

**DOCTOR OF
PHYSICAL THERAPY**



**MARQUETTE
UNIVERSITY**

**CLASS OF 2025
STUDENT HANDBOOK**

August, 2022

Table of Contents

GENERAL DEPARTMENT INFORMATION	3
OFFICE LOCATION	3
OFFICE STAFF	3
OFFICE HOURS AND TELEPHONE NUMBERS	3
FACULTY AND STAFF DIRECTORY	3
DEPARTMENT OF PHYSICAL THERAPY	4
VISION	4
MISSION	4
PHILOSOPHY	4
EXPECTED GLOBAL STUDENT OUTCOMES	4
FACULTY	5
PROFESSIONAL PROGRAM – PHYSICAL THERAPY DEGREE: DPT	10
ACADEMIC STANDARDS – PROFESSIONAL PHASE	11
INCOMPLETE (I) GRADE POLICY	11
FAILURE TO MAINTAIN GOOD ACADEMIC STANDING	11
CONDUCT STANDARDS	13
ACCREDITATION	14
ADVISING	15
AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)	15
ATTENDANCE POLICY	15
AWARDS	16
CLINICAL EDUCATION EXPERIENCE	17
CLINICAL EDUCATION EXPERIENCE REQUIREMENTS	17
CLINICAL EDUCATION EXPERIENCE SITE REQUIREMENTS	18
COLLEGE OF HEALTH SCIENCES ALUMNI ASSOCIATION	18
C.P.R. CERTIFICATION	18
EMERGENCY CARE & SAFETY	19
EXAMINATIONS	19
FERPA POLICY	19
GRADE APPEAL	19
GRADING SCALE FOR PROFESSIONAL PHASE	19
JOB PLACEMENT	19
LIABILITY INSURANCE	20
LIBRARY SERVICES	20
LICENSING EXAMINATIONS	20
LOCKERS	20
NAME CHANGE	20
PATIENT RIGHT TO REFUSE	20
PHYSICAL THERAPY STUDENT COUNCIL	20
POLICY ON PRIVACY	21
PROCEDURE FOR FILING A COMPLAINT	21
REQUEST FOR TEMPORARY WITHDRAWAL	21
STUDENT ACCESS TO LABS AND EQUIPMENT FOR PRACTICE	21
STUDENT ACCESS TO SPACE	22
STUDENT REQUESTING ACCOMMODATION	22
SCHOLARSHIPS	22
TRANSCRIPTS OF CREDITS	23
WITHDRAWAL FROM COURSES	23
WITHDRAWAL FROM PHYSICAL THERAPY	23
UNIFORM EXPECTATIONS	24
ESSENTIAL FUNCTIONS	32

Marquette University
Department of Physical Therapy
 COLLEGE OF HEALTH SCIENCES

GENERAL DEPARTMENT INFORMATION

Office Location

Department of Physical Therapy
 Program in Exercise Science
 Marquette Physical Therapy Clinic
 Neuro Recovery Clinic

Schroeder Complex Room 346
 Cramer Hall Room 215
 Cramer Hall Room 215
 Cramer Hall Room104

Office Staff

Mrs. Cynthia Swiatlowski
 Ms. Eliza Gomez
 Mrs. Diane Slaughter
 Ms. Patty Przybylka
 Ms. Lucie Wehbe
 Ms. Marjorie Klatt
 Ms. Yolanda Webb
 Mr. Mark Caballero

Records Secretary
 Office Associate
 Program Coordinator
 Office Associate, PT Clinic
 Office Associate, Neuro Recovery Clinic
 Patient Account Rep – PT Clinic and Neuro Recovery Clinic
 Professional Development Coordinator, Program of Exercise Science
 Teaching Laboratory Coordinator

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 Physical Therapy Clinic	(414) 288 - 1400
Neuro Recovery Clinic	(414) 288 - 6122

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. Brent Bode	Cramer 215	288-1400	brent.bode@marquette.edu
Dr. Rachel Bollaert	Cramer 215J	288-7392	rachel.bollaert@marquette.edu
Dr. Jacob Capin	388	288-7865	jacob.capin@marquette.edu
Mr. Michael Danduran	Cramer 215E	288-6685	michael.danduran@marquette.edu
Dr. Albojay Deacon	Cramer 215	288-1400	albojay.deacon@marquette.edu
Dr. Kimberly DeChant	Cramer 104	288-3528	kimberly.dechant@marquette.edu
Ms. Lucie Wehbe	Cramer 104	288-6254	lucie.wehbe@marquette.edu
Mr. Christopher Geiser	Cramer 215R	288-6210	christopher.geiser@marquette.edu
Ms. Eliza Gomez	346	288-7194	eliza.gomez@marquette.edu
Mrs. Marjorie Grossman Klatt	Cramer 215	288-6754	marjorie.klatt@marquette.edu
Dr. Marie Hoeger-Bement	212	288-6738	mariehoeger.bement@marquette.edu
Dr. Sandra Hunter	Cramer 230N	288-6673	sandra.hunter@marquette.edu
Dr. Allison Hyingstrom, Chair	346H	288-4566	allison.hyingstrom@marquette.edu
Dr. Kristof Kipp	Cramer 215D	288-6685	kristof.kipp@marquette.edu
Prof. Emeritus Luther Kloth			luther.kloth@marquette.edu
Mr. Ken Knetzger	Cramer215C	288-3401	kenneth.knetzger@marquette.edu
Dr. Kathleen Lukaszewicz	346E	288-3382	kathleen.lukaszewicz@marquette.edu
Dr. Adrienne Miller	346B	288-6334	adrienne.miller@marquette.edu
Ms. Jennifer Mueller			
Dr. Donald Neumann (Prof. Emeritus)	237		donald.neumann@marquette.edu
Mr. Keith Owsley	248A	288-4470	keith.owsley@marquette.edu
Dr. Alexander Ng	Cramer 230P	288-6209	alexander.ng@marquette.edu
Dr. Lawrence Pan (Prof. Emeritus)			lawrence.pan@marquette.edu
Dr. Paula Papanek	Cramer 215A	288-5069	paula.papanek@marquette.edu
Dr. Danille Parker	346A	288-3179	danille.parker@marquette.edu
Dr. Daniel Pinto	346D	288-4495	d.pinto@marquette.edu
Dr. Anne Pleva	346C	288-3378	anne.pleva@marquette.edu
Ms. Patty Przybylka	Cramer 215	288-3835	patricia.przybylka@marquette.edu
Dr. Sheila Schindler-Ivens	Cramer 230M	288-7282	sheila.schindler@marquette.edu
Dr. Christopher Simenz	Cramer 215F	288-6175	christopher.simenz@marquette.edu
Dr. Guy Simoneau	395	288-3380	guy.simoneau@marquette.edu
Mrs. Diane Slaughter	346K	288-3097	diane.slaughter@marquette.edu
Dr. Carolyn Smith	248	288-6202	carolyn.s.smith@marquette.edu
Dr. Andrew Starsky	349	288-6608	andrew.starsky@marquette.edu
Dr. Kristi Streeter	212	288-6124	kristi.streeter@marquette.edu
Dr. Tina Stoeckmann	347	288-5527	tina.stoeckmann@marquette.edu
Dr. Christopher Sundberg	Cramer 004A	288-5607	christopher.sundberg@marquette.edu
Mrs. Cynthia Swiatlowski	346	288-3138	cynthia.swiatlowski@marquette.edu
Ms. Toni Uhrich	Cramer 004DC	288-3080	toni.uhrich@marquette.edu
Mrs. Yolanda Webb	Cramer 215B	288-6077	yolanda.webb@marquette.edu
Dr. Jeffrey Wilkens	Cramer 215	288-6287	jeffrey.wilkens@marquette.edu

DEPARTMENT OF PHYSICAL THERAPY MISSION

The mission of the Department is to prepare future health care practitioners and researchers with an education rich in clinical experiences, community outreach, and research opportunities to develop leaders guided by the values of “Cura Personalis.”

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

Vision

The Physical Therapy Department at Marquette University will be among the best educational programs in preparing Physical Therapy 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

One of the defining characteristics of a Marquette education is the focus on cura personalis – care of the whole person. In that vein, we expect that Graduates of the Doctor of Physical Therapy program will embody that characteristic. Graduates of the Physical Therapy program will be able to:

1. Demonstrate the skills necessary to practice autonomously within a direct access environment in essential practice areas as defined by the *Guide for 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.
4. Address social determinants of health within the plan of 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 Orthopedic Rehabilitation Custom Orthotic Fabrication TMD Rehabilitation
Jennifer Batie Mueller, M.P.T., OCS Program Manager Functional Rehabilitation Group Chronic Pain	Culture & Disability	B.S. Biomedical Sciences Marquette University M.P.T. Marquette University	Cultural Competence Communication Professional Development Pain Military Culture
Brent Bode, MPT, CFMT, OCS CFC Clinical Physical Therapist APTA Member	Clinical Instructor Differential Diagnosis	B.S. Physiological Sciences, Marquette University M.P.T. University of Wisconsin-Madison	Dry Needling Craniofacial Pain Certification/TMD Rehab Orthopedics Manual Therapy
Rachel Bollaert, ACSM EP-C Clinical Assistant Professor, Exercise Physiology	Personal Health and Wellness Health Behavior Exercise Testing and Prescription	B.S. in Integrative Physiology University of Iowa Ph.D. in Kinesiology University of Illinois at Urbana-Champaign	Exercise Physiology Exercise Neuroscience Health & Wellness Behavior Physical Activity Promotion Exercise Interventions for Special Populations
Jacob Capin, PT, DPT, PhD, MS Assistant Professor APTA Member	Kinesiology I	Ph.D. Applied Anatomy & Biomechanics University of Delaware D.P.T University of Delaware M.S. Anatomy and Health Sciences University of Delaware B.S. Psychology Christopher Newport University	ACL Rehabilitation Biomechanics Osteoarthritis Prevention & Treatment Sports Medicine Health & Wellness Physical Activity & Triathlon
Michael Danduran, MS Clinical Associate Professor ACSM-CEP, ACSM-EIM	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	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 Advanced Orthopedics	B.S. in Exercise Science, Marquette University D.P.T., Marquette University	Functional Dry Needling Orthopedics
Kimberly DeChant, PT, DPT, NCS Neuro Recovery Director APTA Member	Clinical Instructor Advanced Neuro Elective	B.S. Exercise Science, Marquette University D.P.T., Marquette University	Neurologic Therapy Locomotor Training Vestibular Therapy Technology in Rehabilitation
Christopher F. Geiser, MS, PT, LAT Director of Athletic Training Clinical Associate Professor NATA and ISBS Member	Human Anatomy in Athletic Training Modalities in Rehabilitation Rehabilitation of the Lower Extremity Rehabilitation of the Upper Extremity and Spine Biomechanics of Injury	B.S. in Physical Therapy M.S. in Kinesiology	Biomechanics in Athletics and Distance Running Biomechanics of Generalized Joint Hypermobility
Marie Hoeger Bement, PT, PhD Professor APTA Member	Pain Management ERS 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

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
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) Diabetes, COVID-19 Survivors
Allison Hynstrom, PT, PhD Professor, Chair APTA Member	Neurophysiology and Rehab Adv. Topics in Neurologic Rehab Neuroanatomy	B.A. Biology, Augustana College M.S.P.T, Washington University Ph.D. in Neuroscience, Northwestern University	Motor Control Physiology Pathophysiology Stroke
Kristof Kipp, PhD, CSC Associate Professor, Exercise Physiology ISBS 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	Applied Clinical and Sports Mechanics Sports Science and Analytics
Kenneth Knetzger, MS Clinical Assistant Professor, Exercise Physiology	Exercise Physiology Laboratory a Nutrition and Exercise Performance Various Electives	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 Health Science News Literacy
Kathleen Lukaszewicz, PT, PhD Clinical Associate Professor Director of Graduate Studies for the Exercise and Rehabilitation Science (EXRS) 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	Vascular Dysfunction Vascular Mechanisms of Skeletal Muscle Fatigue Muscle Fatigue in Diabetic Patients

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Adrienne Miller, PT, DPT Clinical Assistant Professor Co-Director of Clinical Education	Clinical Education Clinical Issues and Decision Making	B.S.PE: Exercise Science Valparaiso University D.P.T. Regis University	Education Acute Care
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 Emeritus APTA Member		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 textbooks (Elsevier) Spinal Cord Rehabilitation Muscle Mechanics, EMG Service through International Education and Fulbright Awards
Alexander V. Ng, PhD, FACSM Professor, Exercise Physiology ACSM, APS, CMSC Member	Advanced Exercise Physiology Advanced Exercise Physiology Lab Topics in Exercise Physiology; Environmental Physiology Cancer and Exercise Applied and Rehabilitation Systems Physiology Fatigue in Health and Disease	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) Measurement of Physical Activity Muscle Fatigue Cardiovascular regulation
Keith Owsley, MS, AT, LAT, CSCS Clinical Assistant Professor Clinical Education Coordinator Exercise Physiology/Athletic Training	Intro to Athletic Training Emergency Care in Athletic Training Administration and Management in Athletic Training First Aid/CPR/AED	B.S., Murray State University M.S., Illinois State University	Clinical Education Acute Emergency Care in Athletic Training ACL Prevention Sport Performance
Lawrence G. Pan, PT, PhD, FAPTA Professor Emeritus APTA Member		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 Professor of Exercise Physiology and Physical Therapy Director of Exercise Science which includes majors Exercise Physiology and Athletic Training, Director of Graduate Studies: Sports and Exercise Data Analytics Graduate Program, Director Youth Empowerment Program, and 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 Cancer and Exercise Community Engagement Pediatric Obesity
Danille Parker, PT, DPT, GCS, CEEAA Co-Director of Clinical Education and Clinical 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 Assistant Professor APTA, SMDM, ISPOR 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 Patient Engagement 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	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 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 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 Sport Science Pennsylvania State University	Orthopedic and Sports Physical Therapy Publication/Editorial Process Clinical Practice Guidelines Biomechanics International Education
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	Program Logistic Administration Curriculum Accreditation Assessment Continuing Education

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
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	Evidence-Based Decision Making in Athletic Training Practice Evaluation of the Spine Neurological Disorders and Diseases Evaluation of Upper and Lower Extremities Systematic Medical Disorders	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	Sports Medicine Family Medicine Ultra-Marathoner
Andrew J. Starsky, MPT, PhD Clinical Professor APTA Member	Advanced Topics in Biomechanics Physical Modalities and Electrotherapy Evidenced Based Practice Kinesiology Core Stability Instrumentation	B.S. in Electrical Engineering, Marquette University M.P.T (Master of Physical Therapy), Marquette University Ph.D. in Biomedical Engineering, Marquette University 2007	Running Biomechanics Prosthetics Gait
Kristi Streeter, PhD Assistant Professor APS Member	Neuroanatomy	Ph.D. in Comparative Biomedical Sciences (CBMS), University of Wisconsin B.S. in Biology, University of Wisconsin-Whitewater	Spinal Cord Injury
Tina M. Stoeckmann, PT, DSc, MA Clinical Professor Neurologic Residency Academic Coordinator APTA Member	Neuro Rehabilitation I and II Cognitive & Motor Learning	B.S. in Physical Therapy, University of WI-Madison M.A. in Bioethics, Medical College of WI D.Sc. in Neurology, Rocky Mountain University	Neurology, esp. TBI Motor Learning/Motor Control Bioethics
Christopher W. Sundberg, PhD Assistant Professor, Exercise Physiology Affiliate Faculty, Athletic & Human Performance Research Center (AHPRC) ACSM, APS, AHA Member	Bioinstrumentation Humans Systems Physiology	B.S. in Kinesiology and Health Promotion University of Wyoming M.S. in Human Biomechanics University of Wyoming Ph.D. in Neuromuscular Physiology Marquette University	Neuromuscular Physiology Bioenergetics & Metabolism Skeletal Muscle Structure & Function Physiology of Aging Muscle Fatigue Adaptive Responses to Exercise Training
Toni D Uhrich, MS, ACSM-EP Clinical Assistant Professor, Exercise Physiology Director, HPAC Human Performance Assessment Core ACSM Member	Lab Supervisor for Bioenergetics Several Elective (Exercise is Medicine on Campus, ACSM Certification of the Personal Trainer, ACSM Certification of the Exercise Physiologist)	B.S. in Biochemistry Florida State University M.S. (Master of Exercise Physiology) University of Massachusetts--Amherst	Exercise Physiology Exercise is Medicine Health Behavior Injury Prevention Health Equity
Jeffrey Wilkens, DPT, MPT, OCS APTA Member Clinical Assistant Professor, Clinic Director, Marquette Physical Therapy Clinic and Neuro Recovery Clinic	Clinical Instructor Pro Bono Clinic Advisor Test & Measures Introduction to PT	B.A. in Sociology Marquette University M.P.T (Master of Physical Therapy) Marquette University D.P.T. Evidence in Motion	Orthopedics Manual Therapy Sports Rehab Running Mechanics

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

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
BISC 7130 Gross Anatomy †	5	PHTH 7120 Pharmacology in PT	2
BIOL 4701 Physiology***	4	PHTH 7930 Special Topics: Patient Management II	3
PHTH 7930 Special Topics: Patient Management I	2	PHTH 7515 Clinical Pathology & Pathophysiology	4
PHTH 7513 Health Policy	3	PHTH 7516 Geriatric Rehabilitation	2
PHTH 4512 Culture/Disability	3	PHTH 7525 Kinesiology I	3
IPED 9705 Interprof Ed-Communication	<u>0</u>	PHTH 7528 Tests & Measures	2
	13-18****	IPED 9710 Interprof Ed-Values & Ethics	<u>0</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 3135 and 3136 in their junior year need not take BISC 7130.

SUMMER SESSION**Session 1**

PHTH 7522 EB Decision Making I	2
PHTH 7539 Diagnostic Imaging & Testing	2
PHTH 7549 Differential Diagnosis: Screening for Medical Referral	<u>2</u> 6

Session 2

PHTH 7560 Physical Technologies/Electro	4
PHTH 7577 Wounds/Manag/Integ PT	<u>2</u>
	6

YEAR 5

(12 wks classroom/4 wks clinic)			
PHTH 7505 PT Management III	2	PHTH 7530 Pain Mechanisms and Treatment	3
PHTH 7518 Physiology of Activity	3	PHTH 7533 Orthopedics II	4
PHTH 7526 Kinesiology II	3	PHTH 7555 Intro to Peds: Typical Develop and Assessment	2
PHTH 7532 Orthopedics I	4	PHTH 7558 Neuroanatomy	4
PHTH 7974 Clinical Education Experience I	4	PHTH 7570 Advanced Kinesiology	4
IPED 9715 Interprof Ed-Teams & Teamwork	<u>0</u> 16	PHTH 7667 Neurological Rehab I	2
		IPED 9720 Interprof Ed-Roles & Responsibilities	<u>0</u> 19

SUMMER SESSION

PHTH 7975 Clinical Education Experience II (10-week clinic) 10 credits

YEAR 6

PHTH 7668 Neurological Rehab II	4	PHTH 7976 Clinical Education Experience III	9
PHTH 7672 Applied EB Decision Making	2	PHTH 7977 Clinical Education Experience 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>		
	15-17		

*Schedule subject to change

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 clinical education 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 education experiences. The DPT program considers a grade below C to represent unsatisfactory academic progress. Students earning a final grade below a C (C- or below) or an unsatisfactory grade (U, UNC, UW, ADW, WF, WA) in a course or in a clinical education experience in the DPT program will be dismissed.

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-	$3.67 \times 4 = 14.68$ grade points
	Cardiopulm	3 credits	C	$2.00 \times 3 = 6.00$ grade points
	<u>Pediatrics</u>	<u>4 credits</u>	<u>B</u>	<u>$3.00 \times 4 = 12.00$ grade points</u>
	Total	11 credits		32.68 grade points GPA (32.68 QP/11 cr) = 2.971 GPA

INCOMPLETE (I) GRADE POLICY

This grade must be initiated by students and approved by the instructor prior to the end of the session in which the class is offered and must be assigned by the instructor prior to the final grading deadline for the term/session in which the class is offered. The student must expressly ask the instructor to issue an Incomplete grade and explain the extenuating circumstances keeping them from completing their remaining assignments and/or final exam by the deadline. The instructor may consider the request only if the student has participated in the class consistently during the term and up to the time of the request, including completion of at least 60 percent of the class as measured in weeks of attendance or participation in the session. The instructor may not consider the request if they deem the student incapable of earning a passing grade at the time of the request.

This grade is cleared through the college office of the college offering the course. If not cleared or changed to the grade of IE by the date specified in the Academic Calendar the grade is automatically turned into a permanent grade of F or other non-passing grade based on the grading options of the course. Retroactive withdrawals may not replace an I grade. Because these grades denote that the student did not fulfill all course requirements and/or the final exam, the university views these grades with the same seriousness as the grade of F or WF.

Any exception to the assignment of this grade must be approved by the college offering the course; however, retroactive withdrawals may not replace an I grade, regardless of an approved exception.

FAILURE TO MAINTAIN GOOD ACADEMIC STANDING

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

Any instance of failing to meet academic standards, regardless of a GPA of 2.400, may result in a College Academic Alert (CAA) action.

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, UNC or equivalent grades).
3. Failure to meet conditions of probation.
4. Inadequate progress

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 five 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 adviser 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. Results may include upholding dismissal, retaking courses or remediating GPA. When appropriate, if allowed to continue in the program, 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 upholding of the academic dismissal. Students have the right to appeal the Committee's determination if they believe the determination was unfounded, biased, or capricious or there is new information available that was not available at the time of hearing which affects the decision. In this case, students should submit a formal written appeal stating the grounds for appeal and relevant documentation to the Dean within five calendar days of the notification of the committee 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 Academic Integrity Expectations under Uniform Expectations 6 on pages 24-25 in this handbook and the University Bulletin.
- C. Failure to comply with learning objectives set forth in a formal learning contract between the program and the student.
- 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 education experience.
 - e. Failure to comply with the Physical Therapy Act for the state in which a clinical education experience is located.

Violations of the professional integrity requirements will result in a hearing with the Academic Standards Committee. Findings of misconduct may result in failure in an assignment, course, clinical education experience, and possible 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.

Academic Dismissal - Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Integrity policy found in the Academic Regulations section of the Health Sciences Professional bulletin. Once this determination has been made, students are dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for students who are dismissed, if applicable, are outlined in the dismissal notice. If students are allowed to return to the university, a permanent notation of 'Reinstated to the University' appears on the academic record and Marquette's official transcript.

Expedited Procedure

Expedited review is not available for students in Health Science Professional programs and courses.

Full Hearing

A Hearing Board is convened by the department chair or program director. The Board generally consists of at least two faculty members from the same department/program in which the student is enrolled and a member from outside the department/program. The outside member is usually a faculty member from a different department/program within HESP or the assistant or associate dean of the College of Health Sciences. The chair or program director assigns the role of

Board facilitator to one of the faculty member from within the same department. The chair or program director may also act as a member of the Board and/or Board facilitator.

- On being formed, the Hearing Board reviews all documents and material related to the alleged misconduct.
- A hearing normally occurs within ten business days of the Board's formation. The hearing may be delayed by up to 30 business days if the Board cannot be convened.
- The Board determines whether there are witnesses it wishes to call in addition to the student under investigation. The student under investigation may also request additional evidentiary witnesses and provide additional information for consideration to the board facilitator at least two business days prior to the hearing.
- Prior to deliberation, the Board excuses all non-Board members from the meeting.
- Within six business days of the hearing, the Department Chair or program director informs the student of the finding and outcome (i.e., any penalty) of the hearing board. Serious violations of the academic integrity policy may result in dismissal from the professional program.
- The department chair or program director forwards to the Associate Dean a copy of the file relating to the alleged misconduct, including all correspondence. This file is forwarded to the Office of the Registrar to be held in the student's permanent confidential file.

Student Appeals

Students have the right to appeal the findings and outcome if they believe the determination was unfounded, biased or capricious or there is new information available that was not available at the time of hearing which affects the disciplinary decision. In this case, students should submit a formal written appeal stating the grounds for appeal and relevant documentation to the Dean in the College of Health Sciences within five calendar days of the notification of the decision. Upon receipt of the appeal, the Dean, or designee, convenes a review of the case and may ask to speak to the student, the instructor, the chair of the department offering the course, associate deans and others. The Dean, or designee, reviews the appeal and make a determination within five business days of receipt of the appeal. The Dean, or designee, provides a written statement to all parties concerned. The decision of the Dean, or designee, is final. A copy of the appeal decision is placed in the student academic file located in the Office of the Registrar. The disciplinary response and procedure for incidents of academic dishonesty that do not lead to suspension or expulsion concludes at this step.

Maintenance Of Disciplinary Records

Records relating to academic misconduct are maintained by the Office of the Registrar in perpetuity. The university does not release a student's disciplinary records to any person and/or entity unless authorized to do so by the student in question or when allowed by law.

Professional Ethics and Standards

These procedures do not supersede or take the place of procedures established for students who violate professional standards applicable to a particular program, college or school. Separate procedures and/or outcomes may be invoked when students are found in violation of professional standards or codes of ethics related to special programs, licensure or certification as determined by the program's external or internal professional requirements. Students have the responsibility to know and follow these standards/codes of ethics which are part of their academic program. These special expectations and procedures, including the appeals process, are provided to students upon enrollment in their program and are available in published form in the administrative offices overseeing these programs.

ACCREDITATION

The Doctor of Physical Therapy Program (DPT) at Marquette University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; 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 Exercise and Rehabilitation Science formerly the Clinical and Translational Rehabilitation Health Sciences PhD and Master's programs 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. 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 prerequisites, 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.

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.

ATTENDANCE POLICY

Classroom

A student is expected to attend every meeting, lecture, lab, or clinical experience of the courses in which he or she is registered in the mode of teaching specified by the registrar (e.g. in person, remote, etc). 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 *Also see Uniform Expectation #3 Classroom Behavior.*

Students who are ill or anticipate absence for a family emergency must contact the administrators in the physical therapy department immediately (Chair, Allison.Hyngstrom@marquette.edu and academic standards Chair. All students must consult with the instructor of the course(s) missed for makeup, if necessary. Absences of two or more weeks of content or 10% of content in shorter sessions during the fourth, fifth or sixth years of the program may be considered as grounds for repeating the entire term.

For short term absences (e.g., 1-2 class meetings), students are expected to get notes from classmates. Please do not ask instructors for exceptions to this policy. The department understands that certain situations (e.g., a medical emergency) may arise where students are absent from an in-person class for several days. Notification to the PT department is required. Only extreme circumstances discussed at the departmental level in advance or at the time of absence, may warrant accommodation such as streaming lectures. Decisions will be made by the Department Chair and Chair of Academic Standards. Students will then be expected to contact the individual faculty member to determine if accommodations are possible. If a lecture is recorded for viewing later, it will be for personal use only.

Clinical Education Experience

There is no time off allowed during the course of clinical education experience, except for emergency or illness (see sick time policy). Time off for residency interviews, professional conferences or other APTA professional activities, or board examinations, must first be approved by the DCEs and the Site Coordinator for Clinical Education and be scheduled to be made up. Sites have ultimate approval of time off for these potential exceptions. Unapproved absences, with exception of illness, can lead to reason for dismissal from clinical site .

Anticipated absences from full-time clinic must be approved in advance by one of the directors of clinical education (DCEs) at Marquette University and the site coordinator of clinical education (SCCE) at the clinical education experience site. Unapproved absences are not acceptable and may lead to dismissal from the clinical site. Emergency absences, illness, etc., are circumstances usually considered to be acceptable absences if they are substantiated by the coordinators.

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.

Dr. Lawrence G. Pan – Dr. Richard H. Jensen Service Award. This award is presented annually by the faculty to a graduate who demonstrates exemplary humanitarianism, professionalism, leadership, and service. The award was re-named in 2018 to honor retiring Department Chair, Dr. Lawrence Pan (Chair 1996-2018) and retired Chair Dr. Richard H. Jensen, Chair 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.

CLINICAL EDUCATION EXPERIENCE

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

Marquette University has clinical education experience agreements with over 600 facilities in the United States. Full-time clinical education experiences 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-clinical education experience. The second clinical education experience, ten weeks in length, occurs in the summer between the fifth and sixth years of the DPT curriculum. The final two nine-week clinical education experiences comprise the spring semester of the sixth year of the DPT curriculum. Students are required to complete clinical education experiences in a variety of inpatient and outpatient settings. All clinical education experience offerings are based on availability and could occur at any of the sites affiliating with Marquette University.

A student's performance on his/her clinical education experience 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 clinical education experience setting suggests that failures in the clinical education experiences are predominantly due to inappropriate professional behaviors, rather than a lack of knowledge or technical skill. Students may require additional clinical education experience time to meet the knowledge, skill and professional behavior expectations for each clinical education experience.

See "Professional Behaviors" sections.

CLINICAL EDUCATION EXPERIENCE 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 **mid-October for DPT 4's and DPT-6's. The deadline for DPT 5 students is early October. 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 clinical education experience.**
- 7) Proof of negative TB test that is updated on an annual basis. **(Note: Some clinical education experience 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 clinical education experience.**
- 9) **Proof of COVID vaccine: Please upload to the university site and EXXAT.**
- 10) Background Disclosure Form for the State of Wisconsin – Department of Justice.
- 11) Wisconsin Criminal background check, both general and caregiver (2 forms).
- 12) Criminal Background checks for all applicable states the student has had residence in for the previous 7 years or since age 18.
- 13) Proof of attendance at one state or national physical therapy conference (WPTA or APTA sponsored) (Submit to the PT office after attendance).
- 14) Student Handbook/Essential Functions/COVID 19 Pledge Document Receipts (last pages of handbook). (Submit to the PT Office).
- 15) Any additional requirements the site may have.

CLINICAL EDUCATION EXPERIENCES REQUIREMENTS

Students are also required to keep and show proof of fulfillment of these requirements to their clinical education experience sites. Some sites may have requirements above and beyond those of the University. This information can be obtained from the Clinical Site Information Forms (CSIFs), EXATT Database, and through direct contact with a representative of the clinical education experience site. Students are responsible for determining and satisfying additional requirements a specific clinical education experience 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 clinical education experience placements. The program ensures all requirements are in place for all students participating in a clinical education experience. No student will proceed to a clinical education experience without having successfully completed the didactic course work and without collective core faculty approval to proceed to these clinical education experiences.

Some of the clinical education experience 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.

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 24th of the fourth year of the DPT program. The Department of Physical Therapy only accepts CPR certification through the **American Heart Association**. 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. **Please note there is a new two-part procedure for attaining CPR certification. First part is the instruction and exam which can be done in person or on-line. The on-line course is called HeartCode BLS, and the link is <https://elearning.heart.org/course/21>. The second part is a hands-on in person training at a local**

American Heart Association Facility or at Marquette University. You will need to do both parts to get your CPR certification.

EMERGENCY CARE & SAFETY

All internship sites will provide the student with safety information including emergency procedures. There may be potential health risks at a clinical education experience site. Students are required to complete yearly OSHA Training. Students are not employees of the facility and are not covered by worker'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.

EXAMINATIONS

During written or practical exams, quizzes, and all other graded evaluations, use of any materials: printed or electronic (including but not limited to: computer, cell phone, smart watch, etc) are not allowed except with the permission of instructor. Such devices should be turned off, physically removed, and stowed properly during the assessment.

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).

GRADE SCALE FOR PROFESSIONAL PHASE

94-100	A
92-93	A-
90-91	B+
85-89	B
82-84	B-
80-81	C+
75-79	C
72-74	C-
70-71	D+
65-69	D
<65	F

Standard rounding of above and below .5 to be utilized.

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 clinical education 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 assigned by the department. No external lock is needed. If you would like to utilize the lockers within the bathrooms, please let the departmental office know.

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

Clinical Education Experience contracts state that patients have the risk-free-right to refuse to participate in clinical education and 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 clinical education experiences 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 experiences 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 clinical education 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 a clinical education experience, any issues that cannot be successfully resolved at the clinical 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 clinical education experience 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.)

STUDENT ACCESS TO LABS AND EQUIPMENT FOR PRACTICE

Students wishing to practice skills instructed in laboratory exercises may be allowed to use lab facilities and equipment with permission of instructor. The instructor will make access available through the Departmental office staff or Public

Safety. Both the instructor and student bear responsibility for equipment used. **Students or faculty must reserve space in the office and should not assume an empty room is available. Faculty or assigned supervisor must be present on the floor where the students are using space or equipment for the entirety of the time the students are practicing.**

STUDENT ACCESS TO SPACE

Students may reserve with the PT office staff conference or classrooms for departmental activities. Students are responsible for keeping the rooms clean and returning chairs/tables to original positioning.

STUDENTS REQUESTING ACCOMMODATION

Classroom:

It is the responsibility of a student to request reasonable accommodation in the classroom or laboratory. If you are aware of or suspect there is any reason that may interfere with your ability to complete the requirements of a course or to participate in the activities described in this syllabus including taking exams online, please contact the Office of Disability Services+ to request accommodations ([Office of Disability Services // Marquette University](#)). Once an accommodation letter is obtained, you must schedule a meeting with your instructors to give them copies of your accommodation letter and have a discussion regarding the requested accommodations. Reasonable requests for appropriate academic adjustments will be granted and all requests are held in confidence. Appropriate actions are facilitated by timely requests. Faculty are allotted up to 1 week to implement any accommodations after receiving and discussing an accommodation letter, so please plan ahead and reach out early. Accommodations are not possible for practical examinations or assessments that are time sensitive.

Clinical Education Experience:

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.

Office of Disability Services, 707 Building (Room 503; phone 8-1645, email ods@marquette.edu)

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 nominate yourself or receive nominations from faculty or student colleagues for the following scholarships in January. 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. 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 receive more than one scholarship. Contact Dr. Andrew Starsky, with questions.

Scholarships

Eligibility Requirements

Bailey Scholarship:

DPT-5 or 6 students

Hansen PT Immediate Impact Scholarship:

DPT-5 or 6 students

Jacqueline Belizzi Scholarship and Research Fund: DPT-6 students

Jarich Scholarship:

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

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.

	Evidence of service to the PT profession
Orlandini Scholarship:	DPT-6; Spinal Cord Neurological Rehabilitation special interest; MU DPT Spinal Cord Neurological Rehabilitation clinical; grades; Priority given to Thomas More High School Graduate, if any
Physical Therapy Faculty Student Scholarship:	DPT- 5 or 6 students; financial need. Preference given to EX/ undergraduates
Pollard Family Scholarship:	DPT 5 or 6 students
Amanda T. Schepers PT Scholarship:	DPT-5 or 6 students; financial need
Schrimpf Scholarship:	DPT-6; minimum 3.0 GPA
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
Teresa Trostmiller Scholarship:	Provide scholarship support for students who are under represented in their last two years of the professional phase of the DPT program. Preference is given to students who are underrepresented or seek to work with the underrepresented population
Gertrude Wilkinson Scholarship:	DPT 5 or 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
- Bi-annual (usually Spring and Fall) 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 help engage them in the activities of the State Component or National Association. Such activity may include awards dinners, business meetings, fundraising activities, House of Delegates sessions, educational sessions at a State Conference, 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 with the Fall Conference of the Wisconsin Physical Therapy Association. General continuing education courses that do not include association business, etc. do not count.

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 education experience assignments, as there is a “no absence” policy for clinical education 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 pillowcases 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. All members of the Department of Physical Therapy are expected to follow University guidelines for safety in the classroom related to Covid-19 or other pandemics, which may include the use of PPE. Includes understanding and adherence to the [Marquette University Community Pledge & Community Standards COVID-19 Health and Safety](#) found on the University website.

Expectations:

1. Attendance

Consistent with the Marquette University policy, attendance in all classes, laboratories, and clinical education 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 classrooms, 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 education 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 education 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 education experience sites for clarification. The following list provides some guidance.

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

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

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

1) Cheating

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

2) Dishonest Conduct

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

3) Plagiarism

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

- a) To steal or pass off as one's own the ideas or words, images, or other creative works of another, and
- b) To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information that is not common knowledge.

Forms of Plagiarism include:

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

f) Translating a work from one language to another without citation.

4) Other forms of Academic Dishonesty:

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

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

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

Reasonable Accommodation:

In an effort to complete classroom or clinical requirements in the DPT program, a student may request reasonable accommodation(s). 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. Lauren Accola (414) 288-1645; lauren.accola@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 and restroom stalls 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 lifespan. 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 education 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 education experiences 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 education experiences. 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 education 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 immunocompromised. Living arrangements in the close proximity of campus to facilitate timely arrival for all classes and clinical education 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 education experiences, 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 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 24th** 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.

Print Name

Signature

Date

This form is due **October 24th** in the PT Office

DEPARTMENT OF PHYSICAL THERAPY COVID-19 PLEDGE FORM

I certify, by my name and signature below, that I have read and understand the University's Pledge & Community Standards COVID-19 Health and Safety. I will adhere to the standards and responsibilities as a student to lessen the spread of the virus and to keep myself and others safe.

Print Name

Signature

Date

This form is due **October 24th** in the PT Office