



SCHOOL OF MEDICINE

Doctor of Physical Therapy Program

Phoenix Program

Student Handbook

Class of 2024

WELCOME!

On behalf of Tufts University School of Medicine and the Tufts' Public Health and Professional Degree Programs, we are excited to have you as a student in the Doctor of Physical Therapy (DPT)—Phoenix Program (Program).

As a DPT student, you are embarking on a unique and accelerated DPT Program that is contemporary in content, blended in its mode of delivery, excellence-driven, and student-centered. The next 27 months will undoubtedly be one of the most challenging and rewarding experiences of your life. Tufts University and the entire Program faculty and staff are here for the sole purpose of providing you with an exceptional education and preparing you for professional practice and service as a DPT. The purpose of this handbook is to provide the expectations we have for all students within the Program and as representatives of Tufts University.

The contents of this handbook describe the academic policies and procedures of the Program, which is part of the Tufts' [Public Health and Professional Degree \(PHPD\) Programs](#).

This handbook is for informational purposes only and does not constitute a contract between the University and any applicant, student, or other party. The University reserves the right to make changes, without notice, in any course offering, requirement, policy, regulation, date, and financial or other information in this handbook. Questions regarding the content of this handbook should be referred to Program administration.

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SECTION 1 - HANDBOOK INTRODUCTION

This Student Handbook is a compilation of policies developed by the Program to support the graduate faculty and the purview that governs the Program's day-to-day operations. Additional student policies are provided within the Tufts University School of Medicine (TUSM) Handbook for [Public Health and Professional Degree Programs](#) (PHPD). The policies assist in complying with the policies and guidelines of Tufts University, the New England Association of Schools (NEASC), and the Commission on Accreditation in Physical Therapy Education (CAPTE).

This document is dynamic. Individual policies will be modified or added based on identified needs within the program or in the case of revision by the University or accrediting body policies. Recommendations for modifications or additions may be brought before the faculty at any time. As the Program's governing body, the Program faculty will vote on any additions, deletions, or modifications to this handbook during regularly scheduled or special faculty meetings.

In its entirety, this handbook is reviewed annually by the Student Affairs Committee and Program faculty and is approved by the Program Director (PD).

STUDENT ACKNOWLEDGMENT STATEMENT

As a Doctor of Physical Therapy (DPT) Student within Tufts University School of Medicine (TUSM), I understand that it is my responsibility to read and review the material presented in this handbook. I recognize that information may change, and policies may need to be updated throughout my enrollment in the DPT—Phoenix Program (Program) at Tufts University. I appreciate that it is my responsibility to remain current with the policies in this handbook and the Tufts University PHPD Student Handbook. I know where to locate an electronic version of this document on the student cohort site in Canvas and on the Program website.

Students must fulfill the following requirements for graduation:

1. Successfully complete of all required courses within the physical therapy curriculum.
2. Pass the Practice Exam and assessment tool (PEAT) examination with the required minimum passing score prior to graduation and program granting release to 1st attempt for the National Physical Therapy Exam (NPTE).
3. Demonstrate entry-level performance on all criteria outlined in the Clinical Instructor Evaluation Tool (CIET) prior to graduation from the program.
4. Demonstrate professional behaviors while enrolled in the program.

Additional annual requirements:

1. Abide by the policies, procedures, and expectations outlined in the Program and Tufts University PHPD Student Handbooks.
2. Meet the Program's [TECHNICAL STANDARDS](#) listed in this handbook throughout the Program.
3. Complete a criminal background check, Title IX training, Diversity and Inclusion training, and OSHA: Infection Control/HIV/Blood-borne Pathogens training.
4. Maintain an annual physical exam with up-to-date immunization records or waivers, proof of current CPR certification, and proof of personal health insurance.

By signing below, I acknowledge I have received and read a copy of this handbook and was given an opportunity to ask questions regarding the contents of this handbook and its application to me.

Student Signature

____/____/____
Date

TUSM STUDENT HONOR CODE

During orientation, all DPT students will be asked to sign a statement that they will adhere to the following Honor Code policy as we are a Program within TUSM:

"I agree to uphold the TUSM Standards of Academic and Professional Conduct. If I observe ethical (i.e., academic or professional) misconduct, in the interest of supporting these standards, I will take one or more of the following actions:

- 1. Confront the individual(s) to receive an explanation and gain satisfaction that there was no intention of breaching the TUSM Standards of Academic and Professional Conduct (It is expected that most incidents will be dealt with in this manner.). If satisfaction is not gained, I will take further action (see below);*
- 2. Consult with a student member of the TUSM Student Ethics and Promotions Committee (SEPC) regarding my observations to determine whether a written report should be made to the Dean for Students or his/her designee; and/or*
- 3. Submit a signed written report of the alleged infraction to the Dean of Student Services or his/her designee. If I am unsure as to whether a course of conduct will violate the TUSM Standards of Academic and Professional Conduct, I will discuss these actions with a member of the Ethics Committee on Student Conduct, the DPT Program Director, or the Dean of Student Services or his/her designee."*

Student Signature

____/____/____
Date

**CONTACT INFORMATION
DOCTOR OF PHYSICAL THERAPY PROGRAM
FACULTY & STAFF**

<p>Program Director (PD)</p> <p>Eric Hegedus, PT, DPT, PhD, MHSc Board Certified Specialist in Orthopedic Physical Therapy Professor Eric.Hegedus@tufts.edu</p>	<p>Director of Admissions (DA)</p> <p>Core Faculty Angela Spontelli Gisselman, PT, DPT, PhD Board Certified Specialist in Orthopedic Physical Therapy Assistant Professor Angela.Gisselman@tufts.edu</p>
<p>Director of Clinical Education (DCE)</p> <p>Core Faculty Tara Dickson, PT, DPT, PhD Board Certified Specialist in Orthopedic Physical Therapy Assistant Professor Tara.Dickson@tufts.edu</p>	<p>Director of Curriculum and Assessment (DCA)</p> <p>Core Faculty Tawna Wilkinson, PT, DPT, PhD Board Certified Pediatric Clinical Specialist Emeritus Associate Professor Tawna.Wilkinson@tufts.edu</p>
<p>Director of Faculty Development and Research (DRFD)</p> <p>Core Faculty Linda Woodhouse, PhD, MA Professor Linda.Woodhouse@tufts.edu</p>	<p>Director of Student Affairs (DSA)</p> <p>Core Faculty Daniel Kang, PT, DPT</p>
<p>Core Faculty Kim Dao, PT, DPT Board Certified Specialist in Neurologic Physical Therapy</p>	<p>Core Faculty Linda Denney, PT, PhD, M.ApplSci</p>
<p>Core Faculty Jeffrey Foucher, PT, DPT Board Certified Specialist in Orthopedic Physical Therapy</p>	<p>Core Faculty Mallory Kargela, PT, DPT Board Certified Specialist Cardiovascular and Pulmonary Physical Therapy</p>
<p>Core Faculty Natalie O’Neal, PT, DPT Board Certified Geriatric Clinical Specialist Advanced Credentialed Exercise Expert for Aging Adults</p>	<p>Core Faculty Edward Mulligan, PT, DPT, MS Board Certified Specialist in Orthopedic Physical Therapy Board Certified Specialist in Sports Physical Therapy Certified Athletic Trainer, Licensed Athletic Trainer</p>
<p>Core Faculty Michelle Sawtelle, PT, PhD, MPT Board Certified Specialist in Neurologic Physical Therapy</p>	<p>Core Faculty Amy Schlessman, PT, DPT, DHS</p>
<p>Core Faculty Liana Wooten, PT, DPT, PhD Certified Strength and Conditioning Specialist</p>	<p>Core Faculty TBD</p>

Program Manager—Staff Brandi Gladden, MPH Brandi.Gladden@tufts.edu	Program Administrative Coordinator—Staff TBD
Clinical Education Administrative Coordinator—Staff Ashton Rivas-Padilla Ashton.Rivas_Padilla@tufts.edu	Curriculum & Clinical Education Coordinator—Staff TBD

**DEPARTMENT OF PUBLIC HEALTH AND PROFESSIONAL DEGREE
PROGRAM ADMINISTRATION**

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GENERAL STUDENT SERVICES

Bursar/Cashier	617-636-6551
Student Advisory & Administration	617-636-2700
Financial Aid	617-636-6574
Hirsh Health Sciences Library	617-636-6705

Public Health Programs and Professional Degree Programs: <http://publichealth.tufts.edu/>

ACADEMIC CALENDAR: CLASS OF 2024

New Student Virtual Orientation	June 1-3, 2022
Summer Semester – 2022 (12 weeks)	
Semester 1 begins	June 6, 2022
Holiday: Juneteenth	June 20, 2022 (<i>Observed</i>)
Holiday: Independence Day	July 4, 2022
Lab Immersion (end-of semester, Phoenix Campus)	August 8 – August 19, 2022*
Semester 1 ends	August 26, 2022
Fall Semester – 2022 (15 weeks)	
Semester 2 begins	September 6, 2022 (<i>Tuesday</i>)
Holiday: Indigenous Peoples’ Day	October 10, 2022
PT Day of Service	October 17, 2022
Holiday: Veteran’s Day	November 11, 2022
Holiday: Thanksgiving Break	November 24 – 25, 2022
Lab Immersion (end-of semester, Phoenix Campus)	November 28 – December 9, 2022*
Semester 2 ends	December 16, 2022
Spring Semester – 2023 (15 weeks)	
Semester 3 begins	January 3, 2023 (<i>Tuesday</i>)
Holiday: Martin Luther King, Jr. Day	January 16, 2023
Lab Immersion (mid-semester, Phoenix Campus)	February 6 – 17, 2023*
Holiday: President’s Day	February 20, 2023
Holiday: Patriot’s Day	April 17, 2023
Lab Immersion (end-of semester, Phoenix Campus)	March 27 – April 7, 2023*
Semester 3 ends	April 14, 2023
Summer Semester – 2023 (16 weeks)	
Semester 4 begins	April 24, 2023
Holiday: Memorial Day	May 29, 2023
Lab Immersion (mid-semester, Phoenix Campus)	June 5 – June 16, 2023*
Holiday: Juneteenth	June 19, 2023
Holiday: Independence Day	July 4, 2023
Lab Immersion (end-of semester, Phoenix Campus)	July 24 – August 4, 2023*
Semester 4 ends	August 11, 2023
Fall Semester – 2023 (17 weeks)	
Semester 5 begins	August 21, 2023**
Holiday: Labor Day	September 4, 2023
Physical Therapy Practice I (8 weeks)	September 4 – October 27, 2023
Holiday: Indigenous Peoples’ Day	October 9, 2023
PT Day of Service	October 16, 2023
Holiday: Veteran’s Day	November 10, 2023 (<i>Observed</i>)
Holiday: Thanksgiving Break	November 23 – 24, 2023

Lab Immersion (end-of semester, Phoenix Campus)	November 27 – December 8, 2023*
Semester 5 ends	December 15, 2023
Spring Semester – 2024 (16 weeks)	
Semester 6 begins	January 2, 2024 (<i>Tuesday</i>)
Holiday: Martin Luther King, Jr. Day	January 15, 2024
Lab Immersion (mid-semester, Phoenix Campus)	February 5-16, 2024*
Holiday: President’s Day	February 19, 2024
Physical Therapy Practice II (9 weeks)	February 19-April 19, 2024
Semester 6 ends	April 19, 2024
Summer Semester – 2022 (15 weeks)	
Semester 7 begins	April 29, 2024
Physical Therapy Practice III (14 weeks)	April 29-August 2, 2024
Holiday: Memorial Day	May 27, 2024
Holiday: Juneteenth	June 19, 2024
Holiday: Independence Day	July 4, 2024
Semester 7 ends	August 9, 2024
Other Important Dates	
Onsite Graduation Preparation (Phoenix)	August 15, 2024
Graduation Reception (Phoenix)	August 16, 2024
<i>Degrees Conferred in September</i>	
NPTE Exam	October 2024

*lab time on weekend between weeks

**weeks before clinical education for course preparation

Note: These dates are for general information only. All dates are subject to change prior to orientation. Incoming students should not plan events on the dates provided above.

CANCELLATION OF ONSITE LAB IMMERSION CLASSES

The PD will notify the faculty and students about alternative plans for onsite lab immersion or clinical affiliation times/dates if situations (i.e., public health crisis, severe weather) or other significant events impact the curriculum delivery.

MISSION AND VISION

Tufts University Mission

Tufts is a student-centered research university dedicated to the creation and application of knowledge. We are committed to providing transformative experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges, and distinguish themselves as active citizens of the world.

Tufts School of Medicine Mission and Values

The mission of Tufts University School of Medicine is to educate a diverse body of students and advance medical knowledge in a dynamic and collaborative environment. We seek to foster the development of dedicated clinicians, scientists, public health professionals, and educators who will have a sustained positive impact on the health of individuals, communities, and the world.

Tufts Boston and Phoenix Doctor of Physical Therapy Program Mission

Our Programs prepare future professional physical therapists to positively impact societal health and improve the human experience through our commitment to excellence, inclusion, discovery, and meaningful service.

Tufts Phoenix Doctor of Physical Therapy Program Vision

Helping every human, regardless of ability, to pursue their best life.

CORE VALUES

Program Values

The faculty, staff, and students of the Program are dedicated to the Tufts University School of Medicine (TUSM) values and those of the physical therapy profession and reflect these in word and action. Our Program values promote academic, personal, and moral growth within a safe, challenging, and responsive community. TUSM's values serves as the foundation for assessing the quality of the Program and individual performance in achieving the Program mission. These values include a commitment to excellence, humanism, social responsibility, and professionalism.

To achieve the goals of our mission statement, our faculty, students, and staff demonstrate our commitment to the following core values in all that we do:

1. Commitment to Excellence

To cultivate a perpetual spirit of inquiry and creativity, leading to prepared practitioners who provide outstanding clinical care, rigorous research and scholarship, and inspired teaching.

2. Commitment to Humanism

To relieve suffering and improve quality of life. To treat and communicate with all people with compassion, respecting human dignity and autonomy.

3. Commitment to Social Responsibility

To serve and advocate for all people, including underserved and vulnerable patients and populations, by addressing social determinants of health, health equity, social justice, and stewardship of social resources.

4. Commitment to Professionalism

To act in accordance with the highest standards of integrity, demonstrating personal accountability and resilience, collegiality and teamwork, and the pursuit of lifelong learning.

PROGRAM PHILOSOPHY, EDUCATIONAL PRINCIPLES

Program Philosophy

The Program is designed to deliver a contemporary and evidence-based curriculum using faculty and contributors who are dedicated educators, clinicians, researchers, and leaders in the physical therapy profession. Our Program utilizes a blended learning education model. The curriculum combines the best aspects of online learning activities and interactions, hands-on, immersive laboratory sessions, and collaborative clinical education experiences into an innovative and dynamic learning experience. Faculty and contributors facilitate student learning, collaboration, and professional growth through student-centered active learning experiences, interprofessional educational experiences, and high-quality clinical and academic excellence.

Educational Principles

1. Student-Centered Culture: A strong, collaborative, and mutually respectful relationship between faculty members and students is imperative for education. Education is an active, continuous, cooperative process that must meet student needs and faculty objectives. Faculty provide a student-centered approach to teaching and facilitating learning.
2. Student Responsibility: Learning is a developmental process in which the student is ultimately responsible for acquiring and synthesizing knowledge. The Program's blended and accelerated model requires students to take a leadership role in their learning. Students will work as team members through course activities that are a part of the signature pedagogies, including team-based learning and case-based learning. Faculty members serve as facilitators in this process, guiding students in self-discovery and the acquisition of knowledge. Faculty members provide encouragement and reinforcement to the student throughout this process.
3. Engaged learning: Education must be student-centered where students are actively involved in the teaching and learning process to develop a spirit of inquiry. Learning activities in various settings, whether it be online, within the immersion clinical lab session, and/or clinical settings, fully engage students and facilitate participation. Interactive discussions encourage critical thinking, reasoning, and promote the sharing of thoughts and ideas. Collaborative learning allows students to support each other in knowledge acquisition, idea sharing, innovative thinking, and skill development.
4. Self-Reflection: Learning is enhanced when students engage in frequent, intentional, and mindful self-reflection. Students develop the skills to become mindful and reflective practitioners. These skills will be modeled by faculty and encouraged by students during the learning process. Students are provided several opportunities for self-assessment and reflection during the Program.
5. Motivational and Relevant: Students learn best when they are motivated to learn, and the best way to stimulate motivation is to make learning clinically oriented and professionally relevant. Using an evidence-based approach, students learn foundational and clinical science content that is immediately applicable to clinical practice and necessary for developing best practice entry-level skills. Faculty members create opportunities for "teachable moments" in online, lab, and clinical learning activities to motivate students and provide connections between didactic content and clinical practice.
6. Curricular Threading: Effective learning intentionally builds upon student knowledge and experiences to improve comprehension and skill development. This concept is applied internally to courses as content and learning objectives progress from foundational and factual to complex and conceptual. The overall curriculum design orders the courses in a logical, sequenced progression from foundational to clinical to physical therapy sciences. While sequenced, the curriculum recognizes the need for repetition in learning. Essential concepts are reinforced multiple times in a variety of settings to solidify learning.
7. Practical Application: Practical application is a concept that encompasses content relevancy, student motivation, and active engagement. Practical application is accomplished during online virtual rounds and case presentations, in hands-on, immersive labs, and, most importantly, during clinical education experiences. These opportunities are well-timed during courses and the curriculum to verify student understanding and skill development and contribute to the student's confidence, self-reflection, and competence.

GOALS AND EXPECTED OUTCOMES

The goal of the curriculum is to develop DPTs who are committed to academic excellence, passionate in their ongoing pursuit of knowledge and professional development and dedicated to service in the community and profession. Program goals demonstrate the commitment to teaching and modeling these professional behaviors and establishing the conditions necessary for academic excellence. Faculty goals set the expectation to facilitate active student learning and engagement in these behaviors by effectively modeling them in personal and professional performance. Student goals establish the expectation to learn, develop, and succeed in these essential professional behaviors and academic accomplishments to be market-ready for healthcare's clinical environment.

Program Goal 1: Enroll and graduate a diverse student body to support the demand for physical therapists, in order to positively impact the human experience and societal health.

Program Goal 2: Educate exemplary, career-focused students through innovative educational and clinical learning experiences.

Faculty Goal: Demonstrate a commitment to excellence and professionalism through a combination of scholarly pursuit, lifelong learning, exemplary instruction, and service.

Student Goal 1: Demonstrate thoughtful, reflective practice and professional behaviors to impact the human experience.

Student Goal 2: Demonstrate a commitment to critical inquiry and excellence in both academic and clinical preparation consistent with the professional scope of physical therapy practice.

Graduate Goal: Demonstrate a continued spirit of discovery through evidence-based practice and professional development.

PROGRAM ACCREDITATION STATUS

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org) is necessary for eligibility to sit for the licensure examination required in all states.

Tufts University in Phoenix, AZ is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on December 1, 2021. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, through achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

SECTION 2 - PROGRAM REQUIREMENTS

TECHNICAL STANDARDS

1. Physical therapy is a mentally, physically, and psychologically demanding profession. Throughout the curriculum, students acquire the foundation of knowledge, attitudes, skills, and behaviors necessary for a successful career as a physical therapist. Technical standards reflect those abilities that a physical therapist must possess for safe and effective clinical practice. Prospective and current students must meet the following technical requirements with or without reasonable accommodation for admission, progression, and graduation in the Program.
 - a. **General Abilities:** Students are expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, students are expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.
 - b. **Observational Ability:** Observation requires the functional use of vision, hearing, somatic sensations, and the use of common sense. Students must have a visual perception, which includes depth and acuity. Students must be able to observe lectures, laboratory-dissected prosections, and lecture and laboratory demonstrations. Students must be able to observe a patient accurately, observe digital and waveform readings and other graphic images to determine a patient's condition. Students must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include palpation of peripheral pulses; soft tissue changes, bony prominences, and ligamentous structures; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of edema. Students must be able to observe a patient accurately at a distance and nearby, noting non-verbal as well as verbal signals.
 - c. **Communication Ability:** Communication includes speech, language, reading, writing, and computer literacy. Students must be able to communicate effectively and sensitively and convey a sense of compassion and empathy with patients to elicit information regarding mood and activities, as well as to perceive non-verbal communications. Physical therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health care team. Students must be able to complete forms according to directions in a complete and timely fashion.
 - d. **Interpersonal Abilities:** Students are expected to have the emotional stability required to exercise sound judgment and complete assessment and intervention activities. Students are expected to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Students are expected to have the flexibility to function effectively under stress. Concern for others, integrity, accountability, interest, and motivation, are necessary personal qualities.
 - e. **Motor/Psychomotor Ability:** Students must possess enough motor function to elicit information from the patient examination by palpation, auscultation, tapping, and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as transferring or positioning large or immobile patients, gait training using therapeutic aids and orthotics, positioning, and performing manual mobilization techniques, performing non-surgical wound debridement, and placing electromyographic electrodes. Students must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to patients. These skills

require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

- f. **Intellectual – Conceptual Integrative and Quantitative Analysis Abilities:** To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient’s history, physical examination, and laboratory data; provide a reasoned explanation for likely therapy and recall and retain information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and medical literature in formulating treatment and plans is essential. In addition, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Students must have the ability to use computers for searching, recording, storing, retrieving, and communicating information.

 - g. **Behavioral/Social Attributes and Professionalism:** Students must possess the psychological ability required for the full utilization of their intellectual abilities; for the exercise of good judgment; for the prompt completion of all responsibilities inherent to diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in patients' clinical problems. As a component of their education, students must demonstrate ethical behavior.
2. Specifically, students must be able to:
- a. Attend and participate in online and onsite classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
 - b. Use auditory, tactile, and visual senses to receive and participate in the classroom, laboratory, and clinical instruction and evaluate and treat patients.
 - c. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
 - d. Complete readings, assignments, and other learning activities during and outside of class hours.
 - e. Apply critical thinking processes to their work in the classroom and the clinic.
 - f. Exercise sound judgment in class and the clinic.
 - g. Participate in clinical education experiences, which typically require students to be present 36 or more hours per week on a schedule that corresponds to the clinic's operating hours.
 - h. Recognize, gather, and synthesize critical pieces of information for clinical reasoning and decision-making during patient assessment activities in class or the clinical setting without using an intermediary (classmate, aide, etc.).
 - i. Perform physical therapy interventions in class or the clinical setting by direct performance or instruction and supervision of intermediaries.
 - j. Sit for two to 10 hours daily, stand for two to four hours daily, and walk or travel for two hours daily during instructional activities. In clinical situations, alternately sit, stand, and walk for up to 10 hours every day.
 - k. *Frequently* lift weights less than 10 pounds and *occasionally* lift weights between 10 and 100 pounds.
 - l. *Occasionally* carry up to 25 pounds while walking up to 50 feet.
 - m. *Frequently* exert 75 pounds of push/pull forces to objects up to 50 feet and

- n. *Occasionally* use 150 pounds of push/pull forces for this distance.
- o. *Frequently* twist, bend, and stoop.
- p. *Occasionally* squat, crawl, climb step stools, reach above shoulder level, and kneel.
- q. *Frequently* move from place-to-place and position-to-position at a speed that permits the safe handling of classmates and patients.
- r. *Frequently* stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
- s. *Occasionally* climb stairs and negotiate uneven terrain.
- t. *Frequently* use the hands repetitively with a simple grasp and *frequently* use a firm grasp and manual dexterity skills.
- u. *Frequently* coordinate both verbal and manual activities while performing gross motor activities.

It is the applicant's responsibility to notify the Program in writing if the applicant cannot meet one or more of these technical requirements before admission into the Program. Matriculated students must provide medical documentation describing the inability to meet one or more of the requirements.

ACCESSIBILITY AND ACCOMMODATIONS

The Program works closely with the PHPD Office of [Student Services](#) to serve the needs of students with disabilities to ensure their ability to learn. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish learning activities (e.g., providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing specific tasks associated with the Program's technical standards.

1. Tufts University provides reasonable accommodations to students with disabilities, such as impaired hearing, speech, mobility, or vision, and students with learning disabilities, attention differences, and chronic health disabilities. We also assist students in coping with serious medical and mental health conditions. PHPD Office of Student Services coordinates academic accommodations for students and works with students and families to coordinate non-academic accommodations when needed.
2. PHPD Office of [Student Services](#) must substantiate why each requested accommodation is needed to achieve equal opportunity and how it relates to the student's disability. PHPD Office of Student Services considers the student's experience with their disability, documentation of their disability, and the legitimate requirements and standards of classes, programs, and activities for which our services are authorized. PHPD Office of Student Services asks each student to provide substantial, clear, and convincing evidence that supports the need for accommodations.
3. Tufts University is committed to providing digital environments that are accessible to all, including individuals with disabilities. Digital environments include, but are not limited to, information technologies, webpages, web-based applications, online instructional content, services, and resources. Tufts' commitment to digital accessibility is grounded in principles of equity and inclusion and the knowledge that accessible content generally enhances usability for everyone. ([Tufts University Digital Accessibility Policy](#))
4. Applicants who cannot complete the described technical standards, even with reasonable accommodation, are not eligible for admission. Any previously made offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, or that the accommodations needed are not reasonable and would cause undue

hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

5. **The Americans with Disabilities Act:** The Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act, require Tufts University to provide appropriate academic and employment accommodations to employees and students with disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the University community, or fundamentally alter the nature of the University's employment or academic mission.
 - a. Tufts University is committed to providing reasonable accommodations for qualified individuals with disabilities, including chronic illness in a fair and equitable manner, and in accordance with applicable federal and state law. All personnel who are responsible for the implementation of the University's mission are charged to support this policy. If you have accommodation requests, questions or concerns please contact the ADA Specialist Johny Lainé at (617) 627-6363 or via email at johny.laine@tufts.edu. For more information about the American with Disabilities Act and other policies regarding accommodations, please visit the [OEO website](#).
 - b. [Applying Performance and Conduct Standards to Employees with Disabilities](#) states that "An employee with a disability must meet the same production standards, whether quantitative or qualitative, as a non-disabled employee in the same job. Lowering or changing a production standard because an employee cannot meet it due to a disability is not considered a reasonable accommodation. However, reasonable accommodation may be required to assist an employee in meeting a specific production standard." Therefore, all DPT students are required to meet the industry standard for productivity in clinical education courses, and so additional time on skills checks, practical examinations, or in the clinic will not be considered reasonable accommodations.
 - c. For more information about the American with Disabilities Act and other policies regarding accommodations, please visit the Tufts Office of Equal Opportunity ([OEO](#)) website. All other questions or concerns for OEO should be addressed to the OEO Director.

COMPUTER REQUIREMENTS

Students are required to have a laptop computer and a mobile device that meet the specifications below. The Program uses computer-based testing for many of its courses. Exams are conducted using ExamSoft, which has [specific laptop requirements](#). Students are responsible for the maintenance of their approved personal devices and all necessary software for the Program. Please review these requirements and plan accordingly.

Laptop Computer. Laptop computers with Windows or Apple/Macintosh operating systems are acceptable. The following is a list of minimum requirements.

Minimum Computer System Requirements

MSRs for Windows, Mac, and iPad

Students and exam-takers downloading the test-taking software, Exemplify, should review these Minimum System Requirements (MSRs) to ensure their devices are supported. Exemplify works with most modern computers, both Mac and Windows operating systems. See requirements by platform below:

- [Windows](#)
- [Mac](#)
- [iPad](#)

For Windows:

- Operating System: 32-bit and 64-bit versions of Windows 10.

- **Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time.**
- *If you are using a Microsoft Surface device, please read [this](#) article for important instructions on Windows 10 "S mode" versus the standard Windows 10. S mode is **not** compatible with Examplify.*
- Only genuine versions of Windows Operating Systems are supported.
- The English (United States) Language Pack must be installed.
- ExamSoft does not support tablet devices other than Surface Pro as detailed above.
- CPU Processor: 2.0 GHz Intel i3 processor or equivalent
- RAM: 4GB or higher
- Hard drive: highest recommended for the operating system or 1GB of available space.
- For onsite support, and to back-up the answer files to a USB drive, a working USB port is required (Newer devices may require an adaptor).
- For technical troubleshooting, account passwords, including BitLocker keys, may be required.
- Internet connection for download, registration, exam download, and upload.
- Examplify cannot be run within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.
- Screen resolution should be at least 1024 x 768.
- Administrator level account permissions ([Instructions](#)).

For instructions on how to check your computer's specifications, click [here](#).

The following requirements apply for exams with ExamID or ExamMonitor enabled

- Examplify version 2.4 or greater
- Hard drive: 2GB or higher available space
- RAM: 8GB or higher recommended; 4GB required
- Webcam (no virtual cameras or phones as cameras)
- Microphone (no headphones, no virtual mics)
- Internet: 2.5 Mbps upload speed

You may not use any virtual camera software with ExamID or ExamMonitor.

PLEASE NOTE:

- You may not use any virtual camera software with ExamID or ExamMonitor.
- The versions of Windows 10 utilized in testing are 1903, 1909, and 2004.

For Mac:

- MacOS Catalina (version 10.15) is only compatible with Examplify version 2.0.6 or higher (Released on 10/14/19 or later)
- Supported operating systems: OS X 10.13 (High Sierra), OS X 10.14 (Mojave), Mac OS Catalina (10.15). Only genuine versions of Mac operating systems are supported.
- CPU: Intel processor.
- RAM: 4GB or higher.
- Hard Drive: 1GB or higher available space.

- For onsite support, and in order to back-up the answer files to a USB drive, a working USB port is required (Newer devices may require an adaptor).
- For technical troubleshooting, account passwords including device passwords may be required.
- Server version of Mac OS X is not supported.
- This software cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.
- Internet connection for download, registration, exam download and upload.
- Administrator level account permissions ([Instructions](#)).
- Exemplify cannot operate within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.

For instructions on how to check your computer's specifications, click [here](#).

Apple has announced that hardware releases due later this year will utilize Apple silicon microprocessors. If released prior to the October Bar Exams, these specific Apple devices will not be supported by Exemplify for these exams.

The following requirements apply for exams with ExamID or ExamMonitor enabled

- Exemplify version 2.4 or greater
- Hard drive: 2GB or higher available space
- RAM: 8GB or higher recommended; 4GB required
- Webcam (no virtual cameras or phones as cameras)
- Microphone (no headphones, no virtual mics)
- Internet: 2Mbps upload speed

You may not use any virtual camera software with ExamID or ExamMonitor.

For iPad:

- Hardware Requirements: iPad 5+, iPad Air, iPad Mini 2+, iPad Pro.
- Operating Systems: iPadOS 11, iPadOS 12, and iPadOS 13 (Only genuine versions of iOS are supported).
- 500 MB of free space required to commence an exam.
- iPad must not be Jailbroken.
- Internet connection for download, registration, exam download and upload.
- In order to take an exam using an iPad, your institution must first enable iPad support.

In addition to these technical requirements, a **well-lit room** that allows your face to be fully illuminated and clear in the camera view is essential for a smooth exam experience and will minimize flagged instances of academic dishonesty.

Mobile Device. Android and Apple products are acceptable and must have mobile broadband capabilities.

TTS can check the specific compatibilities of these products. Students may email at IT@Tufts.edu.

- Students must have a laptop computer and mobile device in their possession at the time of Program orientation.
- Software is required that enables viewing and editing frequently used file types, including Microsoft files (Word, PowerPoint, and Excel) and portable document files (PDFs). Even while using the most compatible applications, some software and applications may not be fully compatible with all hardware and across all platforms. For example, Adobe Flash files may not run on some Apple and Android

operating systems. In these situations where incompatibility results, it is the student's responsibility to view any required files utilizing compatible hardware. All written assessments, except for specific lab exams, will be administered via secure-testing computer software. Students will download and register secure-testing software to their personal laptop computers during orientation. Tablets and mobile devices cannot be used for computer-based testing.

- A variety of mobile device applications are required for use throughout the Program.
- Mobile broadband capability for the mobile device is suggested to provide an internet connection when a local wireless network is not available.

CRIMINAL BACKGROUND, REGISTRY CHECKS & DRUG TESTING

1. Individuals working in health care facilities often must consent to and clear to work through criminal background investigations and/or drug screenings. Additionally, such policies/requirements are common for physical therapy licensing boards and physical therapy clinics.
2. Students are required to undergo a criminal background check prior to formal enrollment or matriculation into the Program.
3. Clinical site and state requirements may necessitate additional criminal background checks, finger-print registration, registry checks, and/or drug testing may be required prior to clinical education experiences. Refer to Section 8: Communication with Clinical Education Sites in the Clinical Education Handbook for additional information.

PROOF OF CURRENT HEALTH INSURANCE

1. Prior to matriculation, students must provide proof of current, comprehensive health insurance coverage. Students may choose to maintain personal health insurance or enroll in the university's health insurance plan. Tufts University Health Sciences Schools offer a comprehensive student health insurance plan that meets the State and University requirements. Students are required to maintain comprehensive health insurance throughout the Program. Specific information regarding health insurance requirements, enrollment, and waiving of the student health insurance coverage can be found on the [Student Advisory and Health Administration \(SAHA\) website](#).
2. Please note that students without health insurance cannot be permitted to participate in patient contact activities both in the didactic and clinical phases and cannot complete the Program.
3. Students are billed for and enrolled in [mandatory disability insurance](#) through the school. This is non-waivable and separate from the student health insurance requirement

IMMUNIZATION AND HEALTH REQUIREMENTS

All students must have immunization documentation on file at the [Student Advisory & Health Administration Office \(SAHA\)](#).

1. Immunizations: Before the immunization deadline, which occurs prior to matriculation, the [Public Health & Professional Degree Program Immunization Form](#) must be completed and signed by a health care professional. This documentation must be submitted to SAHA which serves all the students enrolled in Health Sciences programs at Tufts.
2. SAHA tracks and reports on required student immunizations. Required immunizations include: Hepatitis B vaccine series (3 doses) AND immunity by titer; MMR vaccine (2 doses) AND a positive rubella antibody titer or positive titers for measles, mumps, and rubella; Tetanus, Diphtheria, & Pertussis (Tdap) vaccine within the last 10 years; Tuberculosis Skin Test or QuantiFERON Gold Test within one year to start date and updated annually; Varicella (2 doses) or positive titer; COVID-19 proof of vaccination, and seasonal influenza vaccine.

3. If unable to provide documentation of past immunizations, students will need to provide laboratory evidence of immunity or be re-vaccinated. Failure to comply with this policy may result in the cancellation of registration. The Program and University policy on immunizations is based upon current [Centers for Disease Control recommendations](#).
4. Prior to entering the clinical phase (year 2) of the Program, students must update their immunization and health certificate and provide proof of: Tuberculin Skin Test (TST), QuantiFERON-Gold Blood Test (QTBG), or documentation from a healthcare provider assessing tuberculosis status with a copy of any diagnostic reports. Influenza vaccine is also required annually during influenza season: October through May. Please note that individual clinical facilities may have specific health requirements. It will be the student's responsibility to make sure these are met.
5. If unable to provide documentation of past immunizations, students will need to provide laboratory evidence of immunity or be re-vaccinated. Failure to comply with this policy may result in the cancellation of registration.
6. As there is no central location on campus to obtain TB tests or other immunization updates as needed, students obtain these services through their primary care physicians. The cost of these services is covered for Tufts University student health plan enrollees.
7. Physical Examinations: Prior to matriculation, students must submit a satisfactory and current physical examination to SAHA.
 - a. Note: [Health and immunization forms](#) are to be completed and signed by a licensed healthcare provider. A suggested reference is the Immunization of Health-Care Workers: Recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC).
8. Students must obtain clearance for Program participation from SAHA for health insurance and immunization requirements. Students without clearance are subject to withdrawal from their academic program.
9. Upon notification from SAHA, students are required to update immunizations as mandated by the Program, Tufts University, and those recommended for healthcare workers by the Centers for Disease Control and Prevention (CDC). Questions regarding immunization requirements should be directed to [SAHA](#).
10. Students should also independently maintain a record of current immunizations throughout the Program.

PROFESSIONAL LIABILITY INSURANCE

All members of the faculty-student-clinical faculty team must be mutually indemnified. Students enrolled in the Program are, through their enrollment, covered by professional liability insurance in the amount of at least two million dollars (\$2,000,000).

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

The Program's mission and core values speak to our commitment to empowering students to be future leaders, engaging in professionalism and social responsibility. Both faculty and students are expected to engage and maintain active membership in the physical therapy professional organization to align with the TUSM core values.

1. The [American Physical Therapy Association](#) (APTA) is a national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to many benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (required for many course assignments) and online access to research resources with many full-text articles that may not be available through the university databases. Additionally, APTA student membership provides automatic membership in the Student Assembly, which functions as a forum for student physical

therapists. Membership applications and information occurs during the Program's new student orientation.

2. All students are required to become student members of the American Physical Therapy Association (APTA) and their respective State Chapter. Membership must be maintained throughout the Program. This membership is at the student's own expense and is purchased during pre-orientation. The DSA tracks student membership annually. Failure to meet this or any other Program requirements may result in dismissal from the Program. These memberships will provide students with numerous opportunities for local, state, and national physical therapy organizations.

BASIC LIFE SUPPORT CERTIFICATION

As student health providers, students must obtain and maintain certification in Basic Life Support (BLS) designed specifically for healthcare professionals and first responders by the American Heart Association (AHA). AHA BLS courses deliver information and skills training on:

1. Scene Safety & Assessment
2. CPR/AED Use for Adults, Children, and Infants
3. Obstructed Airways
4. Critical Thinking, Problem Solving, Communication, and Teamwork
5. The Emergency Medical Services System
6. Legal Considerations
7. Precautions

The student should independently maintain proof of current certification throughout the Program. Certifications occurring ONLY in an online format are not allowed, as they are frequently not recognized by clinical placement sites.

OTHER PROGRAM TRAINING REQUIREMENTS

Students in the Program are required to participate in the following trainings prior to matriculation:

1. Bloodborne Pathogens Training
2. Title IX Training
3. Diversity and Inclusion Training
4. Wellness Training

SECTION 3 - REGISTRATION PROCESSES & STUDENT BILLING

REGISTRATION

Because the curriculum is fixed, registration for courses in the traditional sense is not necessary. Students in the Program are automatically registered in their required coursework. Registration is conducted each semester, prior to the start of the semester, to screen students for financial clearance and verify and update student demographic information.

STUDENT IDENTIFICATION CARDS

Student Identification Cards will be created for and sent to all new TUSM students. During the pre-orientation portion of the Program, students will complete the process of obtaining an identification badge. The process for obtaining a badge is to respond expediently to the email from the Office of Student Affairs requesting a photo ID. Your new Tufts identification will be mailed to you. Any student who loses his/her ID badge should contact the Public Health & Professional Degree Programs Office of Student Affairs: phpdstudentservices@tufts.edu OR 617-636-0935. There is a replacement fee.

Students are required to wear their student ID badges during lab immersion activities.

BILLING AND PAYMENT

Tufts University bills tuition and fees electronically via Tufts eBill. New students will receive preliminary information in October or November through the Admissions Office, outlining the Tufts eBill enrollment and billing process.

New students will receive a specific email notice with instructions on how to set up a Tufts eBill account. Once a student's account has been set up, others may be invited by the student to view and/or pay the bill.

Fall semester bills are generally due the first week of August. Spring semester bills are due in the first week of December. The specific due date each semester will be noted on the student's bill. If the student registers close to the due date, they may need to make a payment without the benefit of an advance bill. If courses or services are added after the semester due date, advance payment is required.

Payments must be received by the due date printed on the statement to avoid a 10% late payment fine. For more information regarding making payments, please visit the [Health Sciences Bursar website](#).

Students who are not financially cleared by the first day of classes are subject to cancellation of their semester's registration. Reinstatement is obtained only through arrangements with the [Office of Student Services for Public Health and Professional Degree Programs](#). Diplomas and official transcripts of records for those students who are not financially cleared are regularly withheld until all payments have been made.

Tufts will not impose a late fee, denial of access to facilities, or other penalties against a veteran or eligible dependent due to late payment of tuition and/or fees from the VA up to the amount of the certified benefit under S2248 PL 115-407 Section 103. Any portion of the balance not covered by VA benefits is still expected to be settled by the due date.

Tuition Refund Policy

The university refund policy, to be applied in the event a student withdraws from the university after the beginning of a spring, summer or fall term, is as follows:

- 1st-12th calendar day of the semester: 80% tuition refund
- 13th-19th calendar day of the semester: 60% tuition refund
- 20th-26th calendar day of the semester: 40% tuition refund
- 27th-33rd calendar day of the semester: 20% tuition refund
- Thereafter: No refund

The date of withdrawal will be the date on which the Office of Student Services for PHPD receives written notice of the withdrawal from the student. Other charges for the term, such as the health administration fee, are not prorated upon withdrawal during a term. Withdrawal prior to the beginning of a term will result in the cancellation of all charges.

CHANGE OF STATUS AND LEAVE OF ABSENCE

Administrative Withdrawal due to Failure to Enroll

Students who do not obtain approval for a leave of absence and fail to register for at least 1.5 credits for any given semester will no longer be considered a degree candidate. If the student wishes to resume candidacy, they must provide a request in writing to the Assistant Dean for Student Services for PHPD. Time taken during this period will be counted toward the standard time limitations for degree completion.

LEAVE OF ABSENCE

PHPD understands that students may need to request a leave of absence (LOA) to attend to pressing matters outside of school. For example, students may need to take a LOA for medical, mental health, personal, family related, programmatic, or administrative reasons. Because students' situations and circumstances are different, PHPD assesses each LOA request on an individualized, case-by-case basis. Students considering a LOA should make an appointment with the Assistant Dean for Student Services to discuss the options available given their circumstances. Tufts can help PHPD students with their LOA transitions by providing information, resources, and ideas for sustained engagement and smooth returns. Please contact Student Services to discuss which LOA option is right for you. While every LOA request is handled individually, there are some general guidelines that apply universally to all LOAs.

- *How Long Is My LOA Going to Be?* LOAs can be for any duration of time up to a maximum of one year (and in cases of documented medical leaves, up to a maximum of two years). For continuity sake, most LOAs coincide with the Program's academic schedule. However, each LOA request will be evaluated individually by the Program and the Assistant Dean for Student Services to determine the conditions of the leave, including an appropriate duration of time, effective date, and return date.
- *How Will My LOA Affect My Enrollment Status?* To allow students to attend to their personal circumstances, PHPD treats LOAs as a period of non-enrollment. This means that students, while on a leave of absence, are not expected to participate in coursework, reside in the residence halls, or use University facilities, such as the library. PHPD treats LOAs as a period of non-enrollment because we want students to make the most of their time away and to attend to whatever personal circumstances necessitated their LOA request. Although students who take LOAs experience interrupted progress toward completion of their PHPD degrees and are expected to take time away from campus, please note that they remain a part of the Tufts community and may be invited to campus events with the approval of the Assistant Dean of Student Services.
- *How Do I Request a LOA?* To request an LOA, submit a completed [PHPD Leave Request form](#) to the Registrar prior to the start of the LOA. We recommend that students complete these forms as soon as possible under the circumstances. Students must meet with the Assistant Dean for Student Services and obtain their signature on the form as part of that leave request process.
- *How Will My LOA Impact My Financial Aid and Health Insurance?* Prior to taking an LOA, financial aid recipients are required to meet with a financial aid counselor to discuss the impact the LOA will have on

their financial aid status and possible loan repayment requirements. Students are also strongly encouraged to meet with a representative in SAHA to discuss the Health Insurance Policy for Students on LOA that is outlined in this handbook.

1. LOA Types

a. *Personal Leave of Absence*

A student in good academic standing may submit a leave of absence request to the Registrar to take advantage of a professional opportunity, for a military commitment or for personal reasons (i.e., family emergency, or other unforeseen circumstances).

b. *Medical Leave of Absence*

A medical leave of absence is initiated through the Assistant Dean of Student Services for PHPD. Students must provide documentation from their health care provider supporting their request for a medical leave. In certain circumstances, the Assistant Dean of Student Services for PHPD may request additional information from the student's provider or seek a second opinion from an administratively approved physician to document the necessity for such a leave.

The purpose of the medical leave is to enable students to seek treatment for a health-related condition that interferes with their access to the Program. The term of the leave is for a period of up to one year. The leave of absence may be extended for up to a second and final year, based upon the recommendation of the student's treating physician.

c. *Administrative Leave*

Students may be placed on administrative leave as a result of action taken by the Program, the Student Ethics and Promotions Committee, or by the Dean of PHPD in the circumstances that a student has not met the requirements set by the Program or the student's continued enrollment poses a risk to the health and safety of themselves or others or causes a significant disruption to members of the TUSM community. Students who have been placed on LOA for administrative reasons must meet the stated conditions of return.

2. Return from Leave Guidelines

It is the student's responsibility to notify the PHPD Registrar's Office in writing that the student is planning to re-enter Tufts University. Notification should be received at least two weeks prior to the start of the semester.

a. The student must receive clearance to return from leave of absence. Financial clearance must be obtained from the Bursar's Office, and clearance for health insurance and immunization requirements must be obtained from SAHA for all students returning from leave. Students who do not return from a leave of absence on or before the date on which the LOA expires will be considered to have withdrawn, which is a final separation from TUSM.

b. A student on a medical LOA who seeks re-entry into the Program must provide documentation from their primary care physician and/or treating physician certifying that the student has been medically cleared to return to the Program. PHPD may require that the student be evaluated by medical care providers of their choosing before permitting the student to resume his or her studies. The final decision to readmit a student from a medical LOA resides with the Assistant Dean of Student Services for PHPD after a thorough review of the documentation submitted by the student.

- c. A student on a personal leave of absence who seeks re-entry into the Program must notify the Office of Student Services for PHPD in writing at least two weeks before the start of the semester.
- d. A student on an administrative LOA who seeks re-entry into the Program must provide the required documentation as outlined by the Dean of PHPD, the Program, and/or the Student Ethics and Promotions Committee. The final decision as to whether a student may re-enter the curriculum resides with the Dean of PHPD and/or the Student Ethics and Promotions Committee, whichever is appropriate given their situation.

WITHDRAWAL

1. Students considering permanent withdrawal from the school must complete a withdrawal form and meet with either the PD, the DSA, or Faculty Coach to discuss their plans. All financial aid recipients contemplating withdrawal are required to meet with a financial aid counselor for an exit interview to discuss their rights and responsibilities regarding their student loans. In addition, students must meet with representatives from SAHA, and Bursar's Office, prior to withdrawal from TUSM. A student who wishes to terminate his/her degree program must submit a completed Withdrawal Form to the PHPD Registrar. For the Program, the effective date of the withdrawal for tuition refund purposes will be the last date of attendance. If a withdrawn student wishes to return to TUSM, a re-application is required, and the former student is subject to the conditions of the normal admissions process.
2. *Administrative Withdrawal*
Students who fail to meet annual registration requirements, or comply with the LOA return conditions, will be administratively withdrawn. This action is a final separation from TUSM. If a student who had been given an extension on their leave of absence does not return to full-time status in the subsequent year, the student is considered withdrawn from TUSM. If a withdrawn student wishes to return to TUSM, a re-application is required, and the former student is subject to the conditions of the regular admissions process.
3. *Tuition Policy Related to Leaves of Absence or Withdrawal*
In the event of a leave of absence (medical or other) or withdrawal, the University refund policy will apply for any period of leave. Students are strongly encouraged to meet with their Financial Aid Advisor in the Office Financial Aid to discuss the consequences of taking leave or withdrawing.

OTHER

Maternity Policy

TUSM complies with all applicable State and Federal laws regarding leaves of absence due to pregnancy related disability and childbirth.

VERIFICATION OF ENROLLMENT

Any student who has registered for the current semester may request verification of his or her enrollment status from the Office of Student Services for PHPD Programs. Requests for verification of enrollment that come directly to the school from outside agencies will be answered without notice to the student. No information other than Directory Information (see [FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT \(FERPA\)](#) in [SECTION 3 - REGISTRATION PROCESSES & STUDENT BILLING](#) of this handbook) will be given out without written consent of the student unless the requesting agency is one that has guaranteed access to the information requested under the Federal

Educational Rights and Privacy Act of 1974 (see [FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT \(FERPA\)](#) in [SECTION 3 - REGISTRATION PROCESSES & STUDENT BILLING](#) of this handbook).

TRANSCRIPTS

Unofficial and Official Transcripts can be requested via the (SIS) home page. Because federal law prohibits the release of transcripts without written request, verbal, telephone, and e-mail requests cannot be honored, although faxed transcript requests or scans of signed Transcript Request forms can be accepted. Students should allow at least ten working days for the processing and mailing of transcripts. Processing time depends on such factors as computer availability and workload. For students who have attended other schools within Tufts University, a transcript can be generated that includes all coursework and degrees across the University.

Official transcripts leave sealed and signed by the Registrar. They are sent directly to the address named in the transcript request. Transcripts released directly to students will be stamped “issued to the student.” Transcripts are withheld from students with outstanding balances on their student accounts until the student has paid all amounts owed to Tufts University.

Transcripts are retained by the Registrar’s Office on a permanent basis and in accordance with university guidelines and standard policies established by AACRAO (American Association of Collegiate Registrars and Admissions Officers). The PHPD Registrar’s Office is responsible for managing the administrative record-keeping system for all matriculated and graduated students. Office procedures ensure appropriate maintenance of the protection of transcripts and other confidential student records. The University’s SIS stores all transcripts for PHPD students electronically on a drive accessible only to authorized staff, faculty, and faculty advisors through the Registrar’s office.

1. *Financial and Immunization Hold*

The Registrar’s Office will not release any transcripts, diplomas, or letters confirming enrollment or graduation to any student with either a financial or an immunization hold on their account.

2. *Name Change*

The Registrar’s Office maintains all records under the legal name that was used at the time of matriculation. Official records do not display nicknames or preferred names unless legal documentation is provided (such as a marriage license, passport, or legal name change document). Request for a name change must be made in writing and accompanied by the appropriate legal document. If a student wishes to have a Tufts’ email address changed to a new name, please request at the same time as that of the name change.

- a. If you use a first name that differs from your legal name, you can update it for general communications. For more information on how to implement a preferred name change at Tufts, go to <https://it.tufts.edu/qs-namechangepreferred>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Purpose

The [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#) is a federal law that sets out requirements for the protection of the privacy of students and their parents. This policy is designed to help students, and, in some cases, their parents understand how to access their education records, how to amend them, and, if they wish, how to prevent their disclosure to third parties.

Tufts University complies with FERPA through this policy and other school-specific practices.

Scope

This policy applies to all schools and divisions at Tufts University.

Definitions

Student is defined, for purposes of this policy, as someone who is (or someone who has) officially matriculated at the University, and who attends (or has attended) classes at Tufts. This definition does not include prospective students or applicants.

Education Records are records that are directly related to a student and that are maintained by the University or by a party acting on its behalf. Common examples of education records include grades, transcripts, class lists, course schedules, disciplinary records, disability accommodation or accessibility service records, date and place of birth, parent/guardian address, contact information, work-study/fellowship records, and, in some cases, email sent by faculty and staff.

Exclusions to Education Records. However, not all records maintained by the University are considered education records. The following are generally **not** considered education records:

- Records created by a school official as a personal memory aid (such as notes of a private telephone conversation).
- Records of the Tufts University Police Department (TUPD) which are maintained separately and solely for law enforcement purposes.
- Most records created and maintained by a physician, psychiatrist, psychologist or other healthcare provider for treatment purposes. Even though these records are not considered education records under FERPA, they may still be made available to students following completion of a HIPAA release form.
- Records pertaining to a former student other than those generated when that person was a student, such as alumni records.

Personally Identifiable Information includes a student's name, address or other information that would allow a student to be identified. FERPA generally prohibits the University from disclosing personally identifiable information from a student's education record without the student's consent unless the information has been designated as directory information or another exception applies.

Directory Information consists of the following:

- Student's name
- Address (both local and permanent)
- Telephone number (local, cell and permanent)
- Date and place of birth
- Academic program (school, degree, major, minor)
- Photo
- Enrollment status (dates of attendance, fulltime/part-time status)
- Degrees, honors, and awards received
- Participation in athletics and student activities
- Most recent educational institution attended
- E-mail address

Privacy Blocks are available to students who wish to prevent the University from disclosing their directory information (in student directories and commencement programs, for example) by selecting the appropriate privacy settings through SIS. For additional information about privacy blocks, please contact the Registrar's Office.

Parent is defined, for the purposes of this policy, as a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Tufts encourages families to discuss and establish clear expectations for how they will share information from students' education records *before* classes start and *well before* grades come in. In general, parents have greater

access and play a more active role in managing education records where the student is (i) a minor child (under the age of 18), (ii) enrolled in a primary or secondary program (rather than a post-secondary or graduate-level program), and (iii) a tax dependent. However, we recognize that parents' level of involvement varies from family to family, student to student, and year to year. Students who wish to provide parents with access to their education records, can do so through the privacy settings on SIS.

Policy Statement

FERPA provides students and, in some cases, their parents* certain rights with respect to their educational records.

In general, these rights include:

1. *The right to inspect and review education records (with certain limited exceptions) within 45 days of the day Tufts receives a student's request for access.* A student should submit any such request to the Registrar's Office in writing, identifying the specific records that the student wishes to inspect. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected. Many education records (including transcripts) can be requested online through the Student Information System (SIS), without having to file a formal FERPA request. For more ways to access your education records, see the "Academic" tab on SIS.
2. *The right to request the amendment of education records if the student believes they are inaccurate.* Students should submit any such request to the Registrar's Office in writing, clearly identifying the records that the student wants to have amended and specifying the reasons the student believes those records to be inaccurate. The Registrar's Office will notify the student of the University's decision whether to amend the student's records. If the University decides not to amend the student's records, the Registrar's Office will inform the student of the right to a hearing regarding the student's request for amendment.
3. *The right to require Tufts to obtain the student's written consent before releasing personally identifiable information from the student's education records unless an exception applies.*

Release of Your Records to Third Parties

Any request or authorization to allow material from your files to be shown to third parties should include: (1) a specification of the records to be disclosed; (2) the purpose of the disclosure; and (3) the party or class of parties to whom disclosure may be made. A copy of your request to obtain and disclose information to a third party will be retained. For additional information about authorizing disclosures from your education records, please contact the Registrar's Office.

Personally identifiable information ("PII") from your education records may not be given to third parties without your written consent, with the following exceptions:

1. **Directory information** may be published and made available to third parties even if it includes PII (such as your name, email, and photo); to prevent disclosure of your directory information to third parties, you must register for an official Privacy Block through SIS.
2. PII may be disclosed to **Tufts officials** such as employees and members of faculty and trustee committees or to vendors and contractors who have a need to know or who are required to work with your records to carry out their duties.
3. PII may be disclosed to officials of other educational institutions in which you seek to enroll. If your record is transferred to another institution, however, you will be entitled, upon request, to a copy of such records. This applies to other schools and colleges within the University and to programs in which you may be cross-registered or enrolled at the University.
4. PII may be disclosed to **authorized representatives** of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local authorities or other professional organizations in connection with an audit or evaluation of federal or state-supported education programs.

5. PII may be disclosed to an individual or organization required to be informed in connection with your application or receipt of **financial aid**.
6. PII may be disclosed to **state and local officials** to whom information is specifically required to be reported by state laws enacted prior to November 19, 1974.
7. PII may be disclosed to appropriate parties in a **health or safety emergency** if necessary to protect your health or safety or that of another.
8. PII may be disclosed in compliance with a **subpoena**, or in response to other legal action involving the student and the University.
9. PII may be disclosed when the information is a record of a campus **disciplinary proceeding**. For students under the age of 21, the University may also inform parents and legal guardians about violations of any federal, state, or local law, or any University rule or policy that governs the **use or possession of alcohol or a controlled substance**.
10. PII may be disclosed to **accrediting organizations** that are legally authorized to evaluate the quality of educational training in institutions or programs.
11. PII may be disclosed when releasing information to appropriate parties conducting **educational studies**. De-identified student data from education records may be released for this purpose. Procedures are taken to ensure that personally identifiable information cannot be traced back to a particular student or their parents.

Record Retention

FERPA does not require the University to preserve students' education records in perpetuity. In fact, there is no specific record retention requirement. As a general matter, most education records are not maintained for more than 7 years after a student's expected date of graduation. For specific questions about record retention, please contact the registrar's office.

Complaint Procedure

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Tufts to comply with the requirements of FERPA. A complaint must be submitted to the Department within 180 days of the date of the alleged violation or of the date that the student knew or reasonably should have known of the alleged violation. The name and address of the office that administers FERPA and accepts such complaints is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Compliance Training and Tracking

See TTS Training Module

Executive Sponsor(s)

Mary R. Jeka, Senior Vice President and General Counsel

Approval Entities

Office of University Counsel
Academic Council
Office of the President

Responsible Office(s)

Office(s) of the Registrar

Approval Date

May 2015

Review Cycle

Annually

Revised Effective Date

October 31, 2019

Related Policies

Not applicable

Revision

The University reserves the right to change this policy from time to time. Proposed changes will normally be developed by those responsible for the policy with appropriate stakeholders. The approval entities have sole

authority to approve changes to this policy. Below is a full listing of the types of education records that the university maintains; the location(s) of such records; and their custodians (or the custodian’s designee).

Educational Records	Location	Custodian
Academic Records/Advising Records (progress, advising, evaluations)	Office of Student Services, Public Health & Professional Degree Programs	Registrar, PHPD
Admissions Files	Office of Student Services, Public Health & Professional Degree Programs	Director of Admissions/Registrar, PHPD
Enrollment Records	Office of Student Services, Public Health & Professional Degree Programs	Registrar, PHPD
Career Services Records	Office of Student Services, Public Health & Professional Degree Programs	Director of Career Services, PHPD
Counseling & Testing Records*	Student Advisory & Health Administration	Director, SAHA
Cumulative Academic Records (grades, transcripts)	Office of Student Services, Public Health & Professional Degree Programs	Registrar, PHPD
Disciplinary Records	Office of Student Services, Public Health & Professional Degree Programs	Registrar, PHPD
Financial Records	Office of Financial Aid, School of Medicine	Director of Financial Aid
Financial Aid Records	Office of Financial Aid, School of Medicine	Director of Financial Aid
Health Records*	Student Advisory & Health Administration	Director, SAHA
Miscellaneous Records (student education records not included in the above list)	Contact the Office of Student Services	Assistant Dean of PHPD

*Health and counseling records are maintained by the University Health Service and the Counseling Center and are available only to health professionals. A professional designated by the student in writing may see that student’s records.

EUROPEAN ECONOMIC AREA (EEA) PRIVACY STATEMENT

If you are located in one of the countries that is a member of the European Economic Area when you provide us personal information, please review our [EEA Privacy Statements](#). Those statements provide information about how we collect and use personal information subject to the European Union’s General Data Protection Regulation (GDPR), as well as a description of the rights you have regarding your personal information under the GDPR.

SECTION 4 - FINANCIAL AID

OFFICE OF FINANCIAL AID PHILOSOPHY

The intent of the financial aid programs at TUSM is to assist students with meeting any shortfall that exists after a maximum effort has been made by the student and his/her family to pay for school-related costs. There are federal and private loan options available for those that meet eligibility requirements. [Financial Aid professionals](#) are available to answer questions and to provide assistance. Staff can answer routine questions on the Phone: (617) 636-6574 or email med-finaid@tufts.edu. Students are encouraged to make an appointment if they would like to meet with their financial aid advisor at a particular time.

Please see [APPENDIX I: FINANCIAL AID Q&A](#) for additional details.

APPLYING FOR FINANCIAL AID

Students whose cost of attendance exceeds their family resources are encouraged to apply for financial aid. To be eligible for financial aid, the applicant must:

1. Be accepted or enrolled in a degree-seeking program at TUSM on at least a half-time basis,
2. Meet standards of academic progress,
3. Be a citizen of the United States or an eligible non-citizen,
4. NOT be in default with prior student loans

Please note that students who wish to pursue a certificate program are not eligible for federal financial aid.

Students are required to apply for financial aid each academic year, and eligibility is determined for all financial aid programs available on an annual basis. New students are encouraged to apply as early as possible; students should not wait until they are accepted.

Timelines

The Free Application for Federal Student Aid ([FAFSA](#)) takes approximately ten days to process and is available to complete as of October 1st. Students may request a paper FAFSA from the website if they are not comfortable completing this online. The following documentation must be received by May 6th (if you are beginning in the Summer semester):

1. Processed Free Application for Federal Student Aid (FAFSA)
2. TUSM Financial Aid Application

Although students are completing their program within a two-year period, the academic year for financial aid purposes is a three-year timeframe. Students relying on financial aid will be required to submit three (3) financial aid applications throughout their studies. Aid is awarded for the entire year and must be disbursed evenly amongst semesters. Students are expected to carefully budget their aid proceeds to ensure they have adequate funding available to last throughout the year. Please see the chart below for additional details.

YEAR OF STUDY	TERMS AID IS AWARDED	FINANCIAL AID APPLICATION	PRIORITY DEADLINE	AWARD NOTICE DISTRIBUTED BEGINNING
DPT SUMMER 1	SUMMER	FINANCIAL AID YR 1: 2022	5/6/2022	JUNE 2022

DPT YEAR 1 & 2	FALL/SPRING/SUMMER	FINANCIAL AID YR 1: 2022-23	6/17/2022	JUNE 2022
DPT YEAR 2 & 3	FALL/SPRING/SUMMER	FINANCIAL AID YR 2: 2023-24	6/16/2023	JUNE 2023

Priority Consideration Date for Financial Aid

1. For students who are beginning studies in the Summer 2022 semester, the priority consideration date is May 6, 2022.
2. Students who have submitted all paperwork to the Office of Financial Aid by the priority consideration date will begin to receive award notices in June.
3. Students will not be eliminated from consideration for any funding by applying after the priority consideration date.
4. The Office of Financial Aid processes applications on a first-come, first-served basis; therefore, late applicants may experience a delay in the notification of their eligibility. Students would still be expected to meet all registration and bill payment deadlines even if they have not received financial aid award notices by those dates.
 - a. Consequently, the late submission of documents may also cause a delay with disbursements and/or refund checks being issued.
 - b. ***Please be aware that loan eligibility may not be originated after the last day of classes. Students who are applying for financial aid late into the semester (within one month of the last day of classes) should contact the Office of Financial Aid to confirm that adequate time is available to process the request.***

Renewal of Aid

Students must complete a financial aid application every year if they wish to receive financial aid. Components of students' aid packages may change from year to year due to changes in financial circumstances, late applications, changes in program regulations, and/or funds available.

Refunds

Refunds result when the actual funds that have been credited to your account exceed your charges. Anticipated aid is notification of a loan or scholarship payment expected but cannot be used as a refund. Refunds will not be granted before the funds are received, eligibility has been confirmed, and funds have been credited to the student's account, all necessary documents have been processed, and the student has begun enrollment (on at least a half-time basis) in the semester that he/she is being paid. Students are encouraged to sign up for e-refunds to expedite the process. Students should contact the [Bursar's Office](#) with any questions pertaining to their refund.

Financial Aid Advances

Financial aid advances may be available once a student's financial aid application is complete, and provisional credits appear on the student account, but no sooner than 30 days before the semester begins. Advances are requested through the Office of Financial Aid. A student may request up to the lesser of the future expected refund or \$1500. The student's account will be charged, and the amount of the advance will reduce their future refund. ***Advances are not available for those who do not have pending financial aid to cover such requests, and they are not available to students who have not officially matriculated.*** The Assistant Dean of Financial Aid has the discretion to make final approval or denial of all such requests.

WITHDRAWAL OR LEAVE OF ABSENCES RELATED TO FINANCIAL AID

1. *Tuition Policy Related to Leave of Absence or Withdrawal:* In the event of a leave of absence (LOA) (medical or other) or withdrawal, the University refund policy will apply for any period of leave. Students are strongly encouraged to meet with their Financial Aid Advisor in the Office Financial Aid to discuss the consequences of taking leave or withdrawing.
2. *Financial Effect of Academic Withdrawal:* Refunds of tuition and required fees are based on the official withdrawal date on file with the Registrar office. Unless specifically noted, other fees are considered nonrefundable.
 - a. If a student completely withdraws from school during a semester and before 60% of the semester has passed, federal regulations require that a school determine the percentage of any federal aid received that is earned. The amount of aid earned is calculated by multiplying the total net amount of federal aid for the semester by the percentage of the term for which the student was enrolled before withdrawing.
 - b. If the amount of aid earned is less than the amount of aid already disbursed to the student, **repayment** may be required. If the aid disbursed was used to pay institutional charges (i.e., tuition), the portion of the unearned aid will be repaid by TUSM in the order prescribed by federal regulations; first to Federal Direct Unsubsidized Loans then to Federal Direct GradPLUS Loans.
 - c. ***The student is responsible for the repayment of any unearned living expense money from federal aid advanced before the withdrawal.*** If the total amount of this repayment comes from loans, then the student may make this repayment under the original terms of the loan. Please contact the Office of Financial Aid for more information on this policy.
 - d. Students should meet with their Financial Aid advisor if they are considering withdrawing to determine the effects on their federal loans.
 - e. Students will be expected to pay any outstanding balance owed to TUSM immediately. If that creates a hardship, the student should make a payment arrangement with the Bursar immediately. Students will not be permitted to return until the balance is paid in full, or a satisfactory repayment obligation has been arranged with the Bursar.
 - f. Students would be required to do an [exit interview online](#).

GRAMM-LEACH BLILEY ACT

The Financial Privacy Rule governs the collection and disclosure of customers' personal financial information by financial institutions. It also applies to companies, whether or not they are financial institutions, who receive such information. Because universities are already subject to the privacy provisions in the Federal Educational Rights and Privacy Act ("FERPA") (see [FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT \(FERPA\)](#) in [SECTION 3 - REGISTRATION PROCESSES & STUDENT BILLING](#) of this handbook), the Federal Trade Commission decided that institutions of higher education that are complying with FERPA in protecting the privacy of their student financial aid records will be deemed to be in compliance with the Gramm-Leach-Bliley Act. The GLB Act gives authority to eight federal agencies and the states to administer and enforce the "[Financial Privacy Rule](#)" and the "[Safeguards Rule](#)." These two regulations apply to "financial institutions," which include not only banks, securities firms, and insurance companies but also companies providing many other types of financial products and services to consumers, including universities that administer loans and other financial aid. The Safeguards Rule requires all financial institutions that collect or receive customer financial information to design, implement, and maintain safeguards to protect such information. Tufts University maintains safeguards to protect student financial information and generally requires third parties who provide services to the University, which requires them to have access to student financial information and maintain safeguards that comply with the GLB Act.

TUITION AND FEES

Estimated Program costs, including tuition and fees, are posted on the Program website. Student Activity Fee Allocation is detailed in the [STUDENT ACTIVITY FEE ALLOCATION \(SECTION 14 - STUDENT INVOLVEMENT\)](#) of this handbook. The following tuition rates are for 2021 – 2022 academic year and apply to students enrolled in the Program starting in Fall 2022. The costs indicated below are only an estimate and may be different from the student's total expenditures.

Tuition and Mandatory Fees	Amount
Tuition (per semester)	\$18,884.00
Technology Fee (per semester)	\$120.00
Student Activity Fee (per semester)	\$35.00
Student Health Administration Fee (per semester)	\$125.00
Disability Insurance (charged annually)	\$54.00
Health Insurance (may be waived if covered on another acceptable policy) (per semester)	\$934.00 January 5 to February 28, 2021 \$2802.00 March 1, 2021-August 21, 2021

TUITION REFUND POLICY

[Withdrawal Procedures](#): Because procedures for withdrawal and LOA vary from School to School, enrolled students leaving Tufts University should always make their initial contact with the Dean's Office or Registrar of their specific school.

SATISFACTORY ACADEMIC PROGRESS AS RELATED TO FINANCIAL AID

Satisfactory Academic Progress

1. Federal regulations require the Tufts School of Medicine Public Health and Professional Degree programs to establish Satisfactory Academic Progress (SAP) standards for students who are awarded federal financial aid funds. The following standards apply to all matriculated students, whether they are financial aid recipients or not.
 - (a) Students who fail to maintain Satisfactory Academic Progress during any semester may be placed on Financial Aid Warning, Financial Aid probation and/or Financial Aid Academic Plan, Financial Aid Leave of Absence, or may be dismissed, in accordance with the policies of the DPT program. For Financial Aid Warning or Probation to be discharged, the student must meet the DPT requirement for Satisfactory Academic Progress as related to financial aid.
 - (b) In certain circumstances, a Financial Aid Related Academic Plan may be created for a student who will not be able to complete the necessary benchmarks to regain SAP status by the end of the Financial Aid Probation period. The Financial Aid Academic Plan includes benchmarks that must be completed for each successive semester in order to continue the plan and continue to be eligible for financial aid.
 - (c) Students who are terminated from financial aid eligibility may continue their studies but are required to self-pay and make payment arrangements through the Bursar's office. The standards of Financial Aid Related SAP measure a student's performance in three areas: maximum timeframe, cumulative grade point average (GPA), and cumulative completion rate. The student's academic progress shall be evaluated at the end of each semester.

2. The Registrar’s Office, in conjunction with the Office of Financial Aid, will monitor maintaining SAP at the end of each semester, including Fall, Spring, and Summer. Written notification will be sent to students placed on Financial Aid Warning, Financial Aid Probation, Financial Aid Termination, and Financial Aid Reinstatement if making SAP status.
3. DPT Phoenix—Program students (as a PHPD program) will be evaluated at the conclusion of each grading period to determine if they have achieved SAP as related to financial aid. The standards of Satisfactory Academic Progress measure a student’s performance in three areas: maximum timeframe, cumulative grade point average (GPA) and cumulative completion rate. The student’s academic progress shall be evaluated at the end of each semester.

Degree Program	Cumulative Attempted Credits	Minimum GPA required	Minimum Time to Degree (years)	Maximum Time to Degree (years)	Credits that must be successfully completed
DPT—Phoenix Program	0-63.5	2.7			50%
	63.6 or more	3.0	2	3	67%

- a. **Maximum Timeframe Allowance:** Students will be evaluated to determine if they have achieved SAP. To achieve SAP, a student must complete their degree requirements within 150% of the Program’s published length in accordance with the standards established by their Program.
- b. **Grade Point Average (“GPA”):** As part of the SAP assessment related to Financial Aid, students will be evaluated to determine if they have achieved satisfactory levels of academic progress. Although a grade of B- is considered a passing grade for an individual course and will be counted toward degree credit, a cumulative GPA of 3.00 is required to be granted a degree from a Tufts University PHPD Program. To achieve satisfactory academic progress, a student must earn a minimum GPA in accordance with the chart above.
- c. **Completion Rate (Credit Hour Progression)** As part of the SAP assessment related to financial aid, each student’s cumulative completion rate will be evaluated by comparing the total number of attempted credit hours with the total number of credit hours earned. To achieve satisfactory academic progress as related to financial aid, a student must earn a minimum percentage of credits attempted in accordance with the chart above. Credits attempted are those hours a student is registered for at the conclusion of the add/drop period each semester as defined by the Registrar’s Office. All classes for which a student is registered after that date will be included. Successfully completed credit hours are defined as the total number of hours in which a student receives a B- or better grade.

Treatment of Course Withdrawals, Incomplete(s)/Not Reported, Repeated Courses and Transfer Courses

Withdrawals (W): Credit hours for courses dropped before the conclusion of the add/drop period that no longer appears on the student’s enrollment record, or transcript will not count as a course attempted. Credit hours for courses in which a student has remained enrolled after the Drop/Add period for which the student receives a "W" grade, will count as a course attempted.

Incompletes (I): Credit hours for courses in which a student has an incomplete grade or the faculty has not reported a grade at the time in which SAP is reviewed will be included in the course attempted hours. However, as there is no current grade in the system, these courses will not be included in the cumulative GPA determination at such time.

Repeated courses: For required courses that are repeated due to failure, only the most recent grade is included in the student’s cumulative GPA when determining the GPA (SAP) standard. When determining if a student is meeting the Completion Rate (SAP) standard, credit hours for the original failure and the most recent course will count as a course attempted.

Transfer Credits: Credit hours for approved transfer courses used to fulfill degree requirements will be included when determining SAP Completion Rates.

1. Maintaining Satisfactory Academic Progress

The Registrar's Office, in conjunction with the Office of Financial Aid, will monitor SAP at the end of each semester, including Fall, Spring, and Summer. Written notification will be sent to students placed on Financial Aid Warning, Financial Aid Probation, Financial Aid Termination, and Financial Aid Reinstatement if making SAP status. A change in program will not affect a student's SAP standing. Students who are requesting re-entry into the university will return with the SAP status calculated at the time of withdrawal. Students requesting admission into a new degree program after graduation will begin as a first-term student with a new SAP history.

2. Financial Aid Warning

Upon determining that a student is not making satisfactory academic progress as related to financial aid, students will be placed on a "Financial Aid Warning Status" for one semester, during which the student will continue to be eligible for financial aid. This status is assigned to a student automatically once it is determined that the student is not progressing satisfactorily and is effective for the next semester. No appeal is necessary, and the student will be reviewed again at the end of the next semester. The status of students who have reached the required completion rate and are meeting the required GPA will be making SAP at the end of the warning period. Once the initial warning period has ended, students who are not making satisfactory academic progress will no longer be eligible to receive financial aid unless they submit an appeal, and that appeal receives approval - see the following sections on Appeal for Reinstatement of Financial Aid Eligibility and Financial Aid Probation.

3. Appeal for Reinstatement of Financial Aid Eligibility

Students who are terminated from financial aid eligibility for not meeting SAP and who have extenuating circumstances may appeal to re-establish their eligibility. Students may not use financial aid to make retroactive tuition and fee(s) payments. The appeal must be based on extenuating circumstances that prevented a student from meeting the requirements of the satisfactory academic progress policy.

Circumstances may include severe medical issues, a death in the immediate family, employment-related hardship, military mobilization, and/or severe personal problems. Students must indicate specific information on why they failed to make satisfactory academic progress and what has changed that will allow them to meet these standards at the next evaluation. Students may appeal the maximum timeframe allowance, GPA, and/or the completion rate component of SAP. There are no limits to the number of appeals that students may submit. However, subsequent appeals may not be based on the same circumstance as previous appeals.

- a. Students should mail appeals and necessary documentation within ten days of being notified that they are no longer eligible to receive financial aid to Financial Appeals Committee, Attn: Terah Schamberg, 136 Harrison Avenue, Boston, MA 02111.
- b. The Financial Appeals Committee will review the request and respond to the student in writing with the decision. This decision is final and may not be appealed. If the appeal is denied, students may continue their studies but are required to self-pay and make payment arrangements through the Bursar's office. Standards of academic progress will continue to be monitored each semester, and students will be notified: whether they continue to not meet the standards or should their eligibility change, and they become eligible based on meeting the standards.

4. Financial Aid Probation

If the appeal is approved, students will be placed on Financial Aid Probation. Financial Aid Probation is generally for one semester, and the student is eligible to receive financial aid funding during that time. After the semester ends, students will again be evaluated to determine if they are making SAP. If they are not, students' aid eligibility will be terminated unless the student was required to be on an academic plan that lasted longer than one semester as part of their original probation.

SECTION 5 - DPT DEGREE PROGRAM OVERVIEW

INTRODUCTION TO THE PROFESSIONAL CURRICULUM

The professional curriculum leading to the DPT degree requires successful completion of 127 semester credit hours over six continuous academic semesters spanning 27 months. The Program's curriculum is comprised of foundational science, clinical science, and patient and practice management courses. This curriculum is delivered in a blended learning environment during onsite clinical lab immersion sessions and incorporates a structured and collaborative clinical education program. Our Program optimizes technology, and evidence-based teaching strategies for foundational didactics integrates critical clinical reasoning and psychomotor skill development for student learning.

The curriculum integrates course content using signature pedagogies (team-based learning and case-based learning) to ensure that learning emphasizes collaboration, critical thinking, research, and student accountability. The curriculum provides a balance of theoretical, practical, and analytical instruction to prepare students for healthcare's unique challenges in the 21st century.

Curriculum Format, Sequencing, and Integration:

1. The curriculum is hybrid in nature, using best practices for onsite clinical lab skill immersions and online educational practices that include synchronous and asynchronous sessions.
2. The accelerated nature of the curriculum requires all students to complete required courses in a prescribed, sequential manner. Topics are sequenced throughout the Program to optimize students' ability to learn and integrate course material into future academic and clinical education experiences.
3. The curriculum is sequenced using the traditional physical therapy education model as basic and foundational science courses are taken first and followed by clinical and physical therapy science courses. This design allows biological and physical sciences, most of which are factual and concrete, to form the foundation for the clinical and physical therapy science courses that follow. Courses are sequenced to build upon the knowledge, skills, and experiences previously learned to develop a deeper understanding, integration, and synthesis of content as learning moves into the study of the human movement system.
4. Course sequencing also uses a systems-based approach to facilitate learning. Early courses in the curriculum place a heavy emphasis on the human movement system. Musculoskeletal, neuromuscular, cardiopulmonary, integumentary, endocrine, and genitourinary systems are explored across the curriculum with a lifespan focus from pediatrics to aging adults.
5. Curriculum integration occurs in two ways: through the tracks and within each semester. The first way highlights the principle that repetition enhances learning. Learning and understanding are improved when content is repeated and provided in a variety of learning experiences. The second way occurs through the planned integrated learning activities and assessments, threaded with clinical education experiences. Live or video patient experiences occur during the clinical management course series, labs, and the integrated clinical learning experiences with our curriculum. All clinical courses maintain a focus on problem-solving and reasoning skills, using case scenarios as the basis for discussion, and the development of reasoning skills. Full-time clinicians frequently serve as associated (adjunct) faculty/lab assistants during hands-on skills training sessions.
6. Clinical education courses are optimally sequenced in the curriculum, building upon prior and concurrent didactic courses, actively preparing students for the clinical application of knowledge and skills.

CURRICULUM PLAN

The collection and interconnectedness of the body systems allow for human movement to occur. The integration of knowledge across body systems is necessary for students to view the patient comprehensively. It is the student's responsibility to integrate information across multiple systems that affect a patient or client's movement

and function. The human movement system represents the collection of systems (cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal) that interact to move the body or its component parts. The integration of these systems is taught within the scope of examination through management for the populations we serve. The curriculum plan is divided into five categories or curriculum tracks rooted in the human movement system (ex. cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal). These systems are integrated through coursework and planned learning activities and assessments.

1. Basic and Applied Sciences of the Human Movement System

Basic sciences coursework provides the base for the practice management courses and establishes a framework for understanding and learning movement systems. The foundational science courses begin with Human Anatomy (DPT 0601), Human Physiology (DPT 0600), and Clinical Neuroscience (DPT 0606). Applied science courses that build knowledge of physical therapy practice and prepare students for clinical management courses include Physical Therapy Fundamentals (DPT 0605), Movement Science (DPT 0609), Clinical Prevention and Population Health I (DPT 0603), and Therapeutic Interventions (DPT 0611). Students integrate the knowledge of basic and applied sciences to normal human movement in context of more complex musculoskeletal and neuromuscular conditions in practice management courses (i.e., Integrated Pain Sciences (DPT 0616) and Advanced Therapeutic Interventions (DPT 0612)).

2. Clinical Management Courses for the Human Movement System:

The clinical management courses provide a foundation for clinical reasoning, documentation, clinical assessment, and analytical reasoning. These courses progress students' psychomotor skill development and clinical application of human biomechanics, functional movement, motor control, and motor learning principles to understand dysfunctions that impair the human movement system. These courses also build on students' clinical skill acquisition and critical reasoning from previous semesters to effectively manage patients across the lifespan. Courses prepare students to address the needs of more complex patients presenting with altered movement, confounding psychosocial factors, and chronic pain. This content is equally applicable to the management of patients with musculoskeletal, neuromuscular, cardiopulmonary, integumentary, and other system disorder(s).

- Musculoskeletal practice is covered using a regional approach across 2 courses, Musculoskeletal Practice Management: Lower Quarter (DPT 0613) and Musculoskeletal Practice Management: Upper Quarter (DPT 0614), to emphasize the regional interdependence of the movement system and neuromusculoskeletal dysfunction manifested within. Course content focuses students on their role as human movement specialists with a strong understanding of the anatomical and biomechanical influences on normal and dysfunctional movement. Importantly, students also develop patient evaluation and management skills to assess and treat patients' impairments. Students apply knowledge in the management of patients with chronic or complex pain disorders in Integrated Pain Sciences (DPT 0616).
- Neuromuscular practice content is integrated across several courses. This content begins with an early foundation in Clinical Neuroscience (DPT 0606) and basics of motor control and movement presented in Movement Science (DPT 0609). Students develop management skills for patients with movement disorders and neurological conditions due to central and peripheral nervous system pathology, to include but not limited to spinal cord injury, stroke, traumatic brain injury, and other neurodegenerative conditions in Neuromuscular Practice Management (DPT 0615) and in Management of Complex Patients (DPT 0620). Age-appropriate management of neuromuscular disorders is addressed in the Management Across the Lifespan: Aging Adult (DPT 0618) and Management Across the Lifespan: Pediatric Patient (DPT 0619) courses. Students apply knowledge in neuroscience to pain science and the management of patients with chronic or complex pain disorders in Integrated Pain Sciences (DPT 0616).

- Cardiovascular and Pulmonary practice is integrated across 3 courses in the curriculum. Students learn vital sign measurement and assessment in Physical Therapy Fundamentals (DPT 0605) and explore exercise testing and exercise prescription for the healthy individual in Clinical Prevention and Population Health I (DPT 0603) course. This coursework provides the basis for the management of patients with acute and chronic cardiovascular and pulmonary disorders. Students then integrate this knowledge in Cardiopulmonary Practice Management (DPT 017) and Management of the Complex Patient (DPT 0620) to develop individual and community-based interventions for effective patient management.
- Integumentary practice is covered within the context of complex patients (DPT 0620) with the potential for multiple co-morbidities. This course content covers wound healing, factors that hinder or promote healing, and clinical management of patients with various types of wounds, to include arterial and venous insufficiency ulcers, pressure ulcers, neuropathic ulcers, lymphedema, and burns. This content is taught following Management Across the Lifespan: Aging Adult (DPT 0618) course to emphasize the effects of aging on the integumentary system and the effective management of age-related disorders.
- Advanced Practice begins with foundational knowledge of pharmacokinetics and pharmacodynamics, drug categories used to treat conditions across the movement system, drug interactions, and side effects presented in Physiology (DPT 0600). Pharmacological considerations are then embedded through the practice management courses for diagnosis-specific patient management as students consider the impact on rehabilitation. Diagnostic imaging content is also embedded in practice management courses, briefly presented in parallel with diagnosis-specific cases to familiarize students with a very basic knowledge. This knowledge is advanced in Primary Care (DPT 0621) where students further explore diagnostic testing procedures and apply a systems-based approach to medical screening and differential diagnosis. Students learn advanced clinical decision making for imaging referral and interpretation of results in the framework of the physical therapist as a primary care practitioner.

3. Critical Inquiry and Research Science of the Human Movement System

In Evidence-Based Practice I and II (DPT 0607, DPT 0608), students gain knowledge of research principles of research design and statistical analysis and learn how to interpret and apply findings. Students learn to be critical consumers of the evidence through critical appraisal and apply the literature for patient management including examination, diagnosis, prognosis, and interventions. This knowledge is applied through the curriculum where students are consumers of the literature and translate knowledge to practice management courses as students consider case-based examination, diagnosis, prognosis, and evidence-based interventions. Students integrate evidence in Physical Therapy Practice I, II, and III (DPT 0650, DPT 0651, DPT 0652).

4. Behavioral and Professional Science:

Several courses in the curriculum provide students content related to psychosocial considerations, communication strategies, teaching and learning principles, and professional behavior expectations. These skills are strengthened throughout the curriculum in several courses. In Professional Expectations (DPT 0602), students explore professional roles and responsibilities, and in Patient Centered Care (DPT 0610), students consider cultural, emotional, social, and caring competencies and specific communication strategies for strengthening the therapeutic alliance and interprofessional interactions. Coursework addresses ethical and legal issues, expands on interprofessional behaviors, leadership development, and physical therapist supervisory requirements in an interdisciplinary healthcare environment (Professional Rights and Responsibilities, DPT 0624). While social determinants of health are introduced early in the curriculum and threaded throughout, students explore the impact of physical therapy on community health and the health care system and learn to manage the healthcare delivery system in Business Management (DPT 0623). These courses provide students with the knowledge and skills needed to

enhance quality of life and embrace life-long learning in clinical practice. Service to community and the profession as a professional behavior expectation is threaded throughout the curriculum through a service learning project, beginning in Professional Expectations (DPT 0602), revisited in Clinical Prevention & Population Health II (DPT 0604), and concludes in Professional Rights and Responsibilities (DPT 0624). This threading, along with community engagement during lab immersions, builds service-minded graduates ready to enter the profession and serve the community and profession.

5. Clinical Education Experiences

The Program requires students to complete three full-time clinical education experiences for a total of 31 weeks of full-time clinical experience. Students must complete a clinical experience in at least one outpatient setting and one setting with patients who are medically complex as part of the curriculum plan and requirements for graduation. The clinical education curriculum provides breadth of exposure to patients/clients presenting with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care. The two full-time clinical education experiences (DPT 0650 and DPT 0651) focus on foundational skills of patient assessment, diagnosis, and treatment to prepare students for the 14-week terminal clinical education experience. The first full-time clinical education experience (DPT 0650) is integrated into the curriculum during semester 5, and the second experience (DPT 0651) during semester 6. These integrated experiences are situated within the curriculum after students have completed all foundational science and almost all practice management coursework. Their placement in the curriculum also allows for strategic threading of concurrent coursework to enhance application and clinical reasoning. Coursework leading up to the terminal clinical education experience includes integumentary practice, management of complex patients with multiple system involvement, primary care, and advanced practice. The final clinical education experience course (DPT 0652) is scheduled in the 7th (final) academic semester and is 14 weeks in length. In every setting, students are expected to manage patients across the lifespan with diseases and conditions that represent a variety of systems. The length of the 14-week experience is designed to foster greater depth of learning and skill development and prepare students for national licensure and entry-level practice. By the conclusion of the terminal clinical education experience, students are expected to demonstrate entry-level performance or beyond.

COURSE DELIVERY AND TYPES

The Program uses a blended learning model that “combines the best aspects of online learning activities and interactions, hands-on, immersive laboratory sessions, and collaborative clinical education experiences into an innovative and dynamic learning experience” for students. Faculty integrate technology throughout the blended learning curriculum to promote students’ engagement and ability to learn. Students assume responsibility for their own learning as they engage with course content, build their personal networks and professional community, assess and validate information gathered, and share resources with student peers as they build their knowledge base. Students learn how to gather, organize, assess, and interpret information, and how to critically integrate information in practice.

The online didactic education is a mix of virtual and blended learning based on “flipped classroom” principles. The blended curriculum provides students with a high-quality rigorous, flexible, interactive, and active learning experience.

Asynchronous Learning Activities: These activities are developed by core faculty and available to students to read, watch, interact with, and complete on their own time outside of the synchronized class sessions. Core faculty develop evidence-based didactic content with a student-centered approach using various multimedia tools such as video lecture presentations, PowerPoint, and guided reading activities. Online recorded content is presented in shorter segments, often less than 10-minute segments and not exceeding 30 minutes in general, to maximize student attention and learning. The asynchronous format allows repetition in viewing, flexibility with pace, and

targeted review of essential content. Student engagement with content can be measured through use of software and applications such as Perusall and Qualtrics.

Synchronous Class Sessions: Courses will include organized online class sessions for real-time faculty and student interaction. The primary and secondary faculty will schedule and lead synchronous sessions one to two times per week and up to two hours in length depending on instructional content, credit hours, and objectives. These synchronous sessions will be held Monday through Thursday each week, between the hours of 8 am and 3 pm Arizona time to accommodate students in different time zones. Synchronous sessions in semesters 5 and 6 will occur primarily during the weeks students are not in Clinical Practice I (DPT 0650) and Clinical Practice II (DPT 0651) with only one to two synchronous sessions during clinical education time. These sessions will be conducted at a time and day to minimize any conflict with the clinical education courses and student clinical time with advanced notice to clinical sites and instructors. Clinical Practice I (DPT 0650) in semester 5 begins during week 3 of the semester to allow for course orientation and any synchronous sessions necessary for the semester-long courses.

Synchronous classes are conducted by a variety of instructional formats used to enhance faculty-student interaction. Faculty may use this time for additional content presentation, but more often faculty choose to reinforce their recorded lectures and assess student comprehension with reviews of challenging topics, interactive discussions, and case-based activities through use of student questioning and polling. Additionally, faculty employ smaller breakout groups of students to facilitate small group discussions and peer collaboration for consensus building and completion of projects. Canvas and Zoom features such as whiteboards, screen sharing, and slide presentations provide faculty additional options for sharing information and interactions. Student attendance for synchronous sessions is required.

Other Online Learning Activities: Faculty incorporate a variety of additional learning activities into the online course to supplement asynchronous lectures and synchronous class sessions. These will include required readings, discussion boards, online quizzes and exams, oral questioning/examination, web-based presentations or demonstrations, surveys, self- and peer-assessments, and evidence-based reviews to develop critical thinking and professional engagement with peers and faculty. Several courses embed virtual patient encounter activities through live telehealth sessions or recorded patient care sessions. Students participate in these observations and complete documentation activities and participate in clinical decision-making.

The onsite didactic education includes a variety of learning opportunities that leverage the benefits of blended learning and flipped classroom practices.

Lab Immersions are a hallmark feature of this blended curricular model. All instructional lab hours are consolidated into lab immersive sessions that range from 5-12 days depending on the number of blended courses in the semester. Lab days “immerse” students into psychomotor and clinical reasoning skill acquisition and development activities for patient management courses. Low faculty: student ratios (target=1:10) provide students with appropriate supervision to elicit immediate feedback from core faculty and expert adjunct faculty, specifically selected for each lab immersion. Faculty use a variety of mechanisms to direct learning and provide feedback (e.g., verbal, tactile, demonstration, and video playback). Labs use both large-group skill sessions, as well as small-group focused breakouts to highlight skills and to complete case-based clinical application. Each faculty lead provides students with outlined lab schedules and technique lists prior to each lab immersion. Students are expected to review content prior to the lab immersion to optimize the learning environment during both formal instruction and open lab sessions. Efficient skill acquisition is facilitated using repetition and refinement drills while students work with a variety of lab partners. The combination of peer feedback, faculty feedback, and self-assessments, coupled with a high volume of repetition, facilitates complex skill acquisition, competent performance, and improved efficiency. Continuous feedback sets the groundwork for meta-cognitive skill acquisition and the building and refining of clinical decision-making which are characteristics expert clinicians possess. Practical Examinations and Competency Skills Checks are used as high-stakes assessments during lab immersions to assess psychomotor, clinical reasoning skill development, and professional behaviors. Continuous faculty communication, combined

with curriculum reviews and tracking mechanisms, ensure a progression of cognitive, psychomotor, and affective skills across the Program.

Simulation-based learning: Students develop critical psychomotor and clinical reasoning skills using simulation across several courses to prepare students for complex medical settings including intensive care, acute care, and skilled nursing. In Cardiopulmonary Practice (DPT 0617) during semester 4 and Management of the Complex Patient (DPT 0620) in semester 5, students are exposed to “real world” experiences in a controlled, interactive, simulated environment at a local Simulation Center. These simulation-based learning activities, using novel patient scenarios rarely encountered in clinical education or practice, develop student’s knowledge, skills, decision-making, and adaptability.

Professional and Community Focused Activities: Community-focused service-learning activities are threaded through the curriculum, with service activities within students’ communities discussed and developed in Clinical Prevention & Population Health I (DPT 0603), culminating in design and implementation of a community health and wellness service project in the Clinical Prevention & Population Health II (DPT 0604). Students will participate in service while attending lab immersion to contribute to the local Phoenix community. Additionally, students interact with leaders in the profession during synchronous class sessions, onsite lab immersions, class assignments, and attendance at local, state, and national PT meetings. Students are introduced to social media in the Program and are encouraged to engage in professional dialogue with other students and leaders in the profession.

Integrated Patient and Clinical Observations are learning activities exposing students to patients and patient care activities prior to the full-time clinical education experiences. Virtual patient encounters are embedded in the Practice Management courses through live telehealth sessions or recorded patient care sessions. Students also observe home-health physical therapy services in Patient Centered Care (DPT 0610). The faculty-led patient experiences in lab immersions further student exposure to patient management and clinical reasoning activities to ensure readiness for clinical education and provide students with patient interactions that may be limited in clinical education experiences (e.g., pediatric patient/client, post-amputation). For example, in Orthotics and Prosthetics (DPT 0622) students engage with patients post extremity amputations and participate in prosthetics, stump management, and gait training lab activities.

Finally, **clinical education experiences** provide students the opportunity to apply cognitive, psychomotor, and affective skills and behaviors directly to clinical practice experiences. Students complete two full-time clinical education experiences prior to completing all the didactic content, and a terminal clinical education experience in the final semester. Throughout these clinical education experiences, students will practice under direct supervision, guidance, and mentorship from clinical faculty and engage in clinical practice to reinforce and apply their didactic education and facilitate preparation for national licensure. Clinical faculty use the Clinical Internship Evaluation Tool (CIET) through Exxat to provide a standardized mechanism for formative and summative feedback on clinical performance. Students participate in reflective practice using the CIET self-assessment and complete, small group discussions, reflection, and journal activities tied to concurrent course activities.

In summary, faculty use a multifaceted approach to teaching that engages students in a variety of learning styles and environments. These instructional methods challenge students with dynamic and interactive learning opportunities, develop life-long learning skills, and will foster student growth into highly skilled, entry-level clinicians.

CURRICULAR OUTLINE AND COURSE DESCRIPTIONS BY SEMESTER

The Program requires 127 total semester credit hours over seven consecutive semesters in 27 months. The curriculum is dynamic to maintain pace with the best educational practices and evaluation processes. Semesters are and is intentionally varied in length from 12 to 17 weeks to balance course workload and clinical education expectations where applicable. The student must successfully pass each semester (earning

didactic course grades of “B-” or higher) to advance to the next semester and the curriculum's sequential semester.

1. A full course description for every course can be found here: [Course Descriptions](#)
2. To graduate from the Program, the student must complete the following list of courses:

Course No.	Course Name	Number of Credits
Semester One		
DPT 0600	Human Physiology	4
DPT 0601	Human Anatomy	6
DPT 0602	Professional Expectations	1
DPT 0603	Clinical Prevention and Population Health I	3
		TOTAL of 14
Semester Two		
DPT 0605	Physical Therapy Fundamentals	5
DPT 0606	Clinical Neuroscience	4
DPT 0607	Evidence Based Practice I	2
DPT 0609	Movement Sciences	4
DPT 0610	Patient Centered Care	2
		TOTAL of 22
Semester Three		
DPT 0611	Therapeutic Interventions	5
DPT 0613	Musculoskeletal Practice: Lower Quarter	7
DPT 0615	Neuromuscular Practice Management	7
DPT 0616	Integrated Pain Sciences	2
		TOTAL of 21
Semester Four		
DPT 0608	Evidence Based Practice II	2
DPT 0614	Musculoskeletal Practice: Upper Quarter	7
DPT 0617	Cardiopulmonary Practice Management	5
DPT 0618	Management Across the Life Span: Aging Adult	3
DPT 0619	Management Across the Life Span: Pediatric Patient	4
		TOTAL of 21
Semester Five		
DPT 0650	Physical Therapy Practice I	8
DPT 0620	Management of the Complex Patient	6
DPT 0621	Primary Care	4
		TOTAL of 18
Semester Six		
DPT 0604	Clinical Prevention and Population Health II	1
DPT 0622	Prosthetics & Orthotics	2
DPT 0612	Advanced Therapeutic Interventions	3
DPT 0623	Business Practice Management	3
DPT 0651	Physical Therapy Practice II (Clinical Education)	9
		TOTAL of 18
Semester Seven		

DPT 0652	Physical Therapy Practice III	14
DPT 0624	Professional Rights and Responsibilities	2
DPT 0660	Capstone	2
		TOTAL of 18
	TOTAL CREDIT HOURS	127

CURRICULAR OVERSIGHT

Curriculum evaluation is an ongoing process to ensure all courses are evidence-based and reflect contemporary clinical practice. The DCA, Curriculum and Assessment Committee, Program core faculty, and PD are responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum.

The Program relies heavily on feedback from our faculty colleagues, students, and graduates. This feedback is a critical element in identifying curricular and/or faculty strengths and areas for improvement. As such, student and faculty feedback are solicited through several mechanisms including course evaluations each semester, quarterly focus groups with the DCA, and periodic open forums with the PD, DSA, DCA, and DCE. The faculty team reviews course evaluations and submits a written post-course analysis to the DCA. Students and graduates are invited to provide feedback to the PD during and after the Program. Specific Program graduate feedback is solicited at the end of the Program and Alumni feedback during 1- and 3-year surveys.

The Curriculum and Assessment Committee, led by the DCA, evaluates collected data and outcomes from various stakeholders (e.g., students, graduates, patients, employers). This committee identifies curriculum strengths and weaknesses, assesses the Program's effectiveness in achieving stated goals and outcomes, develops proposals for needed curriculum changes, and reports to the core faculty and PD for collaborative decision-making. All recommendations for curricular changes, including changes in graduation requirements, introductions of new courses, deletions of existing courses, changes in the course title, and the primary emphasis of a course, are subject to the entire Program faculty's approval. Requests for curricular changes are submitted to the PD for approval, sent to the Dean of PHCM for final approval, and submitted to registrar following Dean approval.

STUDENT COURSE EVALUATIONS

To continuously improve the quality of the courses, the PHPD Programs, including the Tufts DPT—Phoenix Program, and its faculty continually seek feedback. All students are asked to complete a course evaluation for each course in which they are enrolled. The goals of the course evaluations are to:

1. Provide the course instructor(s) with feedback regarding course quality.
2. Provide the PD with information needed to plan for Program improvement.

Administration of Evaluations

Course evaluations are administered online during the last two weeks of each course. The evaluations are confidential and have no markers to identify students.

Distribution of Results

The evaluations include a statistical summary and the narrative comments of each student.

1. Program/course director access—Aggregated results of the student evaluations are distributed to the PD as well as the Dean of the PHPD Programs.
2. In addition, each primary faculty receives the results for their course.

STUDENT WORKLOAD

1. **Definitions:**
 - a. **Direct Contact Hours (DCH):** In this model, lecture contact hours are named DCH. Direct contact hours include time spent in both high-touch synchronous class sessions and other asynchronous learning activities. For every hour of DCH, a student should expect to devote two hours of associated preparation time outside of class, including reading, studying, preparing for synchronous class sessions, and completing course assignments.
 - b. **Lab Hours:** For the lab component of the course, time spent in lab immersions are named lab hours. We estimate 0.5-1 hours of out of class time for every hour in the lab, which is consistent with the Carnegie method for the lab. The lab format is a blend of instruction, discussion, practice, and testing. During each 8-hour lab, face-to-face instruction is provided with new content, guided training, small group activities for team-based or case-based learning, and assessment activities. For every lab instruction day, a student can expect to devote additional time for reading, studying, reviewing, and practicing lab content (1.5-2 hours/day).
 - c. **Total Direct Contact Hours (DCH):** Weekly total DCH for synchronous/ asynchronous learning activities (recorded lectures, discussion boards, question/answer, polling software, quizzes, and student engagement activities associated with each course).
 - d. **Total Out-of-Class Time:** Preparation hours outside of class for reading, studying, and completion of class assignments.
 - e. **Total Hours:** Total time devoted to course-related activities
2. The accelerated nature of the hybrid DPT curriculum means that students should expect a more challenging workload than typical graduate education, one requiring full attention and dedicated time for study. The Program's accelerated pace will result in a higher volume of work across the 27-month enrollment compared to a 3-year traditional DPT program. This pace is like other accelerated graduate programs' demands at the doctoral level (ex. DNP and DSW).
3. Throughout Program enrollment, the faculty recommends that students do not seek outside employment so that enough time is available for reading of assigned materials, viewing of instructional videos, engaging in synchronous class sessions, completing homework, participating in group projects, and fulfilling other course requirements as assigned by the course instructor. While the curriculum is tailored to balance theoretical, practical, and analytical instruction, contact hours will vary across terms according to course content, format, and curricular sequence. On average, students can expect a workload of 45-52 hours/week dedicated to coursework.
4. The calculation of contact hour: credit hour ratio is a variation of the traditional Carnegie method adapted to fit our Program's hybrid nature. Under this method, the Program uses a standardized formula of one lecture credit hour equals 12 didactic actual contact hours (DACH) of instruction (1:12), and one credit of lab (LCH) equals 20 lab contact hours of lab instruction (1:20). The curriculum contains a combination of lecture-based courses and courses with both lecture and lab components (lecture/lab).
 - a. In lecture-only courses: A one-credit hour course = 12 DACH, a two-credit course = 24 DACH, and a three-credit course = 36 DACH.
 - b. In lecture/lab courses, the lecture is calculated at the one credit hour = 12 DACH, as described above. The lab component is calculated at the one credit hour = 20 lab contact hours. For example, a three-credit-hour course assigned two hours of lecture and one hour of lab = 24 DACH + 20 lab contact hours.
5. During semesters with clinical education, the workload will vary due to the clinical experience's expectations and demands. The faculty are aware of the high workload during clinical education/training and will work with the students to ensure the workload is manageable.
6. Each semester, the DCA oversees course workload and assignments (for example, quizzes, exams, significant projects) to ensure optimally distributed work, deadlines, and due dates across courses. In addition, the DCA will monitor course sequence and class schedules among faculty and students to help balance the workload to optimize the student learning experience.

7. At the end of each course, course surveys solicit feedback from students regarding their workload. Student performance on assessments in the online and onsite labs will also determine the need to adjust the workload. The faculty will complete a post-course analysis document. The DCA and lead faculty from the course meet each semester to review the post course analyses from the prior semester.
8. Feedback regarding student workload from the DSA is shared with the faculty. Findings from the post-course analyses will be shared for discussion at the monthly faculty meetings. Based on the data collected and subsequent analysis from multiple perspectives, changes to student workload will be decided by the faculty.

SECTION 6 - ACADEMIC POLICIES AND PROCEDURES

STUDENT ASSESSMENT DESCRIPTION

The Program uses various evaluation processes to assess student learning and performance outcomes across the curriculum. These may include but are not limited to:

1. *Quizzes/examinations*: These evaluation instruments typically consist of a variety of multiple-choice, true/false, matching, short answer, and essay questions to assess the depth and breadth of student knowledge. This individual or team-based testing environment assesses student comprehension, determines student readiness for clinical education experiences, and prepares graduates for the national licensure examination. Examinations and quizzes typically occur online. Examinations that are high-stakes student assessments can comprise no more than 30% portion of each student's course grade.
2. *Skills checks (formative or informal)*: These are assessments used during patient management courses to assess psychomotor skill development and progress. Skill checks may be formative and Pass/Fail or graded assessments of the student's ability to perform a specific examination and/or treatment technique for a body region or simulated patient presentation. This style of assessment includes the required demonstration of appropriate professional behaviors and safety awareness during the activity.
3. *Summative competency skill checks or practical examinations (if appropriate for the course)*: These are high-stakes summative assessments used during patient management courses to assess psychomotor skill development. Competency skills checks are graded assessments of the student's ability to perform a specific examination and/or treatment technique for a body region or simulated patient presentation. Practical examinations assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, clinical reasoning and decision-making during simulated patient management scenarios. This assessment style includes the required demonstration of appropriate professional behaviors and safety awareness during the activity and is weighed appropriately within the course.
4. *Online forum discussions* occur periodically in didactic courses. Students or student teams contribute to online discussions through original posts and response posts to faculty/classmate questions. Each discussion question addresses important tenets: knowledge of content, critical thinking, general attitude, professionalism, and netiquette.
5. *Integrated clinical observations/lab experiences (when appropriate)*: These learning activities require students to observe live patient evaluation and treatment sessions. This may also include examining or treating patients with faculty oversight during lab immersion activities.
6. *A variety of video-based and written assignments (when appropriate)*: These activities may require the use of BONGO for projects and presentations. Assignments may include critical (evidence-based) reviews of the literature, health promotion/educational projects, professional development projects, reflection and feedback, role-playing exercises, and video uploads of examination and treatment skill demonstrations. The student will upload these written and video-based assignments to Canvas (LMS) for grading.
7. *Student evaluations and peer-feedback* occur in several formats. In addition to course-specific student evaluations, the students perform self-assessment and peer-assessment activities during many curriculum courses. These assessments develop essential skills needed by mindful, reflective practitioners. The student discusses these assessments with academic coaches and jointly develops action plans to address identified weaknesses and to facilitate professional development.

8. *The Clinical Internship Evaluation Tool (CIET) is used by clinical faculty to formally assess student performance during clinical education experiences.* This instrument facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development. The DCE/ADCEs provide SCCEs, CIs, and students with instructions for accessing CIET Web training through Exxat. The DCE/ADCEs answer questions related to student assessment using the CIET through email, phone, and during midterm conferences. All students and CIs must complete the CIET Web training through Exxat.

STUDENT ASSESSMENT POLICY AND PROCEDURE

1. EXAMINATIONS

Exam policies are enforced to create an organized and regulated testing environment that is most conducive to student success. Additionally, enforcement of such policies ensures fairness for all students while upholding the integrity and validity of exams.

Exam Policies:

- a. The course coordinator(s) will oversee assembly and administration of course exams according to institutional policies and procedures.
 - b. The following acts are academically dishonest and will subject offending students to procedures and penalties as described in the Academic Dishonesty Policy:
 - i. Communication before and during the written or practical exam with any other person about the content of the exam;
 - ii. Use of any electronic device or resource, except for expected use of the assigned computer/tablet;
 - iii. Any attempt to disable or tamper with exam software security features;
 - iv. Removal from the exam room of any exam or exam question, or transmission either orally, electronically, or in writing of the content of any exam question; which includes screenshots or photos of the exam.
 - c. Students shall be prepared for their exam at their computer with their Student ID and login through ExamID, verifying their identity using the two-step authentication process 10 minutes prior to the scheduled exam time. Exams should be downloaded at least thirty (30) minutes prior to the scheduled exam time.
 - d. Students will be emailed the Examplify exam password 5 minutes prior to the scheduled exam time.
 - e. Students will be proctored remotely using ExamMonitor.
 - f. Students will be given a 10-minute grace period to begin the exam. Any troubleshooting with Examplify must be disclosed to the course coordinator during this time. Students who fail to begin the exam within the 10-minute grace period and without proper notification will be considered late and will not be able to sit for the exam until meeting with the DSA.
 - g. Students will be told "You MUST start the exam" and all students will begin the exam at the same time.
 - h. During the exam, students shall report technical issues with the computer or with Examplify immediately, to affect a swift resolution.
 - i. Upon completion of the exam, students shall upload the exam to ExamSoft.
2. Formal Remediation and re-testing (re-grading) will not be offered for failed written examinations other than the Practice Exam and Assessment Tool (PEAT) examination during the Capstone course. The intent of the PEAT is to ready the student for the NPTE.

3. *Competency Skills Checks and Practical Examinations:* A student must pass all competency skill checks and practical examination within a course. A minimum score of 80.0% is required to pass the assessment. A student may receive one re-test per failed competency skill check or practical examination. The course instructor or examiner determines what is required for the re-test to attempt to individualize the remediation of the skill assessment. Before the re-test, a student may be required to complete additional assignments to ensure satisfactory achievement of requisite knowledge and skills. Faculty informs the DSA of students requiring a re-test of a competency skill check or practical exam. If a student fails more than one competency skill check or practical examination in a single semester, the DSA will inform the faculty currently teaching the student. Practical examination and skill check re-tests are video recorded and scored by two faculty members. In a successful re-test, the student may earn a grade not exceeding 80.0% for that assessment. An unsuccessful re-test would result in the averaging of scores from the two attempts. Students who are unsuccessful in a skill or practical exam re-test are referred to the Student Affairs for review.
4. Remediation of all other learning activities during the semester for any course is at the discretion of the faculty member assigning the activity.
5. Any demonstration of unsafe, unprofessional, or unethical behavior during any assessment result in an automatic failure (no grade) regardless of the overall score.

COURSE GRADING SYSTEM

1. **The Grading System:** Course grading is posted within the Canvas Learning Management System and within each course on the course syllabi. Faculty will post final grade reports to the gradebook and submit to the registrar at the end of the course term. Final course grades are calculated to two decimal points. At the graduate level, the grade A signifies work of distinction, and the letter B represents the work of good quality. Any grade below a B- is considered a failing grade and the course will not count toward the degree requirement. The letter grades C+, C, C-, D, or F represent work below the standard expected for a graduate student and will not be counted toward the degree requirements.
2. **Course Grading:** The course faculty/instructor determines the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills and professional behaviors. The means by which a final grade is computed may include but are not limited to, written examinations, practical examinations, skill checks, oral presentations, written assignments, laboratory exercises, online class participation, clinical participation, and clinical performance. All academic courses are graded according to the scale below. Where objective testing (formative and summative assessments) is used, scores and grades are correlated as follows:

Course Grading System

Numeric Grade	Letter Grade	Quality Points
95-100%	A	4.0
90-94.9%	A-	3.67
87-89.9%	B+	3.33
83-86.9%	B	3.00
80-82.9%	B-	2.67
< 80	Unsuccessful completion of course	
77-79 %	C+	2.33
73-76%	C	2.00
70-72 %	C-	1.67

67-69	D	1.00
<67	F	0

Clinical education courses are graded according to the scale below:

P	Pass
F	Fail
I	Incomplete

Final Grade Appeals/Challenge

There are no appeals processes for final course grades.

Incomplete Grades (“I”)

1. Grades of “I” must be requested by the student to the course instructor and approved by the Registrar. Grades of “I” are utilized only for circumstances beyond the student’s control that have prevented the student from completing the work (such as a personal medical problem or disabling family situation), or student circumstances when remediation is required. It is the responsibility of the student to coordinate with the appropriate faculty member (instructor of record and/or student advisor) to complete all remaining coursework.
2. When approved, an Incomplete authorizes the instructor to file a temporary grade of “I” for the student at the end of the term. The recommended completion date for Incomplete grades is to two to four weeks from the final meeting date of the class.
3. To remove an “I,” a student must complete the course work no later than the end of the sixth week of the semester immediately following the one in which the “I” was given (or a shorter time based on the discretion of the instructor). At the end of the time specified for the completion of the work, the instructor will evaluate the work that has been done and submit an appropriate course grade to the Registrar, who shall enter it in the student’s record in place of the “I.”
4. If the student fails to complete the work in the time specified, the “I” will automatically convert to an “F.”

ADVANCED PLACEMENT AND TRANSFER OF CREDIT

All courses required for the Doctor of Physical Therapy Degree, both didactic and clinical, must be completed with the Program. The Program does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution to count toward degree progress.

DPT STUDENT PROGRESSION

1. Students in the Program must achieve a grade of B- or better in each course and receive a “pass” in each clinical education experience within the curriculum. Further, students must maintain a cumulative GPA of 3.0 throughout the Program. Meeting both standards are required for progression within the didactic curriculum. Student grades are reviewed at least monthly by the DSA and core faculty.
2. If a student receives more than two grades of B- in a semester, they will be required to meet with their Learning Community coach and the DSA to discuss support and available resources. Although a didactic grade of B- is considered a passing grade for an individual course and will be counted toward degree credit, a cumulative GPA of 3.00 is required to be granted a degree.
3. In the case where a student is unable to achieve a B- or greater in any course or (or unable to “Pass” a clinical experience) and/or where student's cumulative GPA, at the end of any semester, falls below 3.0, the student will be referred to the Student Affairs Committee to determine next steps.

4. Actions may include but are not limited to course remediation, implementation of learning contracts, academic or professional behaviors probation, leave of absence, and Program dismissal. Students may appeal, in writing, decisions regarding Program dismissal as outlined in the Program Dismissal policy.

COURSE REMEDIATION

In the case that a student does not achieve a final course grade of B- or greater for any given course, course remediation may be offered at the discretion of the Student Affairs Committee and course faculty. Course remediation may be offered to a student who earns a final course grade of 77.00-79.99% for a maximum of two courses per semester. Course remediation is conditional both on the material from the course that requires remediation and the time that is necessary for adequate remediation. As the curriculum is accelerated, careful consideration of the impact of course remediation is necessary.

Course remediation, if offered, must be completed in two weeks following notification of the need to remediate and must be completed prior to any clinical education experience. Therefore, when remediation is required for a course that sits adjacent to a Physical Therapy Practice course, the student's ability to begin and complete their Physical Therapy Practice course may be negatively impacted. Such situations will be considered on an individual basis.

Should the Student Affairs Committee and course faculty determine that course remediation is appropriate and feasible, the DSA, who serves as chair of the Student Affairs Committee in collaboration with the course instructor, will oversee the development of a course remediation plan/contract. A course grade of "I" will be in place until remediation is completed. At the time of successful completion, a final course grade of B- will be entered. Once students have completed their remediation plan, they will be referred back to the Student Affairs Committee for determination of next steps.

In cases where remediation is not possible or has not been successful, and a student is required to retake a course in full from the first four semesters of the curriculum, a leave of absence will be necessary due to the nature of the course schedule in this Program. In cases where a clinical practice course requires remediation or repetition, graduation may be delayed a minimum of one semester. Failure to achieve a B- or better in a course taken on a second attempt may result in a recommendation for dismissal from the Program.

STUDENT LEAVE OF ABSENCE

Students may request a leave of absence from the Program. PHPD understands that students may need to request a leave of absence (LOA) to attend to pressing matters both in and outside of school. For example, students may need to take a LOA for medical, personal, programmatic, or administrative reasons. Because students' situations and circumstances are different, the PHPD Office of Student Services assesses each LOA request on an individualized, case-by-case basis.

When a LOA is necessary to re-take a course to achieve a passing grade and/or achieve a GPA of at least 3.0 to meet graduation requirements, graduation may be delayed by up to one year. A LOA may require the student to re-enter the Program with a subsequent cohort. Any student request for LOA follows the process for LOA in the Student Handbook. All leaves of absence occur through the PHPD Office of Student Services.

ACADEMIC PROBATION

Students are required to maintain a cumulative GPA 3.0 throughout the Program. Should a student's cumulative GPA drop below a 3.0 at the end of any semester for the first time, the DSA refers that student to the Student

Affairs Committee. If academic probation is recommended for a student by the Student Affairs Committee, the PD and Dean of PHCM notifies the student of this action in writing. The student must meet with their academic coach and DSA to develop an action plan that supports the student in the area(s) of the academic difficulty and defines requirements to remove probation status. Included within this action plan may be regular meetings with the academic coach.

To remove academic probation status, the student must:

1. Achieve a cumulative GPA of at least 3.00 by the end of the next academic semester following being placed on academic probation.
2. Complete all actions steps described in the action plan in the time frame indicated.

Once students have completed their action plan, they will be referred back to the Student Affairs Committee for determination of next steps.

PROGRAM DISMISSAL

The Student Affairs Committee, PD, and the Dean of PHPD will forward all recommendations regarding student dismissal from the Program to the TUSM Student Ethics and Promotions Committee. This committee has jurisdiction in the case of Program dismissal decisions for students in all programs. In a case where the dismissal of a student is being discussed by the TUSM Student Ethics and Promotions Committee, the student will be notified in advance of the meeting and invited to address the committee. Any student denied advancement or dismissed has the right to appeal the decision to the TUSM Student Appeals Committee.

Appeals Process

1. Appeal to the Student Appeals Committee

Any student who is denied advancement by the Student Ethics and Promotions Committee has the right to appeal this decision to the Student Appeals Committee. The request for this review must be submitted, in writing, by the student to the Chairperson of the Student Ethics and Promotions Committee within seven (7) calendar days of the student's official notification of the decision of the Student Ethics and Promotions Committee. The student shall have the right to appear in person before the Student Appeals Committee to present their case and may be accompanied at the hearing by a faculty coach and/or student friend. (Legal counsel is not allowed to be present.)

The Student Appeals Committee can:

- a. Sustain the decision of the Student Ethics and Promotions Committee, in which case the original decision of that committee will be final.
- b. Request reconsideration of the decision by the Student Ethics and Promotions Committee, which can sustain or modify its original decision.

2. Appeal to the Dean of the School of Medicine

If the student disagrees with the decision of the Ethics Committee on Student Conduct or the Dean for PHPD, they may appeal it to the Dean of the School of Medicine. This appeal must be in writing and filed in the Dean of the School of Medicine office within seven (7) calendar days of receipt of the decision. The notice of appeal should contain a brief summary of the basis for the appeal. If no appeal is filed within the seven (7) day period, the decision (including any disciplinary action that was decided appropriate) will become final and binding on all parties. The Dean of the School of Medicine, or his/her designee, may further investigate the matter if s/he deems appropriate. Thereafter, s/he shall issue a written decision in the case to the student which will be final and binding. A copy of his/her decision shall be issued to the Dean for PHPD Programs.

GRADUATION REQUIREMENTS

1. To graduate from the Program, a student must be in a good academic and professional standing, have had satisfactory progress through all semesters of the academic Program, and accomplish following:
 - a. Successfully complete the required 127 semester credit hours of academic and clinical education course work;
 - b. Maintain a minimum cumulative grade point average of 3.00 or above;
 - c. Achieve a letter grade of “B-” (80%) or better in all academic courses;
 - d. Successfully complete and “Pass” all clinical education courses, as demonstrated on components of the Physical Therapist Clinical Internship Evaluation Tool (PT CIET) and satisfactory completion of the Physical Therapist Student Evaluation (PTSE) in Exxat;
 - e. Exhibit professional behaviors consistent with clinical practice as described in the Professional Behaviors Policy below, APTA Core Values, and the Code of Ethics for the Physical Therapist;
 - f. Achieve a score equivalent to or greater than the 70% score on the Practice Exam and Assessment Tool (PEAT) from the [Federation of State Boards of Physical Therapy](#);
 - g. Complete all required Program documents in preparation for graduation; and
 - h. Honor all professional and financial obligations to Tufts University as published in the Program Handbooks, and as specified in any written communications from the University’s administrators.
2. The Trustees of Tufts University must approve all graduate degrees. Degrees offered by the PHPD Programs are granted in August, February, and May. Upon finishing the Program students may request a letter of completion of studies from the Registrar to facilitate licensure. The Program will have a graduation reception in August; however, all DPT Degrees are officially granted and conferred by the Board of Trustees based on the University's official conferral date.
3. There is one University-wide Commencement ceremony per year that is generally held on the third Sunday in May. Students are eligible to participate in the ceremony if they have graduated in August or February before the May ceremony they seek to participate in, or in May itself.

PHYSICAL THERAPIST LICENSURE

1. Licensure as a Physical Therapist is regulated by individual states and typically overseen by a [State Board of Physical Therapy](#). Many states have unique licensure requirements. Each graduate is responsible for investigating their state-specific requirements. The Program meets the educational requirements for licensure in all 50 states, pending CAPTE approval. National Physical Therapist Examination (NPTE): To be licensed as a physical therapist, the graduate must pass the NPTE. The [Federation of State Boards of Physical Therapy](#) (FSBPT) administers this examination and publishes data regarding pass rates. The purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT program. The FSBPT develops, maintains, and administers the NPTE to ensure that only those who have the requisite knowledge of physical therapy are licensed in the physical therapy field.
2. Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.
3. Jurisprudence Examination: A [jurisprudence exam](#) is required in many states to test the graduate’s knowledge of state laws, rules, and the practice act that governs physical therapy practice. The student is expected to be familiar with the requirement for licensure for the state in which they wish to practice.
4. Graduates of the Program are encouraged to take state and nationally (NPTE) recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the FSBPT website.

SECTION 7 – PROFESSIONAL BEHAVIORS POLICY

STANDARDS OF PROFESSIONAL CONDUCT

All students are to make a personal commitment to abide by [TUSM Standards of Academic and Professional Conduct](#), which exemplify a standard of behavior that establishes a firm foundation for future professional conduct and respect for the academic environment of TUSM. This commitment requires avoidance of any form of intellectual dishonesty as well as the demonstration of respect for the rights and wellbeing of others, including all students, faculty, staff, and other members of the TUSM community. Tufts students are expected to be responsible citizens of the Tufts community and the greater community and expected to comply with all University policies, local ordinances, and state and federal laws. Students are expected to avoid activities that harm the reputation of the University or its members. Students also may not engage in conduct that poses a danger or threat to others.

Notwithstanding the above, legitimate and peaceful activities, including but not limited to protests of certain University policies, whether expressed on or off-campus and provided that such activities are lawful and do not interfere with normal University functions, shall not be deemed to be a breach of this code of conduct.

All students are also required to abide by codes of conduct defined by the Program and those which govern the physical therapy profession. Success in the physical therapy profession requires certain behavioral attributes that align with the [Physical Therapy Code of Ethics](#) from the American Physical Therapy Association, including the core values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Physical therapist students are expected to display the highest ethical standards commensurate with work as healthcare professionals.

Students are reminded that the purpose of professional education is to prepare them to provide care to all persons and in all environments, without regard to the student's own beliefs and biases. The Program does not tolerate incivility by any member of the DPT community. Examples of incivility include rude, sarcastic, obscene, disruptive, or disrespectful remarks or behavior; verbal or physical threats; or property damage.

Adherence to these professional behaviors requires that physical therapists and students demonstrate a high level of maturity and self-control, even in highly stressful situations. In keeping with these precepts, students are expected to exhibit professional behavior and attitudes regardless of their location, including working in a team. Online and in-person behavior should be professional, courteous, tolerant, and respectful of others' points of view, beliefs, cultures, and religions. Attire and appearance in the classroom reflect the student, Program, faculty, visitors, and other students sharing the TUSM campus resources.

Professionalism is an expectation of the physical therapy profession, and students are assessed regularly as to their adherence to these standards. Behaviors in significant conflict with customary professional procedures or the policies of professional practice sites where students are placed are considered violations of the Professional Behaviors Policy. As part of the Professional Behaviors Policy, the Academic Integrity Policy must be observed during all student assessments, face-to-face interactions, and online learning mediums. See [VIOLATIONS OF THE ACADEMIC INTEGRITY AND PROFESSIONAL BEHAVIORS POLICY](#) in this handbook for policies and procedures regarding situations in which students have violated the Professional Behaviors Policy.

APTA CODE OF ETHICS

Code of Ethics for the Physical Therapist

All Program students and faculty are expected to comply with the ethical standards of the profession. The [Code of Ethics for the Physical Therapist](#) (Code of Ethics) delineates the ethical obligations of all physical therapists as

determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive, nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal).

Physical therapist practice is guided by a set of seven core values: *accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility*. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) AND RELATED POLICIES

The Program provides HIPAA instruction during the Program. All students will have access to confidential health information related to patients/clients, or other individuals during their education. Students receive instruction in protecting patient/client confidentiality and HIPAA guidelines. It is a student's responsibility to maintain the confidentiality of any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

1. Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal, or clinical right to the information.
2. Unauthorized use, copying, or reading of patient medical records.
3. Unauthorized use, copying, or reading of employee/hospital records.
4. Taking patient records outside the clinical facility.
5. Any tampering of patient information.

This policy applies not only to patients/clients with whom the student has direct contact in the classroom or clinical setting but to any personal/confidential health information and records to which the student may have access while participating in physical therapy education. The student is to use discretion when discussing patient/client information with other *appropriate* individuals to ensure that the nature of the discussion remains professional, pertains only to clinically relevant information, and cannot easily be overheard by those not involved in the patient's care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained. Additionally, some clinical facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow. Violations of this policy may result in sanctions and may be grounds for dismissal

from the Program. It is important to note that every patient has the right to refuse treatment by a student. Students must honor this request and inform their clinical instructor of the patients request.

PROFESSIONAL ABILITIES

The ten professional abilities described below are expectations of our graduate faculty and students. These abilities are taught in the curriculum both explicitly (course work) and implicitly (modeled by our faculty). Students' self-assessments and academic coaching will focus on both academic progress and development in these [ten generic ability areas](#). These expected behaviors were identified as generic abilities¹⁻²

1. *Critical Thinking*: The ability to question logically, identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument and to identify and determine the impact of bias on the decision-making process.
2. *Communication*: The ability to communicate effectively (i.e., verbal, non-verbal, written, etc.)
3. *Problem Solving*: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. *Interpersonal Skills*: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. *Responsibility*: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. *Professionalism*: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. *Use of Constructive Feedback*: The ability to seek out and identify quality sources of feedback, reflect and integrate feedback, and provide meaningful feedback to others.
8. *Effective Use of Time*: The effective use of time and resources effectively to obtain the maximum possible benefit.
9. *Stress Management*: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for self, patient/clients and their families, members of the health care team, and in work/life scenarios.
10. *Commitment to self-direct learning* to include the ability to identify needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

¹Warren May, PT, MPH, Laurie Kontney PT, DPT, MS, and Z. Annette Iglarsh, PT, Ph.D., MBA: *Professional Behaviors for the 21st Century, 2009-2010.*

²Developed by the Physical Therapy Program, University of Wisconsin-Madison, May et al. *Journal of Physical Therapy Education 9:1, Spring 1995.*

PROFESSIONAL CONDUCT

The development of professional behaviors is an essential part of the integration of students into a profession. Development and assessment of professional behaviors for students in the Program occur through:

1. Self-assessment and preparation for clinical practice through assignments in Professional Expectations, Patient Centered Care, and Professional Rights & Responsibilities.
2. Monitoring of professional behaviors and feedback occurs regularly through meetings between the student/faculty and student/DCE, based on feedback from clinical instructors, faculty, and ongoing student self-assessment.
3. Assessment of students in the Program by clinicians during the required clinical experiences using the Professional Behaviors section of the Clinical Internship Evaluation Tool (CIET) (see Section 10.1: Professional Behaviors in the Clinical Education Handbook).

BEHAVIOR, ATTIRE, AND APPEARANCE (DRESS CODE)

1. Students are expected to exhibit professional behavior and attitudes regardless of their location. Classroom behavior, whether online or in-person, should be professional, courteous, tolerant, and respectful of others' points of view, beliefs, cultures, and religion. Professionalism is a required competency for the profession, and students will be assessed regularly as to their adherence to these standards.
2. Although cell/smartphones and other devices are standard tools in clinical practice and are useful adjuncts regarding medical and drug information, making or taking personal calls/texts/emails while actively engaged in clinical activities is unacceptable behavior. Cell phones must be turned off completely while in class. They are not to be used in class without the instructor's permission. Students who choose to use devices to access notes or textbooks during clinical education experiences are to first notify and gain permission from their clinical instructors to use the device for this purpose.
3. *Personal Appearance and Dress Code Policy*
 - a. Students are expected to look professional, clean, and neat while on duty in the hospital, clinic, or during telemedicine visits. We respect that students, like patients, come from diverse backgrounds and there are many ways to look professional.
 - b. Wear professional attire: Clothing must be clean, neat, moderate in style, and appropriate for your work. Clothing that is revealing or tight-fitting is not professional. Avoid denim, sweat jersey, and Lycra fabrics.
 - c. Always wear your ID badge. Make sure your name is visible.
 - d. Maintain appropriate levels of personal hygiene, including washing your white coat, should you wear one.
 - e. Avoid fragrances in consideration of patients and co-workers. Fragrance may trigger migraines, cause allergic reactions, or be aversive to patients and/or co-workers.
 - f. Ensure that hairstyle, jewelry, scarves, or other accessories do not interfere with patient care or pose a risk for spreading infection or injury.
 - g. Large tattoos should be covered when possible. Tongue piercings should be removed. Consider removing body piercings which might be a safety issue (e.g., large earrings in Pediatrics) or could be distracting to patients.
 - h. Avoid wearing political logos or buttons on attire unless related to professional medical initiatives (e.g. Breast Cancer Awareness Month).
 - i. Wear closed toed shoes (no sandals or flip flops).

**Please note that individual hospitals and clinical sites may have additional dress code and personal appearance requirements.*

DISCLOSURE OF CRIMINAL ARRESTS, CHARGES, OR CONVICTIONS

While enrolled in the Program, all students must notify the PD of any convictions, guilty pleas or "no contest" pleas to any felony, misdemeanor or other offense; or any arrests, charges against the student, or investigations by law enforcement or professional licensing authorities in which the student is a target. Such notice must occur as soon as possible but in no event later than three (3) working days following the event or the student's knowledge of the event. Matters disclosed will follow the disciplinary review procedures for ethical misconduct outlined below. Nondisclosure or falsification of this information may be grounds for disciplinary action, up to and including dismissal from the Program.

ATTENDANCE POLICY

Regular and active class participation in learning activities are the hallmarks of adult learning and professional responsibility. The Program curriculum and individual courses sequentially arrange learning experiences to understand new information, knowledge, and skill integration with previously introduced material. The collaborative learning activities used in all Program courses require regular interaction between and among students and faculty. Students are expected to be present and on time for all scheduled learning activities and assessments. Students are advised not to schedule travel arrangements or other appointments during weekdays until they have received the semester's syllabi and schedule. A student must reschedule their travel arrangements or other appointments that conflict with a learning activity or assessment, or receive a grade of zero for that activity or assessment.

Due to the curriculum's intense nature, even short absences from class can be detrimental to a student's advancement within the Program. As part of professional expectations, students must communicate with faculty when circumstances arise impacting their class attendance. The preference is always that this communication occurs before the absence. If that is not possible, the student must contact the primary or secondary faculty as soon as possible. Primary faculty must follow up with any student absent from a class when the student has not contacted faculty to communicate the absence.

The DSA will be notified if a student has an unexcused absence or misses more than two classes during a full-semester course and more than one class during a half-semester course. Repetitive absences may have both academic and professional behavior consequences. Faculty may approve each student's absence request; but approvals are made on a case-by-case basis, and there is no guarantee that the approval will be granted.

During the last three semesters of the Program when students are engaged in a Clinical Education Experience, the student must notify both the DCE and Clinical Instructor (CI) if an absence is necessary. If a student fails to provide proper notification and does not receive an approved absence from the CI or their designee, the DCE must be contacted by the CI. The student may be subject to the professional behavior evaluation process. See Section 9.11: Student Attendance in the Clinical Education Handbook for further details on policies regarding absences during clinical education. If the student misses any course work required for the clinical course, the student will receive a grade of zero for the assessment or examination.

Repeated tardiness to online or in-person classes is considered unprofessional conduct and, at the discretion of the instructor, may result in reporting the incident(s) to the Student Affairs Committee. Absences and/or tardiness can result in course failure and delay of completion of the Program. If disciplinary action is considered, the student will be referred to the Student Affairs Committee. Refer to [ACADEMIC PARTICIPATION](#) in [SECTION 8 - STUDENT ENGAGEMENT AND SUCCESS](#) of this handbook for policies regarding student expectations in online coursework, onsite lab immersion sessions, online/lab immersion/exam make-up, and clinical education experiences.

VIOLATIONS OF THE ACADEMIC INTEGRITY AND PROFESSIONAL BEHAVIORS POLICY

Misconduct in scholarship, research, or professional practice serves to undermine the intellectual integrity of the University and the profession of physical therapy and will not be tolerated. The policy that follows is intended to identify what constitutes misconduct, to explain the procedures that will be followed should there be an allegation of misconduct, and to describe the potential actions that may result from misconduct.

Ethical misconduct is an act of academic dishonesty and is defined as "any action with the intent to deceive in order to gain an unfair advantage."

Academic Integrity Misconduct

Academic integrity, as part of the Professional Behaviors Policy, must be observed during all student assessments, face-to-face interactions, and online learning mediums. An act of academic dishonesty is defined as “any action with the intent to deceive to gain an unfair advantage.” Academic integrity misconduct is conduct which intentionally misrepresents the academic accomplishments of the student, or which jeopardizes the fair evaluation of another student’s academic work.

Examples of academic integrity misconduct include, but are not limited to the following acts:

1. The use by a student of material from published or unpublished sources without acknowledging the source(s) ([plagiarism policy within the PHPD](#));
2. To a course, without acknowledgment, a paper that has been written in whole or in part by another person;
3. Copying answers that are written by another student for a quiz, examination, or other assignments;
4. “Collaborative” efforts in which students write together papers or portions of papers or other assignments and submit them to instructors without acknowledging that collaboration;
5. The submission of the same paper, or substantially the same paper, by a student to two different courses without prior consultation with the instructors involved;
6. The falsification of documentation for any class assignment;
7. Cheating on examinations;
8. Misrepresentation or falsification of data;
9. Theft of an examination or examination answers;
10. Forgery, alteration or knowing misuse of documents including but not limited to data sources and databases, grades, transcripts, recommendations, and financial aid documents;
11. Theft or destruction of property belonging to Tufts University, its members, or affiliated organizations;
12. Any other procedure that involves the intent to deceive to obtain an unfair advantage, including the knowing and willing assistance of others in the practice of academically dishonest procedures.

Professional Misconduct encompasses violations of the ethical standards of the medical, public health, and/or other health professions, or infractions of the rules of TUSM.

1. Behaviors in significant conflict with customary professional procedures or the policies of Tufts University, Program, and the professional practice sites where students are placed are considered violations of the Professional Behaviors Policy.
2. Faculty must report all instances of suspected Professional Behavior Policy Violations to the academic coach, DSA, and PD in writing by using the Professional Behaviors Form, of the professional behavior violation, evidence of this behavior, the action is taken, and student(s) involved.
3. The student is referred to the Student Affairs Committee for discussion. The process of evaluation and consequences are outlined below.
 - a. If the Student Affairs Committee determines cause, the Student Affairs Committee will consult with the involved faculty member and student as part of the action review process. Within five (5) days of receiving the Professional Behaviors Form, the Student Affairs Committee will determine whether evidence supports the charge and make a proposal for action to the PD and Dean of PHPD.

- b. If the charge is supported, the PD and Dean of PHPD, in consultation with the Student Affairs Committee will finalize the disciplinary action.
 - 1) Decisions may include: no formal action, specific course actions (e.g. Entering a grade of 0 for an involved assessment), recommendation for professional behaviors probation, referral to TUSM Student Ethics and Promotion Committee for Program Dismissal consideration.
- c. Should the PD and Dean of PHPD determine that a student be placed on professional behaviors probation, the PD and the Dean of PHPD will notify the student of the action in writing. The student will be required to meet with their academic coach and DSA to develop an action plan that addresses the area(s) of the professional behavior violation and defines requirements to remove probation status. Regular meeting with the faculty may be included in this plan.
- d. Should the PD and Dean of PHPD determine that the student be considered for Program dismissal, this recommendation will be sent to the TUSM Student Ethics and Promotion Committee for consideration.
 - 1) The Student Ethics and Promotions Committee is the official faculty committee that reviews ethics violations and approves the advancement (promotion) of students. After a case is referred to the Student Ethics and Promotions Committee, the committee shall convene to review the charges. The Dean of PHPD or the Program has the right to temporarily remove a student from a course or rotation or place a student on leave of absence if remaining in the course or rotation is thought to be detrimental to the student, classmates, faculty, or to the delivery of patient care on a temporary basis until the Student Ethics and Promotions Committee can meet to evaluate the student's situation. Any student who is reviewed by the Student Ethics and Promotions Committee has the right to appear before and address the committee. The process for student appeals for decisions regarding Program dismissal are outlined in [PROGRAM DISMISSAL](#) under [SECTION 6 - ACADEMIC POLICIES AND PROCEDURES](#) of this handbook.

SECTION 8 - STUDENT ENGAGEMENT AND SUCCESS

ACADEMIC PARTICIPATION

Regular and active class participation in learning activities are hallmarks of adult learning and constitute professional responsibility for every student. The curriculum, as well as individual courses, arranges learning experiences in a sequential manner to ensure understanding of new information, knowledge, and skills and integration with previously introduced material. In addition, the collaborative learning activities used throughout the courses require regular interaction between and among students and faculty. Students are expected to be present and on time for all scheduled learning activities and assessments. Students are advised not to plan travel or assume other commitments prior to receiving syllabi for the semester. Travel arrangements or other commitments that conflict with a learning activity or assessment must be rescheduled or may result in a grade of zero for that activity or assessment.

1. *Online Coursework*
 - a. While many learning activities occur asynchronously during online portions of coursework, this work should not be perceived as self-paced or self-study. Many of these activities have completion dates and/or times that must be adhered to. These dates help students stay on schedule and allow time for student interaction and collaboration during learning activities. As a result, active participation and effective time management are critical behaviors for success.
 - b. Several courses will utilize synchronous learning activities, such as live webinar, active, collaborations, and online chat sessions. These activities are considered class time for which student participation is mandatory. The faculty will use the course syllabus to identify the dates and times for all live online sessions. Refer to the individual course syllabus for all course requirements and expectations.
 - c. If an absence is anticipated, it is the student's responsibility to notify the instructor, in person, by phone, or email, before the scheduled class or activity. Please refer to the attendance policy in this handbook for details.
 - d. Because of the potential issues with the use of the internet, students should consider logging into synchronous learning activities in advance of the class start ensuring full student participation.
 - e. It is the student's responsibility to maintain an operable computer, headset, and reliable highspeed internet service always. Redundancy with one or more portable devices is highly recommended and encouraged. During synchronous session experiences, all students should have an earphones/microphone set to ensure a quality sound/listening experience.
2. *Onsite Lab Immersion Sessions*
 - a. Onsite lab immersion sessions are strategically scheduled within each academic semester. Student participation is mandatory for each onsite lab immersion. In addition to providing critical face-to-face learning activities for hands-on skill development, these sessions provide opportunities for networking, academic and professional coaching with your academic coach or other faculty, interaction with student services, administrative personnel, and social interactions with other students.
 - b. On-site lab immersion dates are scheduled well in advance. These dates are available on the Program's [academic calendar](#) and provided to all incoming students during orientation. Due to their importance and compressed nature, excused absences from lab immersion sessions are generally not permitted. It is the student's responsibility to block these dates and schedule significant life events (marriage, reunions, etc.) accordingly. Additionally, students should make travel arrangements that ensure participation during all scheduled class times. Students are encouraged to purchase travel insurance. Many times, purchase of trip insurance is an option at the time of airline ticket purchase. Below are trip cancellation insurance options that are recommended but not endorsed:
 - i. [Travellex Insurance](#) - trip cancellation upgrade option
 - ii. [Travel Insured](#) - trip cancellation/interruption upgrade/emergency medical assistance
 - iii. [Allianz](#) - trip cancellation and travel insurance
3. *Online/Lab Immersion/Exam Make-up*

- a. Students are responsible for attendance and all information presented any learning or evaluation session. Individual instructors will determine whether make-up work is required or allowed.
 - b. Student attendance is expected and required. Students who are not in compliance with the attendance policy may be referred to the Student Affairs Committee for recommendations regarding academic standing and the ability for the student to continue to progress through the curriculum.
 - c. One half days' time has been built into each course during lab immersions. This half day allows for reflection and synthesis of material. Further, that time may be used should a student require remediation and/or re-testing for the lab immersion portion of a course.
4. Student Late Work Policy
 - a. Meeting submission deadlines is an expectation of the Program. The preference is that any difficulty in meeting this expectation be communicated prior to the deadline. Once communication with the instructor occurs, consideration for the acceptance of late work is made on a case-by-case basis. There is no guarantee that leniency will be granted. As part of the Program's professional expectations, the student must communicate at the earliest possible time with the course instructor when any programmatic expectation cannot be met. Timely, open communication is a key component to student success.
 5. Clinical Education Experiences
 - a. Expectations for academic participation in Clinical Education Experiences are detailed in Section 2.3: Student Roles and Section 9.11: Student Attendance in the Clinical Education Handbook.

CLASS CANCELLATION/INTERRUPTIONS

1. *Class Cancellation.* Class cancellation is not a concern during asynchronous, online, didactic instruction. If a faculty member must cancel a synchronous, online learning activity or class, it is the faculty member's responsibility to notify all students via email before the scheduled class time. If unable to do so, the faculty will notify the PD, who, in turn, will notify the students. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session and communicate this plan to students.
2. *Class Interruption.* Internet outages, power outages, and other technology difficulties may periodically disrupt the initiation or delivery of live, online learning activities or classes. If an interruption occurs that affects the entire class, the faculty will notify students. Students must remain online for a minimum of 30 minutes and await further instructions while service is being restored. If a service interruption affects an individual student, it is the student's responsibility to immediately notify the instructor via email or phone. The instructor will determine whether make-up work is required or allowed.

LEARNING COMMUNITIES & ACADEMIC COACHING

Academic coaching is an integral part of any educational process for student retention and academic success in the Learning Communities Model. Academic coaching takes on greater significance in the Program given the accelerated curriculum and distance learning that takes place. The confluence of the academic coaching, The Office of Student Services, and Talk *One2One* Counseling Resource, provide an environment that addresses each student's individual needs at the Program, institution, and community level. These relationships and services demonstrate a commitment to addressing the specific and diverse retention and remediation needs of our student body.

1. Goals of the Learning Community Program
 - a. Establish relationships with faculty and peers to facilitate communication and personal support.
 - b. Create a sense of community and connection both within the Learning Communities and among the entire DPT cohort.
 - c. Maintain timely and up-to-date awareness of academic performance and non-academic concerns of individual students.

- d. Provide an avenue for students to share personal, non-academic issues and relay urgent concerns such as illness or pressing family situations to faculty.
 - e. Support students in celebrating successes, overcoming challenges, and setting and achieving academic and professional goals.
 - f. Role model professional behaviors, including collaboration and communication.
 - g. Connect students with supports and services at Tufts University and within their communities
2. The DSA will assign each student a Learning Community or “House” before Program orientation. Each community has multiple faculty coaches. Coaches meet with their respective students both before and during the Program orientation. Expectations for this initial session include introductions to each other and to the Learning Communities program, personal and professional goal setting, and team building.
 3. Students meet individually one of their House coaches and upper-class peers at least monthly over the first semester of the Program to ensure adjustment to this accelerated hybrid Program. After that, coaching sessions occur once each academic semester and once during each clinical experience at a minimum. Formal coaching sessions may be conducted in person or using video conferencing technology. Students are encouraged to communicate more frequently with their advisor/coach and/or peers using phone calls and email exchanges.
 4. When the coach communicates with the student to address a concern or to schedule an informal or formal coaching session, the students should respond promptly (generally within 24 hours) and professionally. Coaches are expected to be timely and professional in their communication with students as well (generally within 24 hours).
 5. Students are expected to direct the agenda of each coaching session. Coaching forms are found on the Student Resources course shell on Canvas. Students must complete the Coaching Form before each formal coaching session and email the completed form to their Faculty Coach at least 24 hours prior to the session.
 6. The student should come to each coaching meeting on time and having communicated topics for discussion. These topics may include (but are not limited to) academic performance, health/wellness issues (including mental health), academic and career goals, and personal concerns.
 7. The student should maintain ongoing communication with the coach between formal coaching sessions. When academic or personal challenges arise, the student should reach out to his or her coach immediately for support.
 8. The student should follow through with action items identified during coaching sessions and work with the coach to identify optimal ways the coach may provide supports.
 9. Coaching sessions are documented and saved to a secure Box file. Access to academic coaching records is limited to the PD, the DSA, the DCE, the DPT Program Administrative Coordinator, and the faculty coach.

SECTION 9 - GENERAL POLICIES

CONTACT INFORMATION POLICY

Every student is required to report his or her telephone number, email address, and home address upon matriculation into the Program. Name, address, and telephone number changes can be updated directly in SIS. Changes should be submitted within three days of any change. Failure to maintain an accurate address may lead to missing essential communications from Tufts University and the Program. Official correspondence from Tufts University and/or the Program will be sent to students by email. Each student is on notice of the information contained in email messages sent to the student's Tufts University issued email address.

STUDENT IDENTIFICATION CARD USE

Students are expected to carry the ID during ALL onsite lab immersion sessions and when on campus. Students will present their ID to members of the faculty, staff, administration, or security when requested.

EMAIL POLICY

Email is an official communication mechanism in the Program. Tufts University issues an email account to each student. All students are required to obtain, maintain, and check their official Tufts issued email address and their Canvas course sites at least once daily. Canvas settings can be modified to deliver messages and notifications directly to student emails. Faculty, staff, and students use email and/or announcements in Canvas to communicate important information. Some faculty may also use the email as an official mechanism to distribute handouts, reading lists, or other course materials. After matriculation, students are required to adhere to the following requirements:

1. Monitor and maintain the official email address account.
2. Check email regularly (daily at minimum).
3. Know and be responsive to requests and deadlines sent through email, as appropriate for the content of the message.
4. Write messages and communicate using responsible, courteous, and professional language.
5. Keep the class listserv names confidential. Do not give this information to outside individuals or organizations.

POTENTIAL HEALTH RISKS TO STUDENTS

1. Students are subject to known and unknown health risks during the Program.
 - a. During clinical education experiences, students will be exposed to patients with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and injury/illness risks associated with the work environment. Ensuring the safety of our students, volunteers, and patients is paramount.
 - b. During lab immersion sessions, practice sessions, and practical examinations, students will alternate in role-playing the physical therapist and the patient in clinical scenarios. As a patient, students will be exposed to physical therapy interventions and procedures delivered by fellow students. These interventions may include, but are not limited to, physical agents such as ultrasound and electrical stimulation, therapeutic exercise, spinal and extremity joint mobilization/manipulation, and trigger point dry needling.
2. The Program will make every effort to protect the safety and interests of the student. Basic instruction in prevention procedures such as universal precautions, current recommendations related to local and global health events, and the application of reasonable and prudent personal habits is provided.

3. The faculty will assign appropriate learning modules aimed at increasing awareness and clinical decision making regarding safe practice throughout the curriculum. Additionally, faculty will provide instruction regarding the indications, contraindications, and precautions for physical therapy interventions and their associated risk.
4. Ultimately, it is the student's responsibility to apply safety procedures (outlined in [SECTION 13 - STUDENT SAFETY](#)) and to take appropriate steps to protect their fellow students, volunteer, patients, and themselves. Students are responsible to self-identify when lab procedures performed on them may be contraindicated due to a personal medical condition.
5. As a condition of enrollment in the Program, students are required by Tufts University to show proof of [health insurance and submission of immunizations](#) and laboratory testing.
6. In the event of an accident resulting in student injury or illness, the student should immediately notify their academic or clinical faculty as soon as possible. The student and faculty will follow established facility policies for proper incident reporting and documentation. Students are responsible for costs associated with any necessary emergency services.
7. Students must provide evidence of personal health insurance at the time of the injury or illness that requires medical attention. Any expenses related to illnesses or injuries occurring during a clinical rotation that are not covered by the student's personal health insurance are the responsibility of the student.

MEDICAL CONDITIONS AND PREGNANCY

Any medical condition that may affect the ability of a student to safely and fully participate in the educational experience should be reported to all of the student's Learning Community coaches, DCE, DSA and/or the PD. Pregnancy may also affect the ability of a student to safely and fully participate in their educational experience. This information will allow planning of a safe learning experience for all concerned. Any condition that impairs a student from being able to meet the requirements of the Program, including clinical education courses, may result in a delay in progression in the Program.

INFORMED CONSENT

Individuals from the community who serve as demonstration or practice subjects for any component of the Program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks, and benefits of the physical therapy procedure to be performed. Written informed consent will be obtained from any person or patient volunteer who participates in a demonstration or practice session using a PHPD Participant Informed Consent form approved for DPT. In cases of children or minors acting as demonstration or practice subjects, the parent or legal guardian will be informed of the lab procedures before being asked to sign the consent form. All participants have the risk-free right not to participate in demonstrations performed in the academic laboratory setting. Students will follow local clinic policies and all applicable state or federal regulations regarding patient informed consent during clinical education experiences. All patients have the risk-free right not to participate in student training during clinical education experiences.

MEDIA RELEASE

Students will be asked to complete a media release whenever there is intent to use video or photographs by the University for social media and/or promotional purposes. This consent grants Tufts University and the Program the right to use the student's name, photograph, likeness, or voice in any production connected with Tufts University (i.e., social media, promotional materials, etc.).

PHOTOGRAPHS AND VIDEOS

For educational purposes within the Program, photographs and video will be necessary during coursework. Students should expect that, throughout the Program, photographs and video will be necessary for synchronous sessions, student projects/assignments/assessments, and patient care to support student learning. In situations where volunteers will be photographed or filmed, consent for educational use of photos or videos will be obtained the using the PHPD Participant Informed Consent form approved for DPT prior to photographing or filming. Students will follow local clinic policies when filming or photographing patients for clinical education coursework. If no policy exists, students will gain permission from the clinical faculty to use the PHPD Participant Informed Consent form approved for DPT.

LAB IMMERSION FOOD AND BEVERAGE POLICY

The eating and drinking of foods and beverages during the “hands-on” portion of the lab immersions is prohibited except in designated areas. Receptacles for trash are provided. All work areas should be kept clean and free of obstacles. Laboratory rooms should be “clinic clean” at all times.

INFORMATION STEWARDSHIP POLICY & SUPPORTING POLICIES

1. The [Information Stewardship Policy \(ISP\)](#) outlines the actions all members of the Tufts community are expected to follow when working with institutional data and systems. The ISP is supported by three additional policies that assist in providing a framework for required behaviors and roles and responsibilities. They are the Use of Institutional Systems Policy, the Information Classification and Handling Policy, and the Information Roles and Responsibilities Policy. The Internet is a powerful tool for communication and a source of valuable resources. The University has expectations for the community to use our technology resources while being aware of the associated rights and responsibilities.
2. Use of Tufts information technology facilities is a privilege extended to students of Tufts University. As members of a University community, all students are responsible for keeping their School-related Internet and IT activities consistent with applicable laws, academic standards, and Tufts’ policies on rights and responsibilities online. This responsibility covers any activity conducted using University IT services (including hardware, software, applications, networks, databases, websites, and social media), as well as any activity conducted under the auspices of or pursuant to one’s education. Students are required to know and follow all Information Technology policies found on the web at it.tufts.edu/ispol. Violations of IT policies and related laws can result in severe consequences up to and including loss of network access and civil or criminal prosecution.
3. Tufts University cannot guarantee the privacy or security of users’ computer files, or the anonymity of any user. The [Overview of Your Rights and Responsibilities Online](#) describes many of the obligations students need to be aware of when online, including complying with copyright law and prohibitions against libel, invasion of privacy, obscenity, pornography, and hacking. These obligations are also included in the University’s [Use of Information Systems Policy](#).
4. The Information Stewardship Policy (ISP) outlines the actions all members of the Tufts community are expected to follow when working with Tufts applications, data, systems, and network. The ISP provides that university information and systems may only be used in ways that further the University’s vision and mission and emphasizes the importance of confidentiality and privacy. The ISP is supported by three additional policies that assist in providing a framework for required behaviors and rules and responsibilities. They are the [Use of Information Systems Policy](#), [Information Classification and Handling Policy](#), and [Information Roles and Responsibilities Policy](#).

DIGITAL COPYRIGHT LAWS AND ENFORCEMENT

The **Digital Millennium Copyright Act (DMCA)** protects the rights of owners of digital media. It is used by organizations to protect their movies, music, and software from piracy and unlawful duplication. The DMCA allows a copyright holder to inform Tufts that someone at Tufts has violated copyright laws and to require that action be taken. The most typical complaints are downloading and/or sharing copyright materials without paying or having approval to do so. See [Digital Millennium Copyright Act at Tufts](#) for more information, including FAQs. Tufts University takes unauthorized file sharing very seriously.

LEARNING REMOTELY AND USING PERSONAL DEVICES

1. See [Learning Remotely](#) for information about optimizing your online learning experience. The [OffCampus, Telecommuting and Personal Devices Guidelines](#) also include:
 - a. Information on tools you can use to access Tufts' systems when you are off campus
 - b. Specific steps you should take to secure your personal devices. Also see [Computer Device and BYOD Recommendations and Security Protocol](#).
 - c. It is your responsibility to follow the University's [Email Standards and Guidelines](#) and [Mailing List Policy](#).
 - d. Your responsibilities include:
 - i. Do not use another person's email account or let another person use your account.
 - ii. Only use the mailing lists for Tufts activities.
2. The [Email Standards and Guidelines](#) also have information about how your Tufts email account changes when you leave Tufts and how you can convert your email account to an Alumni account.
3. Tufts University publishes directory information, including email addresses for faculty, staff, and students. Directory records, including students' emails, are publicly visible. Students appear in the Directory once they matriculate and until they graduate or otherwise disaffiliate from Tufts.
4. The Tufts University electronic and printed directories are provided solely for the purpose of assisting individuals to contact one another. Information in the directories may not be extracted by any means for the creation of distribution lists for use by businesses or other organizations outside of Tufts. Use of any directory information for solicitation of business or donations is expressly prohibited.
5. Students who do not wish to appear in the Directory may request a privacy block from the Registrar. Students with privacy blocks will not be listed in the University Directory.
 - a. You may also modify your Directory information by following the instructions at [Tufts Directory](#).
6. **Passwords.** Following Tufts' [Username and Password Policy](#) will help protect your and the University's information.
 - a. Use a unique Tufts password.
 - b. Do not use your Tufts password for other accounts.
 - c. Do not share your password.

Important Additional University Policies and Guidelines that apply to information technology may be found at: it.tufts.edu/about/policies-and-guidelines.

USE OF DISTRIBUTED MATERIALS AND LECTURES

Students will have extensive access to audio and video-recorded lectures, handouts, and other printed or electronic media materials. These lectures and materials have been developed by the Program's faculty and/or adjuncts for the sole purpose of educating students enrolled in the Program. Students are expected to be familiar with the following requirements for use of these lectures and materials:

1. Students are not permitted to communicate or distribute through any vehicle or media any materials recorded at or produced by or for the Program to any other individuals without permission from the presenter and the PD.

2. Violation of this policy may lead to academic dismissal.

TECHNOLOGY AND INFORMATION SECURITY

See [Technology for Students](#) for Quick Links, student discounts and other useful information.

For Tufts IT Assistance: Contact the Tufts Technology Services (TTS) Support Desk at 617 627-3376 or it@tufts.edu.

**No one from the Tufts Support Desk or other support services will ever ask you to share your password with them.*

TTS strongly recommends that laptops are encrypted using either BitLocker (windows 10 devices) or FileVault (macOS devices) NOTE: To encrypt windows computers, you must be on Windows 10 Education, Pro or Enterprise (NOT Home edition). TTS does offer a free upgrade to Windows 10 Education for Students on the Software discount website tufts.onthehub.com More info can be found here - <https://it.tufts.edu/securingdevices/encrypting-personal-non-tufts-laptops>

1. **Information Security Measures**

- a. The Tufts University Network is protected by a SonicWall firewall that includes VPN, [DUO twofactor authentication](#) on Office 365, and secure wireless connections across the campus. All faculty and all-student resources require a secure login with a unique Tufts-specific username and password for both on and off-campus access.
- b. Students are assigned a username and password following receipt of their deposit. The institution assigns a unique username and initial password; on the first login, students are prompted to choose a unique password that meets the complexity requirements. The student must log on and be authenticated to gain access to Office 365 (email, calendar, OneDrive, and more), Library Resources, Canvas learning management sites, and the Tufts website-based student resources.

2. **Information Technology Systems/Platforms for Education and Security**. The Program uses the following standardized systems to safeguard test security and integrity, verify student identity, and ensure student privacy and course quality:

- a. **Canvas** – Tufts University uses the learning management system Canvas to support the delivery of hybrid and distance learning courses and programs. Students have access to their grades in Canvas but are not able to see grades of other students. Faculty access to student grades and records in Canvas is restricted to appropriate faculty and staff for each individual course. Software that will be used for the courses have been integrated into the LMS (ex. Bongo).
- b. **ExamSoft** – ExamSoft offers a market-leading assessment-management solution that supports the entire testing process, including exam creation, administration, delivery, scoring, and analysis. SofTest is ExamSoft's high stakes assessment program that enables exam takers to securely take assessments on their own devices or in labs by locking access to files, programs, and the Internet during assessments.

TUSM SOCIAL MEDIA POLICY

The Internet has created the ability for students to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support student expression, enable individuals to have a professional presence online, foster collegiality and camaraderie within the profession, and provide an opportunity to widely disseminate public health messages and other health communication. Social networks, blogs, and other forms of communication online also create new challenges to the patient-physician relationship. Students should be aware of the following when maintaining a presence online:

1. Students should be cognizant of standards of patient privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable patient information online (this includes pictures or comments that even though they do not have common identifiers, might be unusual enough to be surmised).

2. When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their Internet presence to ensure that the personal and professional information on their sites and, to the extent possible, content posted about them by others, is accurate and appropriate (for their profession).
3. If they interact with patients on the Internet, students must maintain appropriate boundaries of the patient-practitioner relationship in accordance with professional, ethical guidelines, just as they would in any other context. Students should not “friend” or accept “friend” requests from patients who are under or have been under their care.
4. To maintain appropriate professional boundaries, students should consider separating personal and professional content online.
5. When students see content posted by colleagues (fellow students) that appears unprofessional, they have a responsibility to bring that content to the attention of the individual so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms, or the individual does not take appropriate action to resolve the situation, the students should report the issue to the DSA.
6. Students must recognize that actions online and content posted may negatively affect their reputations among patients and colleagues, may have consequences for their medical careers, and can undermine public trust in the physical therapy profession.

SECTION 10 - OFFICE OF EQUAL OPPORTUNITY

Office of Equal Opportunity (OEO): oeo@tufts.edu

P: 617-627-3298

F: 617-627-3150

TTY: 617-627-3370

EQUAL OPPORTUNITY

1. Tufts does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law. Retaliation is also prohibited. Tufts will comply with state and federal laws such as M.G.L. c. 151B, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination. More detailed Tufts policies and procedures on this topic may be found in the [OEO Policies and Procedures Handbook](#).
2. Unlawful discrimination has no place at Tufts University and offends the University's core values which include a commitment to equal opportunity and inclusion. All Tufts employees, faculty members, students and community members are expected to join with and uphold this commitment.
3. Any member of the Tufts University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Jill Zellmer, MSW, Executive Director of the Office of Equal Opportunity, Title IX and 504 Coordinator, at 617.627.3298 at 196 Boston Avenue, 3rd floor, Medford, MA or at Jill.Zellmer@tufts.edu. Anonymous complaints may also be made via the online [Incident Report Form](#), click "Go to EthicsPoint") or by using the hotline at 1.866.384.4277. As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights ("OCR"). The contact information for the local office of OCR is 617.289.0111 at Office for Civil Rights, Boston Office U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921. The email address for OCR is OCR.Boston@ed.gov.

TUFTS UNIVERSITY DISCRIMINATION/HARASSMENT POLICY (MGL 151B & TITLE VII)

1. Tufts University is committed to the principle of equal opportunity in education and employment. Tufts prohibits discrimination against and harassment of any student, employee, applicant for employment, third party or community member because of race; color; national or ethnic origin; age; religion; disability; sex; sexual orientation; gender; gender identity and expression; including a transgender identity; genetics; veteran status; retaliation; and any other characteristic protected under applicable federal or state law, called "protected categories." The University expects all Tufts employees, students, and community members to join with and uphold this commitment.
2. Tufts University also prohibits retaliation based on a protected activity, such as the filing of a complaint of discrimination or participation in the investigation of such a claim. Any witness, complainant or respondent involved in an investigation ought not to be retaliated against for their participation in the fact-finding process.
3. All Tufts employees are required to promptly escalate all potential violations of this policy to a manager or supervisor, a dean, any senior member of the University administration, directly to the Office of Equal Opportunity (OEO) at 617.627.3298 or online to EthicsPoint or by calling the hotline at 1.866.384.4277.

4. Tufts University's OEO is also responsible for planning and implementing the University's affirmative action program and monitoring affirmative action-related decisions and activities in accordance with state and federal law. Tufts University seeks to maintain an internal system of audit and reporting that shall facilitate the identification and removal of inequities and deficiencies in its employment and those policies and practices that could preclude the fair and equal treatment of minorities, women, individuals with disabilities, and all protected veterans. For more information about the Non-Discrimination Policy, please visit the OEO website.

TUFTS UNIVERSITY SEXUAL MISCONDUCT/SEXUAL ASSAULT POLICY (TITLE IX)

1. Unlawful discrimination has no place at Tufts University. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. Sex and gender-based discrimination and harassment are prohibited by Tufts University policy and can constitute violations of state and/or federal law. State and federal law, including Title IX of the 1972 Education Amendments, prohibits sex and gender-based discrimination in all of the University's programs and activities, and Title VII of the 1964 Civil Rights Act, and its state counterpart, M.G.L. c. 151B, prohibits sex and gender-based discrimination in employment. Tufts University policy, the Violence Against Women Act (VAWA), as amended, and other state and federal laws prohibit sexual assault, stalking and relationship violence (including dating and domestic violence).
2. Tufts is committed to providing a campus environment free of sex and gender-based discrimination, and sex and gender-based harassment. To that end, Tufts prohibits sexual misconduct, that, under this policy, can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). Under Tufts University policy, sexual misconduct can occur in any sex or gender configuration (i.e., between the same sex or different sex or gender) and regardless of actual or perceived sex, gender, gender identity, gender expression, and/or sexual orientation. Tufts also prohibits retaliation.
3. Sexual misconduct is not limited to the workplace or the educational environment. It can extend beyond University property and could occur at any University sponsored program, activity, or event regardless of the location. It can occur out of state or country, such as at a conference, off-site project, study abroad, field placement, or at an externship. Sexual misconduct can occur between students, employees and third parties such as visitors, vendors, contractors, and other community members. Tufts' Sexual Misconduct Policy applies broadly and in many different circumstances. Tufts will consider the effects of the off campus conduct when evaluating whether there is a hostile environment on campus. For more information about Sexual Misconduct Policy, support resources/interim measure and University response to allegations of Sexual Misconduct, please visit the OEO website. Any concerns regarding Sexual Misconduct can be reported to Office of Equal Opportunity (OEO) at 617.627.3298 or to oeo@tufts.edu. Reports can also be made online, with the option to report anonymously, to EthicsPoint or by using the hotline at 1.866.384.4277.

****Please note the federal Office of Civil Rights under the Department of Education changed their Title IX guidelines in May 2020 for an August 14, 2020 implementation. As such when this went to print, the Tufts Sexual Misconduct Policy and Process was under revision. For more information please see the OEO website: oeo.tufts.edu/***

TUFTS UNIVERSITY AMERICANS WITH DISABILITIES ACT (ADA) POLICY

1. The Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act, require Tufts University to provide appropriate academic and employment accommodations to employees and students with disabilities unless doing so would create an undue hardship, compromise the health and safety of members of

the University community, or fundamentally alter the nature of the University's employment or academic mission.

2. Tufts University is committed to providing reasonable accommodations for qualified individuals with disabilities, including chronic illness in a fair and equitable manner, and in accordance with applicable federal and state law. All personnel who are responsible for the implementation of the University's mission are charged to support this policy.
3. If you have accommodation requests, questions or concerns please contact [PHPD Student Services](#). For more information about the American with Disabilities Act and other policies regarding accommodations, please visit the [OEO website](#).
4. All other questions or concerns for the Office of Equal Opportunity (OEO) should be addressed to the OEO Executive Director, Jill Zellmer. She can be reached by calling the OEO main number (617) 627- 3298 and via email at oeo@tufts.edu.

TUFTS UNIVERSITY RELIGIOUS ACCOMMODATION POLICY

1. Tufts University is committed to providing an academic and work environment that is respectful of the religious beliefs of its students and employees. All students may request a religious accommodation by making a written request for an accommodation to the appropriate faculty member or administrator. Accommodation requests will be made on a case-by-case basis considering multiple factors.
2. If you have accommodation requests, questions, or concerns please contact the Office of Equal Opportunity (OEO) by calling (617) 627- 3298 or emailing oeo@tufts.edu.

SECTION 11 - GRIEVANCE POLICY AND PROCEDURE

1. STATEMENT OF PHILOSOPHY

Public Health and Professional Degree Programs (PHPD) is committed to fostering an environment that promotes academic and professional success in students, teachers, and administrators at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the mission of our institution where an atmosphere of mutual respect, collegiality, fairness, and trust is essential to that mission. Although teachers, students and administrators bear significant responsibility in creating and maintaining this atmosphere, teachers also bear responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility to conduct themselves professionally in their interactions with their colleagues and those whose education has been entrusted to them. Abusive behavior or mistreatment of anyone in the learning environment is unacceptable. Any student who feels mistreated is entitled to file an informal complaint or a formal grievance to address unacceptable behavior.

2. RESPONSIBILITIES IN THE TEACHER-STUDENT RELATIONSHIP

Responsibilities of Teachers:

- Treat all students with respect and fairness.
 - Treat all students equally regardless of age, gender, race, ethnicity, national origin, religion, disability, sexual orientation or gender identity or expression.
 - Provide current materials in an effective format for learning.
 - Be on time for class.
 - Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.
 - Assign grades that fairly reflect student performance.
- #### *Responsibilities of Students:*
- Treat all fellow students and teachers with respect and fairness.
 - Treat all fellow students and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
 - Commit the time and energy to studies necessary to achieve the goals and objectives of each course.
 - Be on time for class.
 - Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

Responsibilities of Administrators:

- Treat all teachers and students with respect and fairness.
- Treat all teachers and students equally regardless of age, gender, race, ethnicity, national origin, religion, disability, sexual orientation or gender identity or expression.
- Address all administrative matters in a fair and timely manner.

3. BEHAVIORS INAPPROPRIATE TO THE TEACHER-STUDENT RELATIONSHIP

Inappropriate behaviors are those that demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviors, certain actions are clearly inappropriate and will not be tolerated at Tufts University. These include, but are not limited to, the following:

- Loss of personal civility including shouting, arguing, personal insults or attacks, displays of temper (such as throwing objects);
- Requests for others to perform inappropriate personal services unrelated to the didactic situation at hand;
- Any activities resulting in monetary exchange or profit;
- Grading/evaluation on factors unrelated to performance, effort, attendance, level of achievement or professionalism;
- Unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;

- Sexual harassment or harassment based on age, gender, race, ethnicity, national origin, religion, disability, sexual orientation or gender identity or expression (see <https://oeo.tufts.edu/policiesprocedures/sexual-misconduct/> for university policy and procedures);
- Consensual romantic relationships between teachers and students in which the teacher has a role in determining the student's academic progress;
- Discrimination of any form in teaching and/or assessment based upon age, gender, race, ethnicity, national origin, religion, disability, sexual orientation or sexual identity or expression.

4. RESOURCES FOR ADVICE AND CONFLICT RESOLUTION

In the interest of having all members of the Tufts PHPD community perform their duties and obligations in a harmonious and effective manner, PHPD recognizes the importance of prompt and equitable disposition of any complaint or grievance at the lowest possible organizational level utilizing procedures with maximum informality and flexibility. It is strongly encouraged that problem solving and conflict resolution be accomplished, if it can, without requiring that a formal written Grievance be filed in a manner as outlined below. In that spirit, any concerns, problems, and complaints may be discussed without fear of retaliation with various individuals in PHPD including the Course Director, the PD, or designate, the student's faculty academic coach, Assistant Dean of Student Services for PHPD, or any member of the Grievance Committee. Every effort will be made to resolve the matter informally. Students are also entitled to file a formal grievance using the procedure set forth below.

5. PROCEDURES

- To handle allegations of inappropriate behavior in the teacher student context or other formal grievances, if a student is unable to resolve a conflict informally and chooses to file a formal Grievance, this must be done in writing, through the Chair of the PHPD Grievance Committee.
- If at any time during the grievance process, it appears that an informal resolution is indicated, it still may be achieved in that manner. Otherwise, the Chair will investigate the complaint and attempt to resolve the matter by working with the appropriate individuals within PHPD.
- If the complaint cannot be resolved in this manner, the student will be offered the opportunity to put the Grievance in writing.
- Please note that because final grades may only be changed if there is an error in calculation, grades are not an appropriate subject for grievances. For all other matters, the Chair will forward the grievance to the Assistant Dean of Student Services for PHPD.
- The Chair of the PHPD Grievance Committee and the Assistant Dean of Student Services for PHPD will together assign a third (ad hoc) member of the Grievance Committee (appropriate to the Grievance). If any member of the Grievance Committee is named in the Grievance, that person will be excused from service on the Committee, and the Assistant Dean shall name an alternate.
- The Grievance Committee will investigate and make a decision or take appropriate action which will be communicated to the student.
- If the student is not satisfied, they may appeal the decision/action of the Grievance Committee to the Dean for PHPD. The decision of the Dean for PHPD may be further appealed to the Dean of TUSM, whose decision will be final.

GRIEVANCE PROCESS

The formal Grievance Process is thus as follows:

1. The student fills out the Grievance Form obtained from the PHPD Office of Student Services with adequate clarity and detail to describe the nature of the grievance;
2. The student delivers the Grievance Form to the Chair of the PHPD Grievance Committee via mail, email or in person;
3. The PHPD Grievance Committee Chair will forward a copy to the Assistant Dean of Student Services for PHPD.

4. The Assistant Dean of Student Services for PHPD, in collaboration with the chair of the Grievance Committee, will select a third (ad hoc) member to join the Grievance Committee;
5. The Grievance Committee will investigate, meet with whomever it deems appropriate to the situation and issues a decision in writing;
6. The Chair of the Grievance Committee will deliver the decision to the Student and advise the student of his/her right to appeal to the Dean for PHPD.
7. The student will be told that they may further appeal the decision to the Dean of TUSM, whose decision will be final.

PHPD Grievance Committee

Chair of Grievance Committee: Amy Lischko, Ph.D.
 Second Standing Member: Margie Skeer, ScD, MPH, MSW – Public Health and HIA Programs
 Jennifer Parent-Nichols, DPT, Ed.D. – Physical Therapy Program (Boston)
 Igor Danelisen, MD, Ph.D. - Biomedical Sciences Program
 Rosanne Washington, MHS, PA-C – Physician Assistant Program
 Third faculty member: Assigned ad hoc by Janice Gilkes, Assistant Dean of Student Services for PHPD

OUTSIDE OF DUE PROCESS

Tufts University has selected EthicsPoint, Inc. to provide individuals with simple, risk-free ways to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of Tufts University’s established policies and Business Conduct Policy without fear of retaliation. Individuals may file a report to Tufts University online or by calling EthicsPoint toll-free at 1-866-384-4277. Telephone access is also available by calling NAVEX Global-EthicsPoint toll-free: 1-(888)-238-1244. All reports submitted through EthicsPoint will be given careful attention by the appropriate Tufts University Administrators with the objective of addressing the situation being reported. Individuals should retain the report key and password and return to the EthicsPoint web site within 10 days of filing a report to check for comments or follow-up questions. This same site may be accessed by visiting [EthicsPoint](https://www.ethicspoint.com), entering ‘Tufts’ and then following the prompts to select the appropriate campus area and reporting category.

COMPLAINT/GRIEVANCE TO ACCREDITATION BODY (CAPTE)

Any individual who would like to file a complaint with CAPTE regarding what appears to be the Program’s inability to meet an evaluative criterion may do so by following the directions provided on the CAPTE website (<http://www.capteonline.org/Complaints/>) or may call the Department of Accreditation of APTA at 703-706-3245. If a faculty member is approached by a student, consumer, or clinical facility staff member regarding the desire to file a complaint with CAPTE, assistance will be provided to direct that party to the above website or phone number. Upon receipt of the complaint from CAPTE, the PD will make every attempt to investigate the complaint, reach compliance, and report findings back to CAPTE.

SECTION 12 - STUDENT SERVICES AND GENERAL STUDENT INFORMATION

STUDENT SERVICES

The [Office of Student Services](#) supports PHPD students in achieving their educational goals by providing student centered services that facilitate the student life experience at Tufts. The student services staff provides a variety of services inclusive of enrollment, retention, tracking academic progress, admissions, and career coaching. The office also helps to oversee events such as orientation, graduation, job fairs and provide support to student and alumni organizations.

The student services staff takes pride in being customer focused by offering prompt, friendly and personal support and guidance to students, alumni, and faculty. Students are always welcome and encouraged to reach out to the [Office of Student Services](#) with any questions or concerns. An interactive Student Services site is available to students via their Canvas access.

Accessibility Services (Disability and/or Accommodations)

In order to progress through the Program, students must be able to comply with the Program's [TECHNICAL STANDARDS](#), listed under [SECTION 2 - PROGRAM REQUIREMENTS](#) of this handbook, as well as all [DPT STUDENT PROGRESSION](#) and [GRADUATION REQUIREMENTS](#) (see [SECTION 6 - ACADEMIC POLICIES AND PROCEDURES](#) of this handbook). The PHPD Office of Student Affairs works with students to provide reasonable accommodations for students with documented disabilities covered under the ADA. In accordance with the TUSM policies and State and Federal regulations, students with documented disabilities covered under the ADA are considered eligible for accommodation after completing the required paperwork and meeting with the Assistant Dean of Student Services for PHPD. All accommodations must be requested in writing by the student and must be pertinent to the student's documented disability. Accommodations must not substantially alter the Program, intent, process, nor be an administrative burden to execute for the parties involved.

STUDENT HEALTH ADMINISTRATION SERVICES (SAHA)

1. Services provided by SAHA include:
 - a. Providing advice to students regarding general wellness and well-being.
 - b. Collection and screening of all immunization documentation required by Tufts University and those recommended for healthcare workers by the Centers for Disease Control and Prevention
 - c. Oversight of student health insurance
 - d. Oversight of disability insurance
 - e. This office does not provide health care. **There is no health center on campus.**
2. Student Health Administration Fee:
 - a. All full-time and part-time matriculated students are required to pay an annual Student Health Administration fee of \$250 for services provided by SAHA.

HEALTH INSURANCE

1. TUSM requires all matriculated students of higher education to participate in a health insurance plan. Tufts University Health Sciences Schools offer a comprehensive student health insurance plan that meets University requirements. The student health insurance plan is underwritten by HPHC Insurance Company, an affiliate of Harvard Pilgrim Health Care (HPHC) and administered by United Health Care Student Resources (UHCSR). It includes primary and emergency care, major medical coverage, a prescription plan, eye care, mental health benefits, and many other services. When making your decision regarding health

insurance, please be aware there is no student health services clinic on campus. When comparing the student plan with other insurance plans students with pre-existing medical conditions should weigh plan cost versus benefits, particularly with regards to mental health coverage.

2. The student health insurance plan is available to all matriculated health sciences students and their eligible dependents. Eligible dependents include spouse, domestic partner, or dependent(s) under the age of 26.
3. Each semester, students are charged one-half of the annual insurance cost at the Individual rate. Two person or family health insurance coverage is available at an additional cost. Students can add dependents with their UHCSR MyAccount or by contacting customer service.
4. Open Enrollment for the student plan occurs every summer with coverage starting on September 1st of each academic year. This provides a once a year opportunity for students to apply for enrollment or add dependents without a qualifying event. To apply for coverage during Open Enrollment, students must complete an online form at www.uhcsr.com/tuftshealthsciences. To add dependent(s) students must first enroll online in the individual plan, then log into their UHCSR MyAccount or contact customer service. The online enrollment option is not available after August 31st. Insurance ID cards will arrive within 7 to 10 business days of enrollment.
5. Unless there is a qualifying event, students are not eligible to apply for coverage or add a dependent(s) at any other time of the academic year. A qualifying event includes change in marital status; birth or adoption of a child; or loss of alternate insurance through no fault of the student or dependent. An [Enrollment Form](#) must be submitted within 30 days of the qualifying event. Eligible dependent(s) are spouse, domestic partner, and children under the age of 26. To add a dependent(s) due to a qualifying event students must first submit an [Enrollment Form](#) to enroll in the individual plan then log into their UHCSR MyAccount or contact customer service. Students should contact the Student Advisory & Health Administration Office at 617-636-2701 for information on applying for coverage.
6. Students must reapply for the student health insurance coverage each academic year. The insurance coverage continues through August 31st of the current academic year. The effective date of enrollment for returning students is September 1st and for new students is the first day of orientation, not the date of the enrollment form.

WAIVING THE STUDENT HEALTH INSURANCE

The Tufts University Health Sciences Schools require all matriculated students of higher education to participate in a health insurance plan. Students may enroll in the student insurance plan offered by Tufts University or maintain private coverage if it meets or exceeds the minimum State requirements set forth by the Commonwealth of Massachusetts. To determine if your coverage meets the minimum State requirements visit the [Student Health Insurance page](#) or Mass.gov. **Students must waive the student health insurance coverage each academic year by completing a Health Insurance Waiver Form. Completion of a waiver certifies participation in a health insurance plan that meets or exceeds the coverage required by the Commonwealth of Massachusetts and Tufts University.**

A. Waiving or Enrolling Each Academic Year

1. To waive the student plan during Open Enrollment, complete the online waiver at go.tufts.edu/sis. Use your insurance card to answer all the questions on the waiver. Once approved, you will receive a confirmation and your student account will be credited for the health insurance cost.
2. Students who do not either waive or enroll by August 31st, or whose waiver has been denied, will be enrolled in the school health insurance plan effective September 1st. The online waiver option is not available after August 31st. Students who do not take action to waive during Open Enrollment will be enrolled in the school health insurance plan and will not be able to waive the school health insurance plan until the 2nd Waiver Period in November of that year. Contact the SAHA Office at 617-636-2701 with any questions.
3. Students have two (2) waiver periods during the year to waive the school health insurance plan. Waiver Period 1 will occur during Open Enrollment, June 1st – August 31st to waive for the year. Waiver Period 2 will occur November 1st – December 31st to waive spring semester coverage

March 1st – August 31st, for those who enrolled in the fall and now have found alternate coverage.

B. Waiving or Enrolling- Program Start Mid-Year (June)

1. Students must waive or enroll for the June-August period. The SAHA office will email students health insurance information and instructions prior to the start date of the program.
2. Students that do not take action to waive or enroll by the deadline given will be enrolled in the student health insurance plan on their program start date and be required to stay enrolled until August 31st of that year.

STUDENT HEALTH INSURANCE POLICY FOR STUDENTS ON LEAVE OF ABSENCE

1. Health Sciences students, who have been granted a LOA and who are enrolled in the student health insurance plan will be required to continue enrollment in the plan at least until the end of the paid insurance semester or continuing enrollment in the plan for up to one (1) year from their effective date on which the leave begins. The Fall term ends on February 28th/29th and the Spring term ends on August 31st.
2. The student has fifteen (15) calendar days from the effective date of their LOA to notify the SAHA Office of their intent by submitting A Leave of Absence Health Insurance Form. Students must be paid in full within the fifteen (15) day period and must adhere to payment deadlines for subsequent semesters.
3. Students who previously waived the student health insurance but experience a Qualifying Event while on a LOA may enroll for coverage by submitting an Enrollment Form, Qualifying Letter, and payment within thirty (30) days of their qualifying event.

STUDENT HEALTH INSURANCE POLICY FOR WITHDRAWN OR DISMISSED STUDENTS

1. Health Sciences students, who are withdrawn or dismissed and who are enrolled in the student health insurance plan will be required to continue enrollment in the plan until the end of the paid insurance semester. The Fall term ends on February 28th/29th and the Spring term ends on August 31st. The student must be a matriculated student for at least 31 days prior to the withdrawal or dismissal.

STUDENT HEALTH INSURANCE POLICY FOR GRADUATING STUDENTS

1. **Health Sciences students who are graduating** and enrolled in the student health insurance plan will be required to continue enrollment in the plan until the end of the paid insurance semester. The Fall term ends on February 28th/29th and the Spring term ends on August 31st.
2. **Insurance Conversion Policy for Students Leaving the University**
 - a. Students who leave the University are not eligible to continue membership in the student health insurance plan under the Federal Law known as COBRA, the Consolidated Omnibus Budget Reconciliation Act, as this law does not apply to student plans.

DENTAL INSURANCE

A voluntary dental insurance plan is offered through Delta Dental. Questions regarding benefits and providers should be directed to Delta Dental at 800-872-0500. Questions about enrollment should be directed to EBPA at 1-888-232-3203. More information can be found on the following website medicine.tufts.edu/administration/SAHA/dental-insurance.

STUDENT WELLNESS ADVISING

Student Wellness Advising is meant to be a friendly, easily accessible office and a hub of resources, referrals, and information for students. The Student Wellness Advisor offers support to students who may struggle with any interpersonal issues such as adjusting to life in the city, transitioning to the new academic demands, or

relationship challenges. The Student Wellness Advisor is here to help with any concern a student may have. The Student Wellness Advisor works with all students to offer practical approaches to manage everyday stressors and challenges. The Student Wellness Advisor also triages and refers students who may need to talk with a clinician about depression, anxiety, or other mental health challenges.

One of the goals of the Student Wellness advisor is to offer wellness activities that are inclusive and promote a culture that supports the personal development and academic success of all students. These wellness activities also aim to foster and support the mental, physical, and emotional health of students.

The Student Wellness Advisor does not provide ongoing psychotherapy but helps students deal with personal issues by providing support, guidance, advice, advocacy, and referrals. The services provided are at no additional cost to matriculated students. Consultation is strictly confidential, and no information will be shared without the student's written consent. The Wellness Advisor works closely with the consulting psychiatrist.

To schedule an appointment (over Zoom or by phone options available) with the Student Wellness Advisor, send an email to Sharon.snaggs@tufts.edu or call the SAHA Office at 617-636-2700.

COUNSELING SERVICES

Student Well-Being is a curricular key theme at TUSM and within the Program. It is a significant aim to promote student wellness, including maintaining a healthy lifestyle and acting as a positive role model for patients, in PT school and beyond. Tufts encourages students to continually assess and preserve their overall wellness in all its distinct forms.

Talk One2One Counseling Resource

Talk One2One is a counseling resource provided by AllOne Health and is available to all matriculated PHPD students free of charge. TalkOne2One provides confidential access to counselors, both in-person and by telephone. Students can reach out to Talk One2One counselors at any time 24/7 by calling 1-800-756-3124 for “in the moment” support by a master’s level licensed counselor or can schedule a future in-person (or telephone) appointment. This service is not intended to replace ongoing therapy or psychiatric services but is an additional resource to address short-term mental health counseling needs. The Talk One2One Student Assistance Program includes up to six (6) counseling sessions per student (either in-person or by telephone) for each issue addressed with the counselor.

OFFICE OF CAREER SERVICES

PHPD Career Services supports students in reaching their post-graduation career goals by collaborating to create a personalized and holistic career plan with a strategy, tactics, and timelines for non-academic activities that are crucial to secure a job and manage a career.

1. Career Services will provide students with the core knowledge of career searches: the various players in the hiring process and how to engage them; creating a professional community; finding the seventy percent of jobs that never are advertised; creating a consistent career story with resume, cover letter, online profile, and interviews; reviewing the merits of a job offer; negotiating job offers; and managing your career. Resources, events, presentations, briefings, technology, and contacts are some of the means used to provide the knowledge to help the student explore career options and create the opportunities students seek in physical therapy; and
2. Maximizing employment opportunities by targeted, pro-active outreach, marketing, and on-going relationship management with employers. Interweaving career management lessons throughout programs, events, and communications to teach when and how to navigate the next step in the student's career.
3. **Student Roles and Responsibilities**

- a. A student must take full ownership of the job search process, start early, and leverage the appropriate Career Services resources.
- b. Career Services uses Handshake, a career services management application used by 700+ colleges and universities and 500,000 employers nation-wide. Through Handshake, will have access to search all job opportunities and receive curated job recommendations based on student interests, skills, program, and location.
- c. Students are encouraged to actively engage with the online and in-person tools, resources, and events to become comfortable and confident in their job search.
- d. Career Services may provide students with career workshops that offer insight into the job search process while teaching specific skills such as resume writing, interviewing, networking, and negotiating.
- e. Students may take advantage of the many networking opportunities at Tufts, including alumni panels, lectures, workshops, conferences, and, most importantly, meetings with faculty who have expertise in the student's area of interest.

Individualized coaching appointments can be made through Handshake. PHPD students and alumni have unlimited access to individual coaching appointments to address any career related questions, including the creation of supporting documents such as resumes and cover letters, researching employers, interview preparation, reviewing and negotiating a job offer, promotions, raises, and timing to look for the next step in their career.

4. Career Services Eligibility

- a. Students who have matriculated into a PHPD degree or certificate program, including the Program, are eligible to receive Career Services, including attending workshops and events, one-on-one career coaching, and access to on campus employer recruitment (e.g. Handshake employer career fairs).
- b. Cross-registered or individual students who have not enrolled in a PHPD program at Tufts and/or are obtaining a degree at another School within Tufts or at another academic institution do not have access to PHPD Career Services.

Alumni of the PHPD programs (those who have obtained a master's or doctoral degree), continue to have full access to Career Services. Certificate students have access only while pursuing the certificate and do not have access to alumni services.

HOUSING

Some students may choose to move to Phoenix. Although a move is not required, the following information may be a resource for those who wish to relocate. Students will be provided with opportunities to connect to discuss housing options for those choosing to live close to campus and for those coming in for lab immersions.

When deciding where to stay during your lab immersions, students might want to consider: commuting time to campus; neighborhood safety; local shops; whether overnight street parking is allowed; car insurance rates, which vary from town to town and are generally lower in the suburbs; whether other students will be available for car pools, support, etc; and distance to the airport.

TUFTS UNIVERSITY CAMPUS BOOKSTORE

The Tufts University Bookstore on the Medford campus is a destination for textbooks and course required supplies. The bookstore stocks textbooks, medical reference and review books, lab supplies, school supplies, and snacks. The bookstore also carries TUSM and Tufts DPT merchandise, including sweatshirts, t-shirts, mugs, and fine gifts. The bookstore will have all textbooks ready for purchase prior to the start of classes. All students purchasing the books online will have the ability to have them shipped to their home. If your textbook is out of stock at the

bookstore, students can see a member of the management team for a special order. The bookstore allows students to return or exchange textbooks in the first week of class.

Bookstore Return Policy on Textbooks

A full refund will be given in your original form of payment if the textbooks are returned the first week of class with a receipt. With proof of a schedule change and a receipt, a full refund will be given to the student original form of payment during the first 30 days of classes. No refunds will be given on textbooks without a receipt and not in the original condition.

Bookstore forms of Payment

Cash, check, Travelers checks, Visa, MC, American Express, Discover, and Barnes and Noble Gift Cards. The cardholder must be present for the purchase. Barnes and Noble Gifts cards can be purchased through the bookstore, at Barnes & Noble stores, or online.

PUBLIC TRANSPORTATION

Valley Metro provides bus and commuter rail service throughout Phoenix and its suburbs. The best source of up-to-date public transportation information is [Valley Metro's website](#). Their site provides a variety of information about schedules, fares, and access for differently abled individuals, and notices about delays in service due to weather or construction.

SECTION 13 - STUDENT SAFETY

STUDENT SAFETY POLICY

As the safety of students, faculty, staff, and visitors is always a primary consideration, TUSM strives to have a safe and secure environment for the students and campus community. Students are informed of emergency procedures when coming to campus for the first time during the Program. Standard safety and security information and procedures are reviewed with new students. In the case that lab immersions occur at an off campus site, similar review of emergency procedures will take place to address policies and procedures that are relevant to that venue.

Tufts University is a teaching and learning organization for persons of all ages. Persons who attend Tufts University and are formally enrolled in any organized teaching event such as classes, lectures, demonstrations, and laboratory exercises are considered students. Persons not formally enrolled in a program of study are considered visitors and are covered by the Tufts Visitor Safety Program.

The goal of the Tufts Student Safety Program is to prevent diseases and injuries among students while engaged in academic activities at Tufts or at non-Tufts locations and facilities where Tufts is responsible for the conduct of any academic program or event or activity. High hazard academic activities include any activity from observation to participation in any laboratory, shop, studio, and makerspace in which hazardous equipment, materials, and processes are present or in use.

Lab Immersion Classroom Access: A valid access card must be swiped to enter the space at Block 23 CityScape in downtown Phoenix and this procedure will work at any hour. All students, faculty, and staff adhere to University policies regarding safety and security, including HIPAA, FERPA, Universal Precautions, and the use of name badges while on-site. Students should contact the security desk at Block 23 CityScape with any immediate concerns regarding safety or security or the local police department (dial 911) with any immediate or emergency concerns. Block 23 CityScape takes additional security measures:

- A dedicated Security Officer is posted in the Lobby 24/7. Additionally, security resources are assigned to patrol common areas of Block 23 24/7. Upon request, security guards are available to escort students and faculty to their vehicles in the garage.
- The building is equipped with CCTV in common areas, elevators and all parking levels within the garage. This system is monitored 24/7.
- Phoenix PD has a substation nearby, which provides visible police presence throughout the day and night. In addition to the nearby Phoenix PD substation, the police department deploys additional dedicated resources to the downtown area. The Downtown Operations Unit resources are deployed during peak activity periods to supplement general patrol officers from the Central City Precinct.
- The building utilizes Everbridge mass communications system, which allows building management to notify tenants of critical issues or concerns via email, text and phone call.
- The building utilizes the Workspeed portal for two-way tenant communication on daily operation items.
- Building owners are in constant contact with the Phoenix PD's Homeland Defense Bureau (HDB), as part of the downtown Phoenix critical infrastructure program. This program allows us to share information with HDB for any events or incidents that may affect Block 23 CityScape.
- Building owners participate in the Downtown Security Directors security alliance program. This group shares critical information with peers for 40+ locations in the downtown area. This allows them to stay situationally aware of events in downtown that may affect Block 23 CityScape.
- Downtown Phoenix Inc. provides roaming ambassadors to help with security as well as provide information on where to go while in downtown Phoenix.

- The building features a direct access elevator system for faster service to floors and has the ability to call multiple elevator cabs simultaneously. This elevator system allows for restricted access for a tenant to the tenant's floor and building amenity level (Floor 5) via building access cards. Building Access cards are provided by the building's property manager.

VIOLENCE FREE UNIVERSITY POLICY

Tufts University is committed to maintaining an environment where individuals are safe to learn, work, and live. In support of this commitment, Tufts will not tolerate violence or threats of violence anywhere on its campuses or in connection with university-sponsored programs. The University has established threat assessment and management teams to evaluate and address violence and threats of violence made towards members of the Tufts University community.

Tufts University is committed to maintaining a safe and secure environment where students, faculty, and visitors can live, work, and learn. In support of this, Tufts University prohibits the possession, manufacture, transfer, sale, or use of weapons by anyone on university property or at any university sponsored event, except as explicitly authorized by the policies of the Tufts University Police Department (TUPD). For a detailed policy statement please refer to the University's weapons policy.

EQUIPMENT SAFETY

Tufts University DPT makes every effort to ensure that all laboratory and classroom facilities and equipment are safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. The Program Manager schedules annual equipment checks to ensure all equipment is functioning properly and we have contracted with AZ Therapy Source in Phoenix, AZ to perform annual safety checks. Constant monitoring is the key to safety and as such, if any equipment malfunction is experienced the student/faculty/staff should:

- Unplug or turn off the equipment immediately.
- Place a temporary "Out of Order" sign on the equipment so that others do not attempt to use it prior to notifying the school personnel.
- Students should inform the lab instructor, Program staff, or PD as soon as possible.

As necessary, Program staff or faculty will remove all malfunctioning equipment from the classroom or laboratory facilities.

PERSONAL INJURY PROCEDURES

1. All students are required to carry their health insurance throughout the entire Program. Student health insurance is available for all Tufts University students who have a need for protection beyond that which may be available under a family or personal hospitalization/major medical program.
2. If you are injured at Tufts University or during an onsite Lab Immersion:
 - a. Immediately inform your instructor
 - b. Follow the instructor's directions to receive care and to fill out an [Incident Report](#). You will be directed to closest or most appropriate medical care facilities depending on the nature and severity of the injury.
 - c. First Aid Kits are in located in lab immersion classrooms.

PERSONAL INJURY PREVENTION MEASURES

1. Healthcare workers often suffer from musculoskeletal complaints because of the nature of the work associated with the profession. A great deal of time is spent leaning over, moving patients, using the equipment, and completing paperwork.
2. Learn and follow the basic principles of good body mechanics. Use good posture while sitting in class, working in labs and during activities of daily living. Always lift correctly.
3. Take good care of yourself. Eat right, get enough sleep, and exercise regularly. Working in healthcare can be an athletic event.
4. Handle all equipment, instruments, and substances with caution and respect.
5. Think Safety and Act Safely!

STUDENT SAFETY DURING CLINICAL EDUCATION

1. During clinical education experiences, it is imperative that students use the safety and preventative measures learned throughout their didactic education. Personal and patient safety is the student's responsibility when functioning in clinical practice.
2. While standard/universal precautions and personal injury prevention measures are applicable everywhere, the student will adhere to facility policies and procedures during all clinical education experiences.
3. Students on clinical education experiences are required to go through on-site orientation and safety programs at many sites. Further, students may be required to wear site-specific photo IDs in addition to their TUSM IDs for access to the facility.

INFECTION CONTROL POLICIES

Infection Control

The main purpose of Infection Control is to break the chain of cross-contamination (the transfer of pathogens from one are to another to reduce exposure to any infectious diseases). The summary guidelines are as follows:

1. Standard Precautions are used. Students must complete the Standard Precautions training module and receive the certificate prior to the start of classes. All potentially infectious materials, such as blood or saliva, are considered infectious for blood-borne pathogens.
2. Exposure Control is followed for preventing any reasonably anticipated eye, skin, mucous membrane, or parental (injected) contact with blood or other potentially infectious fluids during the performance of one's duty.
3. Immunizations are required for Hepatitis B (HBV), Measles/Mumps/Rubella (MMR), Diphtheria, Tetanus, TB, Pertussis (DPT or DT), Polio and Flu.
4. Personal Protective Equipment (PPE) is to be worn during lab immersions and may include protective eyewear, clinical gown, facemask, (may require N95 fitted facemask) and gloves as appropriate.
5. Surface disinfection is done by the antimicrobial Spray/Wipe/Spray technique with the appropriate disinfectant, and/or utilization of Wipe/Discard/Wipe technique with disinfectant wipes.
6. Non-sterilizable contact items will be disinfected by the student using Spray/Wipe/Spray technique.
7. Waste Disposal must conform to the guidelines provided by local, state, and governmental regulatory agencies.
8. Personal Responsibilities
 - a. Hand washing is the single most effective means of controlling the spread of infection. Remember to wash your hands frequently, before and after each patient exposure at a minimum, using proper hand washing procedures. In addition, hand sanitizer will be available during all lab immersions.
 - b. Any student with a known communicable infection will place all linen they come in contact within the laundry basket and will clean treatment surfaces immediately after usage.

- c. Use protective barriers and PPE (e.g., gloves, masks, eye/face protection, and lab coats) if there is any possibility of exposure to body fluids, chemicals, infection, or contaminated substances.
- d. The faculty member using a lab space will be responsible for ensuring the infection control policies are enforced in their lab.

BLOODBORNE PATHOGEN PROCEDURES

1. All students will receive training in Universal Precautions/Bloodborne Pathogens This infection control plan complies with OSHA requirement, 29 CFR 1910.1030, Bloodborne Pathogens.
2. Procedures for Reporting and Record Keeping: Any reports required by OSHA occurring on Tufts University property or during formal lab immersion instruction will be maintained by the University. When on a clinical experience, all documentation should follow facility policy. All reports (training certificates, a notice of HBV Vaccinations, and Exposure Reports) will be maintained by the Program Manager.
 - a. Hepatitis-B Virus (HBV) Vaccinations: HBV vaccination is mandatory for most clinical sites. Any exceptions must have a qualified, signed waiver.
 - b. Post Exposure Treatment and Notification Procedures: Should a Tufts University employee or student become exposed to HIV/HAV/HBV, the individual will report the exposure to their supervisor or Program Administrator. Exposed individuals must follow the recommendations provided by a medical doctor or by the U.S. Public Health Service.
 - c. During all phases of Post Exposure, the confidentiality of the affected individual and exposure source will be maintained on a "need to know basis."
3. General Procedures: Tufts University personnel and students must follow the following procedures when in laboratories:
 - a. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for exposure to any health hazard.
 - b. Food and drink must not be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious material is stored or in other areas of possible contamination.
 - c. Gowns, aprons, or lab coats must be worn whenever there is a possibility that body fluids could splash on skin or clothing.
 - d. Gloves must be made of appropriate, intact disposable material. They must be used in the following circumstances:
 - i. When the individuals have cuts, abraded skin, chapped hands, dermatitis, or similar conditions.
 - ii. When examining abraded or non-intact skin of a patient or student with active bleeding.
 - iii. While handling blood or blood products or other body secretions during routine laboratory procedures.
 - iv. When performing therapeutic interventions that may result in minor bleeding from the patient or subject (e.g., dry needling, EMG/NCV testing, etc.).
 - e. Faculty, staff, and students must wash their hands immediately, or as soon as possible, after removal of gloves or other personal protective equipment and after hand contact with blood or other potentially infectious materials.
 - f. All personal protective equipment must be removed immediately upon leaving the laboratory area, and if this equipment is overtly contaminated, it must be placed in an appropriate area or container for storage, washing, decontamination, or disposal.
 - g. Contaminated clothing must not be worn in clean areas or outside the building.
 - h. All procedures involving blood or other potentially infectious agents must be performed in a manner that will minimize splashing, spraying, and aerosolization.
 - i. Medical Wastes
 - i. Medical/infectious waste must be segregated from other waste at the point of origin.

- ii. Medical/infectious waste, except for sharps (i.e., razor blades, broken glass, needles, etc.) capable of puncturing or cutting, must be contained in double disposable red bags conspicuously labeled with the words "INFECTIOUS WASTE - BIOHAZARD."
- iii. Used needles or other sharps (razor blades, broken glass, scalpels, etc.) must not be sheared, bent, broken, recapped, or re-sheathed.
- iv. Infectious sharps must be contained for disposal in leak-proof, rigid puncture-resistant containers. The infectious waste contained, as described above, must be placed in reusable or disposable leak-proof containers that are conspicuously labeled with the words "INFECTIOUS WASTE – BIOHAZARD." Biological wastes that do not contain radioactive or hazardous substances may be disinfected by steam sterilization (autoclave) then disposed of in the regular trash.
- j. Cuts
 - i. If an individual sustains a needle stick, cut, or mucous membrane exposure to another person's body fluids, he/she must report the incident immediately to the Instructor or Program Administrator who must, in turn, file an [incident report](#) with Tufts University.
- k. Blood Exposure
 - i. All students exposed to human blood and blood products must report to the nearest faculty member for information. An [Incident Report](#) must also be completed.

If you have any questions, please contact the Infection Control Administrator at (617) 627-6540.

USE OF CHEMICALS AND LAB SUBSTANCES

1. Liquids and substances used in laboratory exercises must be used with caution, safely stored, and properly marked. Each chemical or substance in the lab has a Material Safety Data Sheet (MSDS) on file at a location identified by your instructor. MSDSs provide specific information pertaining to each hazardous chemical. You should familiarize yourself with the properties, precautions, and risks of these substances. Universal precaution standards are always to be followed, including the use of gloves when appropriate.
2. Students will comply with the following procedures when using chemicals or lab substances:
 - a. Follow all directions for use of substances exactly as prescribed.
 - b. Be aware of all precautions and contraindications for use before opening any container.
 - c. Tightly close all containers immediately after use.
 - d. Return substances to their properly labeled storage location after each use.
 - e. Inform the instructor of supplies that need replenishing.
3. Note: A small number of people develop an allergic reaction to latex gloves. You may read about latex sensitivity in the MSDS file. If you suspect latex sensitivity, inform your instructor.

LIQUID SPILL PROCEDURES

1. Alert others in the immediate area.
2. Inform your instructor.
3. Don appropriate protection, e.g. gloves, mask, and eye wear.
4. Place appropriate absorbing material over the spill and allow to absorb
5. Place saturated material in plastic bag and place bag in the proper waste receptacle.
6. Clean area with an appropriate cleaning agent and wipe dry.
7. Properly dispose of cleaning materials and gloves in the waste receptacle.

ACCIDENT/INCIDENT POLICY AND PROCEDURE

The [Accident/Incident Report Form](#) should be used by all faculty members, staff members, students, contractors and visitors to report any accident that resulted in bodily injury/illness, an incident that could have resulted in bodily injury (a near miss) or an incident that resulted in property damage that occurred on Tufts property or on a Tufts sponsored/approved activity off campus.

Note: Motor vehicle accidents (while driving on behalf of the university, on or off campus) must also be reported directly to Tufts Police at 617-627-3030.

MEDICAL EMERGENCY PROCEDURES

1. Call for help, alert the instructor, have someone call 911
If you are trained, follow basic First Aid procedures:
 - a. Is the person breathing? If not, tilt the head, clear the airway, and breathe for them.
 - b. Is the heart beating? If not, begin CPR. Use the AED if appropriate.
 - c. Elevate the legs and support the neck, keep them warm.
 - d. Reassure them while you wait for medical help.

FAILURE TO COMPLY

All of the above guidelines, policies, and procedures, and expectations are designed to foster each student's sense of responsibility in preparation for employment as an entry-level physical therapist. Failure to comply with these guidelines and policies and procedures or failure to meet these expectations may result in course failure and subsequent dismissal from the Program.

BLOCK 23 EMERGENCY MANAGEMENT PLAN

The emergency management plan for Block 23 is attached at the end of this document.

SECTION 14 - STUDENT INVOLVEMENT

STUDENT ACTIVITY FEE ALLOCATION

A Student Activity Fee is collected from all students enrolled in the PHPD Programs. These funds are used to finance the student activities, events, educationally related travel, and for Public Health Student Senate-related activities. Requests for funds must be submitted via a Student Activity Fund Request Application to the Student Activity Fee Committee. This committee includes the Assistant Dean of Student Services, Assistant Director of Student Services, the PHPD Student Senate President and Vice President, and a Faculty Member. Approval of funding requests will be based on the merit of a student's application and the availability of funds. Priority is given to students who are presenting a poster or paper at a conference or meeting. If you are a dual degree student, the committee recommends seeking support from both programs for which you are affiliated and noting so on your application. Funds cannot be used to support academic or departmental related projects. All recipients of funds will be expected to provide an accounting of funds received. *Guidelines for specific types of requests are noted below. Following these guidelines, does not guarantee a successful award.*

Events and Speakers

Funding requests for events and speakers must include a direct message to all PHPD Programs' students and may not be an extension or part of an academic course. All requests must be submitted prior to the application deadline for events taking place after the application deadline.

- Events should have the students as a focus and be of interest to them.
- Outreach for attendees should be aimed primarily to the PHPD Programs' students.
- Speakers' message should directly address a topic related to one or more of the PHPD program areas.

Travel/Conference Requests

Travel funding requests *must be submitted prior to the application deadline for events taking place after the application deadline.* Ideally, requests should focus on conferences, competition, or student presentation opportunities. All requests must be submitted prior to the application deadline for events taking place after the application deadline. A successful request will include the following:

- A statement of how the newly acquired knowledge will contribute to the student's professional development;
- Safe housing accommodations that are reasonably priced;
- Travel dates that correspond exactly with the conference and do not include extra days before or after; (This does not apply if you are locked into reservations for the night before or after the conference because of your mode of transportation)
- The student contributes financially to some portion of the trip;
- Written support of this trip from the relevant program director or concentration leader;
- Students willingness to share their acquired knowledge or research in a mutually agreed upon forum.

Application Process

- Write a brief statement explaining what you want to do and why you think your deserving of financial support.
- Complete an application form providing the required supporting documentation:
- A written letter per application instructions;
- Complete an itemized budget summary;
- Include any supporting documents you think will benefit your application e.g. conference brochure etc.
- Program Director or Concentration Leader approval signature.
- Applications can be found online in the [Current Students section of the website](#).

Deadline

The committee reviews completed applications twice a semester on September 15, November 15th, January 15th, March 15th and June 15th. *Late or group submissions are not accepted.*

Submit Student Activity Fund Application to:

Olivia Zimra-Turley, MEd

Assistant Director of Student Services

Office of Public Health & Professional Degree Programs

136 Harrison Avenue, Suite MV142

olivia.zimra_turley@tufts.edu

Notice of Decision

Award/decline notices will be sent via email 2 – 3 days after the committee meets unless stated otherwise. If an application is declined, a student may re-apply by re-submitting it with revisions for review by the committee at their next meeting.

STUDENT ORGANIZATIONS/CLUBS

The PHPD Programs fully support students' extracurricular activities, so if you are interested in starting a new student organization, please follow the procedures below and your request will be considered by the PHPD Programs' Directors at their October meeting. Requests for new student organizations are only considered once a year and the application deadline is **September 28th**. Recognized new student groups will be eligible for funding via the student activity fund request process (see Student Activity Fee Allocation). [New student organization applications](#) **must include the following:**

General Information

- Club/Organization Name
- Program (DPT Boston, DPT Phoenix, MPH, MS-Health Communication, MS-Pain, MS-Biomedical Sciences etc.)
- Email and Phone Number
- Student Representative Name and Signature
- Faculty Advisor Name and Signature

Registration Requirements

- Membership must be open to all TUSM students with priority given to students in the PHPD programs.
- Constitution (see guidelines below) must be approved by the members and the leadership of the group.
- There must be at least 10 current and active members and a list of their names and programs must be provided.
- Disclosure of any other Tufts funding sources.
- Detailed Budget.
- Name of faculty advisor (signature required on application).
- All groups approved must submit an annual summary including an overview of activities during the previous year and a final budget report by **June 1**. Groups must submit a renewal of group registration, including new officer's names, positions, contact information and proposed activities plan along with a budget by **September 15th**.

Constitution Guidelines

- Clearly define the organization's **mission and impact**. Provide examples of the type and nature of expected programs and activities.
- Define the expected **membership** including both the voting members and non-voting members.

- Define organizational **leadership** in terms of:
 - Who qualifies to run for office
 - How the election will be held (specific election plan and process)
 - Identify at least two specific leadership positions (president and treasurer) and leave room for others as needed
 - Define the nomination process, notifications, and necessary lead times
 - Scope of authority for the leadership team
- Define **succession planning** for leadership in terms of:
 - Length of term for elected offices
 - Limitations on successive terms in office (if any)
 - Timing of elections (strongly encourage March/April)
 - Methodology of elections – in-person, on-line, electronic, etc. (all methods should be private)
 - Define the necessary lead time and notifications process
- Define your organizations **operating processes** in terms of:
 - General membership meetings: timing, frequency, notification
 - Executive leadership meetings: timing, frequency, notification, agenda, reporting back to the general membership
 - Communication and notification process for group sponsored activities, events, etc.
- Define and identify the specific procedures for changing the Constitution of By-laws of the organization

Application Deadline: September 28th. *Late submissions will not be accepted.*

Olivia Zimra-Turley, MEd.

Assistant Director of Student Services,
Office of Public Health & Professional Degree
Programs, 136 Harrison Avenue, Suite MV142 Boston,
MA 02110.

olivia.zimra_turley@tufts.edu

STUDENT ORGANIZATION/CLUB FUNDING & EXPENSE REIMBURSEMENT

GENERAL GUIDELINES

When possible, all related purchases should be paid by the PHPD Programs Student/Academic Services Assistant. In all other cases, the policy detailed below should be followed:

In order to be reimbursed for activities or travel, a student or group/club must have had approval via the [Student Activity Fund Request](#) process. Only the President or Treasurer of the group/club can make a request for reimbursements. A Business Expense Reimbursement Form must be completed for each event unless it is travel related, in which case a separate Travel Authorization and Reimbursement Form must be completed. A copy of these forms can be obtained from the PHPD Academic/Student Services Assistant. All expense forms must contain the name of the person who is being reimbursed, his/her signature and mailing address. The reimbursement check is mailed directly from Tufts Support Services (TSS) to the address listed on the expense form, so if you plan to move please ensure that the address is where you want the check mailed. Once the expense form is complete with student signature, it can be submitted to the Academic/Student Services Assistant for the necessary additional signatures. The PHPD Office will submit the completed form and original receipts to TSS for payment. The usual turnaround time from TSS is about 10 days from the day they receive the forms. *All expense forms must be submitted to Accounts Payable within 30 days of the event or travel.*

RECEIPTS AND OTHER REQUIRED DOCUMENTATION

Original, itemized receipts must be submitted with the appropriate reimbursement form. Additionally, for air travel; original boarding pass(es) must be provided, and for events that involve food; a list of attendees must be provided. If you used a credit/debit card for purchases you intend to be reimbursed for, please be prepared to supply an original receipt, a credit card statement or other documentation reflecting the charge. Costs incurred through the purchase of alcoholic beverages and sales tax cannot be reimbursed by the University.

There will be no exceptions to the Receipt/Required Documentation Policy.

Events sponsored via student activity funds must be advertised via the PHPD email list-serve or the PHPD social media accounts.

CONTRACTS/DEPOSITS

Students are NOT authorized to sign contracts on behalf of the University and should not use their personal credit card for payment of a club activity/event requiring a contract. Events requiring a contract or deposit, students must contact the Assistant Director of Student Services for PHPD in the Office of PHPD Programs in advance to make arrangements. This is to protect you as a student in case something goes wrong.

USING OUTSIDE SERVICES

A consultant form must be submitted for using any outside commercial services. For example, if you would like to pay a guest speaker a stipend for an event, you would need a check processed by Tufts for the service. Since you are not receiving any goods, an itemized receipt would not be valid. In this example you would need to have the speaker complete a form and a guest speaker honorarium form. These and other required forms can be obtained from the PHPD Academic/Student Services Assistant. **Please do not use personal checks or cash.**

USING TUFTS SERVICES

Most services used during normal business hours around campus are free of charge. Events that require set up or extensive cleaning after 3:00 PM on weekdays or on weekends may incur facility fees. There are also fees associated with mandatory Tufts Police supervision for events on school property where alcohol is served. If you believe your event will involve additional services required from Facilities or Tufts Police, please contact the PHPD Academic/Student Services Assistant for guidance.

USE OF TUFTS NAME/INSIGNIAS

The Tufts name, logo, and seal cannot be used in commercial endeavors or in business or political promotions without permission. Requests to use the Tufts name or seal should be directed to the Assistant Dean of Student Services for PHPD Programs who will forward it with a recommendation to the Medford Campus.

STUDENT GOVERNMENT PUBLIC HEALTH STUDENT SENATE

Public Health Student Senate

The [Public Health Student Senate](#) (PHSS) represents students in the MPH (including MS-Nutrition/MPH, Bachelors/MPH, JD/MPH, MD/MPH, DVM/MPH), DrPH, MS-HIA, MS-Health Communication, MS-Pain Research, Education and Policy, MS-Biomedical Sciences, Physician Assistant, and Physical Therapy Programs. It serves as a vehicle for students to organize themselves to improve student life and it serves as the formal body that represents students in relationship with the PHPD Programs faculty and administration.

The Senate membership consists of a representative from each program and MPH track. They meet monthly and as needed. A program director or an administrative representative is invited to attend. Senate members participate in the governance of the programs by sitting on some of the faculty committees e.g. Admissions,

Promotion, Academic Affairs, and PHPD Directors. Bi-annual student feedback forums are held by the Senate and students are also encouraged to propose agenda items to the Senate President for discussion at the monthly meetings, and to communicate.

Purpose of the Senate

- To protect and promote the interests of the student body
- To represent the student body of the Public Health and Professional Degrees Program (PHPD)
- To improve general student welfare and encourage student involvement
- To gather and express student opinions, views, and concerns
- To ensure PHPD students are fully apprised of all information of impact to their graduate experience
- To foster cohesiveness and a sense of community within the entire graduate population

Minimum Requirements/Expectations of Senate Members

- Ability to represent the student body of the PHPD and promote the purpose of the Public Health Student Senate
- Ability to serve a September - August term (students graduating in May have the option to resign after May 31st)
- Ability to attend no less than 75% of the monthly meetings
- Willingness to potentially run for senate offices including: Finance or Secretary
- Willingness to potentially serve as a representative on a Faculty Committee including: Admissions Committee, Academic Affairs Committee and Promotions Committee
- Ability to be a creative, enthusiastic and helpful member of a team
- Ability to fulfill any and all responsibilities and obligations assumed as seen by the PHPD faculty and administration, Student Senate, and Student Senate President

Funding

The PHPD program provides a set budget for senate activities and functions. The funds in this account can be rolled over from year to year. The PHPD administration will be responsible for the maintenance and oversight of this account.

DPT COHORT LEADERSHIP

Each student cohort will elect a Cohort Leader and Assistant Cohort Leader during orientation and every six months thereafter. Elections are planned in the week following orientation and at the end of year one. At these times, the Assistant Cohort Leader will move into the Cohort Leader position and a new election will be held for the Assistant Cohort Leader position.

Duties of the Cohort Leader include:

1. Serve as a liaison between the class and DPT administration and faculty.
2. Attend periodic meetings with the PD and the DSA. Solicit feedback from the cohort pertaining to the Program (curriculum, operations, student services, etc.) and provide pertinent feedback (anonymous if desired) to the PD, DSA, and faculty as a means for Program assessment and improvement.
3. Provide each cohort with periodic updates as provided by Program administration and faculty.
4. Oversee organization of class events such as review sessions, service projects, or social events.

Duties of the Assistant Cohort Leader include:

1. Assist in overseeing organization of cohort events such as review sessions, service projects, or social events.
2. Assist the Cohort Leader as requested or needed.
3. Additional cohort representatives may be identified and elected at the discretion of each incoming class.

APPENDIX I: FINANCIAL AID Q&A

How much may I borrow each year from the Federal Direct Unsubsidized Loan Program?

The maximum amount of Federal Direct Unsubsidized Loans that a student may borrow annually is \$20,500. The lifetime aggregate for this program is \$138,500 and includes any FFEL and/or Federal Direct Unsubsidized and/or Subsidized loans borrowed previously. Actual eligibility for these loan programs will be outlined on your Financial Aid Notice.

How much may I borrow each year from the Federal Direct GradPLUS Loan Program?

Students may borrow up to their cost of attendance minus any other aid they will be receiving. Please remember that this program requires credit approval that is based on federally mandated criteria. Negative credit history could result in the denial of eligibility. Credit decisions that result in the denial of funds may be appealed with the Department of Education and/or an endorser may be required. If an endorser is used, the student must complete a Master Promissory Note annually. Actual eligibility for these loan programs will be outlined annually on your Financial Aid Notice.

What is the interest rate for Federal Direct Unsubsidized Loans and GradPLUS loans?

Annually interest rates are determined for any loans borrowed within that specific academic year (July 1st – June 30th) and will have a fixed rate for the life of the loan. However, students will likely have different interest rates associated with loans that are borrowed in different academic years. Federal Direct Unsubsidized Loans currently have an interest rate of 5.28% and GradPLUS loans have an interest rate of 6.28% for the life of the loan.

How does financial aid pay for charges on my bill?

Students must return their signed Financial Aid Notice (FAN) to the Office of Financial Aid indicating which aid they wish to accept and/or decline. There are instructions pertaining to each award outlined on the FAN. Loan funds will not show as an anticipated credit to the account until all required documentation has been received including promissory notes and/or entrance loan counseling. Students are required to submit a Master Promissory Note (MPN) each for the Federal Direct Unsubsidized and Federal Direct GradPLUS loans that they wish to borrow. Once the MPN is completed, it is valid for a 10-year period unless an endorser is used which would require an MPN annually. You may visit <https://studentaid.gov/mpn/> to complete your Master Promissory Notes for the Federal Direct Unsubsidized and/or Federal Direct Grad PLUS Loan programs and complete entrance counseling. Please note that you must still qualify for Federal Direct GradPLUS funds annually as credit approval is a mandatory requirement. The student is responsible for paying any remaining portion of the bill that will not be covered by financial aid. Any questions regarding the bill should be directed to the Bursar's Office at 617-636-6551.

Why does the amount that was received differ from the amount of the Federal Direct Unsubsidized Loan/Grad PLUS Loan that I accepted on my Financial Aid Notice? It is a little lower than the amount I requested.

Origination fees are deducted from all loan proceeds prior to disbursement. Federal Direct Unsubsidized Loans with first disbursements occurring after October 1, 2020 will have an origination fee of 1.057% and the Federal Direct Graduate PLUS Loan has an origination fee of 4.228%. Please note these fees typically change every October 1st and will be noted on the Office of Financial Aid website immediately thereafter <https://medicine.tufts.edu/admissions-aid/financial-aid/financing-graduate-education>