

**DOCTOR OF  
PHYSICAL THERAPY**



**MARQUETTE**  
UNIVERSITY

**CLASS OF 2014  
STUDENT HANDBOOK**

**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  
ExerciseScience/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
Mr. Christopher Geiser	Cramer 215R	288-6210	christopher.geiser@marquette.edu
Ms. Diane Grande	Cramer 215	288-5069	diane.grande @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 Hyngstrom	Cramer 255C	288-4566	<a href="mailto:allison.hyngstrom@marquette.edu">allison.hyngstrom@marquette.edu</a>
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
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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 Physiology, 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 Science, 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<sup>1,2</sup> 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. Marquette University mission statement, Undergraduate Bulletin published yearly
3. College of Health Science mission statement, Undergraduate Bulletin, published yearly

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, B.Ed., 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>
<p>Allison Hyingstrom, PT, PhD Assistant Professor APTA Member</p>	<p>Motor Control Physiology Pathophysiology Adv. Topics in Neurologic Rehab</p>	<p>B.A. Biology Augustana College</p> <p>M.S.P.T Washington University</p> <p>Ph.D. Northwestern University</p>	<p>Motor Control Physiology Pathophysiology</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Kristof Kipp, PhD, CSC Assistant Professor, Exercise Physiology ASB and ISM Member</p>	<p>Scientific Principles of Strength &amp; Conditioning</p>	<p>A.S in Engineering North Idaho College</p> <p>B.S. and M.S. in Kinesiology Boise State University</p> <p>Ph.D in Nutrition &amp; Exercise Science Oregon State University</p> <p>Post-doc in Education University of Michigan</p>	<p>Human Neuromechanics</p>
<p>Luther C. Kloth, PT, MS, FAPTA, FCCWS Professor Emeritus APTA Member</p>	<p>Advanced Electives in Integumentary/Wound Management PT</p>	<p>B.S. in Biology and Physical Education Dana College</p> <p>Certificate in Physical Therapy University of Pennsylvania</p> <p>M.S. in Anatomy Marquette University</p>	<p>Chronic Wound Healing</p> <p>Facilitation of Wound Healing with Physical Technologies Bactericidal and Fibrinolytic Effects of 25kHz ultrasound</p> <p>Dynamic Computer Controlled Wheel Chair Cushions</p>
<p>Laurie B. Kontney, PT, DPT, MS Co-Director Clinical Education and Associate Clinical Professor APTA Member</p>	<p>Patient Management Professional Interactions Clinical Seminar Clinical Education</p>	<p>B.S. in Physical Therapy University of Wisconsin Madison</p> <p>M.S. in Physical Therapy The Finch Univ of Health Science/Chicago Medical School</p> <p>D.P.T. Simmons College in Boston, MA</p>	<p>Education Acute/Neuro. Geriatrics Foot/Ankle Motor Control Cultural Diversity</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
David H. Leigh, MS, ATC Head Athletic Trainer Clinical Assistant Professor, Exercise Science 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
Donald Neumann, PT, PhD, FAPTA Professor APTA Member	Kinesiology Spinal Cord Rehabilitation Biomechanics	B.S. in Physical Therapy University of Florida M.S. in Science Education University of Iowa Ph.D. in Exercise Science and Physical Education University of Iowa	Kinesiology Spinal Cord Rehabilitation Muscle Mechanics, EMG Osteoarthritis, Aging Service through International Education
Alexander V. Ng, PhD, FASCM Associate Professor, Exercise Science ACSM Member	Exercise Physiology and Bioenergetics Sports Nutrition	B.S. Biological Sciences University of California/Davis M.S., Ph.D., Physical Education (Biodynamics) University of Wisconsin/Madison	Fatigue in Chronic Disease (i.e., multiple sclerosis, cancer, HIV) Measurements of Physical Activity Muscle Fatigue Cardiovascular regulation
Lawrence G. Pan, PT, PhD, FAPTA Chair and Professor, Director of Health Careers Opportunity Program, Director Youth Empowerment Program APTA Member	Neuroanatomy	B.A. in Mathematics Macalester College B.S. in Physical Therapy St. Louis University Ph.D. in Physiology Medical College of Wisconsin	Exercise Physiology Respiratory Prescription Control of Breathing Minority Education Neuroanatomy
Paula E. Papanek, MPT, PhD, FACSM, ATC/LAT Director of Exercise Science, Director of Clinical and Rehabilitation Health Science Program (CTRH), and Associate Professor NATA, APS, NSCA & ASCM Member	Physiology of Activity Intro Exercise Physiology Nutrition & Exercise Performance Exercise Leadership Advanced Exercise Physiology Applied & Rehabilitative Systems Physiology Readings & Research in Clinical & Translational Rehabilitation	B.S. Nutritional Biochemistry Illinois State University M.S. Exercise Physiology University of Louisville Ph.D. in Physiology and Medicine University of Florida M.P.T (Master of Physical Therapy) Marquette University Certified & Licensed Athletic Trainer Fellow American College of Sports Medicine	Endocrinology Cardiovascular Disease Aging Microcirculation Exercise Physiology Gender Mediated Differences Women's Health

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 &amp; 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>Evidence Based Practice Intro to Research &amp; 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 &amp; Associate Clinical Professor, Exercise Science ACSM Member</p>	<p>Kinesiology Exercise Leadership Exercise Science Practicum I &amp; II Mechanics of Sports Injury Aging &amp; 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 Mechanics 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 Sports Science Pennsylvania State University  Certified Athletic Trainer</p>	<p>Orthopedics Biomechanics Computer Keyboard Ergonomics Research Walker Assisted Gait Research</p>
<p>Diane S. Slaughter, PT, MS, ATC Program Coordinator APTA &amp; NATA Member</p>		<p>B.S. in Physical Therapy University of WI-La Crosse  M.S. in Education University of Kentucky  S.C.S Board Certified Specialist in Sports Physical Therapy-American Physical Therapy Association 1994-2004  Certified Athletic Trainer</p>	<p>Athletic Training Curriculum Accreditation Assessment Department Continuing Education</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<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 &amp; Testing</p>	<p>B.S. in Physical Therapy University of WI-Madison M.A. in Curriculum and Instruction Marquette University D.P.T. Simmons College in Boston, MA C.C.S. Board Certified Specialist in Cardiopulmonary Physical Therapy- American Physical Therapy Association 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 M.P.T (Master of Physical Therapy) Marquette University Ph.D. in Biomedical Engineering Marquette University 2007</p>	<p>Technology in Rehabilitation Motor Control Endurance Athletes Instrumentation EMG</p>
<p>Tina M. Stoeckmann, PT, DSc, MA Associate Clinical Professor Neurologic Residency Program Coordinator APTA &amp; ASBH Member</p>	<p>Neuro Rehabilitation I and II Motor Learning/Motor Control</p>	<p>B.S. in Physical Therapy University of WI-Madison M.A. in Bioethics Medical College of WI D.Sc. in Neurology Rocky Mountain University</p>	<p>Neurology, esp. TBI Motor Learning/Motor Control Prosthetics &amp; Orthotics Bioethics</p>

**PROFESSIONAL PROGRAM - PHYSICAL THERAPY DEGREE: DPT\*****YEAR 4**

<b>First Semester</b>	<b>Sem. Hrs.</b>	<b>Second Semester</b>	<b>Sem. Hrs.</b>
BISC 4130 Gross Anatomy †	5	BISC 4120 Pharmacology	3
BIOL 3701 Physiology***	4	BISC 3150 General Pathology**	3
PHTH 7503 Patient Management I	3	PHTH 7515 Pathophys & Aging	4
PHTH 7512 Culture/Disability	3	PHTH 7525 Kinesiology I	3
PHTH 7513 Health Policy	<u>3</u>	PHTH 7528 Tests and Measures	2
	14-19****	PHTH 7530 Pain Mechanisms and Treatment	<u>2</u>
			17-18****

\*\*\*\*If a student has not had a medical ethics course to fulfill undergrad requirements, he/she will need to take one credit of med ethics during year 4

\*\*\*not required for BISC majors, took BISC 4145 Physiology in Junior Year

\*\*BISC 4160/5160 for BISC Majors

† DPT Students who complete 2 course series BISC 2135 and 2136 in their junior year need not take BISC 4130.

**SUMMER SESSION****Session 1**

PHTH 7504 Patient Management II	2
PHTH 7549 Differential Diagnosis	2
PHTH 7539 Diagnostic Imaging & Testing	<u>3</u>
	7

**Session 2**

PHTH 7560 Physical Technologies/Electro	4
PHTH 7522 EB Decision Making I	<u>2</u>
	6

**YEAR 5**

(12 wks classroom/4 wks clinic)

PHTH 7518 Physiology of Activity	3	PHTH 7533 Orthopedics II	4
PHTH 7523 EB Decision Making II	1	PHTH 7558 Neuroanatomy	4
PHTH 7505 PT Management III	2	PHTH 7570 Advanced Kinesiology	4
PHTH 7532 Orthopedics I	4	PHTH 7577 Wound/Manag/Integ PT	2
PHTH 7526 Kinesiology II	3	PHTH 7555 Lifespan Development	2
PHTH 7986 Clinical I	<u>4</u>	PHTH 7667 Neurological Rehab I	<u>2</u>
	17		18

**SUMMER SESSION**

PHTH 7986 Clinical II (10 week clinic) 10 credits

**YEAR 6**

PHTH 7668 Neurological Rehab II	4	PHTH 7986 Clinical III	8
PHTH 7674 Critically Appraising & Contributing to the Evidence of Clinical Practice	3	PHTH 7986 Clinical IV	<u>8</u>
			16
PHTH 7675 Pediatrics Disorders/ Intervention Strat.	4		
PHTH 7682 Cardiovascular & Pulmonary PT	3		
PHTH 7684 Clinical Issues & Decision Making	2		
PHTH 7932 Advanced electives	<u>0-2</u>		
	16-18		

\*Schedule subject to change

## **ACADEMIC and PROFESSIONAL BEHAVIOR STANDARDS – PROFESSIONAL PHASE**

A student must complete the academic requirements of the DPT program within four years of admission to the professional phase of the program in the fall semester of the DPT-4 year, unless there are non-academic extenuating circumstances. Failure to complete the PT program requirements within the 4-year time limit may result in a dismissal from the program. During the professional phase of the program a student will be considered in **GOOD ACADEMIC STANDING** if he/she completes the required course work in each semester with a 2.20 or greater semester GPA, completes each course with a grade of CD or better, and receives a satisfactory (S) grade in each practicum experience. Only those students who have satisfactorily completed the didactic portion of the Department's curriculum preceding the internship will be allowed to participate in clinical internship experiences.

### **GPA CALCULATION**

Following acceptance into the professional phase of the program, students follow the curriculum as outlined for the three-year professional phase unless prior approval is obtained from the department chairperson. Due to the design of the physical therapy curriculum and sequencing of courses, academic difficulties will likely cause delay of graduation for the student.

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.

e.g.	Neuro Rehab II	4 credits	AB	$3.5 \times 4 = 14.0$ grade points	
	Cardiopulm	3 credits	C	$2.0 \times 3 = 6.0$ grade points	
	<u>Pediatrics</u>	<u>4 credits</u>	<u>B</u>	<u><math>3.0 \times 4 = 12.0</math> grade points</u>	
	<b>Total</b>	<b>11 credits</b>		<b>32 grade points</b>	<b>GPA (32 QP/11 cr) = 2.91 GPA</b>

### **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.

### **FAILURE TO MAINTAIN GOOD ACADEMIC STANDING**

**FIRST INSTANCE.** Students who fail to meet the requirements for good academic standing for the first time will be placed on academic probation, either automatically or through a probation hearing. Terms of probation will be determined as described below:

#### **AUTOMATIC PROBATION**

A student is placed on automatic probation if, during the professional phase of the program, a single semester QPA for required courses falls within the range of 2.000 and 2.199 and all required courses are completed with a grade of CD or better. The average GPA of the professional phase semester resulting in probation and the next professional phase academic semester must be equal to or greater than 2.200.

#### **PROBATION HEARING**

Conditions of probation will be established by the Academic Standards Committee if any of the following circumstances occur:

- A grade of "D" or lower is received in one or more required courses in a single semester.
- A single semester GPA lower than 2.0.
- \*A student receives a UW, WA, or W grade

*\*A student may withdraw from a course with a W (withdrawal) grade until the close of late registration. After this period, a student will no longer be allowed to withdraw from courses except for serious non-academic reasons in the professional phase. Any withdrawal from a single course will likely result in a delay in graduation for the student and it is required that the student meet with the chairperson of the Department of Physical Therapy prior to submitting a formal request. UW or WA grades may be grounds for dismissal from the program.*

- D. A “U” grade is received for a clinical internship experience in the physical therapy curriculum, in the absence of clinical misconduct (see Academic/Clinical Misconduct section).
- E. Failure to comply with professional behavior standards
- F. Failure to comply with learning objectives set forth in a formal learning contract between the program and the student (See Professional Behavior Section).
- G. Failure to complete their undergraduate degree by the end of the spring semester of year 5.

Note: Students are typically required to remediate low course grades and/or semester QPA's. Due to the design of the physical therapy curriculum and sequencing of courses, remediation plans will likely cause delay of graduation for the student. Probation conditions will be established following a hearing between the student and the Academic Standards Committee. (See “Process for a Hearing with the Academic Standards Committee” in the following section).

**SECOND INSTANCE.** Students who fail to meet the requirements for good academic standing for a second time during the professional phase of the program, or fail to meet any conditions of probation, will be subject to dismissal from the program. This includes students who were admitted into the professional phase of the program on probation due to failure to meet admission requirements in the pre-professional phase. Failure to respond to notification of academic probation or notification of academic probation conditions within the stipulated time frame will also be considered a second instance resulting in possible dismissal from the program. Dismissal determinations will be made following a hearing between the student and the Academic Standards Committee. (See “Process for a Hearing with the Academic Standards Committee” in the following section).

### **Process for a Hearing with the Academic Standards Committee:**

1. Within seven working days of receiving the certified letter notifying the student of probation or dismissal, the student must submit, in writing, a request for a hearing with the Academic Standards Committee. The request should describe any extenuating circumstances underlying the deficiency or any other information the student believes would be of assistance to the Academic Standards Committee in making its decision. The student is encouraged to suggest a plan of remediation to address the deficiencies that resulted in the hearing.
2. Upon receipt of information from the student, the student will be notified, verbally if possible, of the hearing time and date.
3. The student may have one advisor present during the hearing. An adviser, typically a member of the Marquette Community (i.e. current students, faculty, staff), serves as a support person and assists the student before and during the hearing. As the adviser, this individual may not speak for the student nor address the members of the Academic Standards Committee. However, the student can also identify the adviser as one of two witnesses, through the procedures described in the following section.

The student may also request time for up to two witnesses, to speak individually to the Committee on behalf of the student. Witnesses are typically asked to comment only on the event(s) pertinent to the proceedings, not the character of the student. The Academic Standards Chair may limit the time and scope of individual statements. Other support for the student may be submitted in the form of written letters to the Committee. The student will notify the Department (via email or telephone) at least 72 hours in advance of all individuals who will attend the hearing and identify their role, occupation, and relationship to the student. See the College of Health Sciences Appeals Proceedings in the Bulletin for guidelines of the hearing procedures.

#### 4. Hearing Decisions:

For probation hearings, the Academic Standards Committee will establish, in writing, the Conditions of Probation, designed to foster the successful completion of probation, and, ultimately, the successful completion of the program. The student will be given a specified period of time to return a signed copy of the conditions of probation, indicating his/her acceptance of the conditions. Failure to respond within the specified time frame will result in academic dismissal of the student.

For dismissal hearings, the Committee collects and reviews all pertinent information and makes decisions on all dismissals from the DPT program. The student will be notified, in writing, of the decision of the Committee within seven working days of the hearing. Any appeal of a dismissal is made through the Office of the Dean of the

College of Health Sciences. The appeal needs to be submitted in writing within ten working days of the student receiving the notification of the Committee's decision. The Dean's decision is final.

## **CONDUCT STANDARDS**

### **PROFESSIONAL BEHAVIORS – See also Internship Requirement Section and Uniform Expectations**

Professional behavior is vital to the success of every physical therapist. As the student progresses through physical therapy education at Marquette University, the process of becoming an effective physical therapist involves achieving competency in the knowledge, skill and behavior of physical therapy. At Marquette University, the expected professional behaviors in both the academic and clinical settings are based on professional responsibilities, the Generic Ability Assessment Tool and the Clinical Performance Instrument.

The student is considered a representative of the physical therapy profession once he/she enters the professional phase of the physical therapy curriculum. This does not mean that the student must forego individuality or sense of humor, but that the student's dress and behavior reflect upon the profession. Students are expected to demonstrate appropriate professional conduct to effectively represent both Marquette University and the PT profession.

To facilitate development and competency in professional behaviors, the student will be provided with formal and informal feedback as needed and encouraged to utilize self-assessment and reflection. Reflecting upon past experiences, situations, and actions is an extremely valuable method of assessing performance and formulating more useful strategies for the future. The Department of Physical Therapy expects that each student will seek feedback from fellow students, faculty, and clinical educators to develop and refine these behaviors.

The language of the Generic Ability Assessment Tool can be easily adapted to the academic environment. For example, in the academic environment, Generic Ability #2, Interpersonal Skills would refer to being well prepared for lecture and labs; being alert and respectful during class/labs; maintaining composure when discussing examination results; being seated and ready to proceed when class is scheduled to commence, etc. Professional behaviors will be assessed during class, clinical experiences, practical examinations, laboratory experiences, assignments, etc. Courteous and supportive behavior is expected in all learning environments, whether they are clinical or academic.

The following action(s) will be taken for a student demonstrating behaviors inconsistent with professional behavior as outlined above:

1. When behavior is perceived as being inappropriate, the student will be given feedback regarding the inappropriate behavior(s) and will be provided with relevant expectations for future behavior. Feedback may be provided by academic and/or clinical faculty. The student will be expected to remediate the behavior as advised.
2. In the academic setting, if a change to more appropriate behavior(s) does not occur, a formal learning contract between Marquette University and the student will be developed. In the clinical setting, if a change to more appropriate behavior(s) does not occur, either a formal learning contract will be developed or a "U" grade will be issued for the clinical internship, depending on the seriousness and frequency of the behavior.
3. The learning contract will be developed by the student, with guidance from the appropriate faculty member(s). The learning contract will consist of objectives to be achieved as well as a plan and time frame for achieving the objective.
4. Failure to comply with the conditions of an established learning contract will result in a hearing with the Academic Standards Committee. (See "Process for a Hearing with the Academic Standards Committee" section).

### **ACADEMIC INTEGRITY and MISCONDUCT (Also see Uniform Expectation 6 and Appendix C from UNIFORM EXPECTATION at the end of the handbook)**

#### **CLINICAL MISCONDUCT**

Student misconduct may include, but is not limited to:

1. Conduct that constitutes harassment, threats or abuse of, or discrimination against, peers, faculty, patients, or others.
2. Provision of physical therapy services, including lab courses, while under the influence of an illegal substance and/or alcohol.
3. Breach of patient/client confidentiality.
4. Failure, during a clinical experience, to comply with the Policies and Procedures of the clinical facility.

5. Failure to comply with the Physical Therapy Practice Act for the state in which an internship experience is located.
6. Failure to comply with the American Physical Therapy Association (APTA) Code of Ethics or the APTA Guide of Professional Conduct ([www.apta.org](http://www.apta.org)).

**Process for establishing findings of nonacademic or clinical misconduct**

Findings of misconduct to self, faculty, the University, internship facility and/or patient 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 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 this advisor to the student. See the College of Health Sciences Appeals Proceedings in the Bulletin for guidelines of the hearing procedures.

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 and establish the appropriate action or penalty and notify the student in writing. The Dean's decision is final.

**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. Current Accreditation Status: Accreditation. Five year history: Accreditation. 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. For your information 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>

**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 Lloyd. In the College of Health Sciences, contact Ms. Michelle Schuh, Assistant Dean. Ms. Yolanda Webb and Ms. Schuh provide advice in the pre-professional phase within our department. In the third year of the pre-professional program, each student is assigned a physical therapy faculty advisor. Students of other Colleges are welcome to contact Ms. Michelle Schuh, with questions about the program. Physical Therapy (PT) advisors are available during the week of all-University advising. Please contact the Physical Therapy Department office if you would like to meet with a PT advisor at any time during your academic career. Additionally, there are mandatory class meetings with the Department Chair twice yearly 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 advisor will be able to answer your questions concerning:

- 1) Physical therapy
- 2) Marquette University 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 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 you have taken the course pre-requisites, that the section numbers are correct, and that there are no-time conflicts with other courses.

Appointments at pre-registration 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.

### **ATTENDANCE POLICY**

A student is expected to attend every meeting, lecture, lab, or internship experience of the courses in which he or she is registered. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course and renders the student liable to university censure. In the Department of Physical Therapy, class attendance requirements and the impact that absences may have on a student's grade are made by the individual instructors. The attendance policy in each Physical Therapy course will be published in the course syllabus. Absences, due to illness or otherwise, must be reported to the instructor on each day of absence. *Also see Uniform Expectation #3 Classroom Behavior.*

### **AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)**

To be eligible for student membership, an individual must be enrolled in the professional phase of an accredited physical therapy curriculum. Student membership includes a subscription to Physical Therapy, the Journal of the American Physical Therapy Association, PT Magazine, and PT Bulletin. Student members qualify for liability insurance through the APTA at reasonable rates. You can enroll as a student member through the APTA web site at <http://www.apta.org>. Students are required to become members (see Uniform Expectations) and attend one national or state meeting during the professional phase of the program. Proof of attendance at one state or national physical therapy conference (WPTA or APTA) should be submitted after completion of this requirement. Student members receive a discount rate after graduation.

### **AWARDS**

**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 or publish an article in a peer review journal.

**Academic Honors.** The Department of Physical Therapy will follow the University guidelines for honoring those who graduate summa cum laude (>3.9 QPA), magna cum laude (>3.7 QPA), 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 was newly established to allow equal alumni representation of all the departments within the College of Health Sciences. The goal is to yield synergies and strength 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 and participates in University alumni events.

### **COMPREHENSIVE EXAM**

A comprehensive exam will be given in the sixth year of the PT program as a part of a mandatory meeting Thursday of senior week. The intent of this comprehensive exam is to expose the students to contents across the curriculum and to focus their studies for the National Physical Therapy Exam (NPTE). Although it is mandatory to take the examination, it is not mandatory to pass the exam.

### **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 15<sup>th</sup> of the fourth year of the DPT program. Continued certification is required to be maintained by the student throughout 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.

### **EMERGENCY CARE & SAFETY**

All internship sites will provide the student with safety information including emergency procedures. There may be potential health risks at an internship site. Students are required to complete yearly OSHA Training. Students are not employees of the facility and are not covered by workman's compensation. Students must provide proof of health insurance, but should also be aware that they are responsible for the cost of any emergency care, unless the injury or illness was due to negligence on the part of the facility. In non-emergency situations, students should expect to be responsible for their own medical care while off campus.

### **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).

## **INTERNSHIP/CLINICAL EDUCATION**

The Directors of Clinical Education at Marquette University are responsible for developing and maintaining internship sites and facilitating the selection of internships. Students are provided a list of internship site offerings available for each of their four full-time internships, and choose their internships based on a specific set of selection guidelines.

Marquette University has internship agreements with over 500 facilities in the United States. Full-time internships begin in the fifth year of the professional phase of the DPT curriculum. The first semester of the fifth year consists of 12 weeks of didactic coursework followed by a four-week full time internship. The second internship, ten weeks in length, occurs in the summer between the fifth and sixth years of the DPT curriculum. The final two eight-week internships comprise the spring semester of the sixth year of the DPT curriculum. Students are required to complete internships in a variety of inpatient and outpatient settings. All internship offerings are based on availability, and could occur at any of the sites affiliating with Marquette University.

A student's performance on his/her internship is judged on the basis of technical skills, clinical reasoning and professional behavior, which are assessed through use of the Clinical Performance Instrument (CPI), the clinical evaluation tool endorsed by the APTA. The students learn early in the curriculum the importance of professional behaviors in clinical practice and how these essential skills augment clinical practice. The Department's experience with student performance in the internship setting suggests that failures in the internship experiences are predominantly due to inappropriate professional behaviors, rather than a lack of knowledge or technical skill. Students may require additional clinical internship time to meet the knowledge, skill and professional behavior expectations for each internship. See "Professional Behaviors sections.

## **INTERNSHIP REQUIREMENTS**

Marquette University has specific requirements that each student must fulfill to maintain good standing in the program. Many requirements require annual updates. Proof of meeting the following requirements must be on file in the PT office by **October 15th for DPT 4's and 6's. The deadline for DPT 5 students is September 28th. 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 (clarify – 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
- 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) Note: TB must be current for incoming DPT4 fall semester**
- 8) Background Disclosure Form 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 residence in for the previous 7 years or since age 18
- 11) Proof of attendance at one state or national physical therapy conference (WPTA or APTA sponsored) (Submit after attendance).
- 12) Student Handbook/Essential Functions Document Receipt (last page of handbook)

## **INTERNSHIP SITE REQUIREMENTS**

Students are also required to keep and show proof of fulfillment of these requirements to their internship sites. 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), the 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. Additional requirements may include, but are not limited to, drug testing, criminal background checks, chest x-

ray, physical, a specified GPA, etc. The results of those check and/or tests may affect the student's eligibility for specific internship placements. The program ensures all requirements are in place for all students participating in an internship experience. No student will proceed to an internship without having successfully completed the didactic course work and without collective core faculty approval to proceed to internships.

Some of the internship sites provide the student with amenities such as housing, meals, and/or stipends to help defray costs. This information can be found in the CSIF and student files. Students are responsible for travel, housing, meals, etc., when not provided. Most facilities provide a list of potential housing opportunities in the CSIFs, or a contact person to call to discuss housing availability within the vicinity of the facility. All students should be prepared to travel and to have transportation available when the facility is not accessible by public transportation.

### **JOB PLACEMENT**

Notices concerning job vacancies are often sent to the Physical Therapy office. They are either filed in the student lounge, posted on PT bulletin boards, or emailed to the students.

The annual Health Professions Career Fair is a job fair that gives students opportunity to meet with representatives from various health professions. At this event, students learn about the organizations they are interested in and possible career opportunities. The Health Professions Career Fair is held in the fall.

Assistance with conducting a job search, resume writing, and interview skills is available through the Career Services Center (288-7423).

### **LIABILITY INSURANCE**

During the professional phase, your liability coverage is provided by the University. Students in the last two years of the professional phases may need to carry liability insurance based on internship requirements. For student members of the APTA, liability insurance is available through the APTA.

### **LIBRARY SERVICES**

Reference materials and current periodicals will be at the Marquette Libraries at the start of the semester. 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.

Consult the Marqcat Catalog for location of all other items.

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 they desire a card.

### **LICENSING EXAMINATIONS**

Since states have different requirements for licensing, write directly to the state in which you desire to be employed. These addresses can be obtained from the Federal State Board of Physical Therapy (FSBPT) website at [www.fsbpt.org](http://www.fsbpt.org). Many states require certification of your education signed by the chair of the physical therapy department. Send **only** this form to the Physical Therapy office. After graduation, the completed form will be sent directly to the indicated state. You must send the remaining paperwork and any fees directly to the state licensing body. (DO NOT SEND CHECKS TO THE DEPARTMENT OF PHYSICAL THERAPY)

### **LOCKERS**

Lockers are available in the locker rooms for use by DPT students. You must provide your own lock and notify the department of your locker number.

Hall lockers are also available. Locks are provided and students will be assigned two to a locker as necessary through the semester. If the lock is lost or removed, there will be a charge of \$10.00.

### **NAME CHANGE**

Name Change form is available in the Office of the Registrar in Zilber Hall if you should change your name during or after your Marquette education.

### **PATIENT RIGHT TO REFUSE**

Internship contracts state that patients have the risk-free-right to refuse to participate in clinical education and that patients/clients provide informed consent to being involved in the clinical education experience.

### **PHYSICAL THERAPY STUDENT COUNCIL**

The Council is the governing body for the students in the program. Council consists of an elected executive committee and class officers and representatives. Opportunities to participate are ample through the council's public relations, education and social activities, fundraising and philanthropic committees.

### **POLICY ON PRIVACY**

The Department complies with the Health Insurance Portability and Accountability Act (HIPAA). The Department protects client health information that employees and students have access to during classroom experiences, clinical site visits, and internships is provided on a need to know basis as stipulated by HIPAA privacy rules and compliant health care institutional policies. Students participating in clinical education may sign institutional forms that state in various terms that they will have access to private health information and this information can not be disclosed to anyone who is not involved in the care of the patient. Likewise, proprietary/copyrighted information, future organizational plans, marketing strategies, reports, meeting minutes, and other organizational communications are confidential. As such, this information is not to be disclosed to persons outside of the organization.

The program complies with all HIPAA requirements for all students participating in all clinical site visits and internship experiences.

### **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 successful resolution is not made, 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.

During an internship experience, any issues that cannot be successfully resolved at the internship site should be discussed with one of the DCE's as soon as possible. The DCE will assist the student in identifying the issues and developing strategies for successful resolution. A formal complaint regarding a DCE's performance, 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 and/or internship performance at the time of the request. If a temporary leave 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 health 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.

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.)

### **STUDENTS REQUESTING ACCOMMODATION**

It is the responsibility of a student to request reasonable accommodation in the clinic. Students are encouraged to discuss their learning needs with their clinical instructor and with the DCE in a proactive fashion early on so that an effective strategy can be agreed upon and implemented. Disability Services, which is a part of the Office of Student Educational Services located in Alumni Memorial Union (Room 317; phone 8-1645), is a valuable resource available for both students and faculty to consider.

### **SCHOLARSHIPS**

You may apply for the following scholarships if you are a DPT-6 student. Applications are filed during the Fall semester of the sixth year of the DPT curriculum. Scholarship awards are made that same semester unless otherwise noted. Some scholarships may require additional eligibility requirements. Eligibility requirements may change with appropriate notice to students. All scholarship applications require financial information as it relates to your education. Some scholarship may be divided and awarded to more than one individual each year. Amounts of scholarship awards vary and may also vary year to year. You may apply for and receive more than one scholarship. Contact Emilie Aubert 414-288-3378 with questions.

#### **Scholarships**

#### **Eligibility Requirements**

##### **Bailey Scholarship:**

DPT-6; need

##### **Jacqueline Belizzi Scholarship and Research Fund**

DPT-6; need

##### **Jarich Scholarship:**

Wisconsin resident at time of application; need

DPT-6; graduated from a WI high school and a permanent

##### **Orlandini Scholarship:**

DPT-6; **Spinal Cord Rehabilitation** special interest; MUDPT **Spinal Cord Rehabilitation** clinical; grades; need; priority given to Cudahy Thomas More High School Graduate, if any

##### **Physical Therapy Faculty Student Scholarship:**

DPT-6; need

##### **Schrimpf Scholarship:**

DPT-6; need

**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

**WITHDRAWAL FROM COURSES**

A student may withdraw from a course with a W (withdrawal) grade until the close of late registration. After this period, a student will no longer be allowed to withdraw from courses except for serious non-academic reasons (e.g. injury, family crisis). As withdrawal from a single course will likely result in a delay of graduation and necessitate a request for a leave of absence, it is required that the student meet with the Chairperson of the Department of Physical Therapy prior to submitting a formal request. UW, WA, or ADW grades may be grounds for dismissal from the program.

**WITHDRAWAL FROM PHYSICAL THERAPY**

Withdrawal from the program 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.

**DEPARTMENT OF PHYSICAL THERAPY  
MARQUETTE UNIVERSITY  
UNIFORM EXPECTATIONS FOR FACULTY, STAFF, AND STUDENTS**

**UNIFORM EXPECTATION 1 - PROFESSIONAL MEMBERSHIP, DEVELOPMENT, AND SERVICE**

*Rationale:*

Consistent with the mission of Marquette University, the Department of Physical Therapy is committed to professional excellence and leadership expressed in service to others. Individuals achieve excellence and become leaders by seeking professional development and service opportunities that extend beyond the requirements of the workplace and classroom. The American Physical Therapy Association (APTA) and state physical therapy associations are committed to advancing the profession of physical therapy and improving the health and physical function of the public. These organizations provide numerous opportunities for professional development and service that go beyond the minimum expectations of the classroom and workplace. It is our goal that all of our faculty members and students display a commitment to professional enrichment and service through professional membership and participation.

*Expectations:*

1. Faculty

Faculty members are expected to be members of the APTA and to participate in professional meetings by attending, presenting, or serving in leadership positions. Faculty members are encouraged to help students enjoy and benefit from meeting attendance by explaining the meeting format, suggesting relevant programming, or making students feel welcome at meetings.

2. Students

Upon entering the professional phase of the curriculum, all students are expected to be members of the APTA and to maintain their student membership until graduation. Upon graduating, students are encouraged to become regular (i.e. non-student) members of the APTA.

During the professional phase of their curriculum, students are expected to complete at least 7 hours of professional programming at any of the following venues:

- Annual Conference and Exposition of the APTA
- Combined Sections Meeting of the APTA
- Conferences of state physical therapy associations
- District meetings of state physical therapy associations
- Legislative action days
- Physical therapy student conclaves

The expectation can be fulfilled by attending a single event or a combination of events as long as the amount of programming attended totals a minimum of 7 hours. Students are encouraged to attend a variety of educational, research, service, and leadership activities that are interesting to them and are relevant to their professional development. Such activity may include continuing education sessions, awards dinners, business meetings, fundraising activities, House of Delegates sessions, poster sessions, and/or platform presentations. To make it convenient for students to attend at least 1 professional meeting, Fall break for DPT-5 and DPT-6 students will usually coincide with the Fall Conference of the Wisconsin Physical Therapy Association.

*Accountability:*

A registration confirmation notice attached to a completed Professional Development Attendance Form (see Appendix A) will serve as proof of attendance for national and state meetings. Because legislative action days and district meetings do not have confirmation notices, a completed Professional Development Attendance Form will serve as proof of attendance

for these events. Proof of attendance at professional development activities must be submitted to the department chairperson no later than May 1<sup>st</sup> of the year in which the DPT degree is expected. No student will be awarded a DPT degree from Marquette University without completing this expectation.

Faculty members are expected to make reasonable accommodations to allow students to attend professional activities to fulfill this expectation. Students are encouraged to complete this expectation before their last semester in the program to avoid conflicts with full time clinical assignments, as there is a “no absence” policy for clinical experiences.

## **UNIFORM EXPECTATION 2 - PHYSICAL ENVIRONMENT**

### *Rationale:*

The physical environment is a major part of the daily interactions occurring in the Department of Physical Therapy. As such, our working spaces have the potential to create an initial favorable impression on visitors and a sense of comfort and positive expectations for faculty, staff, and students. While recognizing the dynamic nature of the department, with needs for teaching materials and equipment changing on a day-to-day basis, we are expected to maintain a clean and organized working environment.

### *Expectations:*

1. Lecture spaces  
The lecture area of the classroom should be kept free of clutter such as tables, chairs, and unused teaching aids. Any extra material brought to the class for teaching should be returned to its proper storage location when the class ends. While it is understood that a regular cleaning service is provided, it is also the responsibility of those attending classes to dispose of trash at the end of class, and leave the classroom in an ordered appearance.
2. Laboratory spaces  
Keeping laboratory space in good order requires the concerted effort of faculty, staff, and students. Faculty will monitor equipment that is needed for current laboratories and should return equipment no longer needed to its proper storage location. Laboratories should not be used as permanent or temporary storage locations for equipment that can be stored in cabinets and official storage spaces. Students should return chairs and tables to their appropriate locations and dispose of all trash at the end of class. Subsequent to each lab requiring the use of examination or treatment tables, the tables should be cleaned with the provided cleaner, and any linen used, including pillow cases should be placed in laundry bags.

## **UNIFORM EXPECTATION 3 - CLASSROOM BEHAVIOR**

### *Rationale:*

Lectures, labs, and clinical experiences provide learning opportunities that help students acquire the skills and knowledge needed to achieve excellence in physical therapy practice. An orderly and courteous environment that is free of distractions is important for creating an environment conducive to learning. Many classes are structured to allow learning from participation and group discussion, which cannot occur unless participants are present. Learning to act as a professional is an important part of physical therapy education, and timely attendance is an important professional behavior. The classroom is a natural place to begin forming good habits of professionalism.

### *Expectations:*

1. Attendance  
Consistent with the Marquette University policy, attendance in all classes, laboratories, and clinical experiences is mandatory. Faculty, students, and staff should arrive and begin class on time and should remain in class until activities are completed. Class should end on time and breaks should be given at predictable intervals. Absences due to extenuating circumstances should be discussed with the instructor prior to the absence.
2. Classroom Behavior  
All members of the Department of Physical Therapy are expected to contribute to an orderly and courteous environment that is conducive to learning. Participants are expected to engage vigorously in all classroom, lab, and clinical experiences by listening attentively, responding to questions, and participating in learning activities. Disruptive behaviors including but not limited to talking out of turn, text messaging, instant messaging, or using cell

phones are distracting and therefore not allowed. The use of laptop computers during class and lab time should be restricted to class-related activities. All other electronic devices should be turned off.

Because it is potentially distracting and may compromise the integrity of our physical environment, food consumption during lectures should be kept to a minimum and all drinks should be in covered containers. No food or drink, except water in covered containers, is permitted in labs unless otherwise specified by the instructor.

#### **UNIFORM EXPECTATION 4- PERSONAL APPEARANCE**

##### *Rationale:*

Proper grooming and appropriate attire show respect for yourself, your colleagues, and your patients; inspire patient confidence; and demonstrate pride in our profession and our school.

##### *Expectations:*

As representatives of the physical therapy profession and of Marquette University, all faculty, staff, and students should model the personal appearance and hygiene standards expected of health care professionals. Casual clothing is acceptable for regular classroom attendance. Lab attire is at the discretion of the class instructor. On occasions when guests are invited to provide lectures or laboratory experiences, clinical attire or business casual may be expected. Course instructors should make clear their personal appearance expectations for laboratory activities and guest speakers. When in doubt, students should ask instructors for clarification. Dirty or damaged clothing is unacceptable under any circumstances, as is any clothing that features offensive words or pictures. Clothing and jewelry should always be safe and practical for the activities at hand. See Appendix B - Guidelines for Clinical Attire and Business Casual for guidance on personal appearance.

#### **UNIFORM EXPECTATION 5 - USE OF ALCOHOL**

##### *Rationale:*

The use and abuse of alcohol is an epidemic across college campuses. Faculty, staff, and students in the Department of Physical Therapy at Marquette University are adults and are entitled to make choices in their adult life. However, being a member of a profession carries with it certain expectations for behavior inside and outside the classroom and clinic. As noted in the Wisconsin State Physical Therapy Practice Act, the APTA Code of Ethics, and the Guide for Professional Conduct, sanctions can be imposed upon a professional for alcohol related offenses. As such, the Department of Physical Therapy at Marquette University has uniform expectations regarding alcohol use. These expectations are intended to protect the health and welfare of our academic community and others who may be compromised due to an individual's choice to drink. These expectations are also intended to encourage the responsible use of alcohol.

##### *Expectations:*

Faculty, staff, and students who choose to consume alcohol are expected to do so responsibly. Faculty, staff, and students, should never engage in class, laboratory, or clinical experiences while under the influence of or smelling of alcohol.

#### **UNIFORM EXPECTATION 6 - ACADEMIC INTEGRITY**

##### *Rationale (partially adapted from Simon Fraser University academic integrity guidelines):*

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.

*Expectations:*

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 Appendix C.

**APPENDIX A**  
**PROFESSIONAL DEVELOPMENT ATTENDANCE FORM**

**Part A. To be completed by student.**

**Student Name** \_\_\_\_\_

**Event Attended** (circle one):

Legislative Action Day / District Meeting / State Meeting / National Meeting / Conclave

**Name of Event** \_\_\_\_\_

**Location of Event** \_\_\_\_\_

**Date of Event** \_\_\_\_\_

**Hours Attended** \_\_\_\_\_

I attended the above named professional activity for the number of hour indicated.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please proceed to part B.

**Part B. To be completed by student.**

Check one:

\_\_\_\_\_ The event named above was a national meeting, state meeting, or conclave. Registration confirmation is attached. (Please attach meeting registration confirmation, and do **NOT** complete section C.)

\_\_\_\_\_ The event named above was a legislative action day or district meeting. No registration confirmation was provided. See section C for proof of attendance. (Please be sure to have a faculty member or meeting official complete section C.)

**Part C. For legislative action days and district meetings only. To be completed by meeting official or faculty member.**

I verify that the above named student attended the legislative action day or district meeting named above.

**Name (please print)** \_\_\_\_\_

**Title** \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**APPENDIX B**  
**GUIDELINES FOR CLINICAL ATTIRE AND BUSINESS CASUAL**

Professional clinical attire, most commonly business casual clothing, is expected for all clinical experiences, including the occasional visits made to physical therapy settings as part of regular classroom activities. Specific clinic attire will range from scrubs with or without a lab coat in some inpatient hospital settings to business casual to business attire in some outpatient physical therapy facilities. In most cases, employers will have a list of specific requirements related to both clothing and personal appearance. When in doubt, students should ask instructors or clinical sites for clarification. The following list provides some guidance.

- In general, business casual attire consists of conservative dress pants or slacks (including Dockers and khakis), shirts with collars, pullover polo shirts, and sweaters.
- Closed-toe shoes are a typical requirement in a clinic facility. Athletic shoes may be acceptable in some facilities, but others may require dress shoes.
- For women, dresses and skirts should be of a conservative length that is practical for the work required.
- Clothing that reveals too much skin (cleavage, stomach, feet, etc.) or any undergarment is not appropriate in a clinical setting.
- Many employers limit the length of earrings and will not accept nose, tongue, or any type of facial ring/stud or more than two earrings per ear.
- Be mindful of the initial impression that may be given by body piercing and tattoos. Tattoos or other body markings that may be questionable as to their appropriateness should be covered.
- Because we often work in close proximity to patients, prevent offensive body odor, and do not use excessive perfumes or cologne.

It is not possible for the guidelines in this document to cover all contingencies. Faculty, staff, and students are expected to use their best judgment in addition to these guidelines to make appropriate clothing and grooming choices that reflect respect for patients and pride in our profession.

**APPENDIX C**  
**EXAMPLES OF ACADEMICALLY DISHONEST BEHAVIOR**  
**(PARTIALLY ADAPTED FROM SIMON FRASER AND MARQUETTE UNIVERSITY ACADEMIC INTEGRITY GUIDELINES)**

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/or 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.

Forms of Plagiarism include:

- a) 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

- b) Patchwriting: writing a paper by simply patching together blocks of text, perhaps with slight modification, taken from one or more sources
  - c) Paraphrasing or summarizing information from a source without citation
  - d) Quoting material without proper use of quotation marks (even if otherwise cited correctly).
  - e) Changing, distorting, or misrepresenting quoted material. If a source is quoted, it should be quoted word for word and cited.
  - f) 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.

**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.

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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.

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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.

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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 Student Handbook  
Print Name

on \_\_\_\_\_. I certify I have read, or will read, the handbook and that it is my responsibility to be informed of date the contents.

\_\_\_\_\_  
Signature

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

## ESSENTIAL FUNCTION 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