

**DOCTOR OF  
PHYSICAL THERAPY**



**MARQUETTE  
UNIVERSITY**

**CLASS OF 2026  
STUDENT HANDBOOK**

**August, 2023**

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**Marquette University**  
**Department of Physical Therapy**  
 COLLEGE OF HEALTH SCIENCES

**GENERAL DEPARTMENT INFORMATION**

**Office Location**

Department of Physical Therapy	Schroeder Complex Room 346
Program in Exercise Science	Cramer Hall Room 215
Marquette Physical Therapy Clinic	Cramer Hall Room 215
Neuro Recovery Clinic	Cramer Hall Room104

**Office Staff**

Mrs. Cynthia Swiatlowski	Records Secretary
Ms. Eliza Gomez	Office Associate
Mrs. Diane Slaughter	Program Coordinator
Ms. Patty Przybylka	Office Associate, PT Clinic
Ms. Lucie Wehbe	Office Associate, Neuro Recovery Clinic
Ms. Marjorie Klatt	Patient Account Rep – PT Clinic and Neuro Recovery Clinic
Ms. Yolanda Webb	Professional Development Coordinator, Program of Exercise Science

**Office Hours and Telephone Numbers**

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

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Exercise Science:	(414) 288 - 5069
Marquette Physical Therapy Clinic	(414) 288 - 1400
Neuro Recovery Clinic	(414) 288 - 6122

**Faculty and Staff Directory**

<b><u>Faculty/Staff</u></b>	<b><u>Office No.</u></b>	<b><u>Telephone No.</u></b>	<b><u>E-Mail</u></b>
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Mrs. Yolanda Webb	Cramer 215B	288-6077	<a href="mailto:yolanda.webb@marquette.edu">yolanda.webb@marquette.edu</a>
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## **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

<b>FACULTY</b>	<b>TEACHING RESPONSIBILITY</b>	<b>DEGREES HELD</b>	<b>SPECIAL INTERESTS</b>
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 CEPA-Member	Introduction to Exercise Physiology Clinical Exercise Physiology Clinical Exercise Testing Exercise Prescription in Special Populations Student Academic Success	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 Assistant Professor and Coordinator for Diversity, Equity & Inclusion APTA Member & AAOMPT Member	Culture & Disability	B.S. in Exercise Science, Marquette University D.P.T., Marquette University	Functional Dry Needling Orthopedics Manual Therapy Concussion/Vestibular Rehabilitation Sports Rehabilitation Chronic Pain
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, PhD, PT, LAT, ATC Director - Master of Athletic Training Clinical Associate Professor NATA and ISBS Member	Human Anatomy in Athletic Training Rehabilitation of the Lower Extremity Biomechanics of Injury Undergraduate Kinesiology	B.S. in Physical Therapy M.S. in Kinesiology PhD in Clinical and Translational Rehabilitation Sciences	Biomechanics in Athletics Distance Running Biomechanics of Generalized Joint Hypermobility
Marie Hoeger Bement, PT, PhD Professor Director of Graduate Studies for the Exercise and Rehabilitation Science (EXRS) Program APTA Member	Pain Management EXRS 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 Hyingstrom, 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 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 and Laboratory 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 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, Exercise Physiology & Physical Therapy Director of Exercise Science Program, Director of Graduate Studies: Sports and Exercise Data Analytics Graduate Program, and Director Youth Empowerment Program NATA, APS, NSCA & ASCM Member	Nutrition & Exercise Performance Applied Pharmacology for the Athletic Training Professional Physiology of Aging Readings & Research in Exercise Rehabilitation Science	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
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 Logistics Administration Curriculum Accreditation Assessment Continuing Education



<b>FACULTY</b>	<b>TEACHING RESPONSIBILITY</b>	<b>DEGREES HELD</b>	<b>SPECIAL INTERESTS</b>
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
David Stocker, PT, DPT, TPS Co-Director of Clinical Education Clinical Assistant Professor Co-Faculty Advisor to ComMUnity Clinic APTA Member	Patient Management I and II	B.S. in Biomedical Sciences, Marquette University  D.P.T., Marquette University	Clinical Education Chronic Pain Conditions Health Behaviors and Literacy Multidisciplinary Community Care
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 Exercise Physiology 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**

<b>First Semester</b>	<b>Sem. Hrs.</b>	<b>Second Semester</b>	<b>Sem. Hrs.</b>
BISC 7130 Gross Anatomy †	5	PHTH 7120 Pharmacology in PT	2
BIOL 4701 Physiology***	4	PHTH 7504 Patient Management II	2
PHTH 7503 Patient Management I	3	PHTH 7515 Clinical Pathology	4
PHTH 7513 Health Policy	3	& Pathophysiology	
PHTH 4512 Culture & Disability	3	PHTH 7516 Geriatric Rehabilitation	2
IPED 9705 Interprof Ed-Communication	<u>0</u>	PHTH 7525 Kinesiology I	3
	14-19****	PHTH 7528 Tests & Measures	2
		IPED 9710 Interprof Ed-Values & Ethics	<u>0</u>
			15-16****

\*\*\*\*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	<u>2</u>
	4

**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	2
PHTH 7532 Orthopedics I	4	and Assessment	
PHTH 7549 Differential Diagnosis	2		
PHTH 7974 Clinical Education	4	PHTH 7558 Neuroanatomy	4
Experience I		PHTH 7570 Advanced Kinesiology	4
IPED 9715 Interprof Ed-Teams	<u>0</u>	PHTH 7667 Neurological Rehab I	2
& Teamwork	18	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>
			18
PHTH 7675 Pediatrics Disorders/ Intervention Strat.	4		
PHTH 7682 Cardiovascular & Pulmonary PT	3		
PHTH 7684 Clinical Issues & Decision Making	2		
PHTH 7932 Advanced Electives	<u>0-2</u>		
	15-17		

\*\*Business Specialization courses beginning Spring 2024

\*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 clinical experience 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
	Pediatrics	4 credits	B	$3.00 \times 4 = 12.00$ grade points
	<b>Total</b>	<b>11 credits</b>		<b>32.68 grade points GPA (32.68 QP/11 cr) = 2.971 GPA</b>

### **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/health-sciences/physical-therapy-dpt/#text> 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 letter via email notifying the student of 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](http://www.apta.org)).
- B. Failure to comply with learning objectives set forth in a formal learning contract between the program and the student.
- C. Failure to complete their undergraduate degree by the end of the spring term of year 5.
- D. Clinical misconduct, including, but not limited to:
  - a. Conduct that constitutes harassment, threats, or abuse of, or discrimination against peers, faculty, patients, or others.
  - b. Provision of physical therapy services, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
  - c. Breach of patient/client confidentiality.
  - d. Failure to comply with the Policies and Procedures of the clinical facility during a clinical 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 members 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 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](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The accreditation period will last until December 31, 2026. The CAPTE accreditation applies only to the DPT program and not to 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 educational 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](mailto: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 accommodation is possible. If a lecture is recorded for viewing later, it will be for personal use only.

## **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 research projects and present at state or national professional meetings, or 2) are published authors in papers, or 3) present their research at Marquette's Forward Thinking Poster Session.

**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 EXPERIENCES**

Please refer to the Department of Physical Therapy - Clinical Education Experience Manual. This manual is located on the Marquette University Clinical Education Information website. The manual has information and policies including but not limited to CEE course sequence, descriptions, advising, site selection process, attendance policy, professional behaviors, performance expectations and clinical education experience requirements.



### **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 PPTH 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. The 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/437>. 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 clinical 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**

Students who miss a final examination risk the loss of credit and the possibility of not being able to enroll in subsequent PPTH courses. All such cases are judged by the department chairperson.

### **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 the 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**

Even though the university has liability insurance on students while they are in clinical practice situations, some facilities require students to have an additional liability policy. This type of insurance can be obtained through the insurance company used by the American Physical Therapy Association by student members of the association.

**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 locations of all other items.

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

**LICENSING EXAMINATIONS**

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

**LOCKERS**

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 1996 Health Insurance Portability and Accountability Act (HIPAA) policy at <https://www.marquette.edu/hipaa/>. 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.

Any suspected concerns may be directed to the College of Health Sciences Liaison, Rose Tilton.

**POLICY ON GRIEVANCES**

Formal grievance policies at Marquette University differ based on university role. Employee processes differ based on whether an individual is full time faculty versus non-full-time faculty. Full-time faculty grievance processes are found in the [Marquette University Faculty Grievance Procedures](#) as written in the Handbook for Full-Time Faculty. Active employees who are non-faculty have procedures outlined in the [employee handbook](#). Student grievance procedures are listed in the grievance/complaint process and are reported in the [Office of Student Development's Policy and Procedures](#).

Policies differ on who should be reported to according to "channels of authority". Non-faculty employees will first report to immediate supervisors, faculty to the Chair of the Department, and students have different first points of contact based on whether grievances are academic versus non-academic. All grievance procedures recommend attempting to resolve grievances using informal approaches, if possible. That said, informal attempts to address grievances should not be considered pre-requisites for invoking formal procedures. Once invoked, formal processes should complement informal approaches to resolve complaints and are not to serve as substitutes for them.

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. A 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 may be allowed to use lab facilities and equipment with the permission of the course director. Both the instructor and student bear responsibility for equipment used. The course director will make access available through the Departmental office staff as needed. Students or faculty must reserve space either in the PT office, or in EX and should not assume an empty room is available. Practice during or after hours requires the course director or their assigned representative to be on-site and physically accessible for the entirety of the time. Students should confirm with the Course Director how to locate them or their representative.

### **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 their 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 accommodation. 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. Accommodation is not possible for practical examinations or assessments that are time sensitive.

#### **Clinical Education Experiences:**

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](mailto: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 scholarships may be divided and awarded to more than one individual each year. The amount 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 on the basis of need. In the last two years of the professional phase. Preference is given to students who are underrepresented or who have demonstrated interest in serving underrepresented populations who are from Milwaukee County. Second preference expands to SE Wisconsin counties

#### **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 AND CONFERENCE ATTENDANCE**

*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. As such, we seek 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. Likewise, the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the National Athletic Training Association (NATA), and state organizations are committed to advancing those in the field of exercise science. These organizations provide opportunities for professional development and service that go beyond the minimum expectations of the classroom and workplace. It is our goal that all our faculty and students display a commitment to professional enrichment and service through professional membership and participation.

*Expectations:*

1. Faculty

Faculty members who are physical therapists and teach DPT students are expected to be members of the APTA. Other faculty in the Department of Physical Therapy are encouraged to be members of professional organizations relevant to their field, such as ACSM, NSCA, International Society for Biomechanics in Sport (ISBS), or NATA for Athletic Training faculty. All are expected to participate in professional meetings by attending, presenting, and/or serving in leadership positions.

When attending meetings, faculty are encouraged to help students engage and feel welcome by explaining meeting format, recommending programming, and facilitating introductions to colleagues.

2. Students

Upon entering the professional phase of the DPT curriculum, all DPT students are expected to be members of the APTA and to maintain student membership until graduation. After graduation, students are encouraged to maintain their membership in APTA.

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

- Combined Sections Meeting of the APTA
- Conferences of state physical therapy associations
- District meetings of state physical therapy associations
- Legislative action days

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, networking, governance, and leadership activities. Such activities may include continuing education sessions, awards dinners, business meetings, fundraising activities, House of Delegates sessions, poster sessions, and/or platform presentations. To make it convenient for students to attend at least 1 professional meeting, Fall break for DPT5 and DPT6 students will coincide with the Fall Conference of the Wisconsin Physical Therapy Association.

Students in the Master of Athletic Training (MAT) program are expected to become student members of the NATA and maintain active membership through the program as stated in the MAT student handbook.

*Accountability:*

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

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

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

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

### *Rationale:*

A clean and orderly physical plant contributes to a safe and pleasant learning environment and contributes to good first impressions among visitors. While recognizing the dynamic nature of the department, with teaching materials and equipment changing on a day-to-day basis, we are expected to maintain a safe, clean, and organized working environment.

### *Expectations:*

1. **Lecture spaces**  
The lecture area of the classrooms should be kept free of clutter such as tables, chairs, and unused teaching aids. Extra material brought to the class for teaching should be returned to its proper storage location when the class ends. It is the responsibility of those attending classes to dispose of trash at the end of class and to leave the classroom in an ordered appearance.
2. **Laboratory spaces**  
Keeping laboratory space in good order requires the effort of faculty, staff, and students. The faculty will monitor equipment needed for laboratories and return that is 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 designated storage spaces. Students should return chairs and tables to their appropriate locations and dispose of all trash at the end of class. After examination tables, mats, and plinths have been used, they should be cleaned with the cleaner provided. Used linens should be placed in laundry bags.

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

### *Rationale:*

Lectures, labs, clinical experiences, internships, and meetings between students and faculty are essential to learning. Absence from class, regardless of the reason, prevents the student from getting the full benefit of courses and renders the student liable to university censure. An orderly and courteous environment that is free of distractions is important for creating an environment conducive to learning. Many classes are structured for participation and group discussion, which cannot occur unless participants are present. Learning to act as a professional is an important part of education in the Department of Physical Therapy, and timely attendance is an important professional behavior. The classroom is a natural place to begin forming habits of professionalism.

### *Expectations:*

1. **Attendance**  
Consistent with the Marquette University policy, attendance in all classes, laboratories, and clinical experiences is mandatory. Students are expected to attend every lecture and lab. 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 illness or otherwise, must be reported to the instructor on each day of the absence. Any attendance modifications for DPT students in the professional phase of the curriculum will follow Department and University policy as stated here:
  - A. 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.
  - B. 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 Department of Physical Therapy 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 Chair of the Department and Chair of Academic Standards in the Department of Physical Therapy.



After the decision is made, students will 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.

C. COVID guidance available at <https://www.marquette.edu/coronavirus/>.

## 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 lectures, lab, meeting, internship, 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, cursing, are distracting and therefore not allowed. The use of laptop computers, tablets, and other portable devices 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, your patients, and others with whom you interact. Our personal appearance can instill confidence and help us demonstrate pride in our profession and our school.

#### *Expectations:*

As representatives of the Department of Physical Therapy 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 course instructor. Fingernails may need to be trimmed for certain labs. 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 vulgar 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:*

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 consume alcohol. 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 lecture, laboratory, clinical, or internship experiences while under the influence of or smelling of alcohol. Alcohol consumption in the teaching and learning environment, including but not limited to classrooms, laboratories, and hallways, is strictly prohibited.

## UNIFORM EXPECTATION 6 - ACADEMIC INTEGRITY

### *Rationale:*

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others

### *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.

All students at Marquette are asked to commit to academic integrity through the following honor pledge: *I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

A detailed description of what the honor code obliges of students, instructors, researchers, and staff, in addition to best practices for maintaining such honor, can be found at the following link to the Provost's Office (<https://www.marquette.edu/provost/integrity-pledge.php>).

## UNIFORM EXPECTATION 7 – SOCIAL MEDIA AND OTHER FORMS OF COMMUNICATION

The Dept. of Physical Therapy adheres to all University policies related to social media and other forms of communication. We also adhere to the University's acceptable use policy and its position that e-mail is an official form of communication at Marquette University. All are encouraged to check and respond to e-mail regularly. Please note that it is against Marquette policy to use university e-resources to harass, degrade, intimidate, demean, slander, defame, interfere with, or threaten others.

Think before you post. Prospective employers may check your social media activity.

For more information, see the following links:

- Social media policy - <https://www.marquette.edu/social/social-media-statement.php>.
- Acceptable use policy - <https://www.marquette.edu/university-policies-procedures/upp-1-05-acceptable-use-of-electronic-resources.php>
- Statement on e-mail as an official form of communication - <https://www.marquette.edu/its/about/official.shtml>.

**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

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

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

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

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

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

Signature \_\_\_\_\_

\_\_\_\_\_ Date

Please proceed to part B.

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

Check one:

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

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

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

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

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

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

Signature \_\_\_\_\_

\_\_\_\_\_ Date

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

Professional clinical attire, most commonly business casual clothing, is expected for all clinical experiences, including the occasional visits made to clinical settings as part of regular classroom activities. Professional attire may be required in undergraduate internship experiences. Clinic and professional attire will range from scrubs with or without a lab coat, business casual, and business attire. In some cases, athletic clothing may be expected. In most cases, employers will have a list of requirements related to clothing and personal appearance. When in doubt, students should ask instructors, supervisors, or mentors for clarification. The following list provides some guidance.

- In general, business casual attire consists of dress pants or slacks (including chinos and khakis), shirts with collars, pullover polo shirts, and sweaters.
- Closed-toe shoes are a typical requirement in a clinical or internship facility. Athletic shoes may be acceptable in some facilities, but others may require dress shoes.
- Dresses and skirts should be of a length that is practical for the work required.
- Clothing that reveals cleavage, buttocks, stomach, feet, or undergarments is not appropriate in a clinical or internship setting.
- Employers may limit the length of earrings and may not accept nose, tongue, or any type of facial ring/stud or more than 2 earrings per ear.
- Be prepared to cut your fingernails and/or remove artificial fingernails to comply with CDC guidelines for hand hygiene in certain healthcare settings. These guidelines indicate that fingernails are to be trimmed and maintained (below 0.25 inches at the tip) and that artificial nails should not be worn when working with high-risk patients.
- Facilities may ask you to cover tattoos and other body art.
- Some health issues are exacerbated by fragrances. Be mindful of your personal fragrance load or other strong odors you may exude.
- Avoid t-shirts and other attire with evocative, suggestive, and/or political messaging.

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 clothing and grooming choices that reflect respect for others and pride in our profession.

**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 accordance with this Act, the reasonableness of the 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, Mr. Michael Rusin (414) 288-1645; michael.rusin@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, to 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 23<sup>rd</sup>** in the PT Office.

## ESSENTIAL FUNCTIONS FORM

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

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Print Name

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Signature

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Date

This form is due **October 23rd** in the PT Office