

Course Catalog

Graduate Program in Physical Therapy

2005-2006

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. The School's goal is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment. Its programs are committed to educating students to be sensitive to human needs in terms of access and quality of health care, and to also understand the organizational, institutional, and policy constraints that dominate the health care system. Because it incorporates both clinical and administrative programs in one organization, the School is uniquely positioned to respond to the critical need for well-prepared health care professionals, to enhance the opportunities for interdisciplinary cooperation, and to expand the resources available to faculty, graduate students, and the health care community.

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

Historical Background of the Physical Therapy Program

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

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

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

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

Department of 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, 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 all 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 members who are passionate about the profession and share a vision for excellence in teaching, scholarship, and the future of the profession. Faculty serves 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 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. The program begins in summer session at Harvard Medical School for Advanced Human Anatomy and culminates in two 15 week clinical educational experiences. The academic curriculum is designed to educate women and men in the areas of health promotion, management, research, disease prevention, and rehabilitation. The clinical courses include integrated clinical experiences during academic semesters, allowing students to synthesize and apply newly-acquired knowledge and skills. Over 200 clinical sites, located across the country, are affiliated with Simmons College and provide students with the opportunity to participate in the practice of physical therapy with skilled clinicians during full time clinical internships. The Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association accredits the degree program.

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

THE LEARNING ENVIRONMENT- THE PROFESSIONAL PROGRAM

The teaching and learning environment in the Professional Program reflects our beliefs and values. We firmly believe that meeting the challenges of the health care environment and developing the necessary knowledge and skills to do so cannot be accomplished in a passive, 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 facilitate 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 domains. Interdisciplinary coursework allows students to interact with and learn from other health disciplines.

During each clinical course, an academic or clinical faculty member (meeting three hours each week) leads 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.

POST-PROFESSIONAL PROGRAM

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

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

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

GOALS

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

- 1) educate excellent physical therapists who are scholarly practitioners and leaders in the profession of physical therapy;
- 2) provide national leadership in physical therapy education, scholarship, and service;
- 3) create and foster a learning community that values diversity and cultural competency;
- 4) ensure adequate resources and enrollments for successful program implementation.

The D.P.T. Curriculum
(Class entering in July of 2005)

YEAR 1

SUMMER	(July 1 to August 15)		
	PT 622	Advanced Human Anatomy.....	6
		Professional Seminar.....	0
	Total credits		6

FALL

	PT 625	Fundamentals of Movement Science 1.....	3
	PT 630	Fundamental Concepts and Skills in Physical Therapy	3
	PT 631	Frameworks for Physical Therapy Practice: Cardiovascular and Pulmonary Systems	6
	PT 610	Research Methods.....	3
		Professional Seminar.....	0
	Total credits		15

SPRING

	PT 632	Frameworks for Physical Therapy Practice: Musculoskeletal 1-	10
	PT 626	Fundamentals of Movement Science 2	4
	PT 612	Applying Research to Practice.....	2
	or		
	PT 650	Direct Research Independent Study (if completing faculty- directed research	1
		Professional Seminar.....	0
	Total credits		15/16

YEAR 2

SUMMER	(7 weeks)		
	PT 633	Frameworks for Physical Therapy Practice: Musculoskeletal 2-	9
		Professional Seminar.....	0
	Total credits		9

FALL

	PT 674	Clinical Education Experience 1 (15 weeks)	5
	Total Credits		5

WINTER SESSION (2 weeks)

	SHS 526	Service Learning Elective -Field Experience in Cross-Cultural Healthcare in Nicaragua.....	(1)
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SPRING

	SHS 450	The Health Care System: Interdisciplinary Perspectives	3
	PT 750	Health Promotion, Wellness and Advocacy with Service Learning.....	(3 or 2)

PT 734	Frameworks for Physical Therapy Practice: Neuromuscular 1	10
PT 651	Direct Research/ Independent Study (if completing faculty-directed research)	1
	Professional Seminar	0
	Total credits	15/16/17

YEAR 3

SUMMER (7 weeks)

PT 735	Frameworks for Physical Therapy Practice: Neuromuscular 2	6
PT 740	Principles of Practice Management 1	2
	Professional	0
	Total credits	8

FALL

PT 736	Frameworks for Physical Therapy Practice: Musculoskeletal 3	5
PT 738	Frameworks for Physical Therapy Practice: Complex Conditions	3
PT 741	Principles of Practice Management 2	3
PT 760	Research Seminar-Systematic Review	3
or		
PT 762	Research Seminar-Project (if completing faculty-directed research)	3
	Professional Seminar	0
	Total credits	14

SPRING

PT 775	Clinical Education Experience 2 (15 weeks: Jan 2 to Mid-May)	5
	Total credits	5

SUMMER

PT 776	Clinical Education Experience 3 (15 weeks: Mid-May to Mid-August)	5
	Total credits	5

AUGUST GRADUATION

	Total credits for the program	99
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COURSE DESCRIPTIONS

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

Professional Seminar

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

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

PT 622

Advanced Human Anatomy

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

Fall Semester: Year 1

PT 625

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

PT 631

Frameworks for Physical Therapy Practice: Cardiovascular and Pulmonary Systems

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

prognosis, evaluation, and development of a physical therapy plan of care. Students also practice clinical decision-making, professional communication, and documentation. (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)

Spring Semester: Year 1

PT 626

Fundamentals of Movement Science 2

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

PT 632

Frameworks for Physical Therapy Practice: Musculoskeletal System 1

Students learn and apply anatomy, kinesiology, physiology, epidemiology, and pathology in exploring the issues of medical, surgical, pharmacological, psychological, and physical therapy management of individuals with musculoskeletal impairments. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for physical therapy practice are blended into each tutorial case, including the role of the physical therapist as a member of a health care team. Issues related to the care of patients of all ages are explored and discussed. Students develop sound examination skills and learn to derive diagnoses, prognoses, evaluations, and effective physical therapy plans of care. Clinical decision-making, hypothesis generation, documentation, and evidence-based practice are emphasized throughout the course. (10 credits)

PT 650

Independent Study

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

SHS 612

Application of Evidence to Practice

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

Summer Semester: Year 2 (7 weeks)

PT 633

Frameworks for Physical Therapy Practice: Musculoskeletal System 2

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

Fall Semester: Year 2 (15 weeks)

PT 674

Clinical Education Experience 1

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

Winter Intersession (2 weeks)

SHS 526

Field Experience: Cross-Cultural Health Care in Nicaragua *(Service learning elective)*

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

Spring Semester: Year 2

PT 734

Frameworks for Physical Therapy Practice: Neuromuscular 1

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

PT 750

Health Promotion, Wellness, and Advocacy with Service Learning

This course addresses the social determinants of health and the major health issues facing western society. The focus is on epidemiology, prevention, and interventional strategies. Students examine the behavioral issues related to reducing the incidence of these conditions, and managing them when they are present, including learning, motivation, and behavior change strategies. Students use the literature to select strategies to address prevalent health problems at the individual, school/workplace, and community levels. As part of this course, students participate in a service-learning project organized through the Scott-Ross Center at Simmons. (variable credits: 3 or 2-see SHS 526)

SHS 450

The Health Care System: Interdisciplinary Perspectives

The course begins with an 8-week overview of the health care system, which examines the determinants of health, access to health providers, financing, and interdisciplinary practice models. It also addresses issues of culturally-competent practice, international perspectives on healthcare, and vulnerable populations. The 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

Independent Study

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

Summer Semester: Year 3 (7 weeks)

PT 735

Frameworks for Physical Therapy Practice: Neuromuscular 2

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

PT 740

Principles of Practice Management I

This course introduces students to the nature and functions of general business organizations, including physical therapy practices that are stand-alone or within larger institutions. Emphasis is on understanding the fundamental management functions such as marketing, operations, human resource management, finance and accounting, and how they apply to physical therapy practice management. Students work to improve skills in teamwork. Effective oral and written communications are stressed. (2 credits)

Fall Semester: Year 3

PT 736

Frameworks for Physical Therapy Practice-Musculoskeletal 3

This course provides an overview of musculoskeletal conditions in physical therapy, allowing students to integrate and apply previous knowledge and skills to new contexts. Topics to be covered include the anatomy, epidemiology, pathology, and overall management of individuals with spinal conditions, temporomandibular joint dysfunction, thoracic outlet syndrome, and women's health issues. Students further sharpen examination, diagnosis, evaluation, and intervention skills incorporating thrust manipulation techniques. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. (5 credits)

PT 738

Frameworks for Physical Therapy Practice: Complex Conditions

This course integrates learning from all previous courses that addressed frameworks for physical therapy practice. A case discussion/presentation approach is used to enhance skills in

differential diagnosis and clinical decision-making for patients of all ages with complicated and multi-system problems. (3 credits)

PT 741

Principles of Practice Management 2

This course is designed to provide physical therapists with an understanding of advanced managerial competencies: communication, financial control, entrepreneurship, resource allocation, and leadership. It presumes familiarity with the healthcare system as well as with basic concepts and principles of management. Students engage in opportunities to develop some of the requisite skills of an effective practice leader. (3 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 and PT 651 should register for PT 762, not PT 760. (3 credits)

PT 762

Research Seminar-Project

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

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

PT 775

Clinical Education Experience 2

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

Summer Semester (Mid-May through Mid-August)

PT 776

Clinical Education Experience 3

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

August Graduation

CLINICAL EDUCATION EXPERIENCES

Clinical education experiences are integrated with the didactic portion of the curriculum as an integral part of the Frameworks courses, PT 631, PT 632, PT 633, PT 734, PT 735 and PT 736. During the professional program, students have three full-time clinical education experiences, PT 674, PT 775, and PT 776, for a total of 45 weeks of clinical education.

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

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

Academic Program Information

ADVISING

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

COLLEGE REGISTRATION

Students must register for each semester that they are enrolled. Course registration for newly accepted and enrolled students must be completed in written form. Course schedules are located on the Registrar's website at <http://my.simmons.edu/services/registrar>. Students should complete a registration form, which can also be downloaded from <http://my.simmons.edu/services/registrar/SOAR-registration.pdf>. 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 August of the third year.

ENROLLMENT REQUIREMENTS

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

GRADUATION HONORS

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

ORIENTATION

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

STUDENT HANDBOOK

A SHS Student Handbook, 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 –Full Time

Sabriyah M. Al-Mazeedi, P.T., M.S., Sc.D.

Assistant Professor

B.S. University of Southern California

M.S. Massachusetts General Hospital Institute of Health Professions

Sc.D. Boston University

Dr. Al-Mazeedi has a baccalaureate and master's degree in physical therapy and a doctorate in applied anatomy and physiology. Her clinical expertise is in the management of patients/clients with cardiovascular and pulmonary diseases and she is an active clinician as well as educator. She has recently returned to the U.S. from Kuwait where she was a member of the faculty of Allied Health Sciences and Nursing at Kuwait University. She has conducted research on the health status and perceptions among the Kuwaiti people.

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.

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 baccalaureate and master's degrees in physical therapy and doctoral degree in epidemiology and biostatistics. In addition to her teaching in the Research Sequence 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 APTA Education Section Research Committee. Dr. Jette has written for numerous publications and has received a number of professional awards for her research.

Stephanie Johnson, P.T., MBA
Assistant Professor and Director of Clinical Education
B.S. Simmons College
MBA 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.

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. She is a board-certified orthopaedic physical therapist with over 15 years of experience in a wide variety of clinical settings. Her 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, Ms. 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. She was recently recognized for her community work as she received the 2003 School for Health Studies Faculty Distinguished Service Award.

Physical Therapy Faculty- Part Time

The School for Health Studies is proud and fortunate to have the support of highly qualified part-time faculty who provide valuable mentoring, teaching, and research.

Donna Behr, P.T., D.P.T., M.S.

B.S. Northeastern University

M.S. MGH Institute of Health Professions

D.P.T. MGH Institute of Health Professions

Dr. Behr has had many physical therapy positions, including Spaulding Rehabilitation Hospital, Massachusetts General Hospital and several private practices. Donna received two awards from MGH Institute of Health Professions including the M. Mankin Prize for most outstanding thesis in 1995 and the M.K. Ionta Outstanding Student Award in 1991. She has been an active APTA member for over twenty years, and is also part of the Greater Boston Clinical Coordinators Forum. Currently, Dr. Behr is working with Home Care and Clinical Practice. She teaches in the musculoskeletal component of the Professional DPT Curriculum.

Sarah Bolus, P.T., D.P.T.

B.S. Simmons College

M.S.P.T. Simmons College

D.P.T. Simmons College

Dr. Bolus earned her Bachelors, Masters and Clinical Doctoral Degrees in Physical Therapy at Simmons College. Her areas of expertise include acute care, orthopedics and health and wellness. Dr. Bolus is currently the Director of Rehabilitation Services at Kindred Hospital. She is also the Secretary of the MA Chapter of the APTA and in 2002, along with her co-authors; she received the Dorothy Briggs Award for scientific inquiry from the APTA for a paper published in the journal Physical Therapy. Dr. Bolus teaches in the musculoskeletal component of the Professional D.P.T. Curriculum.

Lisa Doyle, P.T., M.S.

B.S. University of Massachusetts, Lowell

M.S. MGH Institute of Health Profession

Ms. Doyle received her advanced Masters of Science degree in neurological physical therapy from MGH Institute of Health Professions and she has 16 years of clinical experience. She has worked extensively in the area of brain injury, presenting at national conferences on tone management and positioning. She has participated in brain injury prevention programs targeting school age children and first time DWI offenders. Ms. Doyle teaches in the neuromuscular component of the Professional D.P.T. Program.

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

B.S. Boston University

M.S. Northeastern University

Ms. Drevins received her advanced Master of Science degree in cardiopulmonary physical therapy from Northeastern University. She is a board certified cardiopulmonary clinical specialist. She has become a long standing and prominent employee of Beth Israel Deaconess Medical Center in Boston and is currently the Education Program Coordinator. Ms. Drevins and has held several positions in the APTA including Delegate at Large, Co-chair Membership Committee, Assembly Representative, Nominating Committee Chairperson and Clinical Instructor Education Board Chair. Ms. Drevins' teaching experience is extensive with appointments at several Boston colleges. She teaches in the cardiovascular-pulmonary component of the Professional D.P.T .curriculum.

Mark Dynan, P.T., D.P.T.

B.S. University of Michigan

M.S.P.T. Simmons College

D.P.T Simmons College

Dr. Dynan received his Master of Science degree in physical therapy from Simmons College in 1997 and his DPT degree from Simmons College in January, 2005. He is currently the Clinical Program Coordinator for Rehabilitation Services for the Lexington satellite of Beth Israel Deaconess Medical Center. In November, 2004 he received the Outstanding Clinical Instructor Award presented by the New England Consortium of Academic Coordinators of Clinical Education. Dr. Dynan teaches in several areas of the first year of the Professional D.P.T. curriculum.

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

Assistant Professor

Director of Division of Online Teaching and Learning

B.S. Middlebury College

M.S.P.T. Duke University

M.Ed. Cambridge College

Ph.D. Walden University

Dr. Foord-May has been a faculty member in Physical Therapy at Simmons since 1985 and previously at Boston University. She has 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. Her teaching experience also includes classroom and lab instruction in fundamental skills in physical therapy, professionalism and psychological aspects of disability.

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*.

While completing her Ph.D. in Educational Technology from Walden University, Dr. Foord-May designed and developed the Doctor of Physical Therapy Bridge program, the first fully online program offered at Simmons. She holds a certification in Online Program Planning and has coordinated the development of more than 15 full or partial online courses. As Director of the Division of Online Teaching and Learning for the School for Health Studies, Dr. Foord-May coordinates the development and implementation of online instructional programs offered

through the School for Health Studies. She currently retains a part-time faculty role in the Doctor of Physical Therapy program, directs the D.P.T. Bridge program, and teaches in the Health Professions Education program.

Sheri Kiami, P.T., M.S.

B.S. Cornell University

M.S.P.T. Simmons College

Since receiving her masters of science with distinction from Simmons College, Ms. Kiami has had several physical therapy positions in acute care and sub acute rehabilitation at facilities including Faulkner Hospital and Massachusetts General Hospital. She received the Graduate Program in Physical Therapy Outstanding Student Award from Simmons College in 1998. Currently, Ms. Kiami is working as a per diem physical therapist with HealthPro Rehabilitation Services. She teaches in the neuromuscular component of the Professional D.P.T. Curriculum.

Claudia Levensen, P.T., M.S., CCS

B.S. University of Vermont

M.S. Northeastern University

Ms. Levenson is a board certified cardiopulmonary clinical specialist, and also has a certification in advanced cardiac life support from the American Heart association. She has been the editor of *Cardiopulmonary Quarterly*, and an item reviewer for the national physical therapist licensure examination and the cardiopulmonary specialization examination. In 2002 Ms. Levenson won the MA APTA Outstanding Achievement Award in Clinical Practice. She has been involved in research on the effects of exercise in aging and has written a chapter for an edited book entitled "Pulmonary Management in Physical Therapy." Ms. Levenson is a physical therapist at the Beth Israel Deaconess Medical Center in Boston managing patients with pulmonary diseases in the out-patient setting. She teaches in the cardiovascular-pulmonary component of the Professional D.P.T. Curriculum.

Robin Ryan Marquez, P.T., M.S., CWS

B.S. Simmons College

M.S. Texas Woman's University

Ms. Marquez has an advanced Master's Degree in physical therapy specializing in wound care and burns. In addition to her continued clinical practice she was also the Clinical Education Coordinator at Hermann Hospital in Houston, TX from 1988-1999. While working at Hermann Hospital, she received three awards in clinical education, including, "Best Resource" in 1993 and "Greatest Contribution to Clinical Education" in both 1995 and 1996. Currently, Ms. Marquez is an active physical therapist focusing on outpatient orthopedics and sports medicine, and she sits as a member of the review board for hydrotherapy/infection guidelines at the American Physical Therapy Association. Ms. Marquez teaches in the musculoskeletal component of the Professional D.P.T. Curriculum.

Jackie Mulgrew, P.T., CCS

Diploma of Physiotherapy, Liverpool, England

Ms. Mulgrew has had the advantage of studying physical therapy in multiple countries, England, Ireland and the U.S. Since coming to the U.S., she has had many staff physical therapist positions, and was an inpatient team leader at Beth Israel Deaconess Medical Center. She was an active member of the clinical education forum, education committee, and amputee task force. She is certified in cardiac life support, and is a certified cardiopulmonary clinical specialist. Currently, Ms. Mulgrew is working at Massachusetts General Hospital as a clinical specialist in cardiopulmonary. She teaches in the cardiovascular-pulmonary component of the Professional DPT Curriculum.

Jaime Paz, P.T., M.S.

B.S. University of Vermont

M.S. MGH Institute of Health Professions

Mr. Paz is currently on faculty at Northeastern University. He is an active member of the APTA MA chapter, where he has served as chairperson of Student Affairs Committee and a delegate. From 1994 to 1998 he was a member of the Federation of State Boards of Physical Therapy National Licensure Examination, Cardiopulmonary resource. Mr. Paz is the co-author of a book with a graduate of Simmons Physical Therapy Program entitled, "Acute Care Handbook for Physical Therapists." He teaches in the cardiovascular-pulmonary component of the Professional DPT Curriculum.

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

B.S. Boston University

M.S. MGH Institute of Health Professions

D.P.T. MGH Institute of Health Professions

Dr Rivard has over 20 years of clinical practice. She has been the clinical supervisor of outpatient services at UMASS Memorial in Worcester and a senior staff physical therapist for Hardy Physical Therapy Rehabilitation services, and Physical Therapy Associates in Worcester. Dr. Rivard has been an active APTA orthopedic section member since 1981, and was re-certified as a board certified orthopedic clinical specialist in 2001. Dr. Rivard teaches in the musculoskeletal component of the Professional DPT curriculum.

Nancy Roberge, P.T., D.P.T., M.Ed

B.S. Northeastern University

MEd Northeastern University

D.P.T Simmons College

Dr. Roberge has expertise in orthopedics, breast cancer and physical therapy research. After receiving her bachelor's degree, Dr. Roberge has worked at the Brigham and Women's Hospital, and has been a research associate in orthopedic surgery at Harvard Medical School. She has also been a member of the Massachusetts Department of Public Health's Osteoporosis Advisory Board. Dr. Roberge has been an active member of several APTA committees, including the Education and Program Committee, the Legislative Committee, the PAC Committee, and Federal Government Affairs Liaison. In 1996 she was awarded the MA Chapter APTA Award of Excellence in Clinical Practice. Currently, Dr. Roberge works at the Chestnut Hill Physical Therapy Associates. She teaches in the musculoskeletal component of the Professional DPT Curriculum.

Kathleen Shillue, P.T., OCS

B.S. Northeastern University

Ms. Shillue is the clinical manager of outpatient services and program coordinator of the occupational medicine and offsite programs in the Rehabilitation Services Department at Beth Israel Deaconess Medical Center. She is an active member of the APTA and currently serves as the president of the APTA MA chapter. Ms. Shillue has her clinical specialty certification in orthopedic physical therapy and is also on the American Board of physical therapy specialties. She teaches in the musculoskeletal component of the Professional D.P.T. Curriculum.

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

*B.S. Russell Sage College and Albany Medical College School of Physical Therapy
D.P.T. Simmons College*

Dr. Tasker has worked for over 30 years in all areas of physical therapy including in-patient, out-patient, rehabilitation, and home care. She has also owned and managed an orthopedic and sports private practice in Arlington, MA. Dr. Tasker has her clinical specialty certification in orthopedic physical therapy. Her current area of expertise in orthopedics includes the cervical spine, upper extremity, TMJ, TOS and cervicogenic headaches. Currently, Dr. Tasker teaches continuing education courses for practicing physical therapists with QUEST Seminars. She teaches in the musculoskeletal component of the Professional D.P.T. Curriculum.

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

*B.S. Boston University
M.S. Boston University*

Ms. Wiesel has over 30 years of physical therapy clinical practice and has worked in the out-patient Department and the Gait Analysis Laboratory Research and Engineer Center at Children's Hospital Medical Center, Boston. Ms. Wiesel has also been a consultant for the treatment of children with developmental disabilities in the Wellesley public school system, and a presentation coordinator for understanding handicaps in the Newton public school system. Ms Wiesel is also a certified childbirth educator. She currently, practices physical therapy in home care and she is supervisor at Gentiva Health Services. She teaches in the neuromuscular component of the Professional D.P.T. Curriculum.

Jonathan Wisco, Ph.D.

*B.S. University of Washington
Ph.D. Boston University*

Dr. Wisco has his Ph.D. from in Anatomy and Neurobiology. He is currently a research fellow at Massachusetts General Hospital-NMR Center, Department of Radiology. His professional interests include cerebral cortical geometry and the functional connectivity of the cortex and thalamus in neurological disease, particularly in aging, schizophrenia, stroke and tumor pathology. Dr. Wisco has also been the recipient of several grants from the National Institutes of Health. He has published his work in well-known professional journals and presents his work at national meetings. Dr. Wisco is the recipient of the Henry I. Russek Student Achievement Day 1st Prize Award for research in the Department of Anatomy and Neurobiology and he received the Excellence in Teaching Award for Dental Gross Anatomy. He teaches human anatomy and neuroanatomy in the Professional D.P.T. Curriculum.

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 Professional 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 U.S. colleges and universities or universities abroad which are recognized by the Ministry of Education in the home country.

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. These prerequisite courses must be graded and may not be completed on a pass/fail basis or audited. 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 applicants have questions about whether a particular course meets our requirements, they should contact the Office of Admissions at the School for Health Studies. If admitted, the student must submit an official transcript for the missing courses as soon as possible and before the end of June. Transcripts for students taking courses or graduating in May may not arrive at Simmons until July. Thus, to expedite enrollment, students should send a copy of their grade reports or a statement on letterhead stationery from each professor indicating the grade earned. Final official transcripts will be required in order to finalize the admissions process. 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.

All 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), 230 (computer test), or 88 (internet test).

APPLICATION PROCEDURE

Applicants are responsible for mailing the application materials in one packet except academic transcripts, recommendations, verification of health-related experience, 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 personal statement, resume, checklist, and Certification of Finances Form (for non-US citizens only).
2. 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, 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. **Since the application deadline is January 2, 2006, the GRE should be taken by October 2005 in order for official scores to arrive at Simmons by the application deadline date.**
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), 230 (computer test) or 88 (internet test) is required. **Since the application deadline is January 2, 2006, the TOEFL should be taken by October 2005 in order for official scores to arrive at Simmons by the application deadline date.**
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 physical therapist 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 physical therapy practice. At least one recommendation should be from the applicant's most recent employer.
7. 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.

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

APPLICATION DEADLINE

All materials must be received by the *deadline date* of January 2, 2006 to ensure application review. All materials should be received, *not postmarked, by the deadline*. International students should commence the application process at least six months in advance of the application deadline. Official transcripts providing proof of completion of all admission requirements will be necessary before enrolling in the program.

ADMISSIONS DECISIONS

Applicants are selected for admission based on the strength of their academic record. This includes the pre-requisite GPA and overall GPA, GRE scores, recommendations, the personal statement, and the applicant's experiences in volunteer or employment positions.

CAMPUS VISITS

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

PREREQUISITE COURSE REGISTRATION

To complete prerequisite courses, applicants may apply and register through the Dorothea Dix Scholar's Program (undergraduate adult continuing education department). For any questions regarding this process, the Dix Office can be reached at 617.521.2500 and dix@simmons.edu.

ENROLLMENT DEPOSIT

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

REAPPLICATION PROCEDURE

An applicant who wishes to 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 the low-interest Stafford loan program and other alternative loan programs that assist U.S. and permanent resident alien students in financing their education. At Simmons, financial aid is based on both academic excellence and financial need. The Office of the Dean of the School 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. If you are a part-time student or a full-time student planning to take a summer semester course, you can purchase this insurance on a semester-by-semester basis; please contact A.W.G. Dewar, Inc. at the telephone number above for further information and an application. Applications and payment for part-time students cannot be accepted after the start of the semester for which you are purchasing the insurance.

The Commonwealth of Massachusetts mandates proof of medical insurance for students who are at least three-quarters time (nine credits). You may be required to purchase this insurance if you are not already covered by your personal health plan. Simmons College will accept American Express, Master Card, Visa and Discover Card payments for graduate tuition. Students may present their cards in person to the Student Accounts Office, or by fax, 617.521.3195. The College regrets it cannot accept credit card information over the telephone.

REFUND POLICY

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

Information for International Applicants

The School 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 2, 2006. This is the date when all materials must be received, not the postmark date. It is imperative that students who have or are studying abroad commence the application process at least six months prior to the application deadline. Please allow ample time for the pace of international postal systems, obtaining visa documents, arrival in the U.S. and transitioning to a new environment. International students will not be allowed to enroll if they arrive after the official start of the term.

REQUIRED ACADEMIC RECORDS

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

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), 230 (computer test) or 88 (internet 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.

Applications cannot be reviewed without the receipt of these test scores. It is very important that applicants register for these exams well in advance of applying for admission. **Since the application deadline is January 2, 2006, such exams should be taken by October 2005 in order for official scores to arrive at Simmons by the application deadline date.**

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 for a partial listing of private loan sources.

ACADEMIC YEAR

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

GRADING AND CREDIT HOURS

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

ARRIVAL AT SIMMONS COLLEGE

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