

PRE-PROFESSIONAL PHASE

**DOCTOR OF
PHYSICAL THERAPY**



MARQUETTE
UNIVERSITY

STUDENT HANDBOOK

**Class of 2017
August, 2011**

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Marquette University

Department of Physical Therapy

COLLEGE OF HEALTH SCIENCES

Milwaukee, Wisconsin

GENERAL DEPARTMENT INFORMATION

Office Location

Walter Schroeder Health Sciences and Education Complex
Exercise Science/Athletic Training Office

Room 346
Cramer Hall Room 215

Office Staff

Mrs. Cynthia Swiatlowski
Mrs. Ellen Perkins
Mrs. Diane Slaughter
Ms. Diane Grande

Records Secretary
Administrative Secretary
Program Coordinator
Office Associate, Exercise Science/
Athletic Training

Office Hours and Telephone Numbers

The main offices are open Monday through Friday, 8:00 a.m. to 4:30 p.m.

Main Office: (414) 288 - 7161
Fax: (414) 288 - 5987
Exercise Science/Athletic Training: (414) 288 - 5069

Faculty and Staff Directory

<u>Faculty/Staff</u>	<u>Office No.</u>	<u>Telephone No.</u>	<u>E-Mail</u>
Dr. Emilie Aubert	346C	288-3378	emilie.aubert@marquette.edu
Mr. Joseph Berman	346E	807-6296	joseph.berman@marquette.edu
Ms. Diane Grande	Cramer 215	288-5069	diane.grande@marquette.edu
Mr. Christopher Geiser	Cramer 215R	288-6210	christopher.geiser@marquette.edu
Dr. Marie Hoeger Bement	215	288-6738	mariehoeger.bement@marquette.edu
Dr. Sandra Hunter	Cramer 230N	288-6673	sandra.hunter@marquette.edu
Dr. Allison Hynstrom	Cramer 255C	288-4566	allison.hynstrom@marquette.edu
Dr. Kristof Kipp	Cramer 215D	288-6685	kristof.kipp@marquette.edu
Prof. Luther Kloth	346D	288-3381	luther.kloth@marquette.edu
Dr. Laurie Kontney	346F	288-3383	laurie.kontney@marquette.edu
Dr. Donald Neumann	219	288-3319	donald.neumann@marquette.edu
Mr. David Leigh	Cramer 215E	288-6078	david.leigh@marquette.edu
Dr. Alexander Ng	Cramer 230P	288-6209	alexander.ng@marquette.edu
Dr. Lawrence Pan, Chair	346H	288-7161	lawrence.pan@marquette.edu
Dr. Paula Papanek	Cramer 215A	288-5069	p.papanek@marquette.edu
Dr. Danille Parker	346A	288-3179	danille.parker@marquette.edu
Mrs. Ellen Perkins	346	288-7194	ellen.perkins@marquette.edu
Mr. Manuel Santiago	238	288-3243	manuel.santiago@marquette.edu
Dr. Sheila Schindler-Ivens	Cramer 230M	288-7282	sheila.schindler@marquette.edu
Dr. Christopher Simenz	Cramer 215F	288-6175	christopher.simenz@marquette.edu
Dr. Guy Simoneau	395	288-3380	guy.simoneau@marquette.edu
Mrs. Diane Slaughter	346K	288-3097	diane.slaughter@marquette.edu
Dr. Dennis Sobush	346B	288-3379	dennis.sobush@marquette.edu
Dr. Andrew Starsky	349	288-6608	andrew.starsky@marquette.edu
Dr. Tina Stoeckmann	347	288-5527	tina.stoeckmann@marquette.edu
Mrs. Cynthia Swiatlowski	346	288-7161	cynthia.swiatlowski@marquette.edu
Mrs. Yolanda Webb	Cramer 215B	288-6077	yolanda.webb@marquette.edu

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

Vision

As Ignatian educators, our vision is to build upon a Jesuit education for our students that is transformational. Above and beyond excellence in the clinical practice skills of Exercise Science, Athletic Training, and Physical Therapy, we also desire that our students carry out their life's work for the greater glory of God as men and women in service to others. With this zeal for excellence enacted in clinical practice and service, we expect that Marquette University will be included in public discourse as among the best in preparing graduates in Exercise Physiology, Athletic Training, and Physical Therapy in America.

Mission

The faculty of the Department of Physical Therapy embraces the missions of the University and the College of Health Sciences^{1,2} to graduate entry-level professionals who recognize the need for ongoing reflective assessment to always elevate their work and service to a greater degree of excellence. We strive to educate students who will develop into professionals who are knowledgeable of current practices and trends, skillful in applying their knowledge, flexible in their relationships with others, and motivated to serve others. Furthermore, to meet the current health care needs in underserved areas, we are committed to supporting programs of outreach that will enhance the enrollment and training of disadvantaged students and service to disadvantaged populations.

We seek to prepare students to become practitioners who are self-directed, lifelong learners, continually striving to advance their knowledge and skills and to understand the social, political, and economic forces that impact the profession. Our primary goal is to graduate physical therapists that are recognized by consumers and other health care professionals as practitioners of choice to whom consumers have direct access for diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health. Finally, we expect our graduates to support social justice in part by being role models in the service of disadvantaged segments of the population.

Philosophy

Whether it is in the undergraduate curricula for Exercise Physiology or Athletic Training or the DPT curriculum, the teaching-learning process is recognized as a dynamic interaction of shared responsibility among the academic faculty, clinical faculty and students. The Department of Physical Therapy supports the educational view that students learn in a multitude of ways, necessitating a variety of learning experiences. These experiences are important for the development of a life-long autonomous learner who is self-motivated, self-directed and able to construct knowledge, not just absorb it. The Departmental faculty are resources and role models in the development of these traits. Each faculty member accepts this responsibility by maintaining personal clinical competence, providing quality instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient and professional causes. Finally, they will help students to become educated members of society, active members of their profession, and role models for peers and future physical therapists.

Expected Global Student Outcomes

Graduates of the Marquette University, Department of Physical Therapy will:

1. Demonstrate the skills necessary to provide autonomous physical therapy services in essential practice areas as defined by the Guide to Physical Therapist Practice.
2. Screen individuals through testing and differential diagnosis, to determine a physical diagnosis which is within the scope of physical therapy, and/or to determine the need for referral to other health professionals.
3. Apply evidence based decision making in planning effective, cost efficient plans of care.
4. Participate in professional learning.

References

1. MU Vision Statement, 2001-2002 Undergraduate Bulletin, p. 3
2. MU mission statement, 1999-2000 Undergraduate Bulletin, p. 2
3. College of Health Science mission statement, 1999-2000 Undergraduate Bulletin, p. 233 Rev. 3/01

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Emilie J. Aubert, PT, DPT, MA Adjunct Associate Professor APTA Member</p>	<p>Pediatric Physical Therapy Lifespan Development Medical Terminology Neuro Rehab for Children Introduction to Physical Therapy Special Topics: Pediatrics Special Topics: Women's Health Disability and the Church</p>	<p>B.S. in Physical Therapy Indiana University</p> <p>M.A. in Education (Curriculum and Instruction) Marquette University</p> <p>D.P.T. Simmons College in Boston, MA</p>	<p>Education Neurological Disabilities, especially CVA and CP Normal Development Developmental Screening Myelodysplasia (spina bifida) Ethical Issues in Medicine Cultural Influences on Motor Development in Children</p>
<p>Christopher F. Geiser, MS, PT, LAT Director of Athletic Training Clinical Assistant Professor NATA Member</p>	<p>Rehab/Ther Ex in Athletic Training General Medicine in Athletic Training Clinical Proficiencies in Athletic Training Sports Physical Therapy</p>	<p>B.S. in Physical Therapy M.S. in Kinesiology</p>	<p>Biomechanics in Sports Distance Runners Orthopedic/Sports Clinical Practice ACL Injuries</p>
<p>Marie Hoeger Bement, PT, PhD Assistant Professor APTA Member</p>	<p>Physical Technologies and Electrotherapy Pain Management Lab Assistant for Athletic Training</p>	<p>M.P.T. (Master of Physical Therapy) University of Iowa</p> <p>Ph.D. in Physical Rehabilitation Science University of Iowa</p>	<p>Pain Mechanisms Exercise-Induced Analgesia</p>
<p>Sandra Hunter, BEd, PhD Associate Professor, Exercise Physiology ACSM Member</p>	<p>Advanced Exercise Physiology Exercise for Special Populations</p>	<p>B.Ed. in Physical Education University of Sydney (Australia)</p> <p>Post Grad. Diploma in Human Movement Science University of Sydney (Australia)</p> <p>Ph.D. in Exercise Science University of Sydney (Australia)</p>	<p>Neuromuscular mechanisms of muscle fatigue and stress</p> <p>Sex and task differences in muscle fatigue of young and older adults</p> <p>Adaptations of neuromuscular aging: control of muscle force and motor unit variability</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Allison Hyingstrom, PT, PhD Assistant Professor APTA Member	Motor Control Physiology Pathophysiology Adv. Topics in Neurologic Rehab	B.A. Biology Augustana College M.S.P.T. Washington University Ph.D. Northwestern University	Motor Control Physiology Pathophysiology
Kristof Kipp, PhD, CSC Assistant Professor, Exercise Physiology ASB and ISM Member	Scientific Principles of Strength & Conditioning	A.S in Engineering North Idaho College B.S. and M.S. in Kinesiology Boise State University Ph.D in Nutrition & Exercise Science Oregon State University Post-doc in Education University of Michigan	Human Neuromechanics
Luther C. Kloth, PT, MS, FAPTA, FCCWS Professor Emeritus APTA Member	Advanced Electives in Integumentary/Wound Management PT	B.S. in Biology and Physical Education Dana College Certificate in Physical Therapy University of Pennsylvania M.S. in Anatomy Marquette University	Chronic Wound Healing Facilitation of Wound Healing with Physical Technologies Bactericidal and Fibrinolytic Effects of 25kHz ultrasound Dynamic Computer Controlled Wheel Chair Cushions
Laurie B. Kontney, PT, DPT, MS Co-Director Clinical Education and Associate Clinical Professor APTA Member	Patient Management Professional Interactions Clinical Seminar Clinical Education	B.S. in Physical Therapy University of Wisconsin Madison M.S. in Physical Therapy The Finch Univ of Health Science/ Chicago Medical School D.P.T. Simmons College in Boston, MA	Education Acute/Neuro. Geriatrics Foot/Ankle Motor Control Cultural Diversity
David H. Leigh, MS, ATC Head Athletic Trainer Clinical Assistant Professor, Exercise Physiology NATA Member	First Aid and CPR Assessment of Athletic Injuries Prevention and Care of Athletic Injuries	B.A. Cal State Long Beach M.S. University of Arizona	Clinical Education Rehabilitation Assessment

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Donald A. Neumann, PT, PhD, FAPTA Professor APTA Member</p>	<p>Kinesiology Spinal Cord Rehabilitation Biomechanics</p>	<p>B.S. in Physical Therapy University of Florida</p> <p>M.S. in Science Education University of Iowa</p> <p>Ph.D. in Exercise Science and Physical Education University of Iowa</p>	<p>Kinesiology Spinal Cord Rehabilitation Muscle Mechanics, EMG Osteoarthritis, Aging Service through International Education</p>
<p>Alexander V. Ng, PhD, FASCM Associate Professor, Exercise Physiology ACSM Member</p>	<p>Exercise Physiology and Bioenergetics Sports Nutrition</p>	<p>B.S. Biological Sciences University of California/Davis</p> <p>M.S., Ph.D., Physical Education (Biodynamics) University of Wisconsin/Madison</p>	<p>Fatigue in Chronic Disease (i.e., multiple sclerosis, cancer, HIV) Measurement of Physical Activity Muscle Fatigue Cardiovascular regulation</p>
<p>Lawrence G. Pan, PT, PhD, FAPTA Chair and Professor, Director of Health Careers Opportunity Program, Director Youth Empowerment Program APTA Member</p>	<p>Neuroanatomy</p>	<p>B.A. in Mathematics Macalester College</p> <p>B.S. in Physical Therapy St. Louis University</p> <p>Ph.D. in Physiology Medical College of Wisconsin</p>	<p>Exercise Physiology Respiratory Prescription Control of Breathing Minority Education Neuroanatomy</p>
<p>Paula E. Papanek, MPT, PhD, FACSM, ATC/LAT Director of Exercise Physiology' Director of Clinical and Translational Rehabilitation Health Science Program (CTRH), an, Associate Professor NATA, APS, NSCA, & ASCM Member</p>	<p>Physiology of Activity Intro Exercise Physiology Nutrition & Exercise Performance Exercise Leadership Advanced Exercise Physiology Applied & Rehabilitative Systems Physiology Readings & Research in Clinical & Translational Rehabilitation</p>	<p>B.S. Nutritional Biochemistry Illinois State University</p> <p>M.S. Exercise Physiology University of Louisville</p> <p>Ph.D. in Physiology and Medicine University of Florida</p> <p>Master of Physical Therapy Marquette University</p> <p>Certified & Licensed Athletic Trainer</p> <p>Fellow American College of Sports Medicine</p>	<p>Endocrinology Cardiovascular Disease Aging Microcirculation Exercise Physiology Gender mediated differences Women's Health</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Danille Parker, PT, DPT, GCS, CEEAA Co-Director of Clinical Education and Assistant Clinical Professor APTA Member</p>	<p>Patient Management Aging component of Pathophysiology & Aging Special Topics: Geriatrics Clinical Education</p>	<p>B.S. Health Sciences Loma Linda University M.P.T. (Master of Physical Therapy) Loma Linda University D.P.T. Nova Southeastern University</p>	<p>Education Geriatrics Rehab (Neuro, Parkinson's) Geriatric Exercise Prescription Fibromyalgia</p>
<p>Sheila Schindler-Ivens, PT, PhD Assistant Professor APTA Member</p>	<p>Evidenced Based Practice Intro to Research & PhD Education</p>	<p>B.S. Physical Therapy Marquette University Ph.D. University of Iowa</p>	<p>Motor Control Stroke Rehab Evidence Based Practice</p>
<p>Christopher J. Simenz, PhD, CSCS*D Practicum Coordinator & Associate Clinical Professor, Exercise Physiology ASCM Member</p>	<p>Kinesiology Exercise Leadership Exercise Science Practicum I & II Mechanics of Sports Injury Aging & Physical Activity Obesity and Exercise</p>	<p>B.S. in Exercise Science University of Wisconsin-La Crosse M.S. in Human Performance University of Wisconsin-La Crosse Ph.D. in Educational Leadership Marquette University</p>	<p>Sports Biomechanics Strength and conditioning Diversity and education Film and Media Literacy</p>
<p>Guy G. Simoneau, PT, PhD, ATC Professor APTA Member</p>	<p>Orthopedic Physical Therapy</p>	<p>B.S. in Physical Therapy Universite De Montreal M.S. in Physical Education University of Illinois Champaign Ph.D. in Exercise and Sport Science Pennsylvania State University Certified Athletic Trainer</p>	<p>Orthopedics Biomechanics Computer Keyboard Ergonomics Research Walker Assisted Gait Research</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Diane S. Slaughter, PT, MS, ATC Program Coordinator APTA & NATA Member</p>		<p>B.S. in Physical Therapy University of WI-La Crosse</p> <p>M.S. in Education University of Kentucky</p> <p>S.C.S. Board Certified Specialist in Sports Physical Therapy-American Physical Therapy Association 1994-2004</p> <p>Certified Athletic Trainer</p>	<p>Athletic training Curriculum Accreditation Assessment Department Continuing Education</p>
<p>Dennis C. Sobush, PT, DPT, MA, CCS Associate Professor APTA Member</p>	<p>Cardiovascular and Pulmonary Physical Therapy Culture and Disability Critical Care Diagnostic Imaging & Testing</p>	<p>B.S. in Physical Therapy University of WI-Madison</p> <p>M.A. in Curriculum and Instruction Marquette University</p> <p>D.P.T. Simmons College in Boston, MA</p> <p>C.C.S. Board Certified Specialist in Cardiopulmonary Physical Therapy- American Physical Therapy Association</p> <p>Exercise Specialist – American College of Sports Medicine</p>	<p>Exercise Prescription Cardiac and Pulmonary Rehab Respiratory Muscle Training Asthma Cardio-Psych-Neuro-Immunology Solid Organ Transplantation Bariatrics</p>
<p>Andrew J. Starsky, MPT, PhD Assistant Clinical Professor APTA Member</p>	<p>Advanced Topics in Biomechanics Physical Modalities and Electrotherapy Evidenced Based Practice Core Stability Instrumentation</p>	<p>B.S. in Electrical Engineering Marquette University</p> <p>M.P.T. (Master of Physical Therapy) Marquette University</p> <p>Ph.D. in Biomedical Engineering Marquette University 2007</p>	<p>Technology in Rehabilitation Motor Control Endurance Athletes Instrumentation EMG</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Tina M. Stoeckmann, PT, DSc, MA Associate Clinical Professor Neurologic Residency Program Coordinator APTA & ASBH Member	Neuro Rehabilitation I and II Motor Learning/Motor Control	B.S. in Physical Therapy University of WI-Madison M.A. in Bioethics Medical College of WI D.Sc. in Neurology Rocky Mountain University	Neurology, esp. TBI Motor Learning/Motor Control Prosthetics & Orthotics Bioethics

ACADEMIC STANDARD - REQUIRED TO ENTER INTO THE PROFESSIONAL PHASE

Students are still subject to the Scholastic Censor policy outlined in the Undergraduate Bulletin for their undergraduate coursework. However, physical therapy related prerequisites and pre-professional phase courses are subject to the Department of Physical Therapy Academic Standards. To proceed into the professional phase (i.e. 4th year) of the six-year, two summer DPT Program, students are required to successfully meet the following four requirements:

1) A 2.4 GPA or greater and a grade of a CD or better in the following 5 prerequisite courses for 23 total credits (refer to form on page 12):

<u>D.P.T. Prerequisite courses*</u>	<u>Credits</u>
Biology	3 Cr
Chemistry I and II	8 Cr
Introduction to Physical Therapy	1 Cr
Physics I and II	8 Cr
Statistics	<u>3 Cr (minimum)</u>
	<u>23 credits</u>

*All prerequisite coursework must be completed at a four-year institution (See the "Approval for Study at Other Institutions" section in this handbook). **Prerequisite coursework will not be accepted from a two-year school, community college or a junior college.** Also, no online courses for PT prerequisites are accepted.

**Advanced Placement and/or International Baccalaureate are accepted for general university requirements; however only Chemistry I and Physics I can be applied to the DPT pre-requisite coursework.

Grade points are awarded on a 0 to 4 scale: *A = 4; AB=3.5; B=3; BC=2.5; C=2; CD=1.5; D=1; and an F is 0 grade points. A grade point average is calculated by dividing the total grade points achieved (grade points for grade earned x course credits) by the total number of credits earned.

Example:

Chemistry	4 credits	AB	$3.5 \times 4 = 14.0$ grade points
Biology	3 credits	C	$2.0 \times 3 = 6.0$ grade points
Physics	<u>4 credits</u>	<u>B</u>	<u>$3.0 \times 4 = 12.0$ grade points</u>
Total	11 credits		32 grade points GPA (32 QP/11 cr) = 2.91 GPA

CR/NC Grade Option: University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the undergraduate bulletin for the specific requirements. However, this CR/NC option **is not available for any course** that is part of the 23 prerequisite core credits, nor any course normally required in the professional phase of the program.

I, X, IX Grades: Any student receiving or anticipating receiving an I, X or IX grade in a required D.P.T. course must meet with the chairperson of the Department of Physical Therapy to establish a plan for resolution. An I, X, or IX grade may prevent a student from continuing in the program resulting in a delay in graduation.

2) Complete a minimum 80 hours of paid or volunteer experience(s) in one or more physical therapy settings.

These hours must be supervised and documented by a licensed physical therapist. It is the student's responsibility to provide proof of completion of these eighty hours to the physical therapy office by June 1 prior to entering the professional phase of the program in the fourth year. For direct admit students, only volunteer hours completed after notification of acceptance in the physical therapy program will count towards the eighty hours. Any request to complete pre-requisite course work or clinical hours after the June 1st deadline must be approved by the Chairperson of the Department. Any such request must be submitted in writing to the Chairperson of the Department by June 1st before the fall of the DPT-4 year.

Currently enrolled Marquette students, who have a health care major with a clinical component in their undergraduate course work, may complete up to 40 hours of the required 80 hours of PT observation as part of their clinical component in their undergraduate major. The remaining 40 hours must be completed under the supervision of a physical therapist and documented in the form of a letter signed by the supervising physical therapist(s).

3) Students must have completed and received their undergraduate degree by the end of the spring semester of year 5 of the DPT semester. DPT-3 students must have a reasonable plan to complete their undergraduate degree in the allotted time. Students who do not complete their undergraduate degree in the traditional 4 or 4.5 years must submit a written plan to the PT Department Chairperson to complete their undergraduate

degree within the required time frame.

- 4) **Professional phase courses taken early while a student is in the pre-professional phase must be completed with a C or better. Students who fail to meet these requirements will be placed on academic probation and will be required to retake professional phase courses. Taking courses early and out of sequence is discouraged. If courses are taken out of sequence, a scheduling conflict can arise which may ultimately delay graduation.**

Assessment of student requirements for admission to the professional phase

Assessments of students' fulfillment of the above criteria are made June 1st, prior to students entering the professional phase of the program in the summer of their third year. Students who have successfully met the requirements are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students failing to satisfy all requirements or students who are required to withdraw for academic reasons are subject to dismissal hearing procedures. Students who do not meet the criteria will forfeit automatic admission into the professional phase in the fall.

Admittance with Academic Probation

Direct admit physical therapy students who have completed the required observation hours and requirements for undergraduate degree completion, but whose prerequisite courses result in a GPA between 2.38 and 2.4 with no grade below CD will be granted entry into the professional phase of the physical therapy program under conditions of academic probation. Academic Probation will last for one academic year and will be considered the student's first offense in terms of not meeting the criteria for good academic standing. A second instance of failing to maintain good academic standing will subject the student to possible dismissal from the program.

Request to Delay Entry: Any request to delay entry into the professional phase, or to enter another class, either before or after the one in which the student originally entered as a freshman, is not guaranteed. Any such request must be submitted in writing to the Chairperson of the Department.

Admissions Hearing

Direct admit students who complete the prerequisite courses with GPA below 2.38 or fail to meet any one of the other admission requirements will not be admitted to the professional phase of the program. . DPT-3 students who only need to remediate their GPA may request to use the summer sessions to re-take their lowest pre-requisite grades in order to achieve the 2.4 GPA. Such a request is made in writing to the Departmental Chair. The need for an admissions hearing will then be determined after completion of the summer retake(s). Students are given the opportunity to request admission to the professional phase of the program via a hearing with the Academic Standards Committee.

MARQUETTE UNIVERSITY

REQUIREMENTS & PRE-REQUISITES FOR CONTINUANCE INTO YEAR 4

- All information is to be printed or typed carefully and accurately
- Advanced Placement and/or International Baccalaureate are accepted for general university requirements; however only Chemistry I and Physics I can be applied to the DPT pre-requisite coursework.
- It is recommended that you make a copy of this form for your own reference

NAME: _____

Last

First

Middle

MU STUDENT ID#: _____ MAJOR: _____

Requirements	Department & Course #	Course Title	Grade	Number of Units/Credits		Institution	Year & Term Completed	Planned Completion Year & Term
				Sem.	Qtr.			
Biology								
Chemistry I								
Chemistry II								
Introduction to PT								
Physics I								
Physics II								
Statistics								

- I have completed the necessary Physical Therapy pre-requisite course work at a four year institution with a grade of a CD or better and a GPA of 2.4 or higher.
- I have submitted documentation of my completion of at least 80 hours paid or volunteer experience(s) supervised by a PT
- I will be receiving my undergraduate degree, _____, (degree to be awarded)
 in _____ of _____.
 (Month) (Year)

Signature

Date Submitted

ACADEMIC INTEGRITY and MISCONDUCT

Rationale

Academic integrity is central to maintaining the high standard of academic excellence to which Marquette University is dedicated. All members of the university community – including faculty, staff, and students - share the responsibility for the academic standards and reputation of the university. Academic honesty is essential for ensuring that students' skills and knowledge are fairly and accurately assessed. Conversely, academic dishonesty is destructive of the values of the University, and it is unfair and discouraging to the majority of students who pursue their studies honestly.

Expectation

Students, faculty, and staff in the Department of Physical Therapy are expected to conduct themselves with the highest level of academic integrity and to refrain from academically dishonest behaviors. Academic dishonesty, like other forms of dishonesty, includes misrepresentation with intent to deceive or without regard to the source or the accuracy of statements or findings. Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. It includes but is not limited to the behavior listed in the examples.

Examples of Academically Dishonest Behavior

1) Cheating

- a) Copying from others during an examination.
- b) Communicating exam answers with other students during an examination.
- c) Recalling test questions and sharing them with others before they have taken the exam.
- d) Offering another person's work as one's own.
- e) Taking an examination for another student or having someone take an examination for oneself.
- f) Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
- g) Tampering with an examination after it has been corrected, and then returning it for more credit.
- h) Using unauthorized materials during an examination. This includes the use of books, notes, and electronic aids not approved by an instructor in closed book or take home exams or unauthorized sharing of books and notes during a closed book or take home exam.
- i) Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

2) Dishonest Conduct

- a) Stealing or attempting to steal an examination or answer key from the instructor.
- b) Changing or attempting to change academic records without proper sanction.
- c) Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
- d) Intentionally disrupting the educational process in any manner.
- e) Allowing another student to copy off of one's own work during a test.

3) Plagiarism

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

- a) To steal or pass off as one's own the ideas or words, images, or other creative works of another, and
- b) To use a creative production without crediting the source, even if only minimal information is available to identify it for citation. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information that is not common knowledge.
- c) Forms of Plagiarism include:

- i) Misrepresenting someone else's work as one's own: e.g. copying another student's paper or an article from a journal or website; buying an essay from a term-paper mill
- ii) Patchwriting: writing a paper by simply patching together blocks of text, perhaps with slight modification, taken from one or more sources
- iii) Paraphrasing or summarizing information from a source without citation
- iv) Quoting material without proper use of quotation marks (even if otherwise cited correctly).
- v) Changing, distorting or misrepresenting quoted material. If a source is quoted, it should be quoted word for word and cited.
- vi) Translating a work from one language to another without citation.

4) Other forms of Academic Dishonesty:

- a) Failing to take reasonable measures to prevent others from copying your work or using your answers during an exam.
- b) Submitting the same essay, presentation or assignment for more than one course without prior approval.
- c) Preventing fair access to library resources, e.g., by hiding books or by signing out short-term reserve materials and keeping them overdue when they are needed by other students.
- d) Lying about reasons for missing an exam, handing in an assignment late, etc.

Reference

- 1) Simon Fraser University Academic Integrity Guidelines

Process for establishing findings of misconduct

Findings of misconduct to self, faculty, and the University, may result in failure in the assignment, failure in the course or even dismissal from the Physical Therapy program. As indicated in the College of Health Sciences guidelines, if a complaint of misconduct arises, the student will be notified in writing by the Departmental Chairperson of the allegations and reasons for possible penalties or dismissal from the program. The Chairperson will also notify the Professional Affairs Committee of these allegations and of proposed actions involving the student.

The Professional Affairs Committee will investigate and evaluate the case and provide the student with an opportunity for a hearing before the Committee. The Departmental Chairperson will be present at the hearing. The student may present information to the investigating committee and may bring an advisor to be present during the proceedings to provide support or advice. The student must notify the Department at least 72 hours in advance of the role, occupation, and relationship of this advisor to the student. The Committee may pose questions to the student, review documentation presented by the student and/or the Department Chairperson, and allow third parties to present relevant evidence, all at the sole discretion of the Committee.

The Committee will make its recommendations directly to the Dean of the College of Health Sciences. The Dean shall determine whether detrimental conduct occurred, establish the appropriate action or penalty, and notify the student in writing. The Dean's decision is final. See the College of Health Sciences Appeals Proceedings in the Bulletin for further guidelines on the hearing procedures.

ACCREDITATION

The Commission on Accreditation in Physical Therapy Education (CAPTE) has granted accreditation to Marquette's Doctor of Physical Therapy program. Initial accreditation of the DPT program was granted in April of 2002 and has been maintained since. Students are free to contact CAPTE with questions or concerns by mail or phone at CAPTE American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia 22314 (703)-706-3245. Please note: CAPTE will only address complaints that relate to compliance with the Evaluative Criteria. CAPTE's rules governing the formal complaint process can be found in the handbook located on the web at:

[Http://www.apta.org/AM/Template.cfm?Section=CAPTE1&CONTENTID=25035&TEMPLATE=/CM/ContentDisplay.cfm](http://www.apta.org/AM/Template.cfm?Section=CAPTE1&CONTENTID=25035&TEMPLATE=/CM/ContentDisplay.cfm)

ADVISING

Academic advising is an important aspect in your college life allowing you maximum education potential through communication and information exchanges with your advisor.

Students are assigned an advisor in the major in which they are enrolled for their undergraduate major. The College of

Arts and Sciences has a pre-DPT advisor, Ms. Monica DeLaPaz. Ms. Yolanda Webb and Ms. Michelle Schuh provide advice in the pre-professional phase for students in the Program in Exercise Science and the College of Health Science, respectively. In the third year of the pre-professional program, each student is assigned a Physical Therapy (PT) faculty advisor. Students of other Colleges are welcome to contact Ms. Michelle Schuh, Assistant Dean of the College of Health Science with questions about the PT program. PT Department advisors are available during the week of all-university advising. Please contact the PT Department office if you would like to meet with a PT advisor at any other time during your academic career. Additionally, there will be mandatory class meetings with the Department Chair for advising, questions, and program updates. If you cannot attend a mandatory meeting, it is your professional responsibility to notify the Department and make other arrangements to receive the information conveyed.

Your PT advisor will be able to answer your questions concerning:

- 1) Physical therapy
- 2) Marquette University Doctor of Physical Therapy curriculum
- 3) Other health related disciplines
- 4) Physical therapy course requirements and sequencing of course material
- 5) Graduate education, continuing education and career opportunities in physical therapy

Your PT advisor probably will **not** be able to answer questions concerning:

- 1) Financial aid
- 2) Course requirements in physical therapy programs other than Marquette
- 3) Degree requirements in other units or majors at Marquette

Please arrive for your appointment on time.

After selecting your courses, check that the section numbers are correct, that you have taken the course pre-requisites, and that there are no time conflicts with other courses.

Appointments at pre-registration advising are short. If you need more time to speak with your advisor, it would be advisable to make an appointment outside of pre- registration time.

ALTERNATE INSTITUTIONS

University guidelines state that students who plan to study at another institution must obtain written approval for each course prior to enrollment in the course (see Undergraduate Bulletin). If prior approval is not obtained, the University reserves the right to not accept the credits earned at the other institution. Course approval forms may be obtained from the student's college office. All pre-requisite course credits for the DPT program (biology, chemistry, physics, and statistics), must be completed at a four-year institution. No online courses are accepted as PT pre-requisite courses. Upon completion of the course work, it is the student's responsibility to have an official transcript sent directly from the institution to the Office of the Registrar.

AWARDS (GRANTED IN THE PROFESSIONAL PHASE)

M. Patricia Murray Award. This award is given to the outstanding physical therapy graduate in recognition of academic excellence, scholarship and potential contribution to the profession. The recipient of this award is selected by the faculty of the Department of Physical Therapy. The award was instituted in 1985 in memory of the late M. Patricia Murray, Ph.D. Dr. Murray was a dedicated teacher who was part of the physical therapy faculty from the beginning of the Program at Marquette until her death in 1984. She was a researcher who was well known through her many published articles especially in the area of locomotion.

Daniel Strelnick Award. This award is given to the outstanding clinician in the last year of the professional phase. Faculty members nominate candidates and the final choice is determined by the students' clinical evaluations. The award is based on evidence of assertiveness, leadership, rapport and clinical skills. Daniel Strelnick was closely associated with the program at Marquette for over 30 years. He was Director of Physical Therapy at the Veterans Administration Hospital and a clinical adjunct faculty member with the program at Marquette.

Richard H. Jensen Service Award. This award is presented annually by the faculty to a graduate who exemplifies the characteristics of humanitarianism, professionalism, leadership and service. The award was instituted in 1996 to honor Dr. Richard H. Jensen, Director of the Program in Physical Therapy from 1978-1996. The students of the DPT-6 class select nominees for this award in the fall semester prior to graduation. The Class will submit no more than five names with the award winner or winners selected by the physical therapy faculty.

Research Awards. These awards are given annually to the graduates who complete independent research projects and present their work at state or national professional meetings.

Academic Honors. The Department of Physical Therapy will follow the University guidelines for honoring those who graduate summa cum laude (>3.9 GPA), magna cum laude (>3.7 GPA), and cum laude (>3.5 GPA).

WPTA SE District Award. This award is given annually by the Southeast District of the Wisconsin Physical Therapy Association to graduating student(s). Students submit an application on the basis of academic achievement, extra-curricular activities, and involvement in the American Physical Therapy Association and/or its components. The executive committee of the District selects the recipient(s) following brief interviews with the nominees. Information about this award and application procedure is presented in the final year of the DPT program.

COLLEGE OF HEALTH SCIENCES ALUMNI ASSOCIATION

The College of Health Sciences Alumni Association has been recently established to allow equal representation of all the Departments within the College of Health Sciences. The goal is to foster synergies and strength within and among the Departments as well as increasing the College's identity among both alumni and current students.

The College of Health Sciences Alumni Association will sponsor a mini-lecture series, book scholarships, career nights, and special activities, as well as participating in University-wide alumni events.

C.P.R. CERTIFICATION

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) training is required of all students. This requirement needs to be taken care of prior to October 15th of the fourth year of the DPT program. It is required that students maintain continued certification throughout remainder of the DPT curriculum. Failure to maintain and report current certification to the PT Office may jeopardize enrollment in subsequent PHTH courses and reduce priority for internship site selection. Students should contact their local American Heart Association office or local Red Cross office. American Heart Association certification is preferred.

GRADE APPEAL

The Department of Physical Therapy follows the College of Health Sciences undergraduate grade appeal guidelines. (See Appeal Procedures in the College of Health Sciences section of the University Bulletin).

INTERNAL TRANSFER ADMISSIONS TO THE PROFESSIONAL PHASE

Marquette students who were not admitted as freshmen may apply to transfer into the professional phase of the program. Historically about 10 spaces have been offered to Marquette pre-physical therapy students (PREPS); however admission is not guaranteed. To apply for this window of admission, students must have completed or are in the process of completing half or more of the 23 physical therapy prerequisite credits at Marquette University and meet or exceed all requirements for the undergraduate phase. Further details of entrance requirements are available from the Department of Physical Therapy.

INTERNSHIP REQUIREMENTS

Marquette University has specific requirements that each student must meet to maintain good standing in the program. Many requirements need annual updates. Written verification of the following requirements must be on file in the PT office by **October 15th for DPT 4's**. **DPT-3 students may wish to provide some of the documentation in the spring or summer of the DPT-3 year. If students do not meet the deadline, they will not be able to participate in the site selection process until all students who did meet the deadline have been assigned sites. It is the student's professional responsibility to submit the following:**

1. Proof of APTA membership **please note: membership needs to be renewed on an annual basis**
2. Proof of health insurance. All students must maintain health insurance throughout the professional phase of the program.
3. Current CPR certification that includes child, infant, and both one- and two-person adult along with AED

- (also see below)
4. Proof of MMR vaccination (requires proof of two separate vaccinations)
 5. Completion of OSHA training (yearly)
 6. Hepatitis B vaccine or completed waiver form
 7. Proof of negative TB test that is updated on an annual basis. (Note: Some internship sites may require proof of negative test within 30-90 days of start of internship or a 2 step test). TB must be current for incoming DPT4 fall semester
 8. Background Disclosure Forms for the State of Wisconsin – Department of Justice
 9. Wisconsin Criminal background check, both general and caregiver (2 forms)
 10. Criminal Background checks for all applicable states. (The student has had worked in and/or residence in for the previous 7 years or since age of 18.)
 11. Proof of attendance at one state or national physical therapy conference (submit after attendance)
 12. Student Handbook/Essential Functions Document receipt

Students are also required to personally provide written verification of these requirements at their internship sites – we suggest you keep copies of all these documents for your own records as well. Some internship sites may have requirements above and beyond those of the University. This information can be obtained from the Clinical Site Information Forms (CSIFs), student files, and through direct contact with a representative of the internship site. Students are responsible for determining and satisfying additional requirements a specific internship site may have, such as drug testing, criminal background checks, chest x-ray, physical, etc. The results of those checks and/or tests may affect the student's eligibility for specific internship placement.

LIBRARY SERVICES

Reference materials and current periodicals will be at the Marquette libraries at the start of the semester. Consult the Marqcat Catalog for location of all other items.

All Physical Therapy students may also take advantage of several anatomical models that are part of the Weigell Collection on permanent reserve at the Raynor Library. The Weigell Collection includes models of the hand, finger, and two spines. The collection was made possible by a donation from the late Carl Weigell, father of 1996 Marquette Physical Therapy graduate, Anne Weigell.

The Medical College of Wisconsin library is located at 8701 Watertown Plank Road. Library hours are 7:30 a.m. to midnight daily. Physical therapy students are eligible for a library card if desired.

NAME CHANGE

Name Change forms are available in the Office of the Registrar in Zilber Hall should you change your name during or after your education at Marquette.

PHYSICAL THERAPY STUDENT COUNCIL

The Council is the governing body for the students in the program. Council consists of an elected Executive Committee, Class Officers, and Representatives. Opportunities to participate are ample through the Council's public relations, education and social activities, fundraising and philanthropic committees. Physical Therapy Student Council is a great way to get involved, network with other PT students and to gain insight into your future profession.

PROCEDURE FOR FILING A COMPLAINT

Any complaints regarding academic issues, policies, conflicts or other disputes should first be addressed directly with the parties involved. If a successful resolution is not reached, a formal complaint, in writing or verbally, can be made to the Departmental Chair. The Chair will review the complaint, seek input from all parties involved, and determine the appropriate course of action.

REQUEST FOR TEMPORARY WITHDRAWAL

A student who wishes to take a temporary withdrawal from the PT Program must make his/her request in writing to the Chairperson of the Department of Physical Therapy, who will consider the request and render a decision in writing. A student's direct admit status is guaranteed only for the class in which they enter as freshman. The student may be subject to Conditions of Probation upon returning to the PT Program depending on the student's academic performance at the time of the request. If a temporary withdrawal is granted to a student who is already on Probation or under a Learning Contract, the Conditions / Terms of these agreements will continue to be in effect upon the student's return to the program, with the necessary adjustments to the timeframes involved.

If the student is granted withdrawal due to a physical or mental condition, the student must provide documentation that the condition is under control or resolved prior to returning to the program. If a disability exists, the student must make requests for reasonable accommodations prior to reinstatement in the program. The student must provide evidence that he/she is ready to fulfill the academic requirements of the program and assume responsibility for the safety and welfare of patients during the clinical component of the program. The DPT faculty will determine if the requested accommodations are reasonable given the academic and clinical demands of the program and profession.

Under the Chairperson's discretion, the granting of a temporary withdrawal is subject to the enrollment numbers and space availability of the class to which the student is requesting to return. Upon returning to the program, the student will be required to fulfill any curricular changes or other requirements that have been instituted while the student was away from the program. Reasonable effort will be made to notify the student, prior to withdrawal, of any known proposed changes. However, unforeseen changes are always a possibility. Students who have already taken a one-year of temporary withdrawal cannot be granted another as they would not be able to graduate in the four year time limit. (See academic standard section.)

TRANSCRIPTS OF CREDITS

Transcript requests can be made online, by mail, or in person. If by mail the request must be sent to the Office of the Registrar, P.O. Box 1881, Milwaukee, Wisconsin 53201-1881. (The Physical Therapy office is not able to fill these requests.) See the Undergraduate Bulletin or the Registrar's website.

TRANSFER WITHIN THE UNIVERSITY

The various colleges of Marquette University operate under the jurisdiction of separate Deans. Therefore, enrolled students must submit to the Office of the Registrar a formal Application for Internal Transfer if they wish to transfer from one college to another. Various criteria may be considered by the colleges during review of the student's request to transfer colleges, including, but not limited to: current Grade Point Average, cumulative Grade Point Average, prior academic record and prior academic misconduct issues. If the Application for Transfer is approved, the student will be governed by the degree requirements of the college into which the transfer is made. Because Marquette conducts an early registration several months prior to the start of each term, it is to the student's advantage to apply and be accepted as early as possible. Application forms are available online at www.marquette.edu/registrar and a completed application must be submitted to the Office of the Registrar no later than one week before the start of the session for which the student wishes to enroll.

UNDERGRADUATE MAJORS

You must declare an undergraduate major by the second semester of your sophomore year. It is possible to meet the 23 core course requirements for physical therapy by selecting any of the following undergraduate majors. Please note, those majors marked with an asterisk (*) may require some summer classes. Undergraduate majors must be completed by the end of the spring semester of the fifth year. If you are an Athletic Training or Exercise Science major, you will not be able to complete your undergraduate degree until after the fall semester of year five. However, you may attend and walk through the graduation ceremony in May of your fourth year.

Athletic Training*
Biomedical Sciences

Business Administration*
Communications
Exercise Science
Literature and Culture
Philosophy
Physiological Sciences
Psychology
Sociology
Spanish Language
Biomedical Engineering***

**Other BA majors – (The majority of the BA majors will work in the 3-year time frame and students should contact the College of Arts and Sciences for individual plans).

***Biomedical Engineering is a rigorous major with many requirements. Time conflicts may arise which may delay entry into the professional phase by one year.

VOLUNTEER HOURS

See the “Academic Standards” section in this handbook

WITHDRAWAL FROM PHYSICAL THERAPY

Withdrawal from the program, as a direct admit physical therapy student, is achieved through a written request submitted to the Chairperson of the Department of Physical Therapy. Any student considering withdrawing from the physical therapy program is encouraged to meet with the Chairperson of the Department of Physical Therapy or his/her advisor prior to making a final decision.

**MARQUETTE UNIVERSITY, DEPARTMENT OF PHYSICAL THERAPY
ESSENTIAL FUNCTIONS FOR NEW AND CONTINUING STUDENTS**

Approved 11/05/07 as advisory to be shared with DPT 1 and DPT 4 students in handbooks.

Reasonable Accommodation:

In an effort to complete classroom or clinical requirements in the DPT program, a student may request reasonable accommodation(s).

It is the policy of Marquette University, the College of Health Sciences, and the Department of Physical Therapy to provide reasonable accommodation to qualified applicants/students with a disability so they can fulfill required tasks and technical standards. Guidelines are provided by the Americans With Disability Act. In accord with this Act, the reasonableness of a requested accommodation must be determined on an individual basis. To make this determination about reasonable accommodation(s) requires interaction that the applicant must initiate. The process starts with the student making contact with the University's Office of Student Educational Services' Coordinator of Disability Services, Ms. Heidi Vering (414) 288-1645; Heidi.vering@marquette.edu. The Coordinator then contacts the Department of Physical Therapy and discusses needs and options. The student, the Coordinator, and the relevant faculty members together formulate reasonable accommodation solutions.

The building in which the Department of Physical Therapy is housed is accessible to those who use wheelchairs. Handicapped parking, restroom stalls and drinking fountains are also accessible for wheelchair use.

By the end of the educational preparatory experiences all students must be able to carry out the basic duties of a generalist physical therapist with or without reasonable accommodation(s). A generalist physical therapist is one who is capable of treating patients across the life-span. A physical therapist graduate is a recognized practitioner of choice to whom consumers have direct access for diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.

Essential Functions:

Marquette University's Department of Physical Therapy promotes the broad preparation of students for clinical practice. Graduates are prepared to be general practitioners, i.e., to be able to treat patients of all ages and diagnoses in all practice settings. This is in line with state licensure acts. Following graduation and the passing of a licensure examination, practitioners are licensed to practice in accord with a state's practice act. To complete generalist physical therapy education students must demonstrate competence in all aspects of practice including those intellectual, physical, and social tasks that together represent the fundamentals of professional practice. Some of these competencies are encompassed in what is known as Generic Abilities (Appendix 1). Freshman applicants are assessed by the Marquette University Office of Undergraduate Admissions (see undergraduate bulletin). Transfer applicants and continuing students will be assessed not only on their scholastic achievement and ability, but also on their intellectual, physical and emotional capacities that meet the full requirements of the curriculum of the professional program. The Physical Therapy faculty exercise judgment when evaluating applicants or students character, academic and extracurricular achievements, and overall capability and suitability for entering or continuing in the program. The information sources include the application, letters of recommendation, transcripts, Graduate Record Examination scores (for transfer students), and personal interviews.

The professional accreditation association requires that the physical therapy curriculum provide a general professional education that enables each student to deliver entry-level clinical services. This requires the development of a broad array of basic knowledge, skills, and behaviors, appropriate to enabling self-directed learning to further professional development, and the delivery and management of physical therapy services in a variety of care settings. The basic and applied science component of the professional curriculum is designed to establish a core of knowledge and skills necessary for success in clinical experiences. The clinical curriculum typically includes diverse experiences in ambulatory and inpatient settings. These rotations develop the ability to practice independently, without regard for any future choice of specialty, i.e., to practice as a generalist.

Residual functional limitations following accidents, surgery, and certain chronic or recurrent illnesses may be incompatible with successful completion of all aspects of physical therapy preparation as they may interfere with patient care, safety, and possibly productivity/efficiency. Some accidents, surgeries, and illnesses are associated with a high likelihood of student absenteeism and should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor that result from absences or other reasons may jeopardize patient care and may be grounds for course/internship, failure, and/or possible dismissal from the program.

Physical therapy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. The Doctorate of Physical Therapy (DPT) degree awarded by

Marquette University, Department of Physical Therapy, at the completion of the student's education process, certifies that the individual has acquired a broad base of knowledge and skills requisite for the practice of physical therapy. To this end, the student is required by the faculty to successfully complete each required course and all clinical internships in order to complete graduation requirements for the degree. Technological compensation (ex. sound amplified stethoscope) can be made for a specific disability (ex. hearing impaired) a student may have. On the other hand, students who require the need of a trained intermediary to permit decision-making and/or performance of a specific skill by the student based on the mediator's power of selection, interpretation, and/or observation is incompatible with the independent practice of physical therapy and licensure.

These standards describe the essential functions students must demonstrate in order to fulfill the requirements of a general professional education, and thus, are prerequisites for entrance, continuation and graduation. Collaboratively, Marquette University's Office of Admissions, Department of Physical Therapy, and Coordinator of Disability Services will consider for admission any qualified applicant who demonstrates the ability to successfully perform in a safe and timely manner, or to learn to perform the skills in a safe and timely manner as specified in this document. Applicants are not required to disclose the nature of any disabilities to the Admissions Committee; however, any applicant with questions about the requirements noted above is strongly encouraged to discuss the issue with the Coordinator of Disability Services prior to the start of school or prior to any interviews. If appropriate, and upon request of the student, reasonable accommodation(s) may be made.

The following technical standards specify those attributes that the faculty of the Department of Physical Therapy considers necessary for completing the professional education program and enabling each graduate to subsequently enter clinical practice. Applicants for the DPT degree must have abilities and skills in the following general areas: observation; communication; sensory and motor coordination and function; intellectual-conceptualization; and behavioral-social-professional abilities and aptitude. Each of these standards is described in detail below. Students must be able to independently perform the described functions. For continuation in the program the same standards are to be met.

Observational Skills:

The student must be able to observe the instructor and the instructional media, classmates, guest instructors, and patients in the classroom, laboratory rooms and in clinical environments. A candidate must be able to observe accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, meetings with a communications expert, tutoring, and meetings with the faculty member(s).

Communication Skills:

A student must be able to speak, enunciate, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes speech, hearing, reading and writing. The student must be able to communicate effectively and efficiently in English, in oral and written form with all faculty members, patients and their caregivers, clinical supervisors, and others associated directly or indirectly with the care of the patients. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, meetings with a communications expert, tutoring, and meetings with the faculty member(s).

Intellectual-Conceptual Skills:

These abilities include measurement, calculation, reasoning, analysis and synthesis, solution of novel problems and creativity. Problem solving, the critical skill demanded of students and practicing physical therapists, require all of these intellectual abilities. In addition, the student should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, tutoring, note takers, meetings with faculty member(s), and ad lib access to models and other visual aids.

Behavioral-Social-Professional Interaction Skills:

Candidates/students must possess the emotional health and stability required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients on a regular basis. Candidates/students must be able to tolerate physically, emotionally, and intellectually taxing workloads and to function effectively under these stresses. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations is expected and required. Mindfulness, compassion, integrity, concern for others, interpersonal skills, cultural competence, interest and motivation are all personal qualities that are assessed during the admissions (transfer students) and educational process. Typical student behaviors include those that reflect willingness to take on extra work, the pursuit of excellence, ability to compromise, to work with others toward fulfillment of joint goals, and other psychosocial dispositions that are necessary for professional interactions that benefit patients and organizational harmony. Utilization of ethical principles in making clinically relevant decisions and the American Physical Therapy Association's Code of Ethics and interpretive guide are expected to be considered in interactions with peers, faculty, guests, patients, supervisors and

other stakeholders.

Some cultural or religious practices may impact a student's educational experience in the program. For instance, some students may be restricted in their contact with people of the opposite gender in laboratory experiences or with clients of the opposite gender while on clinical internships. In teaching laboratories, normally students are asked to dress with some body parts exposed for selected laboratory experiences such as shorts and halter tops for female students and shorts for male students. If students have restrictions that affect laboratory or clinical experiences because of their cultural or religious beliefs, they should notify the program so that reasonable accommodations may be evaluated.

When necessary reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, counseling, testing as well as a combination of actions.

Psychomotor Skills:

It is essential that candidates/students be able to tolerate sitting and maintaining an upright posture such as standing for several hours at a time. The ability to consistently transition and relocate from place of residence to class, clinical settings, and move within and between rooms as needed for changing groups, lab partners, work stations, and patients in a safe and timely manner is essential.

- Position oneself and the body parts of another to examine, move, communicate with, teach and treat many times a day. Occasionally, be able to generate sufficient force to move inanimate and animate objects equal to your body weight, with and without assistive equipment, with and without help (Nosse, 1996).
- Move clinical equipment in all directions and to and from various heights as needed
- Manipulate common tools used for testing cranial nerves, sensation, joint range of motion, muscle strength, speed, length, size, weight, cardiopulmonary endurance, etc. on multiple occasions, daily.
- Guide, facilitate, inhibit, and resist individual and group muscle action and joint motion as done in exercise and manipulation many times a day.
- On occasion return a sitting or upright person who has lost their balance to a safe and stable/secure position.
- On occasion, safely decelerate/control the speed of a person's fall from a seated or standing position.
- On occasion, assist a client on stairs, ensuring both the therapists and patients balance and safety.
- Possess the current certifications required by OSHA (ex. standard precautions) and AHA (ex. CPR with AED) certification.

When necessary reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include alterations in lighting, devices that amplify or transmit sound, captioned or scripts of videos, accessible storage of equipment and materials, and individually designed strengthening programs, cardiopulmonary endurance programs or physical therapy treatment.

Self-Care:

Students/candidates should possess and maintain good health practices with regard to cleanliness and dress appropriately to safeguard others that they come in contact or close proximity to, particularly those who may be immuno-compromised. Living arrangements in the close proximity of campus to facilitate timely arrival for all classes and clinical experiences should be a priority.

Curriculum Requirements:

In addition to the abilities specified above, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum. Compliance with the program's essential functions does not guarantee that an individual will successfully complete the licensing examination or be hired after graduation.

Tests and Evaluations:

In order to evaluate competence, the Physical Therapy Department employs periodic examinations, both written and oral-practical, as an essential component of the curriculum. Prior to full-time clinical internships students are required to complete all requirements (see student handbook). Successful completion of all examinations is required of all students as a condition for continued progress through the curriculum. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made for taking examinations.

Clinical Assessments:

Demonstration of clinical competence is fundamental to the career of the student. The process of evaluation of the clinical performance of the student is an integral and essential component of the curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required. The Clinical Performance Instrument (CPI) (Appendix) and the PT Specific Generic Abilities (Appendix) are evaluation tools

used to assess performance on full time clinical internships and to gauge levels of clinical competence.

Compiled from Technical Standards and Essential Functions documents from the following institutions:

Samuel Merritt College, Physical Therapy Program

Shenandoah University Division of Athletic Training

Texas State University-San Marcos, Department of Physical Therapy

University of Colorado Health Sciences Center, Department of Rehabilitation Medicine, Physical Therapy Program

University of Indianapolis, Krannert School of Physical Therapy

University of Kentucky, College of Allied Health Professions

University of Miami School of Medicine, Division of Physical Therapy

University of Washington Division of Physical Therapy;

University of Wisconsin-LaCrosse

University of Wisconsin-Madison Medical School, Physical Therapy Program

and the following literature and internet sites:

Fine SA, Getkate M. Benchmark tasks for job analysis. A guide for functional job analysis (FJA) scales. Mahwah, NJ: Lawrence Erlbaum. 1995.

Ingram D. Opinions of physical therapy education program directors on essential functions. *Physical Therapy*. 1997;77:37-45.

Jette DU, Portney LG. Construct validation of a model for professional behavior in physical therapist students. *Physical Therapy*. 2003;83:432-443.

Johnson LH. Building blocks for helping patients with sight or hearing impairments. *PT Magazine*. Available from [http://www.apta.org/PTmagazine/Current_Issue?&id\[1\]=28801](http://www.apta.org/PTmagazine/Current_Issue?&id[1]=28801). Accessed 10/01/02.

Nosse LJ. Anatomical attributes of student physical therapists and their maximum lifting capacity of mock dependent patients. Unpublished study. 1996.

Occupational Safety and Health Administration. Bloodborne pathogens. Available from <http://www.osha.gov/SLTC/bloodbornepathogens/otherresources.html>. Accessed 9/12/03.

O*Net Online. Summary report for :29-1123.00 physical therapists. Available from <http://www.online.onetcenter.org/report?r=0&id-306>. Accessed 9/11/03.

Schmitt N, Borman WC, and associates. *Personnel selection in organizations*. San Francisco, CA: Jossey-Bass. 1993.

U.S. Department of Justice. A guide to disability rights law. Available from <http://www.usdoj.gov/crt/ada/cguide.htm>. Accessed 9/11/03.

U.S. Department of Labor. Job analysis: An important employment tool. Available from <http://www.dol.gov/odep/pubs/fact/analysis.htm>. Accessed 9/11/03.

U.S. Department of Labor. Appendix F: Job analysis. Available from <http://www.dol.gov/odep/pubs/rwa/appendixf.htm>. Accessed 9/11/03.

STUDENT HANDBOOK RECEIPT

I _____ acknowledge receipt of the MU DPT Pre-Professional Student
Print Name

Handbook on _____. I certify I have read, or will read, the handbook and that it is my responsibility
Date

to be informed of the contents.

Signature

This receipt is due **October 17** in the PT Office.

ESSENTIAL FUNCTIONS FORM

I certify, by my signature below, that I have read and understand the Essential Functions for new and continuing students in the Marquette University Department of Physical Therapy in the Essential Functions Document. I believe to the best of my knowledge that I meet each of these standards with or without reasonable accommodation. I will notify the Department Chairperson if I have questions about meeting any of the Essential Functions in the future.

Signature of Student

Date

This form is due **October 17** in the PT Office