 2003 Research Award from the Pediatric Section of the American Physical Therapy Association. She has also received national acclaim and extensive media attention for her promotion of backpack safety, including an appearance on national television. Additionally, Dr. Goodgold is an editorial board member of two professional journals, Pediatric Physical Therapy and Physical & Occupational Therapy in Pediatrics. Many graduate physical therapy students have had the opportunity to participate in research with Dr. Goodgold presenting their findings at professional conferences and via print publication.

James Huddleston, M.S., P.T.

Instructor of Physical Therapy

B.S. University of New Hampshire

M.S. University of New Hampshire

james.huddleston@simmons.edu

Mr. Huddleston has a strong background in physical rehabilitation, cardiac wellness and lifestyle behavior change. He has worked at the Beth Israel Deaconess Medical Center, Massachusetts General Hospital, and York Hospital. He is a member of the American College of Sports Medicine. He is also the author of several abstracts and articles on topics ranging from the mind/body connection to exercise conditioning. His clinical work is in wellness and alternative medicine.

Z. Annette Iglarsh PhD, MBA, PT

Chair of the Department of Physical Therapy

Professor, Physical Therapy

B.S., Health, Physical Education and Recreation, City College of NY

B.S., Physical Therapy Upstate Medical Center

MAT, Individualized Education, Alaska Methodist University

MBA, Executive Health Care Management, Loyola College of Maryland

PhD, Stress Management and Psycho-physiological Medicine, University of Maryland

Dr. Iglarsh joined the faculty at Simmons College in July 2007 as the new Chair of the Physical Therapy Department. She has been an active physical therapist for over 30 years. During this time she has practiced in academic, outpatient, acute, industrial, long-term care, and corporate healthcare settings. She has been elected to numerous state and national American Physical Therapy positions, including two terms as a member of the Board of Directors, a member of the Committee on Ethics and Legislation of the Federation of State Boards of Physical Therapy and the Allied Health Professions Licensing Board of MA. Nationally known for her work in leadership, ethics and business management, Dr. Iglarsh has presented over 180 lectures nationally and internationally to healthcare practitioners, professional associations, academicians, students and corporate entities. Her numerous publications include two textbooks. She has completed an NIH/ University of Pittsburg Fellowship in Survival Skills and Ethics, the Summer Institute for Women in Higher Education Administration at Bryn Mawr College and the Bioethics Intensive Institute at the Kennedy Center at Georgetown University. Her scholarly work focuses on Ethics, Responsible Conduct in Research, Leadership and Mentorship.

Justin Jones MSPT, DPT, OCS

Assistant Clinical Professor

B.S. University of Massachusetts, Amherst

M.S. P.T. Simmons College

D.P.T. Simmons College

justin.jones@simmons.edu

Dr. Jones is a board certified orthopedic clinical specialist and has worked in a variety of outpatient clinical and management positions during his career. His clinical interests include orthopedics and sports medicine. Justin's primary teaching responsibilities are in the musculoskeletal course sequence of the curriculum. In addition to his teaching responsibilities, he maintains his outpatient clinical practice in a hospital based clinic.

Clare Safran-Norton, Ph.D., M.S., O.C.S., P.T.

Assistant Professor

B.S., Northeastern University

M.S., Boston University

M.S., University of Massachusetts

PhD, University of Massachusetts

clare.safrannorton@simmons.edu

Clare E. Safran-Norton is a board-certified orthopaedic physical therapist with over 15 years of experience in a wide variety of clinical settings. Professor Safran-Norton's areas of expertise include orthopaedics, sports, women's health and gerontological physical therapy. After completing her PhD in gerontology focusing on the physical and social determinants of "aging in place" Dr. Safran-Norton began a post-doctoral fellowship at Boston University Medical Center Her primary academic responsibility is teaching in the musculoskeletal curriculum. In addition to teaching, Dr. Safran-Norton maintains an active involvement as mentor and guide to students participating in community service-related activities such as the Boston Marathon.

Physical Therapy Part Time Faculty

The School of Health Sciences is proud and fortunate to have the support of highly qualified part-time faculty who provide valuable mentoring, teaching, and research. Areas of expertise, interests and/or teaching are indicated below.

Leslie Day, PhD

Northeastern University
Advance Anatomy and NeurAnatomy

Joan Drevins, M.S., CCS, P.T.

Northeastern University
Cardiovascular-pulmonary

Patricia Meachan, MS, CCS, APT

MGH Institute of Health Professions
Prevention and treatment of the cardiovascular and pulmonary systems

Joanne Rivard, D.P.T., OCS, P.T.

MGH Institute of Health Professions
Musculoskeletal, orthopedics

Nancy Roberge, D.P.T., P.T.

Simmons College
Orthopedics, musculoskeletal, research

Kathleen Shillue, OCS, P.T.

Northeastern University
Musculoskeletal, orthopedics

Alia Sullivan, DPT

Simmons College
Advanced anatomy and prevention and treatment of the cardiovascular, pulmonary and neuromuscular systems

Toni Tasker, D.P.T., OCS, P.T.

Simmons College
Orthopedics, cervicogenic headaches, musculoskeletal

Lynne Wiesel, M.S., P.T.

Boston University
Children with developmental disabilities, childbirth education, neuromuscular

ADMISSION

Admission Requirements

Applicants to the Doctorate in Physical Therapy degree should hold a baccalaureate degree from a regionally accredited U.S. college or university or university abroad which is recognized by the Ministry of Education in the home country.

The following courses are required prior to application (or in process at the time of application-see below):

Biology with a lab	1 semester
Chemistry with a lab	2 semesters
Exercise Physiology	1 semester
Anatomy with a lab*	1 semester
Physiology with a lab*	1 semester
Physics with a lab	2 semesters
Psychology	2 semesters
Statistics	1 semester

*Students may also take two semesters of Anatomy & Physiology with labs

All courses must have been completed within ten consecutive years prior to the application deadline. These prerequisite courses must have been graded and may not have been completed on a pass/fail basis or audited. CLEP and AP (Advanced Placement) scores are **not** accepted in lieu of these courses. Two courses in Anatomy and Physiology (A/P) courses with labs do meet the one semester of Anatomy and one semester of Physiology requirement. **Only two of the prerequisite courses may be outstanding by the application deadline.**

A minimum grade point average of 3.0 in the science prerequisite courses and minimum of a B- in the psychology and statistics prerequisite courses is required for application review. Students enrolled in quarter or trimester systems need to submit grades to be recalculated on a semester basis. They will be notified if this computation indicates that they have completed sufficient coursework in these areas or need additional course credits to satisfy semester course requirements.

If applicants have questions about whether a particular course meets our requirements, they should contact the Office of Admissions at the School for Health Studies, 617-521-2605. If admitted, the student must submit an official transcript for the missing courses as soon as possible and before the end of June. Transcripts for students taking courses or graduating in May may not arrive at Simmons until July. Thus, to expedite enrollment, students should send a copy of their grade reports or a statement on letterhead stationery from each professor indicating the grade earned. Final official transcripts will be required in order to finalize the admissions process. This must be received by the SHS Admissions Department prior to the beginning of classes in the DPT Program.

At least 30 hours of documented work experience in a health-related environment is required. The experience must be verified via PTCAS by a licensed physical therapist. If you are completing your undergraduate degree, check on internship opportunities through your school. If you know a physical therapist, ask her/him if you can "shadow" for a short period of time. Call physical therapy departments or volunteer offices in a variety of practice settings and offer your services. Physical therapy practice settings include tertiary care hospitals, community hospitals, visiting nurse associations, nursing homes, retirement communities, private practices, and sports medicine facilities.

All candidates whose first language is not English must submit official scores of TOEFL (Test of English as a Foreign Language) taken within two years prior to the application deadline. The required minimum TOEFL score is 570 (paper test), 230 (computer test), or 88 (internet test). TOEFL does not replace GRE. TOEFL is waived if the applicant earned either a bachelor's or master's degree at a regionally accredited U.S. college or university, or at an institution abroad which is recognized by the Ministry of Education in the home country of English Speaking countries **only**.

Application Procedure

Simmons uses the "Common Application Process" developed by the American Physical Therapy Association. Information on this process can be found on the APTA web site (www.apta.org). Follow the directions carefully and submit the required materials to PTCAS. Remember: the application deadline for the School of Health Sciences is December 1 each year for consideration of admission for the following summer. It is important to submit materials to PTCAS before the application deadline as it takes several weeks for PTCAs to verify and send your application to us. If application materials arrive late, we cannot guarantee that such applications will be accepted or reviewed.

If a student is admitted to the Simmons DPT program and enrolls, official final transcripts for all undergraduate and graduate institutions attended must be sent to the Office of Admission for the School of Health Sciences. These official transcripts are in addition to the official ones sent to PTCAS which does not forward such transcripts to college or universities.

Photocopies, faxes, or student copies of original transcripts and recommendations are not acceptable.

Applicants who are completing an undergraduate degree in the year of application must submit September to December term grades. A copy of the student grade report is sufficient.

No application can be acted upon unless all materials are received. There is no guarantee that late applications will be considered; late applicants are not eligible for consideration of merit scholarship[s] or graduate assistantships.

Materials sent separately but directly to the Office of Admission of the School of Health Sciences:

1. The results of the Graduate Record Exam (GRE) taken within five years prior to the application deadline must be sent directly from ETS; Copies of student score reports are not acceptable. **Since the application deadline is December 1, the GRE should be taken no later than October in order for official scores to arrive at Simmons by the application deadline date. It is important to know that Simmons College does not receive electronic versions of the scores, thus, applicants must allow for amply mailing time.**

2. Official scores of the Test of English as a Foreign Language (TOEFL) taken within two years of the application deadline, for all applicants whose first language is not English. TOEFL does not replace GRE; both exams are required. The TOEFL requirement is based on native language, not citizenship. Copies of student score reports are not acceptable. A minimum score of 570 (paper test), 230 (computer test) or 88 (internet test) is required. Applicants who have earned a bachelor's or master's degree from a regionally accredited U.S. college or university or a post secondary institution abroad which is recognized by the Ministry of Education in the home country in English-speaking countries only are not required to submit TOEFL. **Since the application deadline is December 1, the TOEFL should be taken no later than October in order for official scores to arrive at Simmons by the application deadline date.**

3. Certification of Finances Form (for non-U.S. citizens). See the required form within the application for admission.

Application Deadline

All materials must be received by the deadline date of December 1 of the year prior to your anticipated enrollment in to the DPT Program to ensure application review. All materials should be received, not postmarked, by the deadline. International students should commence the application process at least six months in advance of the application deadline. Official transcripts providing proof of completion of all admission requirements will be necessary before enrolling in the program.

Admissions Decisions

Following the review of all applications, applicants will be invited for interviews. Applicants will be selected for admission based on the strength of their application and interview, including pre-requisite science GPA, overall GPA, GRE scores, recommendations, personal statement, and healthcare experiences.

Campus Visits

Campus visits are encouraged for individuals interested in the program. At your request the PT Department will arrange for you to meet individually with faculty, attend a class, and meet current physical therapy students.

Prerequisite Course Registration

In some cases, when an applicant has many pre-requisite courses to complete, it is possible to register through the Dorothea Dix Scholar's Program (undergraduate adult continuing education department). These courses are offered during the day during the academic year. For any questions regarding this process, the Dix Office can be reached at 617-521-2500 and dix@simmons.edu.

Enrollment Deposit

Accepted students who wish to enroll must submit a \$500 non-refundable enrollment deposit by the date indicated in the letter offering admission. This deposit is applied to the first term bill. No extensions to the deposit due date can be granted

Reapplication Procedure

An applicant who wishes to re-apply, should submit his or her request in writing to the Assistant Dean/Director of Admission. The applicant must re-submit materials to PTCAS. An application fee to PTCAS again is required.

For more information regarding Admission, please see the Frequently Asked Questions (FAQ) sheet for Admission at <http://www.simmons.edu/shs/admission/faq.shtml>. For the D.P.T. FAQ, please see <http://www.simmons.edu/shs/academics/pt/faq.shtml>.

Financial Information

For information about the current tuition and fees, please see our website at <http://www.simmons.edu/shs/admission/finaid/>.

Financial Aid for U.S. Citizens

While the responsibility for educational financing belongs with the student, Simmons College administers the low-interest Stafford loan program and other alternative loan programs that assist U.S. and permanent resident alien students in financing their education. At Simmons, financial aid is based on both academic excellence and financial need. The Office of the Dean of the School of Health Sciences offers assistance in the form of scholarships and assistantships. These limited merit awards or assistantships for teaching and research are competitive and are based on merit. It is important to understand that no merit award will fully cover tuition.

Applicants are automatically considered for these merit awards. There is no separate, special application for merit awards. Financial need is used to determine eligibility for federal financial aid (low-interest loans). Financial need is determined through an evaluation of a student's ability to contribute toward educational expenses and is administered through the Office of Student Financial Services.

Potential first year graduate students must submit a FAFSA (Free Application for Federal Student Aid) form and the Simmons College Supplemental Form to the Office of Student Financial Services by the March 1 deadline for summer entry for federal financial aid (low-interest loans). Students must be enrolled at least half time to be eligible for federal financial aid. Check with the specific program you are interested in to determine the minimum number of credits considered to be half time. The Simmons FAFSA code is 002208.

All Simmons financial aid decisions are made on an academic year basis. In order to receive aid in subsequent years, you must reapply each year, and for priority consideration, meet established deadlines. Renewal of financial aid is contingent upon meeting satisfactory academic progress as well as all other eligibility criteria. Students interested in further information about financial aid at Simmons can find comprehensive information on the financial aid web site at <http://my.simmons.edu/services/sfs/> or by calling the Office of Student Financial Services at 617.521.2001.

Expenses

Information on policies, procedures, charges, registration, and other financial matters is provided by the Office of Student Financial Services (617.521.2001). All students are responsible for becoming familiar with these regulations of the College.

College charges for tuition, fees, and residence must be paid according to the scheduled payment dates. Please note that no student is allowed to complete registration and attend classes without account approval from the Office of Finance. The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, placement materials, and using various offices and facilities.

It should be noted that Simmons has no deferred payment plan, but cooperates with commercial payment plans, for which information is available. All College charges are payable by the applicable due dates, or a late payment fee will be applied. If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable. The College has an employer tuition reimbursement policy for graduate students. The Office of Student Financial Services (617.521.2001) should be contacted for applications and eligibility information.

Simmons also offers tuition insurance, The Tuition Refund Plan, through A.W.G. Dewar, Inc., which is an optional, inexpensive tuition insurance program that costs approximately 1% of the total cost of tuition. Under specific circumstances the program refunds a portion of tuition and fees for withdrawal due to personal illness, accident, or emotional disorder. Students are encouraged to consider purchasing this insurance option. If you are a full-time student and wish to purchase this insurance, you should purchase it for the academic year. Payment must be made before the opening date of the academic year to ensure that coverage will be in effect.

Details are available at the Office of Student Financial Services (MCB-Room W-207), or by contacting A.W.G. Dewar, Inc., 4 Batterymarch Park, Quincy, MA 02169, telephone 617.774.1555 or visit www.tuitionrefundplan.com. If you are a part-time student or a full-time student planning to take a summer semester course, you can purchase this insurance on a semester-by-semester basis; please contact A.W.G. Dewar, Inc. at the telephone number above for further information and an application. Applications and payment for part-time students cannot be accepted after the start of the semester for which you are purchasing the insurance.

The Commonwealth of Massachusetts mandates proof of medical insurance for students who are at least three-quarters time (nine credits). You may be required to purchase this insurance if you are not already covered by your personal health plan. Simmons College will accept American Express, Master Card, Visa and Discover Card payments for graduate tuition. Students may present their cards in person to the Student Accounts Office, or by fax, 671.521.3195. The College regrets it cannot accept credit card information over the telephone.

Refund Policy

The College's general policy regarding refunds to students is stated on a separate flyer titled Financial Information. Questions regarding refunds should be directed to Student Accounts personnel in the Office of Student Financial Services at 617.521.2009.

Information for International Applicants

The School of Health Sciences welcomes applications from international students (U.S. citizens living and studying abroad, non-U.S. citizens and permanent resident aliens) because the campus community is made richer by the presence of individuals with different perspectives from other countries. To assist applicants in understanding the nature of the application and admission process, this section highlights important information to make the transition easier. Due to immigration stipulations, international students requiring a student visa to study in the U.S. must be enrolled full time in an academic program. Additionally, if you are currently in the U.S. and have any visa other than an F-1, you must check with the Bureau of Citizenship and Immigration Services regarding procedures for changing your visa status.

Application Deadlines

The application deadline for the Doctorate in Physical Therapy Program is December 1. This is the date when all materials must be received, not the postmark date. It is imperative that students who have or are studying abroad commence the application process at least six months prior to the application deadline. Please allow ample time for the pace of international postal systems, obtaining visa documents, arrival in the U.S. and transitioning to a new environment. International students will not be allowed to enroll if they arrive after the official start of the term.

Required Academic Records

In the U.S. academic records or mark sheets are called "transcripts" (this is the term used throughout this catalog). All applicants who have studied abroad must submit official (signed in original ink and stamped with a seal) academic records for study completed at all universities (including schools where no degree or certificate was earned by the student). These documents should include end-of-year result sheets, national exam results and a copy of degrees or certificates, both in the native language and English translations. Photocopies or facsimiles are not acceptable. Additionally, the academic records may need to be evaluated by an agency specified by the School of Health Sciences.

A "college" abroad usually means a secondary institution whereas in the U.S., a college is an institution providing higher education. A college can be part of a larger university or represent a singular institution such as Simmons College. Academic records from overseas colleges which are actually secondary schools (high schools in the U.S.) are not required as part of the application process. Courses taken at the secondary level do not fulfill the prerequisite requirements for application and admission to a graduate program. A Baccalaureate in the U.S. is a first university degree. Many overseas systems award Baccalaureates which represent the completion of secondary education or a year beyond.

Required Standardized Test Results

All applicants must submit official scores of the GRE (Graduate Record Exam), taken within the past five years. Copies of student score reports are not acceptable. The SHS code is 3761. Further information about this exam can be obtained by directly contacting: GRE, Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000 telephone 609.771.7670 or www.gre.org.

Students whose first language is not English must submit official scores of TOEFL (Test of English as a Foreign Language), taken within the past two years. No other English proficiency exam is acceptable. The TOEFL requirement is based on native language not citizenship or the type of school a student attended. TOEFL does not replace GRE; both exams are required. The minimum acceptable score is 570 (paper test), 230 (computer test) or 88 (internet test.) Copies of student score reports are not acceptable. The TOEFL is waived if an applicant earned a bachelor's or master's degree from a regionally accredited U.S. college or university or from a past secondary institution abroad which is recognized by the ministry of education in the home country. The SHS code is 3761. Further information about this exam can be obtained by directly contacting: TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, telephone: 215.750.8050 or www.toefl.org.

Applications cannot be reviewed without the receipt of these test scores. It is very important that applicants register for these exams well in advance of applying for admission. Since the application deadline is in December, such exams should be taken by October of the previous year in order for official scores to arrive at Simmons by the application deadline date. It takes four to six weeks for the Office of Admission to receive official scores.

Required Financial Documentation

All non-U.S. citizens who will require a student visa for study in the U.S. must provide accurate and current (within six months prior to applying) evidence of ability to pay for the cost of a Simmons education. These costs are variable (but include fixed and living costs beyond tuition) and outlined on the enclosed "Certification of Finances Form." This form must be completed and returned directly to the SHS Office of Admission.

If this form is not used, an original signed statement from the applicant's sponsor indicating a willingness to provide financial support and a statement from the sponsor's bank verifying the availability of sufficient funds must be received.

All documents must be signed in original ink, written in English and funds must be shown in U.S. dollars (\$). Certain countries limit the amount of money which may be sent abroad. Thus, it is very important for the applicant to inquire about the regulations in the home country concerning transfer of funds. Applications cannot be reviewed without certification and documentation of financial resources. This information is required in order to process an I-20 to obtain an F-1 student visa.

The School of Health Sciences offers limited merit awards or assistantships for teaching and or research. These small awards are very competitive, and are based on merit. Students must be enrolled full-time for consideration. Applicants should understand that stipends would not cover the entire cost of tuition. All applicants are considered for merit awards and assistantships during the application process; no separate application is required. Simmons College does not offer state or federal financial aid to non-U.S. citizens. Because Simmons College and SHS are unable to provide extensive funding to non-U.S. citizens, please carefully consider the ability to meet the financial obligations before submitting an application.

Please see our website at http://www.simmons.edu/shs/forms/intl_loans.pdf for a partial listing of private loan sources.

Academic Year

For each academic semester, students receive grades for each subject (course) taken. The Professional D.P.T. program begins in July. The fall semester generally begins in early September and ends in mid-December. The spring semester begins in mid-January and ends in mid-May.

Grading and Credit Hours

The School for Health Studies at Simmons College awards letter grades for all completed courses: A=Excellent, B=Good, C=Fair, D=Poor, F=Fail and P=Pass. Each letter grade is assigned a value: A=4.00, B=3.00, C=2.00, D=1 and F=0. The total number of credit hours required to obtain a specific degree will determine the number of courses a student needs to complete the program.

Arrival at Simmons College

It is important that international students plan properly to arrive at the required time to commence their studies. Allow ample time for obtaining immigration documents, shipping personal items, and adjustment due to time and climatic changes. Students will NOT be allowed to enroll in classes if they arrive after classes have officially started. It is imperative that students allow adequate time for moving, student orientation and establishing contacts. Students who choose to live in campus housing are allowed to use those facilities during official school breaks in December/January and May to August.

Notice of Non-Discrimination

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as currently established. Admission to specific courses and programs will be dependent upon qualifications of students and availability of instruction, Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

Simmons College is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general college community.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color, religion, ancestry, national origin, age, sex, sexual orientation, legally-recognized disability, or veteran status.

Simmons College admission and financial aid policies are administered in accordance with the Education Acts of 1965, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The College is committed to admitting students of any race, color, or national origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran status.

Furthermore, Simmons College is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to Director of Human Resources, or the applicable dean for appropriate action.