

# Course Catalog

## Graduate Program In Physical Therapy

### 2004-2005

#### **School for Health Studies**

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

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

#### **Historical Background of the Physical Therapy Program**

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

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

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

Trends in physical therapy practice and changes in state licensure laws have had an effect on the entry-level degree for physical therapy education. In response to these trends, Simmons College implemented an entry-level master's degree program in 1989. It once again responded to the changing environment by offering a Doctor of Physical Therapy (D.P.T.), an entry level clinical doctorate program, in the Fall of 2000, and the Bridge (transitional) D.P.T. on-line starting in Fall 2002.

See [www.simmons.edu/shs/academics/pt/degrees/bridge/](http://www.simmons.edu/shs/academics/pt/degrees/bridge/) for further information about the Bridge D.P.T. program.

## **Graduate Program in Physical Therapy**

### **VISION**

The Department of Physical Therapy at Simmons College is a nationally-recognized leader and innovator in physical therapy education, committed to advancing the profession and educating women and men to become excellent practitioners and life-long learners and leaders in the health care community.

### **MISSION**

The mission of the Department of Physical Therapy at Simmons College is to enhance the delivery of efficient and effective health care services and to improve the health care of individuals and communities by educating women and men to be evidence-based, culturally-competent physical therapists through education, research, and community service.

### **PHILOSOPHY**

The Department of Physical Therapy at Simmons is guided by the principle that excellence is achieved through challenge and exploration in a learning community. 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 curriculum and learning environment are designed to develop graduates that are scholarly practitioners, characterized by immersion in the physical therapy profession, enthusiasm for learning and self-enhancement, and leadership in the profession. We believe that excellence in physical therapy practice is demonstrated by the capacity to utilize theoretical and research knowledge for evidence-based practice, to solve problems that have critical outcomes for others, to develop effective professional relationships, and to anticipate and promote effective change.

Physical therapy practice must be flexible, creative, and innovative to meet the demands of the changing health care environment. Adaptable expertise allows one to be responsive to the increasing complexity of health conditions seen today and to the continual shift in the role of health care providers and the settings in which care is provided. Utilization of a growing body of knowledge, enhanced access to information, and expanded focus on evidence-based practice are important components needed to improve the efficiency and effectiveness of physical therapy practitioners. Another crucial factor is a commitment to continuous improvement in quality of care. To promote health and wellness, quality of care is contingent upon physical therapists' abilities to advocate for patients. This means that management, administrative, and marketing skills are critical components to the foundation of abilities of today's physical therapist.

Changes in society affect physical therapy practice. An increasingly-diverse population requires physical therapists to demonstrate cultural sensitivity and competency when interacting with individuals of diverse backgrounds. Heightened public desire for health information and participation in health-related decisions, in addition to an increasing focus on prevention of disease and disability, is shifting the health care focus toward a model of education and active patient participation. In sum, these transformations require physical therapists to possess superb communication and interpersonal skills and to apply their knowledge and talents to promote the health of individuals and communities with diverse backgrounds.

The education and development of a physical therapist with such knowledge and abilities requires a learning environment that is collaborative and supportive. Learning at Simmons occurs in a community with faculty who are passionate about the profession and share a vision for excellence in teaching, scholarship, and the future of the profession. Faculty serve as mentors and role models for professional excellence, involvement, and service.

To thrive and grow in the collaborative learning environment at Simmons, students must be active participants. Students must be active participants. Students must be passionate about learning, demonstrating maturity in the ability to be open to a variety of opinions, and adopt new perspectives. Our learners must demonstrate empathy and concern for others, evidenced by active listening, focus on patients/clients, peer review, and skillful communication. We believe that the ultimate ingredient is an ability and willingness to reflect on and assess one's own strengths and weaknesses and to work toward professional growth and development. These qualities, in turn, enrich our learning community.

## PROGRAMS OF STUDY

The Professional Program at Simmons College requires a full-time commitment of three years and culminates in the Doctor of Physical Therapy (D.P.T.) degree. Students begin the program in a summer session at Harvard Medical School for Advanced Human Anatomy and it culminates in a six or twelve-month clinical internship. The academic curriculum is designed to education women and men in the areas of health promotion, management, research, disease prevention, and rehabilitation. The clinical courses include integrated clinical experiences at local rehabilitation sites allowing students to synthesize and apply newly-acquired knowledge and skills. Over 200 clinical sites, located across the country, are affiliated with Simmons College and provide students with the opportunity to participate in the practice of physical therapy with skilled clinicians. The Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association accredits the degree program.

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

## THE LEARNING ENVIRONMENT- THE PROFESSIONAL PROGRAM

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

Teaching and learning within small groups, using authentic clinical cases, and a problem-based approach to learning facilitates contextual application of information. Students learn by doing. Evidence-based practice is fostered through carefully-designed assignments, coursework, and self-directed learning which includes use of a variety of resources, enhanced by technology. Students must have the ability to access, retrieve, and critically appraise content from multiple knowledge domains. Interdisciplinary coursework and specialty tracks allow student to interact with and learn from other health disciplines.

An academic or clinical faculty member (meeting three hours each week) leads these small group tutorial discussions of six to seven students. Students identify patients'/clients' problems; collect and synthesize critically-appraised literature; communicate information to their peers; pose and respond to questions; and propose solutions to the problems they have identified based on evidence gathered and synthesized. The faculty member, an expert in the area of study, facilitates the discussion. These discussions become the basis for learning as well as the foundation for professional growth and development.

Discussions of clinical cases result in learning across disciplines and content areas. The areas of knowledge required to begin solving the patients'/clients' problems range from pathology to epidemiology to medical/surgical interventions, to health care systems and social services. The cases require students to consider the cultural, racial, and societal factors at play in caring for individuals. In this context, learning requires students to consider the patient/client in holistic terms. We believe this contextual learning facilitates students' retention of important information as well as the transition to actual patient care.

Laboratory practice, lecture, and integrated clinical experiences supplement the tutorial discussions. In these settings, students receive further guidance from the faculty and expert clinicians through exploration of difficult concepts, problem-solving, and hands-on skill development.

Technology is applied throughout the curriculum in ways that enrich the teaching and learning experience. The professional program includes technology that fully supports campus courses. Technology is used to create hybrid or blended courses, including both campus and online activities, and provides fully-distributed learning for distance students. The use of technology is guided by the instructional design for each course and supported by the Office of Technology at Simmons.

## POST-PROFESSIONAL PROGRAM

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

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

## GOALS

Reflecting on the strategic goals and initiatives of Simmons College and the School for Health Studies, the goals of the Physical Therapy Department are to 1) educate excellent physical therapists who are scholarly practitioners and leaders in the profession of physical therapy; 2) provide national leadership in physical therapy education, scholarship, and service; 3) create and foster a learning community that values diversity and cultural competency; and 4) ensure adequate resources and enrollments for successful program implementation.

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The D.P.T. Curriculum (Class entering in July of 2004)

**YEAR 1**

SUMMER (July 1 to August 15)  
 PT 622 Advanced Human Anatomy . . . . . 6

Total credits 6

FALL

PT 625 Fundamentals of Movement Science 1 . . . . . 3  
 PT 630 Fundamental Concepts and Skills in Physical Therapy . . . . . 4  
 PT 631 Frameworks for Physical Therapy Practice:  
 Cardiovascular and Pulmonary System . . . . . 6  
 PT 610 Research Methods . . . . . 3

Total credits 16

SPRING

PT 632 Frameworks for Physical Therapy Practice: Musculoskeletal 1. 7  
 PT 626 Fundamentals of Movement Science 2 . . . . . 4  
 SHS 412 Survey Instrument Design . . . . . 1  
 SHS 413 Working with Research Data . . . . . 2

Total credits 14

**YEAR 2**

SUMMER (6 weeks)

PT 633 Frameworks for Physical Therapy Practice: Musculoskeletal 2 9  
 PT 650 Independent Study if completing faculty-directed research . . . 2

Total credits 9/11

FALL

PT 674 Clinical Learning Experience 1 (Sep-Dec: 14 weeks) . . . . . 7

Total credits 7

SPRING

PT 734 Frameworks for Physical Therapy Practice: Neuromuscular 1. 10  
 SHS 570 Health Promotion: A Global Perspective . . . . . 2  
 SHS 450 The Health Care System: Interdisciplinary Perspectives . . . . . 3  
 PT 651 Independent Study if completing faculty-directed research . . . 1

Total credits 15/16

**YEAR 3**

SUMMER (6 weeks)

PT 735 Frameworks for Physical Therapy Practice: Neuromuscular 2. 6  
 PT 740 Principles of Practice Management . . . . . 3

Total credits 9

FALL

PT 736 Special Topics in Physical Therapy Practice with Service  
 Learning Project . . . . . 5  
 PT 760 Research Seminar-Systematic Review . . . . . 3  
 or  
 PT 762 Research Seminar-Project (if completing faculty-directed research) . . . . . 3  
 Electives . . . . . 7

Total credits 12/15

SPRING

PT 775 Clinical Learning Experience 2 (Jan-Feb: 8 weeks) . . . . . 4  
 PT 776 Clinical Internship (Mar-Apr: 8 weeks) . . . . . 4

MAY GRADUATION

PT 777, PT 778, PT 779  
 Clinical Internship Continuation (4-10 additional months) . . . 0

Total credits 8

Total credits for the program 99

## Course Descriptions

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

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**Summer Semester: Year 1 July-August 15**

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PT 622

### **Advanced Human Anatomy**

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

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**Fall Semester: Year 1**

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PT 625

### **Fundamentals of Movement Science I**

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

PT 630

### **Fundamental Concepts and Skills in Physical Therapy Practice**

Students learn and apply concepts and skills that are basic to the practice of physical therapy. The core foundations of clinical practice include sensitivity to ethical issues in health care as well as patients' and clients' culture, psychological reactions to disease and disability, learning abilities, and motivation to adhere to healthy behaviors. Students also learn methods of helping patients and clients to modify and improve health behaviors. Students learn how patients and clients move within their environments, and practice teaching and assisting them with the applicable skills. The semester includes lecture, laboratory, and discussion. There is an emphasis on developing professional behaviors and communication skills. Course activities draw upon examples from PT 631. (4 credits)

PT 631

### **Frameworks for Physical Therapy Practice: Cardiovascular and Pulmonary Systems**

Students learn and apply anatomy, physiology, epidemiology, and pathology as they explore the issues of disease risk and prevention, as well as medical, surgical, pharmacological, psychological and physical therapies, in the management of individuals with cardiovascular and pulmonary diseases. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for practice are blended into each tutorial case, thus integrating information from PT 630. Issues related to the care of patients of all ages are explored and discussed. Emphasis is on history-taking, system review, physical therapy examination, diagnosis, prognosis, evaluation, and development of a physical therapy plan of care. Students are also introduced to a disablement model used to understand the progression from disease to disability. Students also practice clinical decision-making, professional communication, and documentation. (6 credits)

PT 610

### **Research Methods**

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

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**Spring Semester: Year 1**

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PT 626

**Fundamentals of Movement Science 2**

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

PT 632

**Frameworks for Physical Therapy Practice: Musculoskeletal System 1**

Students learn and apply anatomy, kinesiology, physiology, epidemiology, and pathology in exploring the issues of medical, surgical, pharmacological, psychological and physical therapy management of individuals with musculoskeletal impairments. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for physical therapy practice are blended into each tutorial case, including the role of the physical therapist as a member of a health care team. Issues related to the care of patients of all ages are explored and discussed. Students develop sound examination skills and learn to derive diagnoses, prognoses, evaluations, and effective physical therapy plans of care. Clinical decision-making, hypothesis generation, documentation, and evidence-based practice are emphasized throughout the course. (7 credits)

SHS 412

**Survey Instrument Development**

Students develop or modify a survey instrument that is intended to meet a stated goal. They assess the usefulness, the reliability and the the validity of the instrument. (1 credit)

SHS 413

**Working with Research Data**

Students learn to code a questionnaire and to enter, clean, and organize the results—the data—in a software package. In addition, they learn how to obtain and interpret output appropriate to the aims of the research. (2 credits)

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**Summer Semester: Year 2 (6 weeks)**

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PT 633

**Frameworks for Physical Therapy Practice: Musculoskeletal System 2**

This course is a continuation of PT 632. Students expand their knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of musculoskeletal problems and more complex patient cases. (9 credits)

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**Fall Semester: Year 2**

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PT 674

**Clinical Learning Experience 1**

Students apply knowledge and skills in patient/client management in a health care setting and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 14 weeks. Many clinical sites are outside of the New England area, requiring students to travel and seek housing. (7 credits)

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**Spring Semester: Year 2**

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PT 734

**Frameworks for Physical Therapy Practice: Neuromuscular 1**

Throughout the semester, students develop and apply theoretical frameworks for physical therapy clinical decision-making from a developmental systems perspective, recognizing the changes across the life span. Students learn and apply child development, psychosocial aspects of disease and disability, neuroanatomy, neurophysiology, epidemiology, and pathology to the medical, surgical, pharmacological, psychological and physical therapy management of individuals with neuromuscular disorders. They develop competence in physical therapy examination, evaluation, diagnosis, and management of a plan of care. Teaching and learning methods include lecture, laboratory activities, patient cases, small group self-directed, problem based tutorials, and integrated clinical experiences. (10 credits)

SHS 570

**Health Promotion: A Global Perspective**

This interdisciplinary course explores health issues from a societal perspective. An epidemiologic model is used to identify health issues from local, community, national, and global perspectives. Healthy People 2010 is used to analyze data on current health issues. Leininger's transcultural model and Pender's model of health promotion focus the discussions. Health promotion of diverse populations is emphasized. Students conduct a needs assessment of a particular population group which allows for the integration of health promotion issues as they are affected by social, political, economic, ethical, and cultural policies. (2 credits)

SHS 450

**The Health Care System: Interdisciplinary Perspectives**

The course begins with an 8-week overview of the health care system, which examines the determinants of health, access to health providers, financing, and interdisciplinary practice models. It also addresses issues of culturally-competent practice, international perspectives on health care, and vulnerable populations. The final 5 weeks of the course are spent in small-group modules exploring current issues in health care such as complementary therapies, domestic abuse and violence, and universal health care. The course is taught in a lecture/seminar format and is open to matriculated graduate students in Health Care Administration, Nutrition, Primary Health Care Nursing, and Physical Therapy. (3 credits)

PT 651

**Research Independent Study**

In response to requests by individual faculty members for assistance with established research projects, students apply to assist in carrying out a project. This is a continuation of PT 650. (1 credit)

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**Summer Semester: Year 3 (6 weeks)**

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PT 735

**Frameworks for Physical Therapy Practice: Neuromuscular 2**

This course is a continuation of PT 734. Students expand their neuroscience knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of neuromuscular problems and more complex patient cases. Integrated clinical experiences are included. Teaching and learning methods include lecture, laboratory activities, patient cases, small group self-directed, problem based tutorials, and integrated clinical experiences. (6 credits)

PT 740

**Principles of Practice Management**

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



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**Fall Semester: Year 3**

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PT 736

**Special Topics in Physical Therapy Practice**

This course provides an overview of advanced and specialty topics in physical therapy, allowing students to integrate and apply previous knowledge and skills to new contexts. Topics to be covered include the anatomy, epidemiology, pathology, and overall management of individuals with burns, amputations, temporomandibular joint dysfunction, cervical headaches, rheumatoid arthritis, pediatric scoliosis, and women's health issues. This course includes lecture/ discussion and laboratory. Students will further sharpen examination, diagnosis, evaluation, and intervention skills. Service learning is also part of this course. Students choose a volunteer agency within the community to which they provide needed services over the course of the semester. Students develop written goals and submit a final report concerning the experience. (5 credits)

PT 760

**Research Seminar-Systematic Review**

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

PT 762

**Research Seminar-Project**

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

**Electives**

Students select a focus for their electives in healthcare administration or health promotion and wellness or research. (7 credits)

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**Spring Semester: Year 3**

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PT 775

**Clinical Learning Experience 2**

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for eight weeks. Many clinical sites are outside of the New England area, requiring students to travel and seek housing. (4 credits)

PT 776

**Clinical Internship**

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for up to 13 months. Students must apply, interview, and be selected by sites for the opportunity to complete an internship. The first 2 months of this experience are evaluated and graded, and contribute to the necessary coursework and credit for graduation. Successful completion of this 2 month component qualifies the student for graduation and licensure examination. Internships beyond the initial 8 weeks may vary in length at the discretion of the clinical site; generally they will be a total of four to 10 months beyond graduation. During the last several months, graduates work with increasing independence with the advantage of continued learning under guidance to refine skills and grow professionally. (4 credits)

PT 777, 778, 779

**Clinical Internship Continuation**

Students register as non-degree (special) students to continue with the clinical internship beyond graduation from the Program. (0 credits)

**CLINICAL EDUCATION EXPERIENCES**

Clinical education experiences are integrated with the didactic portion of the curriculum as an integral part of the Frameworks courses, PT 631, PT 632, PT 633, PT 734, and PT 735. During the professional program, students have three full-time clinical education experiences, PT 674, PT 775, and PT 776, for a total of 30 weeks of clinical education. Following graduation, students complete an extended clinical internship from four to 10 months beyond graduation, varying in length at the discretion of the clinical site.

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

For the final clinical internship, PT 776, the process of site placement entails students submitting an application and interviewing for available positions. The internship is a contractual arrangement between the student and the clinical site which requires the student to complete the full experience outlined in the agreement, usually a total of six to twelve months. Students are required to take the National Physical Therapist Licensure Examination within eight weeks of graduation to continue eligibility as an intern.

## **Academic Program Information**

### **ADVISING**

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

### **COLLEGE REGISTRATION**

Course registration for newly accepted and enrolled students must be completed in written form. Course schedules are located on the Registrar's website at <http://my.simmons.edu/services/registrar>. Students should complete a registration form (which can also be downloaded from <http://my.simmons.edu/services/registrar/SOAR-registration.pdf>). Check the line indicating new student and fax the form to the Registrar's Office at 617.521.3144. Students will be billed for the course at a later date. Courses are billed by credit hour; see the Tuition and Fees at a Glance page on the website at <http://www.simmons.edu/shs/admission/finaid/> for the current cost per credit hour. The registration bulletin will also contain the number of credit hours and schedule for the courses.

### **DEGREE REQUIREMENTS**

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

### **ENROLLMENT REQUIREMENTS**

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

### **GRADUATION HONORS**

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

### **ORIENTATION**

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

### **STUDENT HANDBOOK**

A SHS Student Handbook, distributed to students before the start of the academic year, details student rights and responsibilities, SHS academic regulations, tuition and fees, financial aid for graduate students, college facilities, student services, and other useful general information.

### **STUDENT RECORDS**

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

## Physical Therapy Faculty and Staff

Anne-Marie Dupre, P.T., D.P.T., M.S., N.C.S.

Assistant Professor

*B.S. Simmons College*

*M.S. Massachusetts General Hospital Institute of Health Professions*

*D.P.T. Massachusetts General Hospital Institute of Health Professions*

Dr. Dupre is a board-certified clinical specialist in neurology and has a Doctor of Physical Therapy degree. In addition to her teaching responsibilities in the neuromuscular component of the curriculum, she maintains an active practice in adult neurology in a rehabilitation center. Her professional interests include balance, motor control, Neurodevelopmental Treatment (NDT) and international physical therapy. Dr. Dupre has worked with physical therapy and nursing students in community based practice in Nicaragua, bringing an international perspective on health care to the curriculum. Her current research interests relate to her work in Nicaragua.

Lynn Foord-May, P.T., M.Ed., Ph.D.

Assistant Professor and Director, Bridge D.P.T. Program

*B.S. Middlebury College*

*M.S.P.T. Duke University*

*M.Ed. Cambridge College (MA)*

*Ph.D. Walden University*

Dr. Foord-May's areas of expertise include adult learning, principles of instructional design and technology-enhanced instruction. She spent more than 10 years in physical therapist clinical education, and was one of the primary investigators funded by the APTA to develop The APTA Clinical Instructor Education and Credentialing Program. She has participated in the credentialing of numerous Clinical Instructors and the certification of Clinical Instructor Trainers through the APTA. Dr. Foord-May is also nationally known for her work with educators in teaching professional behaviors to entry-level students, and is the co-author of *Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behaviors*.

Dr. Foord-May is a Certified Program Planner for online education (CPP) and brings a focus on instructional technology to the curriculum. In addition to her teaching responsibilities, she is the Director of the Bridge D.P.T. Program, and is responsible for developing both onsite and online curricula for that program.

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

Professor

*B.S. New York University*

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

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

Diane U. Jette, P.T., M.S., D.Sc.

Professor and Department Chair

*B.S. Simmons College*

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

Dr. Jette earned her doctoral degree in epidemiology and biostatistics. In addition to her teaching in the Research Sequence and the Cardiovascular and Pulmonary Systems component of the curriculum, her primary professional interest is in exploring the relationships among impairments, function, and disability. In addition to her position at Simmons, she serves on the editorial board for the professional journal, *Physical Therapy*. Dr. Jette is also a member of the Education Section and Massachusetts Chapter APTA Research Committee, Chair of the Academic Administrators special interest group of the education section of the APTA and a member of the Scientific Review Committee of the Foundation for Physical Therapy. Dr. Jette has written for numerous publications and has received a number of professional awards for her research, including awards for excellence in research from the Massachusetts Chapter of the APTA, and the Cardiopulmonary and Orthopedic sections of the APTA. She was recognized as a Mary E. Switzer Distinguished Fellow by the National Institute on Disability and Rehabilitation Research in 1995. Professor Jette received the Dorothy Briggs Memorial Scientific Inquiry Award in 1995 and 1997. She regularly supervises student research projects, and in 2003, one of her student research groups was awarded The Dorothy Briggs Memorial Scientific Inquiry Award for a paper which was published in *Physical Therapy*.

Stephanie Johnson, P.T., MBA

Assistant Professor and Director of Clinical Education

*B.S. Simmons College*

*M.B.A. University of Houston*

Ms. Johnson's areas of interest are clinical education, management, and professional development. She is the Director of Clinical Education for the Physical Therapy program and is an active member of the New England Consortium of Academic Coordinators of Clinical Education. Working with other clinical educators in the region, she has participated in a number of research projects related to clinical education for physical therapy students. Professor Johnson has presented her research at state and national conferences, as well as through publication. She has been an active member of the American Physical Therapy Association (APTA), serving continuously in either elected or appointed positions at both the local and national level for over 25 years. Professor Johnson brings her expertise in management and experience in the APTA to the curriculum, and encourages and guides students' involvement in the professional association. Professor Johnson is completing her doctoral degree in higher education at Nova Southeastern University in Florida.

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

Assistant Professor

*B.S. Northeastern University*

*M.S. Boston University*

*M.S. University of Massachusetts*

Ms. Safran-Norton received her advanced Masters degree in Sports Physical Therapy from Boston University, and a Masters degree in Gerontology from the University of Massachusetts. Professor Safran-Norton is currently completing her doctoral degree in gerontology at the University of Massachusetts. She is a board-certified orthopaedic physical therapist with over 15 years of experience in a wide variety of clinical settings. Professor Safran-Norton's areas of expertise include orthopaedics, sports, women's health and gerontological physical therapy. Her current research is focused on the physical and social determinants of "aging in place" and functional outcomes of conservative versus operative interventions for patients who have experienced meniscal tears. Her primary academic responsibility is coordinating and teaching the musculoskeletal curriculum. In addition to teaching, Professor Safran-Norton maintains an active involvement as mentor and guide to students participating in community service-related activities such as the Boston Marathon, PT Legislative Day on Capitol Hill, and health promotion/wellness clinics. Professor Safran-Norton was recently recognized for her community work as she received the 2003 School for Health Studies Faculty Distinguished Service Award.

## **Notice of Non-Discrimination**

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

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

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

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

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

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

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

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

## Admission

### ADMISSION REQUIREMENTS

The Graduate Program in Physical Therapy seeks candidates who have personal values and beliefs that are consistent with a commitment to quality health care and quality of life for individuals seeking care by physical therapists. Applicants for the Doctorate in Physical Therapy degree should hold baccalaureate degrees from accredited colleges and universities.

The following courses are required prior to matriculation: (\* with labs)

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

All courses must have been completed within the past ten consecutive years. Combined courses in Anatomy and Physiology (A/P) are acceptable. Two semesters are required. **Only two of the prerequisite courses may be outstanding by the application deadline.** If admitted, the student must submit an official transcript for the missing courses as soon as possible and before the end of June. Transcripts for students taking courses or graduating in May, may not arrive at Simmons until July. Thus, to expedite enrollment, students should send a copy of their grade reports or a statement from each professor indicating the grade earned on letterhead stationery. Final, official transcripts will be required in order to finalize the admissions process.

A minimum grade point average of 3.0 in the science prerequisite courses is required for application review.

At least 30 hours of health-related experience is required; this must be documented on letterhead stationery with an original signature by a direct supervisor and should include a description of the tasks completed or observed. Timesheets are not acceptable. Students may be completing these required hours at the time of application.

Candidates whose first language is not English, regardless of language of schooling or citizenship, must submit official scores of TOEFL (Test of English as a Foreign Language) taken within the past two years. The required minimum TOEFL score is 570 (paper test) or 230 (computer test).

### APPLICATION PROCEDURE

Applicants are responsible for mailing the application materials in one packet except academic transcripts, recommendations, and test scores to the School for Health Studies, by the **specified deadline date** to avoid delays in application review and notification. All documents submitted become the property of Simmons College and cannot be returned to the applicant.

The packet includes:

1. A completed application form, including essay, resume, checklist, and Certification of Finances Form (for non-US citizens only).
2. Documentation of 30 hours of paid experience, volunteer, or observation time in a health care setting. This must be documented on institutional stationery, signed by a direct supervisor, and include a description of the tasks completed or observed. Timesheets are not acceptable.
3. A non-refundable \$100 application fee, made payable to Simmons College.



In addition, the following should be sent directly to the School for Health Studies by the testing or educational agencies or appropriate individuals:

1. The results of the Graduate Record Exam (GRE) taken within the past five years; Copies of student score reports are not acceptable.
2. Official scores of the Test of English as a Foreign Language (TOEFL) taken within the past two years, for all applicants whose first language is not English. Copies of student score reports are not acceptable. A minimum score of 570 (paper test) or 230 (computer test) is required.
3. Official academic transcripts from all undergraduate and graduate academic institutions attended whether or not a degree was awarded, and whenever courses were completed, even if courses were not specific to the program for which the applicant is applying or whether courses appear on another transcript. Applicants who are completing an undergraduate degree in the year of application must submit September to December term grades.
4. Certification of Finances Form (for non-U.S. citizens)
5. Applicants who have studied abroad must submit academic documents in the native language as well as official English translations. Additionally, academic records may need to be evaluated by an agency as specified by the School for Health Studies.
6. Three professional or academic recommendations (each in sealed, signed envelopes sent directly to the Office of Admission for the School for Health Studies). Recommendations provide the Admissions Committee with valuable information regarding the applicant's potential as a nurse and a candidate for graduate study. References should be selected carefully. Recommendations should come from individuals who know the applicant well enough to comment on her or his ability to engage in graduate study, and ultimately, in advanced nursing practice. At least one recommendation should be from the applicant's most recent employer.

**No application can be acted upon unless all items under the general admission requirements are received.**

#### APPLICATION DEADLINE

All materials must be received by the *deadline of January 1* to ensure application review. All materials should be received, *not postmarked, by the deadline*. International students should apply at least six months in advance of the application deadline. Official transcripts providing proof of completion of all admission requirements will be necessary before enrolling in the program.

#### INTERVIEWS

Selection is on a competitive basis. After the application deadline, the faculty will review the completed applications and invite selected applicants for an interview and a tour of campus. Applicants are expected to interview, but if a campus visit is impossible because of financial or travel constraints, faculty may offer a phone interview.

#### PREREQUISITE COURSE REGISTRATION

To complete prerequisite courses, applicants may apply and register through the Dorothea Dix Scholar's Program (undergraduate adult continuing education department) as a non-degree student, since most prerequisites are considered undergraduate courses. For any questions regarding this process, the Dix Office can be reached at 617.521.2500 and [dix@simmons.edu](mailto:dix@simmons.edu).

#### ENROLLMENT DEPOSIT

Accepted students who wish to enroll must submit a \$500 non-refundable enrollment deposit by the date indicated in the letter offering admission. This deposit is applied to the first term bill.

#### REAPPLICATION PROCEDURE

An applicant who wishes to have a previous application reactivated should submit his or her request in writing to the Assistant Dean/Director of Admission. To update the application, the individual should include at least one additional recommendation, a statement indicating what the applicant has done in the interim, and any additional information which might strengthen her or his file. A reapplication fee of \$100 is required, and should be submitted with the written request.

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

## Financial Information

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

### FINANCIAL AID FOR U.S. CITIZENS

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

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

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

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

### EXPENSES

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

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

It should be noted that Simmons has no deferred payment plan, but cooperates with commercial payment plans, for which information is available. All College charges are payable by the applicable due dates, or a late payment fee will be applied. If the College refers a delinquent account to a collection agent or an attorney, these costs, plus administrative expenses associated with the collection effort, will be due and payable.

The College has an employer tuition reimbursement policy for graduate students. The Office of Student Financial Services (617.521.2001) should be contacted for applications and eligibility information.

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

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

The Commonwealth of Massachusetts mandates proof of medical insurance for students who are at least three-quarters time (nine credits). You may be required to purchase this insurance if you are not already covered by your personal health plan.

Simmons College will accept American Express, Master Card, and Visa payments for graduate tuition. Students may present their cards in person to the Student Accounts Office, or by fax, 671.521.3195 . The College regrets it cannot accept credit card information over the telephone.

#### **REFUND POLICY**

The College's general policy regarding refunds to students is stated on a separate flyer titled Financial Information. Questions regarding refunds should be directed to Student Accounts' personnel in the Office of Student Financial Services at 617.521.2001.

## Information for International Applicants

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

### APPLICATION DEADLINES:

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

### REQUIRED ACADEMIC RECORDS:

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

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

### REQUIRED STANDARDIZED TEST RESULTS:

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

Students whose first language is not English must submit official scores of TOEFL (Test of English as a Foreign Language), taken within the past two years. No other English proficiency exam is acceptable. The TOEFL requirement is based on native language not citizenship or the type of school a student attended. The minimum acceptable score is 570 (Paper Test) or 230 (Computer Test). Copies of student score reports are not acceptable. The SHS code is 3761. Further information about this exam can be obtained by directly contacting: TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, telephone: 215.750.8050 or [www.toefl.org](http://www.toefl.org).

Applications cannot be reviewed without the receipt of these test scores. It is very important that applicants register for these exams well in advance of applying for admission.

#### REQUIRED FINANCIAL DOCUMENTATION:

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

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

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

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

Please see our website at [http://www.simmons.edu/shs/forms/intl\\_loans.pdf](http://www.simmons.edu/shs/forms/intl_loans.pdf) for a partial listing of private loan sources.

#### ACADEMIC YEAR:

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

#### GRADING AND CREDIT HOURS:

The School for Health Studies at Simmons College awards letter grades for all completed courses: A=Excellent, B=Good, C=Fair, D=Poor, F=Fail and P=Pass. Each letter grade is assigned a value: A=4.00, B=3.00, C=2.00, D=1 and F=0. Each course carries a certain number of credit hours, where, usually, one credit is equal to one hour of classroom instruction. Graduate courses are usually worth three credits although some are worth four, two or one. The total number of credit hours required to obtain a specific degree will determine the number of courses a student needs to complete the program.

#### ARRIVAL AT SIMMONS COLLEGE:

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