



**Doctor of Physical Therapy Program
Student Handbook
2025-2026**

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SECTION I: GENERAL INFORMATION

1.1 Welcome to the Doctor of Physical Therapy Program

The faculty would like to welcome you to the Simmons University Doctor of Physical Therapy program – a long standing and respected physical therapy program, with a rich history as one of the first programs to educate physical therapists in the United States.

You were admitted into this program by the admissions team and physical therapy faculty members who, after reviewing your applications, determined that you have the academic strength, drive and passion to successfully complete this rigorous academic and clinical program. You come from diverse backgrounds and have unique reasons for pursuing this professional path. As you start the DPT program at Simmons, you will begin to form a learning community with your cohort and faculty – one that will enhance your academic and clinical experiences, foster life-long learning skills and support you as you begin your journey to becoming a physical therapist.

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 dependent upon your ability to retain and apply the information you are learning to different contexts and at different levels of reasoning and decision making. This can be a new challenge for some. The faculty are here to mentor you through both your academic and professional behavior development. Seek their guidance.
- Remember you are learning to provide the highest quality, evidence informed physical therapy care to your patients; the same quality of care that you would expect for your family and friends.
- The Simmons DPT program encourages a collegial atmosphere in which students and faculty work together to maximize success. Characteristics of students who are successful in our program include the following...
 - Work hard and wisely, keep perspective.
 - Seek balance in your life.
 - Stay healthy.
 - Embrace uncertainty.
 - Focus on becoming the physical therapist of the future.

All the best on your journey to become a Doctor of Physical Therapy,
-The Faculty and Staff of the Simmons University Doctor of Physical Therapy program

1.2 Simmons University

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 in health sciences, liberal arts, library and information science, nursing, and social work.

For more than 100 years, a Simmons education has integrated professional preparation, intellectual exploration, and community orientation, because all three approaches are necessary for success. At Simmons, we value the many dimensions of identity – including race, class, ethnicity, and sexual identity – and reflect that in our curriculum, affiliated organizations, and community partnerships.

Simmons consistently ranks among the nation's top schools in its category in the US New & World Report, the Princeton Review and Forbes. 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

[\(Click Here\)](#)

Simmons University is a community of higher learning that unites passion with purpose.

1.2.3 Vision

[\(Click Here\)](#)

Rooted in an age-old fight for equality, we envision a future where our historic foundation as a women's college offers scholars an opportunity to pursue their life's work; where our expertise in fields that improve the human condition serves as a resource for the nation; where the relationships that are formed through teaching and learning are a cornerstone of our success; and where our home in the city of Boston welcomes all genuine forms of intellectual curiosity, imagination, and self-expression.

1.2.4 Core Values

[\(Click Here\)](#)

- We believe in changing the world for the better by inviting the best of the world to change us.
- We believe in strengthening our communities by nurturing inclusion and belonging.
- We believe in leading and modeling leadership through everyday action.
- We believe in improving society by connecting theory to practice.
- We believe in increasing our power to influence by increasing our willingness to serve.

1.2.5 University Policies

[\(Click Here\)](#)

Simmons University prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the University's Title IX Coordinator. Please see the University's [Notice of Non-Discrimination](#) for information on how to report concerns or questions relating to sex discrimination.

Including: General Policies
 Graduate Policies
 Undergraduate Policies

1.2.6 Student Code of Conduct

[\(Click Here\)](#)

1.2.7 Essential University Resources

1.2.7.1 Library

Location: First Floor, Lefavour Hall ([Click Here](#))

The Simmons University Library fully supports the educational needs of all members of the Simmons Community – students, faculty, staff, alumnae/i, and guests.

1.2.7.2 Center for Student Success

Location: Ground Floor, Lefavour Hall ([Click Here](#))

The Center for Student Success (CSS), located on the ground floor of LeFavour Hall, houses the [Office of Undergraduate Advising](#), the [Writing Center](#) and [Tutoring Center](#), the [Center for Global Education](#), the [Office of Accessibility Services](#), and the [Career Education Center](#). These five offices work individually and collaboratively to assist students as they strive to be successful academically, professionally, and personally.

1.2.7.3 Holmes Sports Center

Location: Residence Campus

Athletic activity at Simmons centers around the William J. Holmes Sports and Fitness Center, located just steps from Simmons' nine residence halls and Bartol Dining Hall. Opened in 1989, the Center houses state-of-the-art training equipment, plus hardwood courts, an indoor running area, swimming pool, and much more.

1.2.7.4 Office of Accessibility Services

Location: Ground Floor, Lefavour Hall, Center for Student Success ([Click Here](#))

At Simmons University, we are committed to the full participation of all students in our programs and activities. Simmons University is mandated by Section 504 of the *Rehabilitation Act* of 1973 and the *Americans with Disabilities Amendment Act* of 2008 to provide equal access to educational and co-curricular programs, campus activities, facilities, and employment opportunities to qualified individuals with disabilities. The University provides reasonable accommodations based on appropriate documentation to ensure equal access and to reduce barriers to learning, programing, and events.

1.2.7.5 Off-Campus Housing

Location: ([Click Here](#))

The listing of rental units on this site is a service to local rental property owners and Simmons students, faculty, and staff. Rental property owners are responsible for reporting information fairly and accurately, and Simmons and Off Campus Partners cannot guarantee the completeness or accuracy of such information. Inclusion of any property or rental unit on this website does not constitute, and shall not be construed or reported as (1) an endorsement or approval by Simmons or Off Campus Partners of the landlord, its properties, or its business practices, or (2) a warranty or representation by Simmons or Off Campus Partners as to the quality, safety or other features of such property and/or its owners or management agent(s). Simmons and Off Campus Partners expressly disclaim any and all responsibility for any problems that may arise with regard to such property or rental units or with regard to disputes between landlords and tenants concerning such property or rental units. All prospective tenants are encouraged to exercise their own good judgment when evaluating a prospective rental unit or landlord.

1.2.7.6 Bookstore

Location: Main College Building (Basement) ([Click Here](#))

The Simmons University Bookstore is located on the lower level off of the Fens Lobby in the Main College Building. In addition to all course related books and materials, we carry a wide variety of merchandise - like gifts, cards, candy and snacks - and offer many services.

1.2.7.7 Counseling Center

Location: Main College Building (A-275) ([Click Here](#))

1.2.7.8 Health Center

Location: Residence Campus ([Click Here](#))

Simmons Health Services, located on the Simmons Residence Campus, offers health care to Simmons Undergraduate and Graduate students. The Health Center is staffed by Registered Nurses, Nurse Practitioners (and Simmons FNP Students) and a Family Physician; Additional part-time providers include a Registered Dietitian and Psychiatric consultant. Services are available by appointment at the Health Center during regularly-scheduled clinic hours.

1.2.7.9 Violence Prevention and Education

Location: Ground Floor, Lefavour Hall, Center for Student Success-REEF ([Click Here](#))

The Violence Prevention, Education, and Outreach (VPEO) Program sits within the REEF Support Center and aims to support students impacted by relationship and interpersonal violence.

1.2.7.10 Technology Support

Location: Main College Building (A-050 Ground floor) ([Click Here](#))

Simmons Technology is committed to providing reliable services, innovative solutions, and excellent support to the Simmons community. Looking for self-service or technology support? Please visit servicedesk.simmons.edu to find answers to common questions, make service requests, and more!

1.2.7.11 Office of Student Financial Services

Location: Main College Building (A-200) ([Click Here](#))

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.

1.2.7.12 Registrar

Location: ([Click Here](#))

We provide resources such as course registration, class and classroom scheduling, transfer credit evaluation, certification of enrollments, and the release of official academic records.

1.2.8 Maps & Directions to Simmons

For maps of the University, please click [HERE](#). For directions, please click [HERE](#).

1.3 School of Sciences and Health Professions (SSHP)

In the School of Sciences and Health Professions, you'll find inspiration at the intersection of life and science — cultivating innovative practices and procedures required to advance our scientific future and save lives.

Our faculty are leaders in their fields and pride themselves on being personal mentors. You'll work with them to master the fundamentals and put that knowledge into practice through hands-on learning in our state-of-the-art labs. Our students consider the natural world from every angle, blending social, mathematical, and life science to address intriguing issues related to behavior and experience.

Situated in the heart of Boston, the Simmons campus is surrounded by world-renowned teaching hospitals and research facilities — like Brigham and Women's Hospital, Beth Israel Deaconess Medical Center, Boston Children's Hospital Boston, and Massachusetts General Hospital. Our students are sought after for clinical rotations, research, and employment opportunities with leading experts in the industry.

1.3.1 Academic Calendar

[\(Click Here\)](#)

1.4 Doctor of Physical Therapy (DPT) Program

The DPT program requires a full-time commitment of 36 months and culminates in the Doctor of Physical Therapy (DPT) degree. Students begin the program during the summer session and typically graduate in May.

The DPT curriculum is designed to educate students to serve patients in the areas of rehabilitation, health promotion, and disease prevention. The didactic and clinical course material is integrated within each semester and across the entire curriculum to allow students to synthesize and apply newly acquired knowledge and skills. Students in the professional curriculum traditionally attend classes on the Simmons campus and at Harvard Medical School (Human Anatomy). More than 300 clinical sites, located across the country, are affiliated with Simmons University 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 University DPT unique. The physical therapy program has a rich history dating back to the early 1900s, 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 Children's Hospital of Boston, the program moved to the current Simmons campus in the late 1940s. We are proud to have retained these values and partnerships as the scope of physical therapy practice has expanded. Through our program's history, we have

transitioned from terminal degrees at the certificate level, and progressed to a Bachelor's of science (BSPT), a Masters of Science (MSPT), and since the early 2000s our current standard entry level degree the Doctorate in Physical Therapy (DPT). Through these transitions, we have maintained our values of small group problem-based learning experiences, evidence-informed practice, and establishing strong communication and clinical reasoning while embracing advances in technology to facilitate the learning environment.

1.4.2 Mission

The Simmons University Doctor of Physical Therapy program educates future physical therapists as human movement system specialists who practice evidence-informed care that is holistic, inclusive, and equitable for all individuals and communities. The program cultivates a commitment to excellence, life-long learning, scientific inquiry, leadership, diversity, and advocacy through engaged citizenship.

1.4.3 Vision

A collaborative, innovative, educational program that integrates academic excellence with rigorous career preparation, outstanding clinical experiences, and scholarly opportunities. A Doctor of Physical Therapy program that is diverse in faculty and students, and that educates and prepares exceptional clinicians who make meaningful contributions to the profession and the health of our communities.

1.4.4 Core Values

- o Excellence in teaching, research, and clinical practice
- o Critical inquiry through problem-based learning
- o Wellness and health promotion through the lifespan
- o Ability to adapt and contribute to the changing landscape of healthcare
- o Empathy, compassion, and resilience

Additionally, the Simmons University 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:

- o **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 and client outcomes, the profession, and the health needs of society.

- o **Altruism**

- Primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of the patients and clients ahead of the physical therapist's self-interest.

- o **Collaboration**

- Working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's

respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

o **Compassion and 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.

o **Duty**

- Commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

o **Excellence**

- The provision of physical therapist services occurs when the physical therapist consistently uses current knowledge and skills while understanding personal limits, integrates the patient or client perspective, embraces advancement, and challenges mediocrity.

o **Integrity**

- Steadfast adherence to high ethical principles or professional standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

o **Social Responsibility**

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

1.4.5 Program Goals

1) STUDENT GOAL

Students and/or graduates of the Simmons University Doctor of Physical Therapy (DPT) program will be prepared to provide ethical, legal, effective, equitable, comprehensive, and evidence-informed physical therapy services across the continuum of care and patient/client lifespan within the dynamic health care environment.

Outcome Metrics:

1. Using APTA's *Clinical Performance Instrument: Version 3.0*, under the 'Professionalism' domain, >90% of Simmons University DPT students will achieve 'Entry Level' performance or better in subcategory 1.1 Ethical Practice.
2. Using APTA's *Clinical Performance Instrument: Version 3.0*, under the 'Professionalism' domain, >90% of DPT students will achieve 'Entry Level' performance or better in subcategory 1.2 Legal Practice.
3. At least 25% of DPT student Research Capstone projects will be submitted for presentation and/or manuscript publication.
4. DPT graduates who enter the job-market within six months of degree completion will report a 100% employment rate.
5. DPT graduates will achieve at least 85% first-time pass rate on the

FSBPT NPTE.

6. DPT graduates will achieve 100% ultimate pass rate (3-year average) on the FSBPT NPTE.
7. 85% of Simmons University DPT graduates who complete the graduate survey will report Agree/Strongly Agree for question 7c (EIP in clinical decisions), 7d (EIP and patient values), and 7o (participate in the research process).

2) STUDENT GOAL

Students and/or graduates of the Simmons University DPT program will be prepared to be leaders in recognizing and respecting the socioeconomic, psychosocial, and cultural context of patient/client-centered care and be able to adapt professional responsibilities and service delivery models within diverse communities.

Outcome Metrics:

1. 100% of Simmons University DPT students will complete self-assessments of professional behaviors.
2. 100% of Simmons University DPT students will complete self- and peer-assessments in tutorial and capstone courses.
3. 100% of the Simmons University DPT students will engage in a reflective service learning activity.
4. Using APTA's *Clinical Performance Instrument: Version 3.0*, under the 'Interpersonal' domain, >90% graduates will achieve 'Entry Level' performance or better in subcategory 2.2 Inclusivity.
5. 85% of Simmons University DPT graduates who complete the graduate survey will report Agree/Strongly Agree for question 7i (service, advocacy, leadership) and 7n (interprofessional).

3) FACULTY GOAL

Faculty of the Simmons University DPT program will excel in teaching in order to create an effective learning environment for students and clinical partners.

Outcome Metrics:

1. 95% of Simmons University DPT graduates who complete the graduate survey will agree that the DPT program upholds its stated mission.
2. 85% of Simmons University DPT graduates who complete the graduate survey will Agree/Strongly Agree that faculty demonstrate effective teaching practices.
3. Faculty will be compliant with the Simmons University Implementation Guidelines on conducting and participating in peer-teaching evaluations.

4. Faculty will offer written reflection annually on teaching that includes course evaluations and professional teaching goals.

4) FACULTY GOAL

Faculty of the Simmons University DPT program will actively engage in scholarship by contributing to, and utilizing current literature to advance the profession, and inform educational practices.

Outcome Metrics:

1. 85% of Simmons University DPT graduates who complete the graduate survey will Agree/Strongly Agree that the faculty utilizes current literature to inform teaching.
2. All core faculty, who have been faculty > three years, have a scholarship development plan that results in the dissemination of one peer-reviewed product every two years.
3. 100% of the core faculty will engage annually in professional development activities in areas directly related to their teaching and/or scholarship and to each individual faculty member's professional and/or scholarship goals.

5) FACULTY GOAL

Faculty of the Simmons University DPT program will demonstrate leadership by pursuing their own professional development, actively participating in professional organizations, and contributing to communities of interest through service and advocacy.

Outcome Metrics:

1. 100% of the core faculty will engage annually in professional development activities in areas directly related to their teaching and/or scholarship and to each individual faculty member's professional and/or scholarship goals.
2. All core faculty will serve on at least one department committee in each academic year.
3. At least 30% of the core faculty will serve on University and/or School (Health Science) committees in each academic year.
4. At least 25% of the core faculty will serve on state, regional, or national committees and/or councils within professional organizations in each academic year.
5. At least 25% of the core faculty will perform volunteer service within the community in each academic year.

6) PROGRAM GOAL

The Simmons University DPT program will demonstrate commitment to educating future physical therapists by ensuring regular assessment of the appropriate resources, both capital and human, upon which informed decisions will be made towards setting and

achieving the highest standards.

Outcome Metrics:

1. Departmental faculty will conduct an ongoing comprehensive assessment program that seeks input from invested parties (including, but not limited to students, faculty, university leadership, community partners, clinical sites/educators, etc.) at minimum of once every three years. Concerns raised by one invested party and seconded by another will prompt review by the departmental faculty regarding potential program-related modifications.
2. Departmental faculty and staff will implement a regular assessment of all policies and forms at minimum biannually.

1.4.6 DPT Program Philosophy

The Doctor of Physical Therapy program at Simmons University 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 lab and clinical experiences, as well as service learning opportunities. The faculty and students continually seek best available evidence to inform 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

The Simmons University DPT program's traditional core curriculum is further enhanced at the beginning of the first fall semester of the program by engaging students in small group, problem-based, case explorations, known as tutorial. The ratio of faculty to students in these tutorial groups is approximately 1:6. Tutorial cases are developed by the faculty to parallel the clinical content 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, lab, and integrated 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 12-week clinical experience in the beginning of their second year.

Following this clinical experience, students return to the classroom in the spring eager to explore new course content in their classroom and lab 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 12-week clinical experiences. 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 healthcare 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 University 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) are practice-based exposure to patient care in a variety of settings. 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 & Simmons Community Engagement

Simmons University DPT program has always assumed an active role in helping those in our local communities who are medically and socially underserved. The Stephen D. London Center for Community Engagement and Social Justice (London Center) believes that at its best, service-learning is a high-impact pedagogy which can enhance student learning while providing tangible benefits to communities. The London Center also envisions

service-learning as having the potential to support the principles of social justice through increasing equity and inclusion in our city and beyond. The London Center works with faculty to build community connections and ensure high quality, high impact learning opportunities for students; these opportunities, in turn, provide services and bring additional resources to the communities in which we are embedded.

1.4.10 Commission on Accreditation of Physical Therapy Education

[The] Doctor of Physical Therapy program at Simmons University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

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. CAPTE's mission 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. Should you have complaints, questions or concerns regarding accreditation, the appropriate order of operations is to first contact the DPT Program Director, and second (if needed) CAPTE directly at the above email address.

1.4.11 Graduation Requirements

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

SECTION II: DPT ACADEMIC REQUIREMENTS

2.1 Program Requirements

The DPT program requires a full-time commitment of 36 months and culminates with awarding the Doctor of Physical Therapy (DPT) degree. The program is designed to educate students in the areas of rehabilitation, research, health promotion, disease prevention, and management.

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.

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 Doctor of Physical Therapy degree is awarded to students who have satisfactorily completed the DPT program, and attained a minimum cumulative GPA 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 May of the third year and can apply to take the examination at that time by contacting the Federation of State Boards Physical Therapy to sit for the next fixed-date NPTE test. Additional information regarding the NPTE can be found at the Federation of State Boards of Physical Therapy website: <https://www.fsbpt.org>.

2.2 Technical Standards/Essential Functions of Physical Therapy

All educational programs at Simmons University, including those of the School of Sciences and Health Professions, 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 DPT program, the DPT program has outlined the essential functions of students in the program. To be qualified to participate in and complete the DPT program, students must be able to perform these essential functions. The program will provide qualified disabled students with reasonable accommodations that are necessary to enable them to meet the technical standards required of them.

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' lifestyles 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 [Accessibility Services](#), or is diagnosed with a disability once matriculated and requests accommodations, they must provide the Director of Accessibility Services 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 (Chair and/or Program Director, DCE or other relevant faculty) in consultation with the Director of Accessibility Services. 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 School 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 Accessibility Services and/or the student 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 elements 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, integrated clinical experiences (ICE) and/or patient simulation experiences, as well as 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 professional 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.

2.4.1 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 (see section 2.8.8).

In all other instances, if a student fails to demonstrate acceptable behavior while in classes, on campus, or during their clinical experiences, the student will receive a **Professional Behavior Citation (PBC)** (see section 2.4.2 below).

2.4.2 Professional Behavior Citation (PBC).

Professional behavior citations (PBCs) will be issued at the discretion of the faculty who witnesses the unprofessional behavior/pattern of behavior. The citation will be completed by the faculty member who witnessed the behavior, and will be forwarded to the: Chair and/or Program Director of the Physical Therapy Department, Chair of the Student Progress and Conduct Committee, the student, and the student's advisor. If the incident(s) occurs during a clinical education experience, the student's clinical instructor will contact the Director or Assistant Director of Clinical Education who will work with the clinical instructor to issue the citation. PBCs will be tracked for the duration of the student's time in the program by the Student Progress and Conduct Committee (SP&C) and are cumulative. Upon the issuance of a second PBC the student will be required to remediate their professional behavior citation in collaboration with their assigned DPT advisor. This remediation will be developed with the student and advisor and is required. Failure to complete the remediation will result in further professional behavior citations. Upon the issuance of a third PBC, the student will be required to meet with the department chair and/or program director for further remediation. This remediation will be developed with the student and department chair and is required. Failure to complete the remediation will result in further professional behavior citations. If a fourth PBC is issued, the student will be excluded from continuing in the program.

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 ([Academic Integrity Policy](#))

All students at Simmons University are expected to be honest and forthright in their academic pursuits. Students are responsible for reading, understanding and abiding by the Simmons University Student Code of Conduct, which includes this academic integrity policy as well as any professional standards and guidelines provided by a specific program and/or College. Ignorance and/or failure to have read this information is not considered an excuse for not understanding or knowing about these policies. The majority of academic integrity cases are handled by the faculty and/or academic leadership. All allegations, incidents, and outcomes are reported to the Associate Provost for Curriculum, Assessment and Accreditation.

2.5.1 Honor Code of Responsibility

The students, faculty, and administrators of Simmons University agree to accept the following responsibilities:

- o each member of the Simmons University community is responsible for maintaining a high level of integrity, honesty, and trust within the community.
- o each student is responsible for presenting work of their own creation, and refraining from representing as their own work that which is not theirs.
- o conduct in keeping with the policies outlined in this handbook and all other official University 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 University. Each student is expected to read, understand, and observe the policies outlined in the Simmons University 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 their 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 their 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 their 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 their 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 sign 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, the instructor should tell the class where they 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 they can be reached if further clarifications are necessary.

Each administrator is responsible for clarifying policies and procedures with respect to the function of their office in relation to the Honor System. Such clarification should appear in official University 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 University'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 their 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 their 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 their 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

A student who achieves a minimum grade of “B” or “Pass” in a Pass/Fail course in each course will be in good academic standing. In addition, the student must pass all safety items on practical examinations to achieve a passing grade on that exam and if indicated on the syllabus, 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:
Grades that maintain students' good academic standing:

A:	94-100	B+:	87-89
A-:	90-93	B:	83-86

Grades that put students' progression in the DPT program in jeopardy:

B-:	80-82	C:	73-76
C+:	77-79	C-:	70-72
F:	Below 70		

2.7 Practical Examination Policy

All practical exams 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 practical exams.

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 a 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 retake 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 will be placed on probation.* (please see section 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.

* At the discretion of the Course Coordinator and Student Progress and Conduct Committee

2.8 Academic Standing and Program Progression

At the end of each semester, the faculty in consultation with the Student Progress and Conduct Committee, reviews academic, clinical, and professional behavior 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 (refer to section 2.4 Professional standards of behavior)
- Achieve the required semester and cumulative GPA of 3.0.

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 extenuating circumstances may request an incomplete from the instructor. Students must submit a formal written request to the course instructor, and must be performing at a passing level to be considered. If approval is granted, all incomplete work (exams, assignments) 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 an International Student Advisor in the Center for Global Education to determine if such extensions will affect their visa status. A student who received merit funds (scholarship or assistantship) from SSHP must contact the SSHP Office of Admission since an “incomplete” course may impact funding.

2.8.2 Course Withdrawal

A student may withdraw from a course with the permission of the course instructor and the Department Chair. Withdrawal from any course, however, may affect the student’s ability to progress with the student’s original cohort. The student will be placed on academic probation should the student be permitted to return to the program. 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 their course instructor 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 likely affect the student's ability to progress with the student's original cohort, and their 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 Leave of Absence/Extension of Time for Degree Completion

Students may petition the Department Chair for an extension of degree completion – 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 Probation

A student will be placed on Academic Probation if any one of the following occurs:

- They earn a grade of "B-" in any one course in the DPT curriculum requiring a grade of B or higher.
- Their overall grade point average (GPA) falls below a 3.0.

At the end of each semester, or when applicable, the Department Chair, or Chair of the Student Progress and Conduct Committee will provide written notification of probationary status to any student who has been placed on probation. This will also be communicated to the Dean of SSHP, Office of the Registrar, Office of Student Financial Services, SSHP 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 Removal from Probation

A student will be removed from probation when they:

- Receive a grade of "B" or higher, or a "Pass" (in Pass/Fail courses) in all courses during the semester in which the student was placed on probation **AND**
- Have a cumulative GPA of 3.0 or greater at the end of the semester in which the student was placed on probation.

2.8.7a Probation in the semester prior to DPT 701 (Clinical Education I)

If a student in good standing earns one B- grade in the semester prior to DPT 701 (Clinical Education I) such that their cumulative GPA is a 3.0 or higher, they will be permitted to progress to DPT 701. The criteria to be removed from probation will include passing DPT 701 which is a P/F course.

If a student in good standing earns one B- grade in the semester prior to DPT 701 (Clinical Education I) such that their cumulative GPA is below a 3.0 they will not be permitted to proceed to DPT 701 (Clinical Education I) and will need to wait until the next academic semester during which they will be required to achieve grades of B or better in all classes and have a cumulative GPA of 3.0 or higher. They will then be required to make up DPT 701 at the end of the curriculum which could impact their graduation date.

2.8.7b Probation in the semester prior to DPT 792 (Clinical Education II)

If a student in good standing earns one B- grade in the semester prior to DPT 792 (Clinical Education II) such that their cumulative GPA is a 3.0 or higher, they will be permitted to progress to DPT 792. The criteria to be removed from probation will include passing DPT 792 which is a P/F course.

If a student in good standing earns one B- grade in the semester prior to DPT 792 (Clinical Education II) such that their cumulative GPA is below a 3.0 they will not be permitted to proceed to DPT 792 (Clinical Education II) and will be excluded from the program given their cumulative GPA after completing all academic courses will be below a 3.0 (see 2.8.8)

If a student does not achieve the criteria to be removed from probation they will be excluded (see 2.8.8 below.).

2.8.8 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
- Cumulative GPA falls below a 3.0 for two consecutive semesters.
- Is on probation for two consecutive semesters.
- Is on probation for more than two semesters total.
- Upon issuance of a 4th Professional Behavior Citation (PBC) (see section 2.4)
- Is issued a Professional Behavior Citation (PBC) that is determined by the faculty to be overt and egregious, illegal, and/or unethical. (see section 2.4)

2.9 Complaints and Appeal Process

2.9.1 Professional Pathway for Resolving Academic Complaints

It is important to understanding how to professionally “deal with” issues that you will encounter in your everyday life. The following is the pathway that the DPT Faculty

expects 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; do NOT try to discuss your concern “on-the-fly”. This could be a Tutorial Leader, Lab Assistant, Course Instructor, Clinical Instructor, etc.

Come to the *scheduled* 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. Follow the same guidelines as stated above.

Step 3: Schedule a meeting with your DPT Program Chair. Follow the same guidelines as stated above.

Beyond these steps, the Simmons University 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 the process and pathway. Friends and family members may offer advice, guidance, and support, but the student should direct the process as this is part of professional responsibility.

2.9.2 Appeal of Student Status

The student has the right to appeal any decision regarding program or SSHP policies impacting their academic status. The student should schedule a meeting with their advisor to discuss the appeal process. Grade appeals should follow the Simmons University [Grade Appeal Procedures](#) outlined in the Graduate Course Catalog. All appeals will be heard by the DPT Student Progress and Conduct Committee (considered Level I appeal). Any appeals that are denied by the Student Progress and Conduct Committee may then be heard by the SSHP Graduate Programs Appeals Committee (GPAC) (considered Level II appeal). All DPT student appeals will follow this process.

Level I Appeal:

The DPT Student Progress and Conduct Committee considers requests (typically via email or in-person) from students who are seeking an exception to program or SSHP policies. The appeal must be submitted to the Chair of the Student Progress and Conduct Committee

within **5 university business days** of receiving their final grade. A student may seek an exception to a policy or appeal a decision if:

- There is new information that could influence the outcomes
- The student views the original decision as a disproportionate response
- The student believes that the policies were administered unfairly

The process of a Level I appeal should proceed as follows:

- The student will express their desire to appeal to the Chair of the Student Progress and Conduct Committee via email or in-person conversation.
- Prior to meeting with the student, the Chair of the Student Progress and Conduct Committee may choose to confer with other faculty members involved in the student's education.
- The Student Progress and Conduct Committee will alert the student to the date and time of the Level I appeal meeting (earliest available common meeting time with all parties).
- The Student Progress and Conduct Committee may ask other non-committee faculty members to sit in on the appeals meeting if deemed necessary/beneficial.
- The student will be notified in writing of the Student Progress and Conduct Committee's decision within 5 university business days of the meeting in which their appeal is heard. Written notification of the decision will also be sent to the DPT Department Chair, DPT Program Director, the student's academic advisor, and DPT faculty support coordinator.
- In the event the Student Progress and Conduct Committee grants an exception to the policy, the matter will be referred back to the department faculty. The department faculty will be responsible for determining the appropriate plan and stipulate the terms and requirements for program re-entry.
- In the event the Student Progress and Conduct Committee denies the Level I appeal, the student will have the option to pursue a Level II Appeal.

Level II Appeal (through GPAC):

SSHP GRADUATE PROGRAM Appeals Committee (GPAC)

[Approved 5.21.24 by Graduate Program Leadership]

- Purpose
 - Serves as a point of appeal for students in Graduate programs with standards for inclusion that are greater than that of the Simmons University requirements writ large. The SSHP GPAC Secondary Appeal Committee is convened when a student initiates a Level II appeal, following an unsuccessful Level I appeal that occurs at programmatic or departmental level.
- Function

- The GPAC considers formal written requests from Graduate students in the Behavior Analysis, Physical Therapy, Public Health or Nutrition Departments who are seeking an exception to academic program or SSHP policies relating to academic performance and program retention. This committee does not deal with issues related to Academic Integrity. All appeals must be activated by the student within the specified time frame for the nature of the appeal, using the formal Appeals Form: 90 days for program exclusion and 14 days for grade appeals and all other instances. A detailed outline of the appeals procedure and levels can be found [here](#).

A student with an unsatisfactory Level I appeal may seek an exception to an academic policy, or appeal a programmatic or departmental decision by filing a Level II appeal if:

- There is new information that could influence the outcome.
- The student views the original decision as a disproportionate response.
- The student believes that the policies were administered unfairly.

The process of a Level II appeal should proceed as follows:

- The process for initiating and performing a Level II appeal is defined [here](#). The Committee has regularly scheduled meetings throughout the academic year and will schedule “as needed” meetings for urgent and timely instances of need.
- Membership
 - The GPAC is composed of three members and one Chairperson (four total), and consists of academic department chairs, program directors, or their designees from each of the graduate health professions departments in the SSHP. The voting contingent for any level of appeal consists of three committee members representing the programs not associated with the student filing a particular appeal. In the case of Level II appeals, the Committee Chairperson may vote on Level II appeals if the student appeal in question is from a different program (ie. if the student filing is from the Nutrition department, the chair may serve if they are representing a different department, but not if they themselves are representing the Nutrition program). The GPAC Chairperson will be chosen by the full committee membership, and serve a term of 2 years, renewable up to one 2-year term. The chairperson will be responsible for working with the SSHP Dean’s Office Administration (Assistant) to schedule and operate appeal meetings, to collect and distribute documents and forms, to collect and record meeting

and appeals proceedings and results, communicate with students on the processes, scheduling, and adhering to specific policies.

GPAC Resource Links:

- [SSHP Graduate Program Level II Appeals Committee Student Submission Form \(July 2024\)](#)
- [SSHP Department Chair or Program Director Student Appeal Response Form \(July 2024\)](#)
- [SSHP GPAC Student Appeal Member Decision Form \(July 2024\)](#)

The process for a Level III appeal should proceed as follows:

- The SSHP Dean will be the final arbiter for cases appealed beyond the Graduate Programs Appeals Committee (GPAC). Students wishing to appeal the Committee's initial decision have 5 university business days to notify the SSHP Dean of this decision and desired action. In return, the SSHP Dean will inform the student of their decision within 5 university business days

2.10 Changes to DPT Student Handbook

All substantive changes to the DPT Student Handbook are voted on by the Core Faculty of the DPT program. Edits are recorded on the final page and are generally performed by the Chair of the Physical Therapy Department.

The DPT Student Handbook is a working document. Students will be notified by email of any changes that are voted on by the faculty and therefore made to the Handbook. As a result, the most current version of the handbook will supersede all previous versions.

SECTION III: APPENDICES

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 University 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 spondylolisthesis 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: _____
Name (Print): _____

Date: _____

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. Essential Functions Form for Physical Therapy

ESSENTIAL FUNCTIONS FOR STUDENTS ENTERING DOCTOR OF PHYSICAL THERAPY PROGRAM

ABOUT THIS FORM:

Simmons University students who are **entering** the Doctor of Physical Therapy (DPT) program are required to have this form completed in order to participate in activities in the clinical setting (including classroom/lab experiences). Because of safety concerns for students and their patients, we request that the student review this form with their medical provider.

Student name: _____ Date of Birth: _____

Health provider completing this form: _____

Provider's phone: _____

Date of most recent exam: _____

Please review this form in its entirety, sign each page in the bottom right, and complete the final page. Completed forms should be returned to the Simmons University Health Center (phone: 617 521-1020). For questions about this form, please call (617) 521-2635.

STUDENTS WITH DISABILITIES:

Simmons University is committed to the full participation of all students in its programs and activities and providing educational opportunities to otherwise qualified students with disabilities and/or learning differences equitable to those provided to non-disabled students. For the purposes of the DPT Program, a "qualified individual" with a disability is one who meets the DPT Program's Essential Functions (defined below) and academic and conduct requirements, with or without reasonable accommodations.

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 define a person with a disability as someone who: 1) has a physical or mental impairment that substantially limits one or more major life activities; or 2) has a record of such impairment; or 3) is regarded by others as having such an impairment. Students who are unsure whether a condition qualifies as a disability are encouraged to meet with Simmons' Office of Accessibility Services (OAS).

Students with disabilities need not disclose their disability to the DPT Program. However, students who wish to request reasonable accommodations relating to their courses/clinical placements must register with the OAS. [About Accessibility Services](http://www.simmons.edu/academics/student-success/accessibility-services). Here is the copy of the link if the hyperlink is not working here: www.simmons.edu/academics/student-success/accessibility-services. Upon receipt from a student of a request for a reasonable accommodation, the OAS will obtain information regarding the relevant disability from the student and may conduct a meeting with the student to learn of the impact of the diagnosis/disability on the educational environment. OAS will then conduct a review of the requested accommodations to confirm they are reasonable and appropriate to allow

for equitable access by the student to the respective course/placement. Determinations relating to the appropriateness of any given accommodation request are made on a case-by-case basis.

Accommodations are applied on a prospective basis- students are not entitled to have accommodations applied on a retroactive basis. Accordingly, students are encouraged to contact the OAS immediately upon deciding to request an accommodation, as well as going forward, as appropriate.

While Simmons is committed to working with students to accommodate their disability-related needs, Simmons reserves the right to deny any requested accommodation that would fundamentally alter the essential nature of any aspect of the DPT Program or place an undue burden on the DPT Program.

Students can find more information about the OAS and requesting accommodations on the OAS's website: <https://www.simmons.edu/your-simmons/commitment-inclusivity/accessibility-services>

ESSENTIAL FUNCTIONS DEFINITION:

Essential functions refer to the responsibilities of a job that are of major importance and which, if eliminated, from the position would substantially change the nature of the job.

The purpose of this document is to describe, in detail, the specific expected essential functions that physical therapy students perform as they care for patients during clinical learning experiences.

ESSENTIAL FUNCTIONS SUMMARY:

Students must demonstrate good judgment, complete all responsibilities related to coursework and the clinical care of patients and families. They must be respectful in all communications with patients, families, faculty, staff, peers and clinical staff and be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful, unpredictable, and rapidly changing circumstances. Students must have the ability to communicate and exchange clinical information effectively, accurately, and in a timely manner. Student must be open to feedback and able to incorporate faculty and staff recommendations in the care of patients. Students must be able to offer care and communicate effectively in diverse settings with all patient populations and must be able to demonstrate empathy and caring for others and act with integrity in all situations.

Under the supervision of a licensed physical therapist, the student physical therapist has responsibility for direct patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4 to 12 hours and may be during the day, night or weekend. Student physical therapists are also responsible for communicating with families, caregivers, and other staff be it written, verbal electronic or other media in relation to their assignment. Duties may require sitting, standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and touch.

ESSENTIAL FUNCTIONS / STUDENTS MUST HAVE THE ABILITY TO:

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;

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Provider Signature: _____

- 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;

I have reviewed the Essential Functions for Simmons University Physical Therapy Students outlined above.

Based on my recent exam and my knowledge of _____, I recommend:

- € Clear student to participate in the DPT program - without restrictions.
- € Student may participate in the DPT program with the following restrictions:
- € Student is not able to participate in the DPT program (including clinical/classroom/lab experiences) at this time and will be re-evaluated on ____ / ____ / ____.

<p>Please give specific details regarding limits and length of time (For Example: weight lifting restriction of 20 lbs. until 6/30/20)</p>

Signature of health care provider

Printed name

Date

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**SIMMONS UNIVERSITY PHYSICAL THERAPY PROGRAM
ESSENTIAL FUNCTIONS FOR ENROLLED DOCTOR OF PHYSICAL THERAPY PROGRAM
STUDENTS**

ABOUT THIS FORM:

Simmons University students who are injured after they have been **enrolled** in the Doctor of Physical Therapy (DPT) program are required to have this form completed in order to determine if they can perform the necessary functions required in the clinical setting (including classroom/lab experiences). Because of safety concerns for students and their patients, we request that the student review this form with their medical provider.

Student name: _____ Date of Birth: _____

Health provider completing this form: _____

Provider's phone: _____

Date of most recent exam: _____

Please review this form in its entirety, sign each page in the bottom right, and complete the final page. Completed forms should be returned to the Simmons University Health Center (phone: 617 521-1020). For questions about this form, please call (617) 521-2635.

STUDENTS WITH DISABILITIES:

Simmons University is committed to the full participation of all students in its programs and activities and providing educational opportunities to otherwise qualified students with disabilities and/or learning differences equitable to those provided to non-disabled students. For the purposes of the DPT Program, a "qualified individual" with a disability is one who meets the DPT Program's Essential Functions (defined below) and academic and conduct requirements, with or without reasonable accommodations.

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 define a person with a disability as someone who: 1) has a physical or mental impairment that substantially limits one or more major life activities; or 2) has a record of such impairment; or 3) is regarded by others as having such an impairment. Students who are unsure whether a condition qualifies as a disability are encouraged to meet with Simmons' Office of Accessibility Services (OAS).

Students with disabilities need not disclose their disability to the DPT Program. However, students who wish to request reasonable accommodations relating to their courses/clinical placements must register with the OAS. [About Accessibility Services](#) Here is the copy of the link if the hyperlink is not working here: www.simmons.edu/academics/student-success/accessibility-services. Upon receipt from a student of a request for a reasonable accommodation, the OAS will obtain information regarding the relevant disability from the student and may conduct a meeting with the student to learn of the impact of the diagnosis/disability on the educational environment. OAS will

then conduct a review of the requested accommodations to confirm they are reasonable and appropriate to allow for equitable access by the student to the respective course/placement. Determinations relating to the appropriateness of any given accommodation request are made on a case-by-case basis.

Accommodations are applied on a prospective basis- students are not entitled to have accommodations applied on a retroactive basis. Accordingly, students are encouraged to contact the OAS immediately upon deciding to request an accommodation, as well as going forward, as appropriate.

While Simmons is committed to working with students to accommodate their disability-related needs, Simmons reserves the right to deny any requested accommodation that would fundamentally alter the essential nature of any aspect of the DPT Program or place an undue burden on the DPT Program.

Students can find more information about the OAS and requesting accommodations on the OAS's website: <https://www.simmons.edu/your-simmons/commitment-inclusivity/accessibility-services>

ESSENTIAL FUNCTIONS DEFINITION:

Essential functions refer to the responsibilities of a job that are of major importance and which, if eliminated, from the position would substantially change the nature of the job.

The purpose of this document is to describe, in detail, the specific expected essential functions that physical therapy students perform as they care for patients during clinical learning experiences.

ESSENTIAL FUNCTIONS SUMMARY:

Students must demonstrate good judgment, complete all responsibilities related to coursework and the clinical care of patients and families. They must be respectful in all communications with patients, families, faculty, staff, peers and clinical staff and be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful, unpredictable, and rapidly changing circumstances. Students must have the ability to communicate and exchange clinical information effectively, accurately, and in a timely manner. Student must be open to feedback and able to incorporate faculty and staff recommendations in the care of patients. Students must be able to offer care and communicate effectively in diverse settings with all patient populations and must be able to demonstrate empathy and caring for others and act with integrity in all situations.

Under the supervision of a licensed physical therapist, the student physical therapist has responsibility for direct patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4 to 12 hours and may be during the day, night or weekend. Student physical therapists are also responsible for communicating with families, caregivers, and other staff be it written, verbal electronic or other media in relation to their assignment. Duties may require sitting, standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and touch.

ESSENTIAL FUNCTIONS / STUDENTS MUST HAVE THE ABILITY TO:

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;

I have reviewed the Essential Functions for Simmons University Physical Therapy Students outlined above.

Based on my recent exam and my knowledge of _____, I recommend:

- € Student may participate in the DPT program - without restrictions.
- € Student may participate in the DPT program with the following restrictions:
- € Student is not able to participate in the DPT program (including clinical/classroom/lab experiences) at this time and will be re-evaluated on ____ / ____ / ____.

<p>Please give specific details regarding limits and length of time (For Example: weight lifting restriction of 20 lbs. until 6/30/20)</p>

Signature of health care provider

Printed name Date

Appendix C. Professional Behavior Citation Form

Professional Behavior Citation

Student's Name:_____ **Date**_____.

Evaluator/Observer: *(The faculty member or CI records the facts of "what happened", offering no judgments.)*

Setting: (Place, persons involved, atmosphere, etc.)

Student Action or Behavior:

Student's Signature

Evaluator's Signature

Student's Comments:

Copies to: **Advisor**
 Student
 Chair of Student Progress and Conduct Committee
 Chair of the DPT Program
 Student File

Appendix D. Acknowledgement of the student handbook

Students will Acknowledge review of the student handbook using the following [form](#)

Appendix E. Log of Edits

November 13, 2017	Added Clinical Education Manual to Appendix C, Resulted in “Acknowledgement of Student Handbook becoming Appendix D, and “Log of Handbook Distribution & Edits becoming Appendix E”.
May 2 nd , 2018	Updated Course Number for DPT 792/793 EM
August 19, 2019	Update Office of Accessibility information and Simmons University wording, MD
November 1, 2019	Update EXXAT terminology, MD
April 28, 2021	Update of travel requirement information. Update of length of DPT 793 clinical experience to 10 weeks, MD
May 17, 2022	Updated clinical education attendance policy, minor edits. JB
March 16, 2023	Updated names/contact and minor edits. JH
April 16, 2023	Minor edits. JH
September 5, 2024	Updated University Mission, Vision, Values, new School of Sciences and Health Professions language, and Appeals process updates. Additional minor edits. JB
December 16, 2024	Removed Clinical Education Manual so it is its own document. Resulted in “Acknowledgement of Student Handbook becoming Appendix C, and “Log of Handbook Distribution & Edits becoming Appendix D”.
April 15, 2025	Updated policies on professional behavior citations (PBC), Academic progress, and progression to clinical education. JJ