

**DOCTOR OF
PHYSICAL THERAPY**



MARQUETTE
UNIVERSITY

**CLASS OF 2020
STUDENT HANDBOOK**

August, 2017

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Marquette University

Department of Physical Therapy

COLLEGE OF HEALTH SCIENCES

Milwaukee, Wisconsin

GENERAL DEPARTMENT INFORMATION

Office Location

Walter Schroeder Health Sciences and Education Complex
 *Exercise Science
 Marquette Sports Rehabilitation Clinic
 Health Careers Opportunity Programs (HCOP)

Room 346
 Cramer Hall Room 215
 Cramer Hall Room 215
 Room 248

Office Staff

Mrs. Cynthia Swiatlowski
 Ms. Melissa Kading
 Mrs. Diane Slaughter
 Ms. Diane Grande
 Ms. Cindy Shepardson
 Ms. Marjorie Grossman

Records Secretary
 Administrative Secretary
 Program Coordinator
 Office Associate * Program in EXSC
 Office Associate – PT Clinic
 Patient Account Rep – PT Clinic

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:	(414) 288 - 5069
Marquette Sports Rehabilitation Clinic	(414) 288 - 1400

*Program in Exercise Science includes majors of Exercise Physiology and Athletic Training

Faculty and Staff Directory

<u>Faculty/Staff</u>	<u>Office No.</u>	<u>Telephone No.</u>	<u>E-Mail</u>
Ms. Susana Arciga	Cramer 215	288-1400	susana.arciga@marquette.edu
Mr. Joseph Berman		807-6296	joseph.berman@marquette.edu
Mr. Michael Danduran	Cramer 255A	288-6685	michael.danduran@marquette.edu
Dr. Albojay Deacon	Cramer 215	288-1400	albojay.deacon@marquette.edu
Mr. Christopher Geiser	Cramer 215R	288-6210	christopher.geiser@marquette.edu
Ms. Diane Grande	Cramer 215	288-5069	diane.grande@marquette.edu
Mrs. Marjorie Grossman	Cramer 215	288-1400	marjorie.grossman@marquette.edu
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Dr. Sandra Hunter	Cramer 230N	288-6673	sandra.hunter@marquette.edu
Dr. Allison Hynstrom	Cramer 255C	288-4566	allison.hynstrom@marquette.edu
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Dr. Kristof Kipp	Cramer 215D	288-6685	kristof.kipp@marquette.edu
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Mr. Ken Knetzger	Cramer 215	288-3401	kenneth.knetzger@marquette.edu
Dr. Laurie Kontney	346F	288-3383	laurie.kontney@marquette.edu
Mr. David Leigh	248	288-6078	david.leigh@marquette.edu
Dr. Kathleen Lukaszewicz	346E	288-3382	kathleen.lukaszewicz@marquette.edu
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Dr. Alexander Ng	Cramer 230P	288-6209	alexander.ng@marquette.edu
Dr. Lawrence Pan, Chair	346H	288-7161	lawrence.pan@marquette.edu
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Mrs. Cynthia Swiatlowski	346	288-3138	cynthia.swiatlowski@marquette.edu
Ms. Yarlian Vazquez	346B	288-3379	yarlian.vazquez@marquette.edu
Mrs. Yolanda Webb	Cramer 215B	288-6077	yolanda.webb@marquette.edu
Dr. Jeffrey Wilkens	Cramer 215	288-1400	jeffrey.wilkens@marquette.edu

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

Vision

The Physical Therapy Department at Marquette University will be among the best educational programs in preparing graduates who excel in academics, leadership, clinical practice, and service to others.

Mission

To graduate entry-level physical therapist professionals who are ethical practitioners, knowledgeable of current practices, skillful in applying their knowledge, motivated to address the needs of the underserved community, and self-directed lifelong learners who will become leaders in their profession and community.

Furthermore, in an effort to meet the current health care needs in under-served areas, the department is committed to supporting programs of outreach that will enhance the enrollment and training of disadvantaged students and service to disadvantaged populations.

Our primary goal is to graduate physical therapists that are recognized by consumers and other health care professionals as general 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.

Philosophy

Consistent with the *Ignatian practice of Examen which makes a Jesuit education unique*, the Department of Physical Therapy aspires to transform students into critical thinkers who respect the dignity and worth of others, through the process of reflection and discernment.

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 and self-directed. The departmental faculty are a resource and role model in the development of these traits by providing quality instruction, contributing to the general body of knowledge through an active research agenda, maintaining personal clinical competence including the operation of on-campus Physical Therapy clinic, demonstrating professionalism, respecting the dignity of others and advocacy for patient and professional causes. It is the goal of the faculty to 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 practice autonomously within a direct access environment in essential practice areas as defined by the Guide to Physical Therapist Practice.
2. Use testing and differential diagnosis to screen individuals in order to determine appropriateness for Physical Therapy Services, and/or to determine the need for referral to other health professionals.
3. Apply evidence based decision making in planning patient care.

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
Susana Arciga, PT, OCS, CFMT Clinic Physical Therapist APTA, AAOMPT Member	Clinical Instructor	B.S. in Physical Therapy Marquette University	Manual Therapy Spine Extremity Care Pre & Post Surgical Care Custom Orthotic Fabrication
Michael Danduran, MS Clinical Assistant Professor ACSM-RCEP, ACSM-EIM, & NASPEM Member	Introduction to Exercise Physiology Exercise Prescription in Special Populations Exercise Prescription/EKGs	B.S. Sport Medicine Colorado State University M.S. Exercise Physiology Mankato State University ACSM-RCEP (Registered Clinical Exercise Physiologist) Level 3 ACSM-EIM (Exercise Medicine)	Congenital Heart Disease Pediatric Exercise Physiology Cardiovascular Physiology Clinical Exercise Testing/Prescription
Albojay Deacon, DPT, OCS Clinical Physical Therapist APTA Member	Clinical Instructor Differential Diagnosis	B.S. in Exercise Science Marquette University D.P.T. Marquette University	Functional Dry Needling Orthopedics
Christopher F. Geiser, MS, PT, LAT Director of Athletic Training Clinical Associate Professor NATA Member	Rehab/Ther Ex in Athletic Training Therapeutics Modalities in Athletic Training Clinical Proficiencies in Athletic Training Sports Physical Therapy	B.S. in Physical Therapy M.S. in Kinesiology	Biomechanics in Sports Distance Runners Orthopedic/Sports Clinical Practice ACL Injuries
Marie Hoeger Bement, PT, PhD Associate Professor APTA Member	Pain Management CTRH Seminars	M.P.T. (Master of Physical Therapy) University of Iowa Ph.D. in Physical Rehabilitation Science University of Iowa	Pain Mechanisms Exercise-Induced Analgesia Fibromyalgia
Sandra Hunter, B.Ed., PhD, FACSM Professor, Exercise Physiology ACSM Member	Advanced Exercise Physiology Laboratories Applied and Rehabilitative Systems Physiology Fatigue in Health and Disease Advanced Techniques in Neuromuscular Physiology	B.Ed. in Physical Education University of Sydney (Australia) Post Grad. Diploma in Human Movement Science University of Wollongong (Australia) Ph.D. in Exercise Science University of Sydney (Australia)	Neuromuscular mechanisms of muscle fatigue and stress Sex and task differences in muscle fatigue of young and older adults Adaptations of neuromuscular aging: Control of muscle force and motor unit variability Muscle Fatigue in clinical populations (Diabetes, PTSD)
Allison Hyngstrom, PT, PhD Associate Professor APTA Member	Neurophysiology and Rehab Adv. Topics in Neurologic Rehab	B.A. Biology Augustana College M.S.P.T Washington University Ph.D. Northwestern University	Motor Control Physiology Pathophysiology Stroke

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Kristof Kipp, PhD, CSC Assistant Professor, Exercise Physiology ASB and ISB Member	Scientific Principles of Strength & Conditioning Introduction to Research in Biomechanics	A.S in Engineering North Idaho College B.S. and M.S. in Kinesiology Boise State University Ph.D in Nutrition & Exercise Science Oregon State University Post-doc in Kinesiology and Physical Medicine & Rehabilitation University of Michigan	Human Neuromechanics
Luther C. Kloth, PT, MS, FAPTA, FCCWS Professor Emeritus APTA Member		B.S. in Biology and Physical Education Dana College Certificate in Physical Therapy University of Pennsylvania M.S. in Anatomy Marquette University	Chronic Wound Healing Facilitation of Wound Healing with Physical Technologies Bactericidal and Fibrinolytic Effects of 25kHz ultrasound Dynamic Computer Controlled Wheel Chair Cushions
Kenneth Knetzger, MS Clinical Assistant Professor, Exercise Physiology ACSM Member	Exercise Physiology and Bioenergetics Laboratories Nutrition and Exercise Performance Advanced Exercise Physiology	B.S. in Human Biology Valparaiso University M.S. in Physiological Sciences University of Arizona	Exercise Physiology Energy Balance Nutrition Science & Policy Ancestral Health Circadian Rhythms Emerging Fields (e.g. human microbiome, metabolomics, nutrigenomics)
Laurie B. Kontney, PT, DPT, MS, CEEAA Co-Director Clinical Education and Clinical Professor APTA Member	Patient Management I and II Clinical Issues and Decision Making Professional Interactions Clinical Seminar Clinical Education IPE Coordination	B.S. in Physical Therapy University of Wisconsin Madison M.S. in Physical Therapy The Finch Univ of Health Science/Chicago Medical School D.P.T. Simmons College in Boston, MA	Education Acute/Neuro. Geriatrics Foot/Ankle Motor Control Cultural Diversity IPE Professionalism
David H. Leigh, MS, ATC Clinical Associate Professor, Exercise Physiology NATA Member	First Aid and CPR Assessment of Athletic Injuries Prevention and Care of Athletic Injuries	B.A. Cal State Long Beach M.S. University of Arizona	Clinical Education Rehabilitation Assessment
Kathleen Lukaszewicz, PT, PhD Clinical Assistant Professor Assistant Director of Graduate Studies for the Clinical & Translational Rehabilitation Health Sciences Program APTA Member	Physiology of Activity Clinical Pathology & Pathophysiology Cardiopulmonary Rehabilitation	B.A. in History Marquette University M.P.T. (Master of Physical Therapy) Marquette University Ph.D. in Physiology Medical College of Wisconsin	Sports Medicine Outpatient Orthopedics Vascular Dysfunction
Hannah Moody, MS, LAT, CES Club Sport Athletic Trainer, Physician Extender at Marquette Medical Clinic NATA Member	Clinical Instructor	B.A. in Athletic Training Carthage College M.S. in Rehabilitation Sciences California University of Pennsylvania	Concussion Management Running Mechanics Injury Prevention

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Bridget Morehouse, MPT, MBA Adjunct Instructor APTA Member	Health Care Policy/Management Specialization in Business for Physical Therapists	B.A. Sociology with Specializations in Healthcare Systems Marquette University M.P.T. (Master of Physical Therapy) Marquette University M.B.A (Master in Business Administration) Marquette University	Private Practice and Business Administration
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, FACSM Associate Professor, Exercise Science ACSM, APS, CMSC Member	Exercise Physiology and Bioenergetics Sports Nutrition Physiology/Environmental Physiology Test, Measurements, and Techniques	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
Danille Parker, PT, DPT, GCS, CEEAA Co-Director of Clinical Education and Clinical Associate Professor APTA Member	Patient Management Geriatric Rehabilitation Special Topics: Geriatrics Clinical Education	B.S. Health Sciences, Loma Linda University M.P.T. (Master of Physical Therapy) Loma Linda University D.P.T., Nova Southeastern University	Education Geriatrics Rehab (Neuro, Parkinson's) Geriatric Exercise Prescription Fibromyalgia
Daniel Pinto, DPT, PhD, OCS, FAAOMPT Assistant Professor APTA, AAOMPT, IPTA, AH, ISP Member	Differential Diagnosis Advanced Orthopedics	B.S. Health Sciences, Touro College M.S. Physical Therapy, Touro College D.P.T., Regis University Ph.D, University of Otago Orthopedic Residency, UW-Madison Manual Therapy Fellowship, Regis University Center on Health Services Training and Research (CoHSTAR) Faculty Fellow	Health Services Research Orthopedics Manual Therapy

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Anne Pleva, PT, DPT, PCS Clinical Assistant Professor APTA and NDTA Member	Introduction to Pediatrics: Typical Development and Assessment Pediatric Disorders and Interventions Advanced Peds Elective	B.S. in Physical Therapy Marquette University D.P.T. University of Texas Medical Branch	Normal Development and Cultural/Biological Influences Education of Students, Families, Patients, and other health professions Integration of Education with other Professional Disciplines Pediatric Habilitation/Rehabilitation Infant Torticollis
Sheila Schindler-Ivens, PT, PhD Associate Professor APTA Member	Evidence Based Practice Intro to Research & PhD Education	B.S. in Physical Therapy Marquette University M.S. in Kinesiology Simone Fraser University Ph.D. University of Iowa	Motor Control Stroke Rehab Evidence Based Practice
Christopher J. Simenz, PhD, CSCS*D Practicum Coordinator & Clinical Professor, Exercise Physiology	Kinesiology Exercise Leadership Exercise Science Practicum I & II Mechanics of Sports Injury Aging & Physical Activity Obesity and Exercise	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	Community Engaged Research (CEnR) Food Security Wellness/Physical Activity a Policy Wellness Systems Change Homelessness Sports Mechanics Strength and conditioning Diversity and education Film and Media Literacy
Guy G. Simoneau, PT, PhD, FAPTA Professor APTA Member	Orthopedic Physical Therapy	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	Orthopedics Biomechanics Computer Keyboard Ergonomics Research Walker Assisted Gait Research
Diane S. Slaughter, PT, MS, AT Ret. Program Coordinator APTA & NATA Member		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-Retired Credential 2016	Athletic Training Curriculum Accreditation Assessment Department Continuing Education

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Carolyn Smith, MD Executive Director of Marquette Medical Clinic, Medical Director of Athletic Training major, Medical Director of MU Sports Rehabilitation Clinic Adjunct Clinical Faculty</p>	<p>Diagnostic Imaging & Testing</p>	<p>B.S. in Exercise Physiology University of Wisconsin M.S. Exercise Physiology Northern Illinois University M.D. University of Illinois Board Certified Family Medicine Fellowship in Orthopedics and Sports Medicine University of Wisconsin</p>	<p>Sports Medicine Family Medicine Ultra-Marathoner</p>
<p>Andrew J. Starsky, MPT, PhD Clinical Associate 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 Clinical Professor Neurologic Residency Program Coordinator APTA Member</p>	<p>Neuro Rehabilitation I and II Cognitive & Motor Learning</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 & Orthotics Bioethics</p>
<p>Jeffrey Wilkens, DPT, MPT, OCS Clinical Assistant Professor, Clinic Director, Marquette Sports Rehab Clinic APTA Member</p>	<p>Clinical Instructor, Pro Bono Clinic Tests & Measures Introduction to PT</p>	<p>B.A. Sociology Marquette University M.P.T (Master of Physical Therapy) Marquette University D.P.T. Evidence in Motion</p>	<p>Orthopedics Manual Therapy Sports Rehab Running Mechanics</p>

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

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
BISC 7130 Gross Anatomy †	5	BISC 4120 Pharmacology	3
BIOL 3701 Physiology***	4	PHTH 7504 Patient Management II	2
PHTH 7503 Patient Management I	3	PHTH 7515 Clinical Pathology & Pathophysiology	4
PHTH 7513 Health Policy	3	PHTH 7516 Geriatric Rehabilitation	2
PHTH 4512 Culture/Disability	<u>3</u>	PHTH 7525 Kinesiology I	3
	14-19****	PHTH 7528 Tests & Measures	<u>2</u>
			16-17****

****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

† DPT Students who complete 2 course series BISC 2135 and 3136 in their junior year need not take BISC 7130.

SUMMER SESSION

Session 1		Session 2	
PHTH 7522 EB Decision Making I	2	PHTH 7560 Physical Technologies/Electro	4
PHTH 7539 Diagnostic Imaging & Testing	3	PHTH 7577 Wounds/Manag/Integ PT	<u>2</u>
PHTH 7549 Differential Diagnosis	<u>2</u>		6
	7		

YEAR 5

(12 wks classroom/4 wks clinic)			
PHTH 7505 PT Management III	2	PHTH 7530 Pain Mechanisms and Treatment	2
PHTH 7518 Physiology of Activity	3	PHTH 7533 Orthopedics II	4
PHTH 7523 EB Decision Making II	1	PHTH 7555 Intro to Peds: Typical Develop and Assessment (formerly Life Span Dev)	2
PHTH 7526 Kinesiology II	3	PHTH 7558 Neuroanatomy	4
PHTH 7532 Orthopedics I	4	PHTH 7570 Advanced Kinesiology	4
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	9
PHTH 7674 Critically Appraising & Contributing to the Evidence of Clinical Practice	3	PHTH 7986 Clinical IV	<u>9</u>
PHTH 7675 Pediatrics Disorders/ Intervention Strat.	4		18
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

ABSENCES

Students who are ill or anticipate absence for a family emergency must contact the physical therapy office immediately. All students must consult with the instructor of the course(s) missed for makeup if necessary. Absences totaling two or more weeks at any time in the program may be considered as grounds for repeating the entire term.

Anticipated absences from full-time clinic must be approved in advance by one of the Directors of Clinical Education at Marquette University and the Center Coordinator of Clinical Education at the clinical site. Emergency absences, illnesses, etc., are circumstances usually considered to be acceptable absences if they are substantiated by the Coordinators.

ACADEMIC STANDARDS – PROFESSIONAL PHASE

A student must complete the academic requirements of the DPT program within four years of enrollment in 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 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 2.40 or greater semester GPA, completes each course with a grade of C 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 = 4.00; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; 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	A-	3.67 x 4 = 14.68 grade points
	Cardiopulm	3 credits	C	2.00 x 3 = 6.00 grade points
	<u>Pediatrics</u>	<u>4 credits</u>	<u>B</u>	<u>3.00 x 4 = 12.00 grade points</u>
	Total	11 credits		32.68 grade points GPA (32.68 QP/11 cr) = 2.971 GPA

I, X, IX GRADES

Any student receiving or anticipating receiving an I, X or IX grade in a required DPT 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 on track in the program resulting in a delay in graduation.

FAILURE TO MAINTAIN GOOD ACADEMIC STANDING

Please refer to the Academic Regulations in the Health Sciences Professional Bulletin at <http://bulletin.marquette.edu/healthscienceprofessional/departmentofphysicaltherapy/> for an explanation on RWAR, RWPI, RWAM, RWNR, and Academic Censure for the Doctor of the Physical Therapy Program.

Physical Therapy Probation and College Academic Alert (CAA)

Physical Therapy Probation Possibilities

- Automatic probation based on GPA – A student in the Physical Therapy program is allowed one instance of automatic probation for a single semester grade point average (GPA) between 2.200 and 2.399 if all required courses are completed with a grade of C or better. In addition to automatic probation, the student will meet with the Academic Standards Committee, the Chair of Academic Standards Committee, and/or

the Chair of the Physical Therapy to review the student's progress, circumstances of poor academic performance, and the student's plan to rectify academic deficiencies. To return to good academic standing, the average GPA of the semester resulting in automatic probation and the next graded semester must be equal to or greater than 2.400.

- b. Conditions of Probation may be prescribed in writing at the time of the student's admission or readmission. (Conditions may also be written in the case of a student whose course performance or failure to follow academic advice warrants such action at any time during the program). All students, where conditions of probation have been established, will be subject to committee review and possible CAA action should they fail to fulfill the specific terms.

Physical Therapy College Academic Alert (CAA)

Academic performance is monitored carefully by the Academic Standards Committee of the Department of Physical Therapy, and students either not maintaining steady progress or not demonstrating adequate achievement will be barred from future registration in the program by College Academic Alert (CAA) action. During the professional phase of the program, undergraduate students will be placed on College Academic Alert (CAA) for the following:

1. A single semester GPA below 2.400
2. Any course grade below a C or unsatisfactory (U or UNC grades)
3. Failure to meet conditions of probation

It is possible that a student be barred from registration for academic reasons even though the student's cumulative GPA exceeds 2.400. Students concerned about their academic progress should consult the department office.

A student placed on College Academic Alert cannot register for subsequent courses in the Physical Therapy program and will be removed from any such classes for future terms in which he/she is registered. Students will be notified by letter or email of the committee's decision and of the appeal process. Undergraduate students that are not allowed to continue in the Physical Therapy program, but remain in good standing at the University, will be allowed to continue in their undergraduate degree course of study.

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 all hearings, the Committee collects and reviews all pertinent information and makes decisions regarding the status of the student in the DPT program. The student will be notified, in writing, of the decision of the Committee within seven working days of the hearing. When appropriate, the Academic Standards Committee will establish Conditions of Probation to foster 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 understanding of the expectations. Failure to respond within the specified time frame will result in academic dismissal. Any appeals are 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

Academic Dismissal - Professional Integrity

Students may be dismissed from the Physical Therapy program for failure to maintain professional integrity standards, which may include, but are not limited to:

- A. Failure to comply with the American Physical Therapy Association (APTA) Code of Ethics or the APTA Guide of Professional Conduct. (www.apta.org)
- B. Failure to comply with learning objectives set forth in a formal learning contract between the program and the student
- C. Failure to complete their undergraduate degree by the end of the spring semester of year 5.
- D. Clinical misconduct, including, but not limited to:
 - a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients, or others.
 - b. Provision of physical therapy services, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
 - c. Breach of patient/client confidentiality.
 - d. Failure to comply with the Policies and Procedures of the clinical facility during a clinical experience.
 - e. Failure to comply with the Physical Therapy Act for the state in which an internship experience is located

Violations of the professional integrity requirements will result in a hearing with the Academic Standards Committee. 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 dismissal from the program. For situations that result in dismissal from the program, a notation of "Required to Withdraw for Program Integrity Reasons" will be placed on the student's record and transcripts.

Process for establishing findings of clinical misconduct or questions of professional integrity

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 faculty member who becomes aware of possible misconduct within 15 days of the incident. The faculty member meets with the student in the presence of a third party within 15 days of the notification. After this meeting, the faculty member can decide if misconduct occurred and what the actions will be. The faculty member will notify the Department chair, and Associate Dean of the College of Health Sciences of that decision. Students may appeal any sanctions in writing to the Associate Dean within 15 days of the meeting. The Associate Dean may choose to convene a faculty panel to investigate and render a decision on the appeal.

If repeated instances of misconduct or more serious offenses occur, a faculty panel will be convened. The panel will hold a hearing to review the claims of misconduct and all aspects of the student's record. The student may present information to the panel 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. Within 15 days the panel will make its recommendation to the Associate Dean of the College. Actions to suspend or dismiss a student will be made by the Dean of the College of Health Sciences.

Academic Dismissal - Academic Misconduct:

The Department follows the College of Health Sciences policy for academic misconduct (see Bulletin). Dismissal for academic misconduct (RWAM) is determined per the Academic Honesty policy found in the Academic Regulation section of the bulletin. Once this determination has been made, the student will be dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for the student who is dismissed will be outlined in the dismissal notice. If the student is allowed to return to the university, a permanent notation of 'Reinstated to the University' will appear on the student's academic record and Marquette's official transcript.

ACCREDITATION

The Doctor of Physical Therapy Program (DPT) at Marquette University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The accreditation period will last until December 31, 2026. The CAPTE accreditation applies only to the DPT program and not to the Clinical and Translational Rehabilitation Health Sciences PhD program nor to the Marquette University Neurologic PT Residency Program Co-sponsored by Zablocki VA Medical Center. The Neurologic Residency program is accredited by the American Board of Physical Therapy Residency and Fellowship Education until November 30, 2025.

Current Accreditation Status: Accreditation

Five-year history: Accreditation

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. 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 Clinical 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: 1) complete independent research projects and present their work at state or national professional meetings, or 2) are published authors in refereed papers and scientific abstracts, or 3) present their research at Marquette's Forward Thinking Poster Session, or 4) complete the formal College of Health Sciences summer research program and presentation.

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

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

COLLEGE OF HEALTH SCIENCES ALUMNI ASSOCIATION

The College of Health Sciences Alumni Association 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.

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 met prior to October 16th 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.

FERPA POLICY

The Department recognizes and abides by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. FERPA controls the confidentiality of, and access to, student education records. The entire policy is found in the University Student Handbook. The Department hereby adopts FERPA policy with respect to the maintenance, inspection, review, and disclosure of student "education records."

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 nine-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 uploaded to the EXXAT Database by **October 16th 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. **Please note: if you decide to waive this requirement, some sites that do require the hepatitis immunization may not accept you for the internship.**
- 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) Flu Shot. ***Many facilities are now making the flu shot a requirement. Shots are often easily available through your health care provider, student health, or multiple flu shot clinics such as Walgreens that may meet your needs. Please provide a photocopy of documentation or a receipt indicating your compliance. Please Note: If you decide to waive this requirement, some sites that do require the flu vaccine may not accept you for the internship.***
- 9) Background Disclosure Form for the State of Wisconsin – Department of Justice.
- 10) Wisconsin Criminal background check, both general and caregiver (2 forms).
- 11) Criminal Background checks for all applicable states the student has had residence in for the previous 7 years or since age 18.
- 12) Proof of attendance at one state or national physical therapy conference (WPTA or APTA sponsored) (Submit to the PT office after attendance).
- 13) Student Handbook/Essential Functions Document Receipt (last page of handbook). (Submit to the PT Office).
- 14) Any additional requirements the internship site may have.

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, EXATT Database, Physical Therapy Site Information share-point site, 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. 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

Hall lockers are 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 PT Student Council is the governing body for the students in the program. The 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, philanthropic, and pro bono clinic 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 cannot 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. The Office of Disability Services, located in 707 Building (Room 503; phone 8-1645, email ods@marquette.edu), is a valuable resource available for both students and faculty to consider. Please note: The Department is not legally required to accommodate a disability without documentation of said disability. Furthermore, if a student fails to meet academic and/or clinical requirements due to an undisclosed disability, the Department is not legally required to consider the disability.

SCHOLARSHIPS

You may apply for the following scholarships if you are a DPT-6 student. Some may also apply to DPT-4 and DPT-5 students. 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 Dr. Lawrence Pan, 414-288-7161 with questions.

Scholarships

Eligibility Requirements

Bailey Scholarship:

DPT-5 or 6 students; financial need.

Hansen PT Immediate Impact Scholarship:

DPT-5 or 6 students; financial need.

Jacqueline Belizzi Scholarship and Research Fund: DPT-6; financial need.

Jarich Scholarship:

DPT-6; graduated from a WI high school and a permanent Wisconsin resident at time of application; financial need

Olson Family Endowed Physical Therapy Award:

Merit-based award. 50% of funds awarded to two DPT-5 student(s) and 50% to two DPT-6 students. GPA >3.1. Service to the PT profession required as determined by PT Chair and faculty.

Orlandini Scholarship:

DPT-6; **Spinal Cord Neurological Rehabilitation** special interest; MU DPT **Spinal Cord Neurological Rehabilitation** clinical; grades; financial need; Priority given to Cudahy Thomas More High School Graduate, if any.

Physical Therapy Faculty Student Scholarship:	DPT- 5 or 6 students; financial need.
Pollard Family Scholarship:	DPT 5 or 6 students; financial need.
Amanda T. Schepers PT Scholarship:	DPT-5 or 6 students; financial need.
Schrimpf Scholarship:	DPT-6; financial need.
Marie Sekeres Papanek Scholarship:	DPT-6; complete the advanced geriatrics/aging course as advanced; elective; top student intern in geriatrics; have taken or will take a job in geriatrics.
Scholarship for Disadvantaged Students:	Funded by the Department of Health and Human Services. These awards are given to financially disadvantaged DPT-4, DPT-5, or DPT-6 students.

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 1st 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.

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). Please note: The Department is not legally required to accommodate a disability if it is not disclosed. Additionally, disabilities disclosed after the fact such as failure to meet academic and/or clinical requirements have no legal standing.

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 Disability Services, Ms. Heidi Potrykus (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 Professional Behaviors (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 Professional Behaviors (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.

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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.

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

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

STUDENT HANDBOOK RECEIPT

I _____ acknowledge receipt of the MU DPT 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 16th** in the PT Office.

ESSENTIAL FUNCTIONS FORM

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

Signature of Student

Date

This form is due **October 16** in the PT Office