

**PRE-PROFESSIONAL PHASE**

**DOCTOR OF  
PHYSICAL THERAPY**



**MARQUETTE**  
UNIVERSITY

**STUDENT HANDBOOK**

**Class of 2023  
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  
 Mrs. Marjorie Grossman

Records Secretary  
 Administrative Secretary  
 Program Coordinator  
 Office Associate, \*Exercise Science  
 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**

<b><u>Faculty/Staff</u></b>	<b><u>Office No.</u></b>	<b><u>Telephone No.</u></b>	<b><u>E-Mail</u></b>
Ms. Susana Arciga	Cramer 215	288-1400	<a href="mailto:susana.arciga@marquette.edu">susana.arciga@marquette.edu</a>
Mr. Joseph Berman		807-6296	<a href="mailto:joseph.berman@marquette.edu">joseph.berman@marquette.edu</a>
Mr. Michael Danduran	Cramer 255A	288-6685	<a href="mailto:michael.danduran@marquette.edu">michael.danduran@marquette.edu</a>
Dr. Albojay Deacon	Cramer 215	288-1400	<a href="mailto:albojay.deacon@marquette.edu">albojay.deacon@marquette.edu</a>
Mr. Christopher Geiser	Cramer 215R	288-6210	<a href="mailto:christopher.geiser@marquette.edu">christopher.geiser@marquette.edu</a>
Ms. Diane Grande	Cramer 215	288-5069	<a href="mailto:diane.grande@marquette.edu">diane.grande@marquette.edu</a>
Mrs. Marjorie Grossman	Cramer 215	288-1400	<a href="mailto:marjorie.grossman@marquette.edu">marjorie.grossman@marquette.edu</a>
Ms. Kimberly Harris	248B	288-3243	<a href="mailto:kimberly.harris@marquette.edu">kimberly.harris@marquette.edu</a>
Dr. Marie Hoeger Bement	212	288-6738	<a href="mailto:mariehoeger.bement@marquette.edu">mariehoeger.bement@marquette.edu</a>
Dr. Sandra Hunter	Cramer 230N	288-6673	<a href="mailto:sandra.hunter@marquette.edu">sandra.hunter@marquette.edu</a>
Dr. Allison Hyingstrom	Cramer 255C	288-4566	<a href="mailto:allison.hyingstrom@marquette.edu">allison.hyingstrom@marquette.edu</a>
Ms. Melissa Kading	346	288-7194	<a href="mailto:melissa.kading@marquette.edu">melissa.kading@marquette.edu</a>
Dr. Kristof Kipp	Cramer 215D	288-6685	<a href="mailto:kristof.kipp@marquette.edu">kristof.kipp@marquette.edu</a>
Prof. Luther Kloth	357	288-3381	<a href="mailto:luther.kloth@marquette.edu">luther.kloth@marquette.edu</a>
Mr. Ken Knetzger	Cramer 215	288-3401	<a href="mailto:kenneth.knetzger@marquette.edu">kenneth.knetzger@marquette.edu</a>
Dr. Laurie Kontney	346F	288-3383	<a href="mailto:laurie.kontney@marquette.edu">laurie.kontney@marquette.edu</a>
Dr. Kathleen Lukaszewicz	346E	288-3382	<a href="mailto:kathleen.lukaszewicz@marquette.edu">kathleen.lukaszewicz@marquette.edu</a>
Ms. Hannah Moody	Cramer 215	288-1400	<a href="mailto:hannah.moody@marquette.edu">hannah.moody@marquette.edu</a>
Dr. Donald Neumann	219	288-3319	<a href="mailto:donald.neumann@marquette.edu">donald.neumann@marquette.edu</a>
Mr. David Leigh	248A	288-6078	<a href="mailto:david.leigh@marquette.edu">david.leigh@marquette.edu</a>
Dr. Alexander Ng	Cramer 230P	288-6209	<a href="mailto:alexander.ng@marquette.edu">alexander.ng@marquette.edu</a>
Dr. Lawrence Pan, Chair	346H	288-7161	<a href="mailto:lawrence.pan@marquette.edu">lawrence.pan@marquette.edu</a>
Dr. Paula Papanek	Cramer 215A	288-5069	<a href="mailto:paula.papanek@marquette.edu">paula.papanek@marquette.edu</a>
Dr. Danielle Parker	346A	288-3179	<a href="mailto:danielle.parker@marquette.edu">danielle.parker@marquette.edu</a>
Dr. Daniel Pinto	346D	288-4495	<a href="mailto:daniel.pinto@marquette.edu">daniel.pinto@marquette.edu</a>
Dr. Anne Pleva	346C	288-3378	<a href="mailto:anne.pleva@marquette.edu">anne.pleva@marquette.edu</a>
Dr. Sheila Schindler-Ivens	Cramer 230M	288-7282	<a href="mailto:sheila.schindler@marquette.edu">sheila.schindler@marquette.edu</a>
Ms. Cindy Shepardson	Cramer 215	288-1400	<a href="mailto:cynthia.shepardson@marquette.edu">cynthia.shepardson@marquette.edu</a>
Dr. Christopher Simenz	Cramer 215F	288-6175	<a href="mailto:christopher.simenz@marquette.edu">christopher.simenz@marquette.edu</a>
Dr. Guy Simoneau	395	288-3380	<a href="mailto:guy.simoneau@marquette.edu">guy.simoneau@marquette.edu</a>
Mrs. Diane Slaughter	346K	288-3097	<a href="mailto:diane.slaughter@marquette.edu">diane.slaughter@marquette.edu</a>
Dr. Carolyn Smith	248D	288-6202	<a href="mailto:carolyn.s.smith@marquette.edu">carolyn.s.smith@marquette.edu</a>
Dr. Andrew Starsky	349	288-6608	<a href="mailto:andrew.starsky@marquette.edu">andrew.starsky@marquette.edu</a>
Dr. Tina Stoeckmann	347	288-5527	<a href="mailto:tina.stoeckmann@marquette.edu">tina.stoeckmann@marquette.edu</a>
Mrs. Cynthia Swiatlowski	346	288-3138	<a href="mailto:cynthia.swiatlowski@marquette.edu">cynthia.swiatlowski@marquette.edu</a>
Ms. Yarlián Vazquez	346B	288-3379	<a href="mailto:yarlian.vazquez@marquette.edu">yarlian.vazquez@marquette.edu</a>
Mrs. Yolanda Webb	Cramer 215B	288-6077	<a href="mailto:yolanda.webb@marquette.edu">yolanda.webb@marquette.edu</a>
Dr. Jeffrey Wilkens	Cramer 215	288-1400	<a href="mailto:jeffrey.wilkens@marquette.edu">jeffrey.wilkens@marquette.edu</a>

## 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. MU mission statement, 1999-2000 Undergraduate Bulletin, p. 2
3. College of Health Science mission statement, 1999-2000 Undergraduate Bulletin, p. 233 Rev. 3/01

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
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. Sports 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 Clinic Physical Therapist APTA Member	Clinical Instructor Differential Diagnosis	B.S. 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 Therapeutic 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, BEd, 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)

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Allison Hyingstrom, PT, PhD Associate Professor APTA Member</p>	<p>Neurophysiology and Rehab Adv. Topics in Neurologic Rehab</p>	<p>B.A. in Biology Augustana College  M.S.P.T. Washington University  Ph.D. Northwestern University</p>	<p>Motor Control Physiology Pathophysiology Stroke</p>
<p>Kristof Kipp, PhD, CSC Assistant Professor, Exercise Physiology ASB and ISB Member</p>	<p>Scientific Principles of Strength &amp; Conditioning  Introduction to Research in Biomechanics</p>	<p>A.S in Engineering North Idaho College  B.S. and M.S. in Kinesiology Boise State University  Ph.D in Nutrition &amp; Exercise Science Oregon State University  Post-doc in Kinesiology and Physical Medicine &amp; Rehabilitation University of Michigan</p>	<p>Human Neuromechanics</p>
<p>Luther C. Kloth, PT, MS, FAPTA, FCCWS Professor Emeritus APTA Member</p>		<p>B.S. in Biology and Physical Education Dana College  Certificate in Physical Therapy University of Pennsylvania  M.S. in Anatomy Marquette University</p>	<p>Chronic Wound Healing Facilitation of Wound Healing with Physical Technologies Bactericidal and Fibrinolytic Effects of 25kHz ultrasound  Dynamic Computer Controlled Wheel Chair Cushions</p>
<p>Kenneth Knetzger, MS Clinical Assistant Professor, Exercise Physiology ACSM Member</p>	<p>Exercise Physiology and Bioenergetics Laboratories  Nutrition and Exercise Performance  Advanced Exercise Physiology</p>	<p>B.S. in Human Biology Valparaiso University  M.S. in Physiological Sciences University of Arizona</p>	<p>Exercise Physiology Energy Balance Nutrition Science &amp; Policy Ancestral Health Circadian Rhythms Emerging Fields (e.g. human microbiome, metabolomics, nutrigenomics)</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
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
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 of Business Administration) Marquette University	Private Practice and Business Administration
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
Donald A. 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 Physiology ACSM, APS, CMSC Member	Exercise Physiology and Bioenergetics Sports Nutrition Topic in Exercise 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) Measurement of Physical Activity Muscle Fatigue Cardiovascular regulation
Lawrence G. Pan, PT, PhD, FAPTA Chair and Professor, Director of Health Careers Opportunity Program, Director Youth Empowerment Program APTA Member	Neuroanatomy	B.A. in Mathematics Macalester College  B.S. in Physical Therapy St. Louis University  Ph.D. in Physiology Medical College of Wisconsin	Exercise Physiology Respiratory Prescription Control of Breathing Minority Education Neuroanatomy
Paula E. Papanek, MPT, PhD, FACSM, ATC/LAT Director of Exercise Science which includes majors Exercise Physiology and Athletic Training, Director of Graduate Studies: Clinical and Rehabilitation Health Science Program (CTRH), Director Youth Empowerment Program, and Associate Professor NATA, APS, NSCA & ASCM Member	Nutrition & Exercise Performance Applied Pharmacology for the Athletic Training Professional Physiology of Aging Readings & Research in Clinical & Translational Rehabilitation	B.S. Nutritional Biochemistry Illinois State University  M.S. Exercise Physiology University of Louisville  Ph.D. in Physiology and Medicine University of Florida  Master of Physical Therapy Marquette University  Certified & Licensed Athletic Trainer  Fellow American College of Sports Medicine	Exercise is Medicine Endocrinology Cardiovascular Disease Aging Microcirculation Exercise Physiology Gender mediated differences Women's Health- bone, exercise.
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



FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Daniel Pinto, DPT, PhD, OCS, FAAOMPT Assistant Professor APTA, FAAOMPT, ISP, IPTA, AH Member	Differential Diagnosis Advance 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
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	Evidenced Based Practice Intro to Research & PhD Education	B.S. Physical Therapy Marquette University M.S. in Kinesiology Simon 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 Biomechanics 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 Sport Science Pennsylvania State University Certified Athletic Trainer	Orthopedics Biomechanics Computer Keyboard Ergonomics Research Walker Assisted Gait Research

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Diane S. Slaughter, PT, MS, AT Ret. Program Coordinator APTA &amp; NATA Member</p>		<p>B.S. in Physical Therapy University of WI-La Crosse</p> <p>M.S. in Education University of Kentucky</p> <p>S.C.S. Board Certified Specialist in Sports Physical Therapy-American Physical Therapy Association 1994-2004</p> <p>Certified Athletic Trainer-Retired Credential 2016</p>	<p>Athletic Training Curriculum Accreditation Assessment Department Continuing Education</p>
<p>Carolyn Smith, MD Executive Director of Marquette Medical Clinic, Medical Director of Athletic Training major, Medical Director for the MU Sports Rehabilitation Clinic Adjunct Clinical Faculty</p>	<p>Diagnostic Imaging &amp; Testing</p>	<p>B.S. Exercise Physiology University of Wisconsin</p> <p>M.S. Exercise Physiology Northern Illinois University</p> <p>M.D. University of Illinois</p> <p>Board Certified Family Medicine Fellowship in Orthopedic and Sports Medicine University of Wisconsin</p>	<p>Sports Medicine Family Medicine Ultra-Marathoner</p>
<p>Tina M. Stoeckmann, PT, DSc, MA Clinical Professor Neurologic Residency Program Coordinator APTA Member</p>	<p>Neuro Rehabilitation I and II Cognitive and Motor Learning</p>	<p>B.S. in Physical Therapy University of WI-Madison</p> <p>M.A. in Bioethics Medical College of WI</p> <p>D.Sc. in Neurology Rocky Mountain University</p>	<p>Neurology, esp. TBI Motor Learning/Motor Control Prosthetics &amp; Orthotics Bioethics</p>
<p>Jeffrey Wilkens, DPT, MPT, OCS APTA Member Clinical Assistant Professor, Clinic Director, Marquette Sports Rehab Clinic</p>	<p>Clinical Instructor, Pro Bono Clinic Test &amp; Measures Introduction to PT</p>	<p>B.A. in Sociology Marquette University</p> <p>M.P.T (Master of Physical Therapy) Marquette University</p> <p>D.P.T. Evidence in Motion</p>	<p>Orthopedics Manual Therapy Sports Rehab Running Mechanics</p>

## 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 during the fourth, fifth, or sixth years of 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 STANDARD - REQUIRED TO ENTER INTO THE PROFESSIONAL PHASE

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

- 1) **A 2.400 GPA or greater and a grade of a C or better in the following seven prerequisite courses for 31-32 total credits (refer to form on page 13):**

<u>Required D.P.T. Prerequisite courses*</u>	<u>Credits</u>
Biology	3 Cr
Chemistry I and II	8 Cr
Introduction to Physical Therapy	1 Cr
Physics I and II	8 Cr
Statistics	3 Cr
***Anatomy & Physiology	5-6 Cr
Abnormal or Developmental Psychology Course	3 Cr
	31-32 Credits

\*\*\* EXPH, ATTR, and Arts and Sciences Students need the BISC 2015 and BISC 2016 course series. Arts and Sciences students can also take BISC 1015; BISC majors take BISC 2135 and BISC 4145 to satisfy their degree and DPT prerequisite.

\*All prerequisite coursework must be completed at an accredited four-year institution (See the "Approval for Study at Other Institutions" section in this handbook). **Prerequisite coursework will not be accepted from a two-year school, community college, junior college, or technical college.** Online courses will not be accepted for DPT prerequisites. Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards DPT prerequisite courses with the exception of CHEM 1002 and PHYS 1002. These two prerequisite courses must be completed at an accredited 4-year institution.

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.

Example:

Chemistry	4 credits	A-	$3.67 \times 4 = 14.68$ grade points
Biology	3 credits	C	$2.00 \times 3 = 6.0$ grade points
<u>Physics</u>	<u>4 credits</u>	<u>B</u>	<u><math>3.00 \times 4 = 12.0</math> grade points</u>
<b>Total</b>	<b>11 credits</b>		<b>32.68 grade points GPA (32.68 QP/11 cr) = 2.971 GPA</b>

**CR/NC Grade Option:** University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the undergraduate bulletin for the specific requirements. However, this CR/NC option **is not available for any course** that is part of the 31-32 prerequisite core credits, nor any course normally required in the professional phase of the program.

**I, X, IX Grades:** Any student receiving or anticipating receiving an I, X or IX grade in a required 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 in the program resulting in a delay in graduation.

- 2) Students must have completed and received their undergraduate degree by the end of the spring semester of year 5. DPT-3 students must have a reasonable plan to complete their undergraduate degree in the allotted time or be subject to dismissal. Students who do not complete their undergraduate degree in the traditional 4 or 4.5 years must submit a written plan to the PT Department Chairperson to complete their undergraduate degree within the required time frame.
- 3) Professional phase courses taken early while a student is in the pre-professional phase requires a **grade of C** and a minimum 2.400 GPA for all professional phase courses completed in a given semester. **Note: if only one professional phase course is taken in a given semester, a B- grade will be required to exceed the requirement of a 2.400 GPA per semester.** Taking courses early and out of sequence is discouraged. No online prerequisite courses are accepted. Students who fail to meet this, will be required to retake professional phase courses in the regular course sequence. If courses are taken out of sequence, a scheduling conflict can arise which may ultimately delay graduation.

#### **Assessment of student requirements for admission to the professional phase**

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

#### **Admittance with Academic Probation**

Direct admit physical therapy students who have completed the required requirements for undergraduate degree completion, but whose prerequisite courses result in a GPA between 2.38 and 2.40 with no grade below a C will be granted entry into the professional phase of the physical therapy program under conditions of academic probation. Academic Probation will last for one academic year.

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

#### **Admissions Hearing**

Direct admit students who complete the prerequisite courses with GPA below 2.38 or fail to meet any one of the other admission requirements will not be admitted to the professional phase of the program. DPT-3 students who only need to remediate their GPA may request to use the summer sessions to re-take their lowest pre-requisite grades in order to achieve the 2.40 GPA. Such a request is made in writing to the Departmental Chair. The need for an admissions hearing will then be determined after completion of the summer retake(s). Students are given the opportunity to request admission to the professional phase of the program via a hearing with the Academic Standards Committee. Depending on the decision from the admission hearing, students may enter the professional phase on probation.

# MARQUETTE UNIVERSITY

## REQUIREMENTS & PRE-REQUISITES FOR CONTINUANCE INTO YEAR 4

- All information is to be printed or typed carefully and accurately
- Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards DPT pre-requisite courses with the exception of CHEM 1002 and PHYS 1002. Please note that AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations. All pre-requisites courses other than AP or IB credits must be completed at an accredited 4-year institution.
- It is recommended that you make a copy of this form for your own reference

NAME: \_\_\_\_\_

*Last*

*First*

*Middle*

MU STUDENT ID#: \_\_\_\_\_ MAJOR: \_\_\_\_\_

Requirements	Department & Course #	Course Title	Grade	Number of Units/Credits		Institution	Year & Term Completed	Planned Completion Year & Term
				Sem.	Qtr.			
1 <sup>st</sup> Anatomy & Physiology								
2 <sup>nd</sup> Anatomy & Physiology								
Biology								
Chemistry I								
Chemistry II								
Introduction to PT								
Physics I								
Physics II								
Psychology (Development or Abnormal)								
Statistics								

- I have completed the necessary Physical Therapy pre-requisite course work at a four year institution with a grade of a C better and a GPA of 2.40 or higher.
- I will be receiving my undergraduate degree, \_\_\_\_\_, (degree to be awarded) in \_\_\_\_\_ of \_\_\_\_\_.  
(Month) (Year)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Submitted

## **ACADEMIC INTEGRITY and MISCONDUCT**

### *Rationale*

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

### *Expectation*

Students, faculty, and staff in the Department of Physical Therapy are expected to conduct themselves with the highest level of academic integrity and to refrain from academically dishonest behaviors. Academic dishonesty, like other forms of dishonesty, includes misrepresentation with intent to deceive or without regard to the source or the accuracy of statements or findings. Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. Please refer to undergraduate bulletin at <http://bulletin.marquette.edu/undergrad/>.

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

Findings of misconduct to self, faculty, the University, internship facility and/or patient may result in failure in the assignment, failure in the course or even dismissal from the physical therapy program. As indicated in the College of Health Sciences guidelines, if a complaint of misconduct arises, the student will be notified in writing by the 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.

## **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](mailto: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. Ms. Yolanda Webb and Ms. Michelle Schuh provide advice in the pre-professional phase for students in the Program in Exercise Science and the College of Health Sciences, respectively. In the third year of the pre-professional program, each student is assigned a Physical Therapy (PT) faculty advisor. Students of other Colleges are welcome to contact Ms. Michelle Schuh, Assistant Dean of the College of Health Sciences with questions about the PT program. PT Department advisors are available during the week of all-university

advising. Please contact the PT Department office if you would like to meet with a PT advisor at any other time during your academic career. Additionally, there will be mandatory class meetings with the Department Chair for advising, questions, and program updates. If you cannot attend a mandatory meeting, it is your professional responsibility to notify the Department and make other arrangements to receive the information conveyed.

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

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

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

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

Please arrive for your appointment on time.

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

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

### **ALTERNATE INSTITUTIONS**

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

### **AWARDS (GRANTED IN THE PROFESSIONAL PHASE)**

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

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

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

### **C.P.R. CERTIFICATION**

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) training is required of all students. This requirement needs to be met prior to October 16<sup>th</sup> of the fourth year of the DPT program. It is required that students maintain continued certification throughout remainder of the DPT curriculum. Failure to maintain and report current certification to the PT Office may jeopardize enrollment in subsequent PHTH courses and reduce priority for internship site selection. Students should contact their local American Heart Association office or local Red Cross office. American Heart Association certification is preferred.

### **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).

### **INTERNAL TRANSFER ADMISSIONS TO THE PROFESSIONAL PHASE**

Marquette students who were not admitted as freshmen may apply to transfer into the professional phase of the program. Historically about 10 spaces have been offered to Marquette pre-physical therapy students (PREPS); however, neither the number of spaces nor transfer admission are not guaranteed. To apply for this window of admission, students must have completed or are in the process of completing half or more of the 31-32 physical therapy prerequisite credits at Marquette University and meet or exceed all requirements for the undergraduate phase. Further details of entrance requirements are available from the Department of Physical Therapy.

### **INTERNSHIP REQUIREMENTS**

Marquette University has specific requirements that each student must meet to maintain good standing in the program. Many requirements need annual updates. Written verification of the following requirements must be uploaded on the EXXAT database by **October 16<sup>th</sup> for DPT 4's. DPT-3 students may wish to collect some of the documentation in the spring or summer of the DPT-3 year. If students do not meet the deadline, they will not be able to participate in the site selection process until all students who did meet the deadline have been assigned sites. It is the student's professional responsibility to submit the following:**



1. Proof of APTA membership **please note: membership needs to be renewed on an annual basis.**
2. Proof of health insurance. All students must maintain health insurance throughout the professional phase of the program.
3. Current CPR certification that includes child, infant, and both one- and two-person adult along with AED (also see below).
4. Proof of MMR vaccination (requires proof of two separate vaccinations).
5. Completion of OSHA training (yearly).
6. Hepatitis B vaccine or completed waiver form **Please note: If you decide to waive this requirement, some sites that do require the hepatitis B 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). 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 Forms 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 worked in and/or residence in for the previous 7 years or since age of 18).
12. Proof of attendance at one state or national physical therapy conference (submit to PT Office after attendance).
13. Student Handbook/Essential Functions Document receipt (submit to PT Office).
14. Any additional requirements the internship site may have.

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

### **LIBRARY SERVICES**

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

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

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

### **NAME CHANGE**

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

### **PHYSICAL THERAPY STUDENT COUNCIL**

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

### **PROCEDURE FOR FILING A COMPLAINT**

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

### **REQUEST FOR TEMPORARY WITHDRAWAL**

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

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

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

### **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.

### **TRANSCRIPTS OF CREDITS**

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

### **TRANSFER WITHIN THE UNIVERSITY**

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

## **UNDERGRADUATE MAJORS**

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

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

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

\*\*\*Biomedical Engineering is a rigorous major with many requirements. Time conflicts will likely arise which would delay entry into the professional phase by one year, and therefore require seven years to complete the undergraduate and DPT degrees.

## **VOLUNTEER HOURS**

Volunteer hours are no longer required but encouraged. If you have questions about going into physical therapy as a career choice, volunteering in physical therapy will give you the necessary knowledge to see if physical therapy is the right fit for you.

## **WITHDRAWAL FROM PHYSICAL THERAPY**

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

**MARQUETTE UNIVERSITY, DEPARTMENT OF PHYSICAL THERAPY  
ESSENTIAL FUNCTIONS FOR NEW AND CONTINUING STUDENTS**  
Approved 11/05/07 as advisory to be shared with DPT 1 and DPT 4 students in handbooks.

**Reasonable Accommodation:**

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

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

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

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

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

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

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

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

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

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

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

## STUDENT HANDBOOK RECEIPT

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

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

to be informed of the contents.

\_\_\_\_\_  
Signature

This receipt is due **October 16** 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.

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Signature of Student

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Date

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