Student Handbook

CLASS OF 2022

(January 2021 – December 2022)
On behalf of Tufts University School of Medicine and the Department of Public Health and Professional Degree Programs, we are excited to have you as a student in the Doctor of Physical Therapy (DPT) Program.

As a DPT student, you are embarking on a unique and accelerated DPT educational program that is contemporary in content, blended in its mode of delivery, excellence-driven, and student-centered. The next two years will undoubtedly be one of the most challenging and most rewarding experiences of your life. Tufts University and the entire DPT 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 Doctor of Physical Therapy. The purpose of this handbook is to provide the expectations we have for all students within the DPT program and as representatives of Tufts University.

The contents of this handbook describe the academic policies and procedures of Tufts University School of Medicine’s (TUSM) Doctor of Physical Therapy (DPT) Program, which is part of the 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 the DPT Program Administration.
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I. SECTION 1 - HANDBOOK INTRODUCTION

This Doctor of Physical Therapy (DPT) Student Handbook is a compilation of policies developed by the DPT program to support the graduate faculty and the purview that governs the DPT program’s day-to-day operations. Additional student policies are provided within the Tufts University School of Medicine 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 DPT 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 DPT Administrative Committee and DPT faculty and is approved by the DPT Program Director.
STUDENT ACKNOWLEDGMENT STATEMENT

As a Doctor of Physical Therapy (DPT) Student within Tufts University School of Medicine, 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 Doctor of Physical Therapy 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 Tufts DPT 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 DPT Program and Tufts University PHPD Student Handbook.
2. Meet the program’s technical standards listed in this handbook (Student Handbook Section 2) 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 personal health insurance proof.

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 Doctor of Physical Therapy students will be asked to sign a statement that they will adhere to the following Honor Code policy as we are a program within Tufts University School of Medicine:

“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

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DPT Program Director- Boston MA</strong></td>
<td>Megan Donaldson PT, Ph.D. &lt;br&gt;Fellowship Trained Manual Orthopedic Physical Therapy (FAAOMPT) &lt;br&gt;Associate Professor <a href="mailto:Megan.Donaldson@tufts.edu">Megan.Donaldson@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Director of Student Affairs</strong></td>
<td>Jennifer Parent-Nichols PT, DPT, Ed.D. &lt;br&gt;Board Certified Specialist in Pediatric Physical Therapy &lt;br&gt;Clinical Associate Professor <a href="mailto:Jennifer.Parent_Nichols@tufts.edu">Jennifer.Parent_Nichols@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Director of Faculty Development and Research</strong></td>
<td>Joshua Cleland PT, Ph.D., FAPTA &lt;br&gt;Board Certified Specialist in Orthopedic Physical Therapy &lt;br&gt;Professor <a href="mailto:Joshua.Cleland@tufts.edu">Joshua.Cleland@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Director of Clinical Education</strong></td>
<td>Kimberly Tyler PT, DPT &lt;br&gt;Board Certified Specialist in Neurologic Physical Therapy &lt;br&gt;Clinical Assistant Professor <a href="mailto:Kimberly.Tyler@tufts.edu">Kimberly.Tyler@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Director of Curriculum and Assessment</strong></td>
<td>Alexis Wright PT, DPT, Ph.D. &lt;br&gt;Fellowship Trained Manual Orthopedic Physical Therapy (FAAOMPT) &lt;br&gt;Board Certified Specialist in Orthopedic Physical Therapy &lt;br&gt;Associate Professor <a href="mailto:Alexis.Wright@tufts.edu">Alexis.Wright@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>Jennifer Hale PT, DPT &lt;br&gt;Board Certified Specialist in Neurologic Physical Therapy &lt;br&gt;Clinical Associate Professor <a href="mailto:Jen.Hale@tufts.edu">Jen.Hale@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>Elizabeth Jones PT, DPT, Ph.D. &lt;br&gt;Assistant Professor <a href="mailto:Elizabeth.Wonsetler@tufts.edu">Elizabeth.Wonsetler@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>Brandon Ness DPT, Ph.D. &lt;br&gt;Board Certified Specialist in Sports Physical Therapy &lt;br&gt;Assistant Professor <a href="mailto:Brandon.Ness@tufts.edu">Brandon.Ness@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>Alicia O’Hara PT, DPT &lt;br&gt;Board Certified Specialist in Neurologic Physical Therapy &lt;br&gt;Clinical Assistant Professor Alicia.O’<a href="mailto:hara@tufts.edu">hara@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>Neeti Pathare PT, Ph.D. &lt;br&gt;Associate Professor <a href="mailto:Neeti.Pathare@tufts.edu">Neeti.Pathare@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>Ronald Schenk PT, Ph.D., FAAOMPT &lt;br&gt;Board Certified Specialist in Orthopedic Physical Therapy &lt;br&gt;Clinical Professor <a href="mailto:Ronald.Schenk@tufts.edu">Ronald.Schenk@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Part-Time Faculty (2022)</strong></td>
<td>Jason Rodeghero PT, DPT, Ph.D., MBA, &lt;br&gt;Fellowship Trained Manual Orthopedic Physical Therapy (FAAOMPT) &lt;br&gt;Board Certified Specialist in Orthopedic Physical Therapy &lt;br&gt;Assistant Professor</td>
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<tr>
<td><strong>Program Manager- Staff</strong></td>
<td>Christen Foy, MBA &lt;br&gt;<a href="mailto:Christen.Foy@tufts.edu">Christen.Foy@tufts.edu</a></td>
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<tr>
<td><strong>Program Administrative Coordinator- Staff</strong></td>
<td>Yakeisha Gray &lt;br&gt;<a href="mailto:Yakeisha.Gray@tufts.edu">Yakeisha.Gray@tufts.edu</a></td>
</tr>
<tr>
<td><strong>Clinical Education Coordinator- Staff</strong></td>
<td>January - 2021 &lt;br&gt;Admissions Counselor - Staff &lt;br&gt;June – 2021</td>
</tr>
</tbody>
</table>
**DEPARTMENT OF PUBLIC HEALTH AND PROFESSIONAL DEGREE**  
**PROGRAM ADMINISTRATION**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office Location</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviva Must, PhD</td>
<td>Dean</td>
<td>M&amp;V Wing, 1st Floor</td>
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<td>Christina McCormick</td>
<td>PHCM Department Manager</td>
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<td>Janice Gilkes, MA</td>
<td>Assistant Dean of Student Services</td>
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<td>617-636-2497</td>
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<td></td>
<td>Biomedical Research and Public Health</td>
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<td>Olivia Zimra-Turley</td>
<td>Assistant Director of Student Services</td>
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<td>617-636-0406</td>
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<td></td>
<td></td>
<td>Biomedical Research and Public Health</td>
<td><a href="mailto:olivia.zimra_turley@tufts.edu">olivia.zimra_turley@tufts.edu</a></td>
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<tr>
<td>Katie Donovan</td>
<td>Director of Career Services</td>
<td>Stearns Wing, 118</td>
<td>617-636-3446</td>
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<td></td>
<td>Biomedical Research and Public Health</td>
<td><a href="mailto:Katie.donovan@tufts.edu">Katie.donovan@tufts.edu</a></td>
</tr>
</tbody>
</table>

**GENERAL STUDENT SERVICES**

- Bursar/Cashier: 617-636-6551
- Campus Police: 617-636-6610
- Student Advisory & Administration: 617-636-2700
- Dental Health Services: 617-636-6828
- Financial Aid: 617-636-6574
- Hirsh Health Sciences Library: 617-636-6705
- Parking Office: 617-636-5580

Public Health Programs and Professional Degree Programs: [http://publichealth.tufts.edu/](http://publichealth.tufts.edu/)
# ACADEMIC CALENDAR 2021-22

## Spring Semester – 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Orientation</td>
<td>January 5-8, 2021</td>
</tr>
<tr>
<td>Semester 1 begins</td>
<td>January 11, 2021</td>
</tr>
<tr>
<td>Holiday: Martin Luther King, Jr. Day</td>
<td>January 18, 2021</td>
</tr>
<tr>
<td>Lab Immersion 1.1 (Virtual)</td>
<td>February 15-19, 2021</td>
</tr>
<tr>
<td>Mini-mester 1.1 ends</td>
<td>February 26, 2021</td>
</tr>
<tr>
<td>Mini-mester 1.2 starts</td>
<td>March 3, 2021</td>
</tr>
<tr>
<td>Lab Immersion 1.2 (Boston)</td>
<td>April 5-17, 2021</td>
</tr>
<tr>
<td>Holiday: Patriots’ Day</td>
<td>April 19, 2021</td>
</tr>
<tr>
<td>Semester 1 ends</td>
<td>April 23, 2021</td>
</tr>
</tbody>
</table>

## Summer Semester – 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2 begins</td>
<td>May 3, 2021</td>
</tr>
<tr>
<td>Holiday: Memorial Day</td>
<td>May 31, 2021</td>
</tr>
<tr>
<td>Lab Immersion 2.1 (Boston)</td>
<td>June 7-18, 2021</td>
</tr>
<tr>
<td>Mini-mester 2.1 ends</td>
<td>June 23, 2021</td>
</tr>
<tr>
<td>Mini-mester 2.2 starts</td>
<td>June 28, 2021</td>
</tr>
<tr>
<td>Holiday: Independence Day</td>
<td>July 4-5, 2021</td>
</tr>
<tr>
<td>Lab Immersion 2.2 (Boston)</td>
<td>August 6-14, 2021</td>
</tr>
<tr>
<td>Semester 2 ends</td>
<td>August 18, 2021</td>
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## Fall Semester – 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 3 begins</td>
<td>August 23, 2021</td>
</tr>
<tr>
<td>Holiday: Labor Day</td>
<td>September 6, 2021</td>
</tr>
<tr>
<td>Lab Immersion 3.1 (Boston)</td>
<td>September 27- Oct 8, 2021</td>
</tr>
<tr>
<td>Holiday: Indigenous People’s Day</td>
<td>October 11, 2021</td>
</tr>
<tr>
<td>Mini-mester 3.1 ends</td>
<td>October 13, 2021</td>
</tr>
<tr>
<td>Mini-mester 3.2 starts</td>
<td>October 18, 2021</td>
</tr>
<tr>
<td>Holiday: Veterans Day</td>
<td>November 11, 2021</td>
</tr>
<tr>
<td>Holiday: Thanksgiving Break</td>
<td>November 25-29, 2021</td>
</tr>
<tr>
<td>Lab Immersion 3.2 (Boston)</td>
<td>November 30-December 11, 2021</td>
</tr>
<tr>
<td>Semester 3 ends</td>
<td>December 15, 2021</td>
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## Spring Semester – 2022

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 4 begins</td>
<td>January 10, 2022</td>
</tr>
<tr>
<td>Holiday: Martin Luther King, Jr. Day</td>
<td>January 17, 2022</td>
</tr>
<tr>
<td>Clinical Dates: Physical Therapy Practice I</td>
<td>January 10-March 4, 2022</td>
</tr>
<tr>
<td>Mini-mester 4.2 starts</td>
<td>March 7, 2022</td>
</tr>
<tr>
<td>Holiday: Patriots’ Day</td>
<td>April 18, 2022</td>
</tr>
<tr>
<td>Lab Immersion 4.2 (Boston)</td>
<td>April 19-27, 2022</td>
</tr>
<tr>
<td>Semester 4 ends</td>
<td>April 29, 2022</td>
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## Summer Semester – 2022

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 5 begins</td>
<td>Wednesday, May 4, 2022</td>
</tr>
<tr>
<td>Holiday: Memorial Day</td>
<td>Monday, May 30, 2022</td>
</tr>
<tr>
<td>Lab Immersion 5.1 (Boston)</td>
<td>June 8-18, 2022</td>
</tr>
<tr>
<td>Mini-mester 5.1 ends</td>
<td>June 22, 2022</td>
</tr>
<tr>
<td>NPTE Prep Course (VIRTUAL)</td>
<td>June 23-24, 2022</td>
</tr>
<tr>
<td>Mini-mester 5.2 starts</td>
<td>June 27, 2022</td>
</tr>
<tr>
<td>Clinical Dates: Physical Therapy Practice II</td>
<td>June 27-August 19, 2022</td>
</tr>
<tr>
<td>Holiday: Independence Day</td>
<td>July 4, 2022</td>
</tr>
<tr>
<td>Semester 5 ends</td>
<td>August 19, 2022</td>
</tr>
</tbody>
</table>
**Fall Semester – 2022**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 6 begins</td>
<td>August 24, 2022</td>
</tr>
<tr>
<td>Clinical Dates: Physical Therapy Practice III</td>
<td>August 24-December 6, 2022</td>
</tr>
<tr>
<td>Holiday: Indigenous People’s Day</td>
<td>October 10, 2022</td>
</tr>
<tr>
<td>Holiday: Veterans Day</td>
<td>November 11, 2022</td>
</tr>
<tr>
<td>Holiday: Thanksgiving Break</td>
<td>November 24-25, 2022</td>
</tr>
<tr>
<td>Semester 6 ends</td>
<td>December 9, 2022</td>
</tr>
<tr>
<td>DPT Program Event Onsite (Boston)</td>
<td>December 9, 2022</td>
</tr>
<tr>
<td>DPT Program Graduation Ceremony (Boston)</td>
<td>Saturday, December 10, 2022</td>
</tr>
</tbody>
</table>

*Alterations for lab immersions will be communicated at least 8 weeks in advance.

**CANCELLATION OF ONSITE LAB IMMERSION CLASSES**
The DPT Program Director will notify the DPT 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 University Vision*
To be an innovative university of creative scholars across a broad range of schools who have a profound impact on one another and the world.

*Tufts Medical School 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.

*Physical Therapy Program Mission*
Our program provides educational excellence to a diverse student body within a dynamic and innovative environment. We are committed to developing Doctor of Physical Therapy professionals who live purposeful lives with a personal commitment to excellence, life-long learning, critical inquiry, and meaningful service to impact the human experience and societal health positively.

**CORE VALUES**

*DPT Program Values*
The faculty, staff, and students of the DPT program are dedicated to the Tufts University School of Medicine 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. Tufts University School of Medicine’s values serves as the foundation for assessing the quality of the program and individual performance in achieving the DPT program’s mission. These values include a commitment to excellence, humanism, social responsibility, and professionalism.
Our core professional values of accountability, altruism, compassion/caring, excellence, integrity, professional
duty, and social responsibility encompass our expectations for professional behaviors in physical therapy
education and practice.

Likewise, our ethical values are delineated in the Code of Ethics for the Physical Therapist and serve as the
foundation for ethically informed problem solving and decision-making. We will work diligently to model and instill
these values in our students and hold them accountable for demonstrable professional behaviors in academic,
clinical, and professional environments. These values and attitudes provide the basis for interacting with patients,
colleagues, and communities and are the stimuli for lifelong learning and contribution to the physical therapy
profession.

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 outstanding evidence-based health care,
   rigorous research, scholarship, and inspired teaching.

2. **Commitment to Humanism**
   To relieve suffering and improve quality of life. To treat all people with compassion, respecting human
dignity and autonomy.

3. **Commitment to Social Responsibility**
   To serve and advocate for all people, especially underserved and vulnerable patients, and populations,
   address social determinants of health, health equity, social justice, and stewardship of social resources.

4. **Commitment to Professionalism**
   To act with the highest standards of integrity, demonstrating personal accountability and resilience,
collegiality and teamwork, and the pursuit of lifelong learning.

**PROGRAM PHILOSOPHY, EDUCATIONAL PRINCIPLES**

**DPT Program Philosophy**
The DPT program is designed to deliver a contemporary and evidence-based curriculum using faculty members 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.

**DPT 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 members 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 Doctors of Physical Therapy 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.
**DPT Goals**
Tufts University will deliver an accredited DPT program that embraces the profession’s and Tufts University School of Medicine’s core values.

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

**Program Goal 2**: Develop exemplary, career-focused physical therapists through innovative educational and clinical learning experiences.

**Faculty Goal**: Demonstrate a commitment to excellence and professionalism through lifelong learning, service, and scholarship.

**Graduate Goal**: Demonstrate a commitment to lifelong learning and critical inquiry through evidence-based practice and professional development.

**Student Goal 1**: Demonstrate mindful practice and professional behaviors to impact the human experience positively.

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

**PROGRAM ACCREDITATION STATUS**
Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination required in all states. Effective May 12, 2020, Tufts University Doctor of Physical Therapy program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 617-636-3593 or email Megan.Donaldson@tufts.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

*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; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.*
II. SECTION 2 - PROGRAM REQUIREMENTS

TECHNICAL STANDARDS

1. Physical therapy is a mentally, physically, and psychologically demanding profession. Throughout the DPT 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 DPT 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 40 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 Doctor of Physical Therapy 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 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. Tufts University School of Medicine’s DPT program has converted to 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.

<table>
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<tr>
<th>Minimum Computer System Requirements</th>
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<tr>
<td><strong>MSRs for Windows, Mac, and iPad</strong></td>
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<tr>
<td>Students and exam-takers downloading the test-taking software, Examplify, should review these Minimum System Requirements (MSRs) to ensure their devices are supported. Examplify works with most modern computers, both Mac and Windows operating systems. See requirements by platform below:</td>
</tr>
<tr>
<td>• <strong>Windows</strong></td>
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<tr>
<td>• <strong>Mac</strong></td>
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<td>• <strong>iPad</strong></td>
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<tr>
<td><strong>For Windows:</strong></td>
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<tr>
<td>o Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time.</td>
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</table>
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 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 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 Mpbs 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).
• Examplify 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 Examplify for these exams.

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: 2Mpbs 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.

1. Students must have a laptop computer and mobile device in their possession at the time of the Tufts University DPT Program Orientation.
2. 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.
3. A variety of mobile device applications are required for use throughout the program.
4. 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. Doctor of Physical Therapy 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, fingerprint registration, registry checks, and/or drug testing may be required prior to clinical education experiences. Refer to the Clinical Education Handbook for additional information.

PROOF OF CURRENT HEALTH INSURANCE

1. Proof of current health insurance. 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 in the DPT Program 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

To comply with Massachusetts State Law and University policy, all Health Sciences Campus students must have immunization documentation on file at the Student Advisory & Health Administration Office.

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 programs on the Health Sciences Campus 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 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 the Student Advisory & Health Administration Office, students are required to update immunizations as mandated by the Commonwealth of Massachusetts, 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 DPT 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 DPT 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 Tufts DPT 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 and Physical Therapist Assistants. Membership applications and information occurs during the DPT Program's new student pre-orientation.
   a. All DPT program 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 Director of Student Affairs (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, such as offered by the American Heart Association. 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 throughout the program should independently maintain proof of current certification. Certifications occurring ONLY in an online format are not recommended as they are frequently not recognized by clinical placement sites.

OTHER PROGRAM TRAINING REQUIREMENT

Students in the Tufts DPT Program are required to participate in the following training prior to matriculation:

1. Bloodborne Pathogens Training
2. Title IX Training
3. Diversity and Inclusion Training
4. Wellness Training
III. 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 DPT 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 card. Any student who loses his/her ID card should contact the Campus Police (M&V 1). The Campus Police will assess a replacement fee.

Tufts DPT 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 in order 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 Public Health and Professional Degree Programs 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 the Public Health and Professional Degree Programs. 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 leave of absence 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 Tufts DPT academic schedule. However, each LOA request will be evaluated individually by the DPT 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 and fitness center. 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 (available as a hard copy in the Office of Student Services) 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 DPT 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 the Student Advisory and Health Administration Office for all students returning from leave. Students who do not return from a leave of absence on or before the date on which the leave expires will be considered to have withdrawn, which is a final separation from TUSM.

   b. A student on a medical leave of absence who seeks re-entry into the DPT 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 it 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 leave of absence who seeks re-entry into the Program must provide the required documentation as outlined by the Dean of PHPD, the DPT 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 Program Director, the Director of Student Affairs, 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 Doctor of Physical Therapy 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 Tufts University School of Medicine, 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 Tufts University School of Medicine, 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 Massachusetts 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 definition in the Federal Educational Rights and Privacy Act section 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 the Privacy Act Section of this booklet for a listing of such agencies.

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:

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Enrollment status (dates of attendance, full-time/part-time status)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address (both local and permanent)</td>
<td>Degrees, honors and awards received</td>
</tr>
<tr>
<td>Telephone number (local, cell and permanent)</td>
<td>Participation in athletics and student activities</td>
</tr>
<tr>
<td>Date and place of birth</td>
<td>Most recent educational institution attended</td>
</tr>
<tr>
<td>Academic program (school, degree, major, minor)</td>
<td>E-mail address</td>
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<tr>
<td>Photo</td>
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</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Compliance Training and Tracking</th>
<th>Executive Sponsor(s)</th>
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<tbody>
<tr>
<td>See TTS Training Module</td>
<td>Mary R. Jeka, Senior Vice President and General Counsel</td>
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<th>Approval Entities</th>
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<tr>
<td>Office of University Counsel</td>
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<td>Academic Council</td>
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<td>Office of the President</td>
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<tr>
<th>Revised Effective Date</th>
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<th>Responsible Office(s)</th>
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<td>Office(s) of the Registrar</td>
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<th>Review Cycle</th>
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<tr>
<th>Related Policies</th>
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<tbody>
<tr>
<td>Not applicable</td>
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</table>
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).

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

*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.
IV. 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. Although staff can answer routine questions on the Phone: (617) 636-6574 or email med-finaid@tufts.edu for remote students during office hours, students are encouraged to make an appointment if you would like to meet with your 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,
5. If male, comply with requirements of Selective Service Registration and
6. Have no prior drug convictions during a period of enrollment for which the student was receiving Title IV aid.

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. Students are required to apply for financial aid each academic year, and eligibility is determined for all financial aid programs available. 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 November 1st (if you are beginning in the spring 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.
<table>
<thead>
<tr>
<th>YEAR OF STUDY</th>
<th>TERMS AID IS AWARDED</th>
<th>FINANCIAL AID APPLICATION</th>
<th>PRIORITY DEADLINE</th>
<th>AWARD RECEIVED BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT YEAR 1</td>
<td>SPRING/SUMMER</td>
<td>FINANCIAL AID YR 1: 2020-21</td>
<td>11/1/2020</td>
<td>DECEMBER 2020</td>
</tr>
<tr>
<td>DPT YEAR 1/YEAR 2</td>
<td>FALL/SPRING/SUMMER</td>
<td>FINANCIAL AID YR 2: 2021-22</td>
<td>02/28/2021</td>
<td>APRIL 2021</td>
</tr>
<tr>
<td>DPT YEAR 2</td>
<td>FALL</td>
<td>FINANCIAL AID YR 3: 2022-23</td>
<td>2/25/2021</td>
<td>APRIL 2022</td>
</tr>
</tbody>
</table>

**Priority Consideration Date for Financial Aid**

1. For students who are beginning studies in the Spring 2021 semester, the priority consideration date is November 1, 2020.
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 December.
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

1. Tuition Policy Related to Leave 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.

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 non-refundable.
   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 Privacy Information section 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.
DPT TUITION AND FEES

Estimated program costs, including tuition and fees, are posted on the DPT program website. Student Activity Fee Allocation is detailed in Appendix II of this handbook. The following tuition rates are for 2020 – 2021 academic year and apply to students enrolled in the Doctor of Physical Therapy Program (DPT) program starting in Spring 2021. The costs indicated below are only an estimate and may be different from the student's total expenditures.

<table>
<thead>
<tr>
<th>Tuition and Mandatory Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per semester)</td>
<td>$18,334.00</td>
</tr>
<tr>
<td>Technology Fee (per semester)</td>
<td>$114.00</td>
</tr>
<tr>
<td>Student Activity Fee (per semester)</td>
<td>$35.00</td>
</tr>
<tr>
<td>Student Health Administration Fee (per semester)</td>
<td>$125.00</td>
</tr>
<tr>
<td>Disability Insurance (charged annually)</td>
<td>$54.00</td>
</tr>
<tr>
<td>Health Insurance (may be waived if covered on another acceptable policy) (per semester)</td>
<td>$914.00 January 5 to February 28, 2021 $2742.00 March 1, 2021-August 21, 2021</td>
</tr>
</tbody>
</table>

TUITION REFUND POLICY

Withdrawal Procedures: Because procedures for withdrawal and leaves of absence 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 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.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Cumulative Attempted Credits</th>
<th>Minimum GPA required</th>
<th>Minimum Time to Degree (years)</th>
<th>Maximum Time to Degree (years)</th>
<th>Credits that must be successfully completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Physical Therapy (DPT)</td>
<td>0-70</td>
<td>2.7</td>
<td>50%</td>
<td>71 or more</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>71 or more</td>
<td>3.0</td>
<td>2</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
</tbody>
</table>

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. In order 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 below. 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, Incompletes/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.

Students who receive a grade of less than a B in a course may repeat the course in order to attempt to earn a better grade. If a student re-takes a course and passes it, they will receive credit for the course; both grades are included on the student transcript, and in computation of the GPA. No more than 2 courses may be re-taken in this manner. Any given course may only be counted once toward a PHPD degree or certificate requirement. When determining the GPA (SAP) standard and when determining if a student is meeting the Completion Rate (SAP) standard both courses will be included in the SAP determination. Students may only receive aid to repeat a previously passed course one time. Students that opt to repeat a course a subsequent time must pay for that course.

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: John Matias, 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.
V. 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 24 months. The DPT core curriculum 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 DPT 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 format or curricular design of the DPT curriculum is a 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 DPT 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 Human Movement System**: Basic foundational sciences provide the framework to allow the application to human movement. Students apply knowledge of the basic and applied sciences to normal human movement and musculoskeletal and neuromuscular conditions. Basic sciences provide foundational learning experiences in Human Anatomy I-II, Human Physiology, Clinical Neuroscience, and Pharmacology. Applied sciences places focus on learning the fundamentals of movement (motor control and motor learning) and biomechanical principles’ impact on the human movement system. This course series begins with Movement Science. Necessary psychomotor and assessment skills are introduced in Physical Therapy Fundamentals. Therapeutic Interventions I and Therapeutic Interventions II address interventions targeted to improve dysfunctions in the human movement system, including pain, tissue injury and healing, and impairments in mobility, strength, and motor control. Health Promotion and Fitness Management introduce the physical therapist’s role in the prevention of adverse health consequences and the promotion of health and wellness for all of society through exercise testing and prescription. Advanced Therapeutic Interventions increases emphasis on the treatment of the whole person from a movement system perspective with the introduction of contemporary treatment approaches to address complex multi-system movement dysfunctions. The Basic and Applied Sciences of Human Movement are designed to prepare students for the Clinical Management courses and Clinical Internships.

2. **Critical Inquiry and Research Science of the Human Movement System**: Evidence-Based Practice I and II introduce students to general research principles, critical appraisal of evidence, and appropriate application of evidence to practice. These learned concepts are applied throughout the curriculum in both clinical management and clinical internship courses (Physical Therapy Practice I-III). Students complete a comprehensive project during the final internship (Capstone Course), which requires the integration and application of previous didactic coursework, clinical internship experiences, advocacy strategies, interprofessional teamwork, and/or evidence-based practice principles. This course also serves as a course for licensure preparation.

3. **Clinical Management Courses for the Human Movement System**: These clinical management courses integrate information across multiple systems that affect a patient or client’s movement and function. Clinical management courses provide a foundation for clinical reasoning, documentation, foundational assessment, and analytical skills. The progression facilitates the clinical application of knowledge of human biomechanics, functional movement, motor control, and motor learning principles, and psychomotor skills to the effective management of patients across the lifespan. These courses prepare students to treat patients with complex needs, including chronic pain or psychosocial factors that may be interfering with or disrupting optimal human movement.

4. **Clinical Experiences**. The program’s clinical education curriculum plan requires that each qualified student has clinical experience/s in a variety of practice environments. Clinical education provides each student with exposure to the management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care. Interprofessional competencies are threaded throughout this aspect of the curriculum.
   a. The first full-time clinical experience is integrated into the curriculum during the 4th academic semester in Physical Therapy Practice I. The 8-week experience focuses on foundational skills of
patient management to prepare students for future internships. Objectives for this internship include professional behaviors and patient management skills consistent with the Clinical Internship Evaluation Tool (CIET) benchmarks. Students gain confidence in all aspects of the patient encounter and develop examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting.

b. Through the Physical Therapy Practice course series, students are expected to manage patients across the lifespan with diseases and conditions that represent a variety of systems. Physical Therapy Practice II and III, scheduled in the 5th and 6th academic semesters, allow students to progress and refine examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting. Special emphasis is placed on patient and family education, case experiences, staff in-services, community outreach, and all aspects of the patient management model appropriate to the setting. These experiences may occur in any practice environment and are designed to expose students to a variety of patient settings with movement system dysfunctions. These clinical experiences foster a greater depth of learning and skill development as a generalist physical therapist and prepare students for national licensure and entry-level practice. By the conclusion of the final internship, students are expected to perform at entry-level or beyond as evaluated on the CIET. (Please refer to the Clinical Education Handbook for details on the CIET and Performance Expectations during Clinical Education Experiences.)

COURSE DELIVERY AND TYPES

1. Definitions
   - Synchronous Class Sessions: Organized online class sessions where learners and faculty interact in real-time in smaller sections of the cohort to facilitate more in-depth learning. These sessions typically occur in online delivery platforms and online learning technologies.
   - Asynchronous Learning Activities: Student-centered learning in which online learning resources are used to enable information sharing between faculty and learners, not limited by place or time. Activities include video lectures, PowerPoint, guided reading activities, etc.
   - Mini-mester: Length of time consistent with ½ of the semester (approximately eight weeks). Each semester is divided into two mini-mesters.

2. Course Delivery:
   - The DPT curriculum is a blended- or hybrid-learning model. Canvas, the learning management system (LMS) used at Tufts University, is exclusive to every course. Canvas allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Multimedia is embedded within course lectures and materials to enhance students’ abilities to interact with one another, the faculty, and with the course content. Web-based resources allow students to review and evaluate additional course content. Activities, assignments, and online discussions promote critical thinking and students’ abilities to reflect on previously learned information, assess new information, and integrate new material into their understanding of the subject matter at hand. Discussion forums and online communication tools (both synchronous and asynchronous) promote collaboration and enhance interaction between students and between the instructor and students. Instructors consider time zone changes that may affect geographically dispersed students. Each course syllabus identifies to the student the expectations for both face-to-face and web-enhanced engagement.
3. Course Types: The DPT curriculum is comprised of three types of courses:

   a. **Distance**: Online, distance-based education accounts for 52% (66 credits) of the overall curriculum. The program’s didactic courses occur primarily via an asynchronous, online format using the learning management system Canvas in order to provide a quality, rigorous, and flexible learning experience for a diverse student body comprised of both traditional and nontraditional students. Faculty incorporate online lectures into learning activities that include required readings, asynchronous forum-based discussions, synchronous online patient case discussions, small group meetings, online quizzes and exams, critical appraisal of evidence, and professional communication with peers and faculty. An online course may have varying module timelines. Sections will be used within the synchronous format to allow for a smaller student: faculty ratio and enrich student learning.

   b. **Lab Immersions**: Onsite laboratory immersion sessions account for 19% (24 credits) of the curriculum and reflect the importance of hands-on skill acquisition for the physical therapy student. Throughout the program, lab time occurs in a series of face-to-face lab immersion sessions scheduled during each academic semester to facilitate student travel. These lab immersion sessions range in duration from seven to twelve days. This face-to-face time with faculty focuses on the development of the student’s communication, problem solving, clinical reasoning, and psychomotor skills required for effective patient and physical therapy practice management.

   c. **Blended learning**: a combination of distance and lab immersion (face-to-face) learning activities.

   d. **Service-Learning**: an approach that combines lab style learning objectives with community service in order to provide a practical, progressive student learning experience while meeting societal needs.

   e. **Clinical Practice**: Clinical education is a significant emphasis in this program, accounting for 29% (37 credits) of the overall curriculum and consisting of an 8-week clinical experience during the fourth academic semester, and 8-week experience in the fifth academic semester, and a final 15-week clinical experience during the sixth academic semester. During clinical experiences, students are partnered with clinical practitioners both regionally and nation-wide to offer a collaborative, structured learning environment that oversees the student’s professional development and transition to an entry-level practitioner. Clinical faculty mentor students in direct patient care for a minimum of 36 hours per week. Clinical instructors are physical therapists licensed in the jurisdiction in which they practice, have a minimum of one year of experience in clinical practice, and possess clinical competence in the practice area in which they will provide clinical instruction. Tracking of clinical exposures occurs for all students during their clinical experiences to ensure the broadest possible exposure to patient types, diagnoses, and ages across the continuum of care.

**CURRICULAR OUTLINE AND COURSE DESCRIPTIONS BY SEMESTER**

1. The Tufts University DPT program requires successfully completing 127 total semester credit hours over six consecutive semesters in 24 months. The curriculum is dynamic to maintain pace with the best educational practices and assessment and evaluation processes. Semesters are 16 weeks in length. Mini-mesters are eight weeks in length (1/2 of a semester).

2. Each semester consists of two mini-mesters. Course content, contact hours, and lab requirements determine the position of the course in the mini-mester. Some courses occur over one mini-mester (8 weeks), while others extend into the 2nd mini-mester within the semester(16 weeks). The student must successfully pass each mini-mester (earning didactic course grades of “B-” or higher) to advance to the next mini-mester and to the sequential semester within the curriculum.

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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One (1.0)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mini-mester 1.1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 0705</td>
<td>Human Anatomy I</td>
<td>4</td>
</tr>
<tr>
<td>DPT 0700</td>
<td>Physical Therapy Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>DPT 0703</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>DPT 0711</td>
<td>Professional Competencies I</td>
<td>1</td>
</tr>
<tr>
<td>DPT 0701</td>
<td>Evidence Based Practice I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mini-mester 1.2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 0707</td>
<td>Human Anatomy II</td>
<td>4</td>
</tr>
<tr>
<td>DPT 0713</td>
<td>Movement Science</td>
<td>3</td>
</tr>
<tr>
<td>DPT 0718</td>
<td>Health Promotion and Fitness Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL of 24</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Two (2.0)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mini-mester 2.1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 0715</td>
<td>Therapeutic Interventions I</td>
<td>3</td>
</tr>
<tr>
<td>DPT 0725</td>
<td>Therapeutic Interventions II</td>
<td>2</td>
</tr>
<tr>
<td>DPT 0730</td>
<td>Musculoskeletal Practice I</td>
<td>5</td>
</tr>
<tr>
<td>DPT 0709</td>
<td>Clinical Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>DPT 0764</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>DPT 0790</td>
<td>Diagnostic Imaging</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mini-mester 2.2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 0732</td>
<td>Musculoskeletal Practice II</td>
<td>4</td>
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<tr>
<td><strong>TOTAL of 22</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Semester Three (3.0)</strong></td>
<td></td>
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<td><strong>Mini-mester 3.1</strong></td>
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<tr>
<td>DPT 0734</td>
<td>Musculoskeletal Practice III</td>
<td>5</td>
</tr>
<tr>
<td>DPT 0740</td>
<td>Neuromuscular Practice I</td>
<td>3</td>
</tr>
<tr>
<td>DPT 0756</td>
<td>Management of the Aging Adult</td>
<td>3</td>
</tr>
<tr>
<td>DPT 0750</td>
<td>Cardiopulmonary Practice</td>
<td>4</td>
</tr>
<tr>
<td>DPT 0753</td>
<td>Mindful Patient Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mini-mester 3.2</strong></td>
<td></td>
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<tr>
<td>DPT 0736</td>
<td>Musculoskeletal Practice IV</td>
<td>4</td>
</tr>
<tr>
<td>DPT 0745</td>
<td>Neuromuscular Practice II</td>
<td>3</td>
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<tr>
<td><strong>TOTAL of 24</strong></td>
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<td></td>
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<tr>
<td><strong>Semester Four (4.0)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 0761</td>
<td>Physical Therapy Practice I (Clinical Education)</td>
<td>8</td>
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<tr>
<td>DPT 0721</td>
<td>Evidence Based Practice II</td>
<td>2</td>
</tr>
<tr>
<td>DPT 0770</td>
<td>Management of Complex Patients</td>
<td>5</td>
</tr>
<tr>
<td>DPT 0780</td>
<td>Management of the Pediatric Patient</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL of 18</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CURRICULAR OVERSIGHT

1. The program relies heavily on feedback from our faculty, students, and graduates. This feedback is a critical element in identifying curricular and faculty strengths and weaknesses and potential improvements to the Program. As such, both student and faculty feedback are solicited through anonymous evaluations after every course and during periodic open forums with the Program Director and Director of Student Affairs.

2. In addition, students and graduates are invited to provide feedback via email to the Program Director at any time during or after the program. Specific DPT program graduate feedback is solicited at the end of the program and Alumni feedback during 1- and 3-year surveys.

3. The Director of Curriculum, the Curriculum Committee, the Faculty, and the Program Director are responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum. Curriculum evaluation is an ongoing process to ensure all courses are evidence-based and reflect contemporary clinical practice. The Curriculum Committee (a faculty committee) oversees this process for the program.

4. The Curriculum Committee, led by the Director of Curriculum, evaluates collected data and outcomes from various stakeholders (i.e., students, graduates, employers, patients, clinical education sites, etc.), to identify curriculum strengths and weaknesses, assesses the program's effectiveness in achieving stated goals and outcomes, and develops proposals for needed curriculum changes. Information gathered from the Curriculum Committee is reported back to the Faculty and Program Director for collaborative decision-making.
STUDENT COURSE EVALUATIONS

To continuously improve the quality of the courses and programs, the PHPD Programs, including the DPT 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 program directors 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 appropriate program director 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 DPT 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 DPT 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 two-year 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 2-year enrollment compared to a 3-year traditional DPT program. This pace is similar to other accelerated graduate programs’ demands at the doctoral level (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 Tufts DPT program uses a standardized formula of one lecture credit hour equals 12 contact hours of instruction (1:12), and one credit of lab equals 20 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 contact hours, a two-credit course = 24 contact hours, and a three-credit course = 36 contact hours of instruction.
   b. In lecture/lab courses, the lecture is calculated at the 1 credit hour = 12 contact hour ratio, as described above. The lab component is calculated at the one credit hour = 20 contact hour ratio. For example, a three-credit-hour course assigned 2 hours of lecture and 1 hour of lab = 24 contact hours of lecture instruction + 20 contact hours of lab instruction.

5. During semesters with clinical education, the workload will vary due to the clinical experience's expectations and demands. The faculty is 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 Director of Curriculum 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 Director of Curriculum 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 Director of Curriculum, DPT Program Curriculum Committee, 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 Director of Student Affairs and the Program Outcome Committee is shared with the DPT Faculty Committee (of the Whole). Findings from the post-course analyses will be shared with the DPT Faculty Committee (of the Whole) 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 DPT Faculty Committee (of the Whole).
VI. SECTION 6 - ACADEMIC POLICIES AND PROCEDURES

STUDENT ASSESSMENT DESCRIPTION

The DPT program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum.

1. **Quizzes/Examinations**: Faculty will incorporate written quizzes or examinations at opportune times at least twice during the course. 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. Examinations are high-stakes student assessments that will comprise a significant portion of each student’s course grade. These quizzes and examinations intend to assess student comprehension, determining student readiness for clinical education experiences, and preparing graduates for the national licensure examination. Examinations and quizzes typically occur online.
   - **Practical Examinations and Competency Skills Checks** are high-stakes assessments used during patient management courses to assess psychomotor skill development. Practical examinations assess the student’s application of knowledge, psychomotor skills related to examination and treatment techniques, and clinical reasoning and decision-making during simulated patient management scenarios. Competency skills checks are graded assessments of the student’s ability to perform a specific examination and/or treatment technique. These assessments include the required demonstration of appropriate professional behaviors and safety awareness during the activity.

2. **Online forum discussions** occur periodically in didactic portions of courses. Students contribute to online discussions using original posts and response posts to faculty/classmate questions. Each discussion question addresses four major tenets: knowledge of content, communication skills, critical thinking, and professionalism,

3. **A variety of video-based and written assignments** occur during student coursework. Faculty members may use external software for projects and presentations as graded individual and group learning activities within their courses. These 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 to Canvas for feedback and grading.

4. **Student evaluations** are used to develop essential skills as a mindful, reflective practitioner. In addition to course-specific student evaluations, the students also perform self-assessment and peer-assessment activities during many courses within the curriculum. The student discusses these assessments with faculty advisors and jointly develops action plans to address identified weaknesses and facilitate professional development.

5. **Integrated Clinical Observations** have required learning activities for several patient management courses. These learning activities require students to observe a patient evaluation and treatment session in a local physical therapy clinic. Students are responsible for finding a suitable clinic for these activities; however, faculty and staff will help the student find a suitable clinic whenever necessary.

6. **Physical Therapist Clinical Internship Evaluation Tool** (PT CIET), developed by The University of Pittsburgh, will be used by clinical faculty to assess student performance during clinical education experiences formally. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development and is available online. All students and Clinical Instructors (CIs) must complete the CIET Web training through the Webinar Platform Course. This training will allow the student to access the instrument once the University registers a CI as a clinical instructor using the CIET.
a. The Director of Clinical Education will provide CCCEs, CIs, and students with instructions for accessing CIET Web training and utilizing the Tool and validation study. The DCE will answer questions related to student assessment using the CIET. The clinical faculty will use the Clinical Internship Evaluation Tool (CIET) to assess student performance during clinical education experiences formally. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development.
b. All students and Clinical Instructors (CIs) must complete a webinar CIET training. The DPT Program’s DCE will coordinate training.
c. All questions related to the CIET should be directed to the DPT DCE.
d. Any demonstration of unsafe, unprofessional, or unethical behavior during any assessment will result in an automatic failure regardless of the overall score.

STUDENT ASSESSMENT POLICY AND PROCEDURE

1. EXAMINATIONS
   Policies and Procedures for Course Exams
   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 will be considered to be academically dishonest and will subject involved 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 Director of Student Affairs.
   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. Formally 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/or Practical Examinations: A student must pass all competency skill checks and practical examinations within a course to continue within the curriculum. A minimum score of 80% is required to pass the assessment.
   
   a. A student may receive one re-test per failed competency skill check or practical examination. The course instructor or examiner will determine the timing for re-test. Before the re-test, a student may be required to complete additional assignments to ensure satisfactory achievement of requisite knowledge and skills. Students requiring a re-test of a competency skill check or practical exam will be reported to the core faculty and DSA. Practical examination and skill check re-tests will be video recorded and scored by two faculty members.
   
   b. In the event of a successful re-test, the student may earn a grade that is the average of the two tests, not exceeding 80.0% for that assessment.
   
   c. 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 will be referred to the Administrative Committee for action.

4. All assignments must be submitted through Canvas (unless otherwise specified), on or before the date which they are due. Students may find specific assignment due dates on Canvas and on the course syllabus. The submission of late work requires that a prior arrangement be made with the instructor. Work submitted within the 24 hours following the due date may be accepted for up to 50% credit. After this time, a submission for the assignment will no longer be accepted.

5. Remediation of all other learning activities within a course is at the discretion of the faculty member assigning the activity

**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 members 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

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-94.9%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89.9%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86.9%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82.9%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>&lt; 80</td>
<td>Unsuccessful completion of course</td>
<td></td>
</tr>
<tr>
<td>77-79 %</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-72 %</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67-69</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>&lt;67</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Clinical education courses are graded according to the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

### Final Grade Appeals/Challenge
There are no appeals processes for DPT Program 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 Tufts University DPT program. The Tufts University DPT 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. The DPT Administrative Committee, chaired by the Director of Student Affairs, reviews students’ academic progress each semester, approves advancement between academic years. An important role of the Committee is to identify students in academic difficulty; these cases are presented at monthly meetings.

2. Students in the Tufts DPT Program must achieve a grade of B- or better in each course, including clinical rotations, within the DPT 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. Progression through the Clinical Experiences also requires passing of each PT Practice course in sequence. Student grades are reviewed at least monthly by the DSA, the Administrative Committee, and core faculty.

3. If a student receives more than two grades of B- in a given semester, they will be required to meet with their Academic 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 in order to be granted a degree.

4. In the case where a student is unable to achieve a B- or greater in any course or clinical rotation and/or where student’s cumulative GPA, at the end of any semester, falls below 3.0, the student will be referred by the DPT Administrative Committee to the Academic Standing Committee to determine next steps.

5. 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 DPT Academic Standing Committee, following referral from the DPT Administrative Committee. Course remediation may be offered to a student who earns a final course grade of 77.00-79.99% for a maximum of one course per grading period. 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 of the DPT program is accelerated in nature, careful consideration of the impact of course remediation is necessary.

Course remediation must be completed in two weeks following notification of the need to remediate and must also be completed prior to any clinical placement. 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. A grade of no greater than B- may be earned through a remediation process.

Should the DPT Academic Standing Committee determine that course remediation is appropriate and feasible, the DSA, who serves as chair of both the DPT Administrative Committee and Academic Standing 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 completion, a final course grade will be entered. Once students have completed their remediation plan, they will be referred back to the Academic Standing Committee for determination of next steps.

In the case where remediation is not possible, and a student is required to retake a course in full from the first-year curriculum, a leave of absence will be necessary due to the nature of the course schedule in this program. In the case where a clinical practice course requires remediation or repetition, graduation may be delayed by 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 Tufts DPT program. PHPD and the Tufts DPT program understand 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, PHPD assesses each LOA request on an individualized, case-by-case basis.

When an 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. An 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 PHPD 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 DPT Administrative Committee will refer that student to the DPT Academic Standing Committee. If the Academic Standing Committee recommends academic probation, the DPT Program Director and Dean of PHPD will notify the student of this action in writing. The student will be required to meet with his/her/their DPT 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 Academic Standing Committee for determination of next steps.

PROGRAM DISMISSAL

The DPT Academic Standing Committee, DPT Program Director, and the Dean of PHPD forward all recommendations regarding student dismissal from the DPT 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.

1. **Appeals Process**
   
   a. **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 in order to present his/her case and may be accompanied at the hearing by a faculty coach and/or student friend. (Legal counsel is not allowed to be present.)
   
   i. **The Student Appeals Committee can:**
   
   i. Sustain the decision of the Student Ethics and Promotions Committee, in which case the original decision of that Committee will be final.

   ii. 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, s/he 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 Tufts DPT 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);
   
   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 (FSBPT) - (accessed July 2020) within the DPT 0840 Capstone course;
   
   g. Complete all required Tufts University and DPT Program documents in preparation for graduation; and
   
   h. Honor all professional and financial obligations to Tufts University as published in the Tufts University and DPT 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. Tufts DPT will have a graduation reception in December; 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 Tufts DPT Program meets the educational requirements for licensure in all 50 states.” 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 DPT 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.
VII. SECTION 7 - PROFESSIONALISM POLICIES AND PROCEDURES

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 not only of the Tufts community but also the greater community. Students are 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 Tufts DPT program and which govern the Physical Therapy profession. Success in the Physical Therapy profession requires certain behavioral attributes that align with the APTA Physical Therapy Code of Ethics, including: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Physical Therapy students are expected to display the highest ethical standards commensurate with work as a health care professional.

Tufts DPT students are reminded that the purpose of professional educational is to prepare them to provide care to all persons and in all environments, without regard to the student’s own personal beliefs and biases. The program will 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 damage to property.

Adherence to these professional behaviors requires that physical therapists and students exhibit a high level of maturity and self-control even in stressful situations. In keeping with these precepts, Tufts DPT students are expected to exhibit professional behavior and attitudes regardless of their location, including when working in a team. Online and in-person behavior should be professional, courteous, tolerant, and respectful of others’ points of view, beliefs, cultures, and religion. Attire and appearance in the classroom reflect not only on the student, but include the program, Tufts University community of faculty, visitors, and other students sharing the resources of the TUSM campus. Professionalism is an expectation of the Physical Therapy profession and students will be assessed regularly as to their adherence to these standards.

APTA CODE OF ETHICS

All Physical Therapy students and faculty are expected to comply with the ethical standards of the profession. These standards, developed by the American Physical Therapy Association (APTA), are as follows:

Code of Ethics for the Physical Therapist
HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]
Preamble

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. Throughout the document, the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist.

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.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient’s/client’s best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public. (Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to the law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for the supervision of physical therapist assistants and support personnel.
5C. Physical therapists involved in research shall abide by accepted standards governing the protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional duties with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the material or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Value: Social Responsibility)

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that
meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of healthcare resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

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

DPT Program provides HIPAA instruction during the program. All DPT students will have access to confidential health information related to patients/clients, or other individuals during their course of physical therapy 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.

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-directed learning** to include the ability to identify needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

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### 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 professional DPT program occur through:

1. **Self-assessment and preparation for clinical practice** through assignments in Professional Competencies I, Mindful Practice, and Professional Competencies II.

2. Monitoring of professional behaviors and feedback occurs regularly through meetings between the student/faculty coach and student/DCE, based on feedback from clinical instructors, program 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).

### BEHAVIOR, ATTIRE, AND APPEARANCE (DRESS CODE)

1. DPT 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 DPT 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.

3. **Personal Appearance and Dress Code Policy**
a. Physical therapy students are expected to look professional, clean, and neat while on duty in the hospital, clinic, or telemedicine. 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, LGBTQ).
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 Program Director 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

Due to the accelerated nature of the curriculum, 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 they are not able to attend a class. The preference is always that this communication occurs before the absence. In cases where that is not possible, the student must contact the primary or secondary faculty as soon as it is possible. Primary faculty will follow up with any student absent from a class in cases where 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 (16 week) course and more than one class during a mini-semester (8-weeks) course. Repetitive absences may have both academic and professional behavior consequences. Faculty may give approval of each student’s absence request but is made on a case-by-case basis, and there is no guarantee that the approval will be granted.

During the clinical year, the student must notify both the Director of Clinical Education (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 his/her designee, the DCE must be contacted by the CI. The student may be subject to the professional behavior evaluation process. 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. Make-up examinations for approved absences will be at the discretion of the DCE.

Repeated tardiness to class is considered unprofessional conduct and, at the discretion of the instructor, may result in reporting the incident(s) to the DPT Administrative 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 DPT Academic Standing Committee.

**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. Detailed information on what constitutes ethical (i.e., academic or professional) misconduct is available in written form from the PHPD Office of Student Services.

**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 in order to gain an unfair advantage. Academic 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 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 in order to obtain an unfair advantage, including the knowing and willing assistance of others in the practice of academically dishonest procedures.
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.”

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.

**VIOLATIONS OF THE ACADEMIC INTERGRITY AND PROFESSIONAL BEHAVIORS POLICY**

1. **Behaviors in significant conflict with customary professional procedures or the policies of Tufts University, Tufts DPT 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 Faculty Coach, Director of Student Affairs, and Program Director, in writing and using the Professional Behaviors Form. Information must include which student(s) was involved, a specific description of the professional behavior violation, evidence of this behavior, and any action taken.

3. The student is referred to the DPT Administrative Committee for discussion. The process of evaluation and consequences are outlined below.
   a. If the DPT Administrative Committee determines cause, the student will be referred to the Academic Standing Committee for action proposal. The Academic Standing Committee will consult with the involved faculty member and student as part of the review process. Within five (5) days of receiving the Professional Behaviors Form, the Academic Standing Committee will determine whether evidence supports the charge and make a proposal for action to the Program Director and Dean of PHPD.
      i. If the charge is supported, the Program Director and Dean of PHPD, in consultation with the Academic Standing 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.
      ii. Should the Program Director and Dean of PHPD determine that a student be placed on professional behaviors probation, the DPT Program Director and the Dean of PHPD will notify the student of the action in writing. The student will be required to meet with their DPT academic coach and Director of Student Affairs 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.
      iii. Should the Program Director 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 DPT 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 the Program Dismissal section of the handbook.
VIII. 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 DPT 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 DPT 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 high-speed 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. **Travelex Insurance** - trip cancellation upgrade option  
ii. **Travel Insured** - trip cancellation/interruption upgrade/emergency medical assistance  
iii. **Allianz** - trip cancellation and travel insurance

3. Tufts University provides WiFi access to the internet and Tufts network services throughout buildings and some outdoor spaces on the Medford campus. Three levels of WiFi are available depending upon Tufts affiliation. Tufts_Secure is the preferred network for all members of the Tufts community as it provides an encrypted connection with added security protections. Tufts Wireless is a network for students and staff that offers less security than does Tufts Secure. A guest network for visitors to the Tufts campuses provides short-term, hot-spot style access to the internet. In the case that lab activities occur at an off-campus site, instructions for accessing WiFi will be provided specific to that site.

4. **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 Tufts DPT attendance policy may be referred to the Administrative 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.

5. **Clinical Education Experiences**  
   a. Expectations for academic participation in Clinical Education Experiences/Internships are detailed 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 Program Director, 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.

### ACADEMIC COACHING

Academic coaching is an integral part of any educational process for student retention and academic success. Academic coaching takes on greater significance in the DPT 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 Academic Coaching Program**
   a. Establish relationships with faculty to facilitate communication and personal support.
   b. Create a sense of community and connection both within coaching teams 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 Director of Student Affairs will assign each student an academic coach before program orientation. Academic 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 coaching program, personal and professional goal setting, and team building.

3. Coaches meet individually with each student at least two times 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 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 indicated topics for discussion on the Academic Coaching Form. 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. DPT Student coaching sessions are documented and saved to a secure Box file. Access to academic coaching records is limited to the Program Director, the Director of Student Affairs, the Director of Clinical Education, the DPT Program Administrative Coordinator, and the Faculty Coach.
IX.  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 in the Tufts University’s DPT 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 DPT program. Official correspondence from Tufts University and/or the DPT 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 Tufts University’s DPT 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. DPT program 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 DPT program.
   a. During DPT clinical experiences and internship, 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 DPT 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.
c. The DPT 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.

d. 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.

e. Ultimately, it is the student’s responsibility to apply safety procedures (outlined in Section 10) 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.

f. 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.

g. 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.

h. 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 the student’s Faculty Coach, Director of Clinical Education, Director of Student Affairs and/or the Program Director. 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 course 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 DPT 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 DPT 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 DPT 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 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 USE PERSONAL DEVICES**

1. See Learning Remotely for information about optimizing your online learning experience. The Off-Campus, 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

As a hybrid program, DPT 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 Tufts University DPT program’s faculty, adjuncts or guest lecturers, and/or the EIM learning academy 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. Tufts University DPT makes audio and video-recorded lectures, handouts, and other printed or electronic media materials available to students.

2. Students are not permitted to communicate or distribute through any vehicle or media any materials recorded at or produced by or for Tufts University’s DPT Program to any other individuals without permission from the presenter and the DPT Program Director.

3. 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.
- Walk-up desks are available at:
  - Grafton Campus: Frank Lowe Library
  - Medford Campus: Eaton Hall
  - Boston-Health Sciences Campus: 5th Floor Tufts Center for Medical Education

For hours and more information, see Walk-up Support Locations.

*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: In order 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/securing-devices/encrypting-personal-non-tufts-laptops

1. Information Security Measures
   a. The Tufts University Network is protected by a SonicWall firewall that includes VPN, DUO two-factor 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 DPT 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 DPT student’s 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. DPT students should be aware of the following when maintaining a presence online:

1. DPT 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, DPT 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, DPT 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, DPT 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, DPT students should consider separating personal and professional content online.

5. When DPT 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 DPT students should report the issue to the DSA.

6. DPT 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)
Medford Campus
196 Boston Avenue, Suite 4000B
Medford, MA 02155
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. She can also be reached 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.
XI. 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/policies-procedures/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 Program Director, or designate, the student’s Academic Advisor/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
   a. 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.
   b. 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.
   c. If the complaint cannot be resolved in this manner, the student will be offered the opportunity to put the Grievance in writing.
   d. 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.
   e. 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.
   f. The Grievance Committee will investigate and make a decision or take appropriate action which will be communicated to the student.
   g. The Grievance Committee will investigate and make a decision or take appropriate action which will be communicated to the student.
   h. 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 Tufts University School of Medicine, 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 he/she 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
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, 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 DPT 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 member of the DPT faculty 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 DPT Program Director will make very attempt to investigate the complaint, reach compliance, and report findings back to CAPTE.
XII. 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 stop by the Office of Student Services with any questions or concerns. An interactive Student Services site is also available to students via their Canvas access.

Accessibility Services (Disability and/or Accommodations)

In order to progress through Tufts DPT program, students must be able to comply with the program’s technical standards, as well as all matriculation, promotion and graduation requirements (Section 2). 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 Tufts University School of Medicine 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 the Commonwealth of Massachusetts and Tufts University and those recommended for healthcare workers by the Centers for Disease Control and Prevention (CDC)
   c. Oversight of student health insurance
   d. Oversight of disability insurance
   e. The Student Advisory & Health Administration Office is located at 200 Harrison Avenue on the fourth floor of Posner Hall. Office hours are Monday - Friday, 9:00 a.m. - 5:00 p.m.
   f. This office does not provide health care. There is no health center on the Boston 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. The Commonwealth of Massachusetts and Tufts University Health Sciences Schools require 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 the State and 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 the Boston 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 Commonwealth of Massachusetts and 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 as long as 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.

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.

**STUDENT HEALTH INSURANCE POLICY FOR STUDENTS ON LEAVE OF ABSENCE**

1. Boston and Grafton Health Sciences students, who have been granted a Leave of Absence 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 Leave of Absence to notify the Student Advisory & Health Administration 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 Leave of Absence 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. Boston and Grafton 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. Boston and Grafton 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.

3. Health insurance coverage in the Commonwealth of Massachusetts is available through the Commonwealth Connector. More information can be found at: [www.mahealthconnector.org](http://www.mahealthconnector.org).

**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](http://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 on the Boston Health Science Campus. 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.

Appointments are available by calling the Student Advisory & Health Administration Office at 617-636-2700 or sending an email to Sharon.snaggs@tufts.edu

COUNSELING SERVICES

Student Well-Being is a curricular key theme at TUSM and within the DPT 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 your 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 your career.

4. Career Services Eligibility
   a. Students who have matriculated into a PHPD degree or certificate program, including the DPT 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.

ON-CAMPUS ATHLETIC FACILITIES

1. Tauber Fitness Center
   The Tauber Fitness Center has three areas: a 2,500 square foot room with aerobic and strength training equipment; a small exercise studio, and locker rooms and showers. All registered Boston Campus students are eligible to use the fitness center; no fee is required. The fitness center is located on the lower level of the Medical Education Building at 145 Harrison Avenue and can be accessed by elevator or stairs. Students must have a valid Boston Campus student-ID to access the facility and will be asked to use the card swipe at the front desk to confirm eligibility. Fitness classes are offered in the studio to all members
and are available for a small fee on a first-come first-serve basis.

2. **Wang YMCA of Chinatown Student Membership Program**
   Students of TUSM can join the Wang YMCA located just a few blocks away from the School of Medicine at 8 Oak Street West (at the corner of Oak and Washington Streets). The membership fee for the 2019-2020 academic years for TUSM students is as follows: single membership $22/month, family membership $58/month. The monthly payment must be made on an automatic basis, from a debit/credit card or bank account. A yearly single pass is $264; for a family $696. A 15-day notice must be given to cancel membership. There is no fee to join. Membership benefits include an indoor 25-yard pool, gymnasium, fully equipped fitness center, aerobic studio, childcare center and free weight room. Membership with the Wang YMCA of Chinatown entitles DPT students to use all 13 facilities within the YMCA of Greater Boston. Call 617-426-2237 for more information.

3. **Tufts-Medford**
   Please consult the Tufts Athletics website for more information at or call 617-627-3232. All athletic facilities on the Medford Campus are free when DPT students present their Tufts ID. Students can use these facilities during regular hours of operation except when physical education classes, practices, games or matches, or other events are scheduled. Athletic facilities include playing fields, a 25-yard swimming pool, two indoor tennis courts (for which reservations are required), outdoor tennis courts (for which no reservations are required), a gym with basketball court, outdoor basketball courts, indoor and outdoor track facilities, fitness center, cage area, sauna and eight squash courts.

**HOUSING**

Some students may choose to move to Boston. Although a move is not required, the following information may be a resource for those who wish to relocate. Students may explore off-campus housing options on the Housing and Dining webpage for TUSM. 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 TUSM or the Medford campus (Get an MBTA map and see this handbook’s section on “Public Transportation”); 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.

**TUFTS UNIVERSITY CAMPUS BOOKSTORE: MEDFORD CAMPUS**

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 Tufts University School of Medicine 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 option to pick up the books in the store or 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 Gift cards can be purchased through the bookstore, at Barnes & Noble stores, or online.

**STUDENT LOUNGE**

When on campus in Boston for the DPT lab immersions students may use the PHPD Programs’ student area. This area is located on the first floor of the Biomedical Research and Public Health Building, Stearns Wing and includes one lounge and 2 study rooms. The lounge is equipped with a television, soft seating, tables, vending machines, a microwave, water cooler, refrigerator/freezer, and a Keurig machine (students should supply their own pods). The lounge is also equipped with desktop computers and a printer. Directions for printer use can be found at most of the computer workstations; pages may be paid for by using jumbo-cash. There are also two small group study rooms that are equipped with seating and tables. All rooms have wireless access.

**ON-CAMPUS (BOSTON) DINING/CAFETERIAS**

1. **Food 4 Thought, Medical Education Building, 4th Floor**
   Located on the fourth floor of the Medical Education Building in the Hirsh Health Science Library, the cafe offers a diverse, healthy menu, including smoothies, breakfast sandwiches, grilled paninis, sandwiches, soups, salads and a variety of hot entrees. Pastries, yogurts, vegetables and fruits are also featured. An assortment of beverages is available including espresso drinks, coffee, tea, and juice.

2. **Soup's On, Tufts Dental School, 7th Floor**
   Soup's On, located on the seventh floor of the Tufts University School of Dental Medicine, offers a hot special of the day, two freshly prepared soups, and sandwiches made to order. It also offers grab-and-go sandwiches, packaged salads, yogurt, snack foods, cookies, brownies, and beverages. Food can also be purchased for take-out; delivery service is not provided. The cafe is open from 7:30 am to 2:30 pm and accepts cash payment only.

3. For events occurring off Tufts campus, suggestions will be provided by the program.

**MAIL SERVICES**

When DPT students are on campus, campus and hospital mail can be dropped off in the Stearns basement mailroom. There are public mailboxes located at the corner of Harvard Street and Harrison Avenue (roughly across from the entrance of the Medical Education Building), and the corner of Kneeland Street. The closest Post Office is located three blocks from the school at 7 Avenue de Lafayette, across the street from the Hyatt. It is open Monday through Friday from 8:00 AM to 6:00 PM, and from 9:30 AM to 1:00 PM on Saturdays. Students can also buy stamps and other postal services and supplies at the Mailboxes, Etc. store located on Stuart St. (near Christy’s). Stores such as Mailboxes, Etc., however, charge more than a post office for stamps and other mailing services.

**ON-CAMPUS (BOSTON) PARKING**
Parking decals are required to use TSS parking facilities. They are available at no charge to PHPD students upon presentation of a TUSM student I.D. and car registration to the Parking Office (274 Tremont Street Parking Garage). Please Note: Students are issued only one decal per school year (September 1 – August 30). Lost decals will not be replaced.

In addition to the parking decal, student parkers must pay for parking with a coupon. Coupons are available for purchase in the Parking Office (274 Tremont St. Parking Garage) or at the Bursar’s Office (200 Harrison Avenue). Students are assigned to a location with a decal, and the decal must be affixed to the left rear side of the car to become valid.

Students are assigned to the Herald Street Garage and Traveler Street Lot and must pay with a coupon upon entering. Herald Garage is open from 5:00 AM – 2:00 AM and Traveler Lot from 6:00 AM – 1:00 AM. Both locations are closed on the weekend. A free shuttle service is provided to Herald Street Garage and Traveler Street Lot based on the hours of operations. Those facilities do not offer long-term Parking.

Weekends: All students may park in the Tremont Street Garage located above the Parking Office only on Friday 10:00 PM – Monday at 9:00 AM. The cost of parking is one coupon per every 24 hours. To park at the Tremont Street Garage, students must have a car with the decal. Students MUST leave the Tremont Street Garage at 9:00 AM or will be penalized with a fee per day.

1. Parking Regulations for Tufts Students
2. Parking is permitted only with a current, valid TSS parking sticker and parking coupon.
3. Vehicle registration to prove ownership and Tufts ID card must both be presented to the Parking Office in order to obtain a sticker.
4. No in and out parking is allowed on the same parking ticket.
5. The parking facilities do not allow long term storage of vehicles (overnight).
6. Parking stickers are not transferable. Anyone who uses a lost, stolen or fraudulent sticker will be subject to loss of parking privileges.
7. Questions regarding parking should be directed to the Parking Office, 617-636-5580.
8. For events occurring off the Tufts campus, students will be responsible for their parking. The DPT program will provide suggested parking in those instances.

NOTARY PUBLIC

The function of the notary public, in part, is to witness a person’s signature. Be prepared to provide a photo ID when using notary services. Documents that are not signed in the presence of the notary cannot be notarized. Loan forms and other documents may be notarized in the Medical Dean’s Office on the 8th floor of the Medical Education Building and at the Campus Police, M&V 1. There is no fee for this service to Tufts students. However, the individual needing the notary must present proper ID (such as a student ID or driver’s license).

VOTER REGISTRATION

Students must have a Massachusetts’ driver’s license or state ID to register to vote online. Students can access voter registration information at https://www.sec.state.ma.us/. To register to vote in other states, a student can download a National Voter Registration form from the same website.

PUBLIC TRANSPORTATION
The MBTA (Massachusetts Bay Transportation Authority) provides subway, bus and commuter rail service throughout Boston and its suburbs. The best source of up-to-date public transportation information is the MBTA’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.

For students that commute regularly, an MBTA semester pass, will save money. Boston-based Health Science School students (Medical, Dental, and Friedman Schools and Public Health Professional Degree programs) are eligible to purchase an MBTA semester pass at a discounted price over regular "T" price. Each student is entitled to one pass only. The program is administered by the Bursar’s Office, 1st floor, Posner Hall, and a Tufts ID must be presented.

Before all purchases are made you will have the ability to update your delivery address for the pass. The student’s new pass will be mailed directly to the address that the user has inputted. For a detailed list of purchase deadlines and prices with the noted discount, visit the Bursar’s MBTA site.

WEATHER EMERGENCY/CANCELLATION OF CLASSES

When weather threatens school or university closings, delayed arrivals and early dismissals, information will be available by calling (617) 627-INFO as early as 6:00 AM, or by logging onto the University’s home page. The Grafton campus also has a special information line for its faculty, students and staff: (508) 839-6124. Email messages may also be distributed by the Office of Student Services.

Information monitors at Dowling Hall, the Fletcher School’s Hall of Flags, the Tisch Library, Dewick/MacPhie Dining Hall and Campus Center on the Medford/Somerville campus also feature weather and other emergency information. Email messages may also be distributed if conditions warrant.

Tufts also provides information to several major media outlets who broadcast weather-related school closings and delayed arrivals, including TV Channels 4, 5 and 7, and AM680 radio and WBZ news radio 1030. However, because these outlets provide limited information, the University strongly encourages faculty, students and staff to refer to Tufts’ own weather and emergency information outlets.
XIII. 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 DPT 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 student ID must be swiped to enter all medical school buildings. Security personnel are present at entrances to classroom buildings and the building that houses the program’s offices. Students are encouraged to use a free escort service to and from nearby parking lots, public transportation, and residences. Student IDs are required and given room permissions (when enrolled in specific courses) including after class hours in the Anatomy lab, Clinical Skills and Simulation Center. Most of these buildings are open to additional lab hours for practice until 11 pm.

On the Medford campus, card access is provided at most building entries — access to spaces must be arranged with Tufts University Police Department (TUPD) in advance. TUPD also can lock and unlock doors remotely for reserved spaces. TUPD is in the Dowling Building.

TUFTS UNIVERSITY POLICE

The Tufts University Police are responsible for safety and security on the Boston Campus and are on duty 24 hours a day, seven days a week. The University Police station is located at 136 Harrison Avenue in the lobby of the Medical and Veterinary Wing. Students should phone the police at (617) 636-6911 or 66911 (in-house phone) in any emergency or report all suspicious activities. The Tufts University Police department is an accredited police agency and receives police authority from the Commonwealth of Massachusetts and the County of Suffolk in which Boston is located. This authority enables the police to make arrests for any criminal offense committed to or upon lands or structures owned, used, or occupied by Tufts University. All Tufts Police officers are armed and well trained in all areas of criminal law. Tufts Police officers are trained at state recognized law enforcement training academies and through ongoing in-service and specialized training programs. The Tufts Police maintain a lost and found department for the Boston Campus. They also have engravers, which are available at no charge for marking your property. In addition, there is a crime prevention officer on the Boston Campus who provides literature and gives talks on various crime prevention topics. The crime prevention unit advocates awareness as the first step in making the Tufts community a safe one.
SAFETY AND ESCORT SERVICE:
Students should be aware that crime does occur in the area surrounding the medical school. It is strongly advised that students use the escort services, or travel in pairs or groups. Incidents of theft and assault are of grave concern to the Tufts Community. The Tufts University Police are constantly working toward providing an environment that is as safe as can be reasonably expected, and to educate the community in reducing the opportunities for crime. For all students who are working or studying in University buildings, escort service is provided. Call the Campus Police (6-6610) to make arrangements when you are ready to leave. For students parked in Herald or Travelers lots, or on rotation at Tufts Medical Center, the Hospital provides a van escort service. This shuttle service runs between the main entrance to the Floating Hospital at 755 Washington Street and the Herald and Traveler’s Street parking areas 24 hours a day Monday to Friday. Call (617) 636-5580 or 6-5580 for additional details on the shuttle service and parking.

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.

TUFTS DPT EQUIPMENT SAFETY

Tufts University 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.

1. The Tufts Environmental Health and Safety Department staff will provide health, safety, and environmental protection services to students as follows
   a. Accident investigation of all student accidents that occur in academic buildings, during academic work, or when caused by defective buildings, building elements, building equipment anywhere at Tufts and provide a root cause analysis and recommended corrective actions;
   b. Review of student exercises to identify all hazards, establish priorities and provide guidance for the safe operation of processes and equipment and safe handling of materials;
   c. Provide formal and informal training to each student as requested by the instructor and or student; EHS staff will inform the instructor of any assistance provided to students;
   d. Inspect all facilities and to identify hazardous conditions and recommend corrective actions to reduce the risk of disease or injury;
   e. Provide recommendations for safety equipment and personal protective equipment;
   f. Partner with Student Health Services to identify conditions and actions that may be or are causing injuries and diseases among the student population and for which there is a reasonable intervention action.

2. Tufts Facilities Service Department will check and ensure the safety of the equipment utilized by the DPT program.

3. The Program Manager for the DPT program schedules annual equipment checks to ensure all equipment is functioning properly.
4. However, if any equipment malfunction is experienced the student should:
   a. Unplug or turn off the equipment immediately.
   b. 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.
   c. Inform the lab instructor, program office staff, or Program Director as soon as possible.
5. 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 DPT Labs.

**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, 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 rotations 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 area 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 DPT 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 DPT 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
2. 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 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.

TUFTS UNIVERSITY EMERGENCY MANAGEMENT PLAN

Emergency Response Guide contains instructions to assist members of the Tufts Community in responding to a variety of emergencies that may affect a Tufts campus. The most important information you can use in an emergency is the number to contact Tufts Police, shown here, and shown in the right-hand column of each page in the guide. It is suggested that you program the 10-digit emergency and non-emergency numbers into your cellphone for your particular Tufts campus.
xiv. section 14 - student involvement

student activity fee allocation

A Student Activity Fee is collected from all students enrolled in the Public Health and Professional Degree (PHPD) Programs. These funds are used to finance the fitness center, 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 Public Health and Professional Degree 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 Student’s 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.

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**STUDENT ORGANIZATIONS/CLUBS**

The Office of Public Health and Professional Degree Programs fully supports 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, 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 Tufts University School of Medicine students with priority given to students in the Public Health Programs and Professional Degree 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 Constriction 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 Public Health & Professional Degree 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 Public Health and Professional Degree 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 DPT Program Director and the Director of Student Affairs. Solicit feedback from the cohort pertaining to the DPT program (curriculum, operations, student services, etc.) and provide pertinent feedback (anonymous if desired) to the Program Director, Director of Student Affairs, and faculty as a means for program assessment and improvement.
3. Provide each cohort with periodic updates as provided by DPT 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.
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 6.08% and GradPLUS loans have an interest rate of 7.08% 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 www.studentloans.gov 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, 2019 will have an origination fee of 1.059% and the Federal Direct Graduate PLUS Loan has an origination fee of 4.236%. Please note these fees 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