

PRE-PROFESSIONAL PHASE

**DOCTOR OF
PHYSICAL THERAPY**



MARQUETTE
UNIVERSITY

STUDENT HANDBOOK

**Class of 2027
August, 2021**

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Marquette University
Department of Physical Therapy
COLLEGE OF HEALTH SCIENCES

GENERAL DEPARTMENT INFORMATION

Office Location

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

Schroeder Complex Room 346
 Cramer Hall Room 215
 Cramer Hall Room 215
 Cramer Hall Room 104

Office Staff

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

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

Office Hours and Telephone Numbers

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

Main Office:	(414) 288 - 7161
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Marquette Physical Therapy Clinic	(414) 288 - 1400
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Faculty and Staff Directory

Faculty/Staff

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Telephone No.

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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

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.”

Program 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. Advocate or influence social and physical environments that promote better movement for all.

References

1. MU Vision Statement, 2001-2002 Undergraduate Bulletin, p. 3
2. MU mission statement, 1999-2000 Undergraduate Bulletin, p. 2
3. College of Health Science mission statement, 1999-2000 Undergraduate Bulletin, p. 233 Rev. 3/01

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Susana Arciga, PT, OCS, CFMT Clinic Physical Therapist APTA, AAOMPT Member	Clinical Instructor	B.S. in Physical Therapy Marquette University	Manual Therapy Orthopedic Rehabilitation Custom Orthotic Fabrication TMD Rehabilitation
Brent Bode, MPT, CFMT, OCS, CFC Clinic Physical Therapist APTA Member	Clinical Instructor Differential Diagnosis	B.S. Physiological Sciences, Marquette University M.P.T. University of Wisconsin-Madison	Dry Needling Craniofacial Pain Certification/TMD Rehab Orthopedics Manual Therapy
Rachel Bollaert, ACSM EP-C Clinical Assistant Professor, Exercise Physiology	Personal Health and Wellness Health Behavior Exercise Testing and Prescription	B.S. in Integrative Physiology University of Iowa Ph.D. in Kinesiology University of Illinois at Urbana-Champaign	Exercise Physiology Exercise Neuroscience Health & Wellness Behavior Physical Activity Promotion Exercise Interventions for Special Populations
Jacob Capin, PT, DPT, PhD, MS Assistant Professor APTA Member	Kinesiology I	Ph.D. Applied Anatomy & Biomechanics University of Delaware D.P.T University of Delaware M.S. Anatomy and Health Sciences University of Delaware B.S. Psychology Christopher Newport University	ACL Rehabilitation Biomechanics Osteoarthritis Prevention & Treatment Sports Medicine Health & Wellness Physical Activity Triathlon
Michael Danduran, MS Clinical Associate Professor ACSM-CEP, ACSM-EIM	Introduction to Exercise Physiology Exercise Prescription in Special Populations Exercise Prescription/EKGs	B.S. Sports Medicine Colorado State University M.S. Exercise Physiology Mankato State University	Congenital Heart Disease Pediatric Exercise Physiology Cardiovascular Physiology Clinical Exercise Testing/Prescription
Albojay Deacon, DPT, OCS Clinic Physical Therapist APTA Member	Clinical Instructor Differential Diagnosis	B.S. Exercise Science Marquette University D.P.T. Marquette University	Functional Dry Needling Orthopedics
Kim DeChant, PT, DPT, NCS Neuro Recovery Clinic Director APTA Member	Clinical Instructor Culture & Disability	B.S. Exercise Science Marquette University D.P.T. Marquette University	Neurologic Therapy Locomotor Training Vestibular Therapy Technology in Rehabilitation
Christopher F. Geiser, MS, PT, LAT Director - Master of Athletic Training Clinical Associate Professor NATA and ISBS Member	Human Anatomy in Athletic Training Modalities in Rehabilitation Rehabilitation of the Lower Extremity Rehabilitation of the Upper Extremity and Spine Biomechanics of Injury	B.S. in Physical Therapy M.S. in Kinesiology	Biomechanics in Athletics Distance Running Biomechanics of Generalized Joint Hypermobility

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Marie Hoeger Bement, PT, PhD Professor 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
Sandra Hunter, BEd, PhD, FACSM Professor, Exercise Physiology ACSM Member	Advanced Exercise Physiology Laboratories Applied and Rehabilitative Systems Physiology Fatigue in Health and Disease Advanced Techniques in Neuromuscular Physiology	B.Ed. in Physical Education University of Sydney (Australia) Post Grad. Diploma in Human Movement Science University of Wollongong (Australia) Ph.D. in Exercise Science University of Sydney (Australia)	Neuromuscular mechanisms of muscle fatigue and stress Sex and task differences in muscle fatigue of young and older adults Adaptations of neuromuscular aging: control of muscle force and motor unit variability Muscle Fatigue in Clinical Populations (Diabetes, PTSD) Diabetes, COVID-19 Survivors
Allison Hynstrom, PT, PhD Professor, Chair APTA Member	Neurophysiology and Rehab Adv. Topics in Neurologic Rehab Neuroanatomy	B.A. in Biology Augustana College M.S.P.T. Washington University Ph.D. in Neuroscience Northwestern University	Motor Control Physiology Pathophysiology Stroke
Kristof Kipp, PhD, CSC Associate Professor, Exercise Physiology ISBS Member	Scientific Principles of Strength & Conditioning Introduction to Research in Biomechanics	A.S in Engineering North Idaho College B.S. and M.S. in Kinesiology Boise State University Ph.D in Nutrition & Exercise Science Oregon State University Post-Doc in Kinesiology and Physical Medicine & Rehabilitation University of Michigan	Applied Clinical and Sports Biomechanics Sports Science and Analytics
Luther C. Kloth, PT, MS, FAPTA, FCCWS Professor Emeritus APTA Member		B.S. in Biology and Physical Education Dana College Certificate in Physical Therapy University of Pennsylvania M.S. in Anatomy Marquette University	Chronic Wound Healing Facilitation of Wound Healing with Physical Technologies Bactericidal and Fibrinolytic Effects of 25kHz Ultrasound Dynamic Computer Controlled Wheel-Chair Cushions
Kenneth Knetzger, MS Clinical Assistant Professor, Exercise Physiology ACSM Member	Exercise Physiology and Bioenergetics Laboratories Nutrition and Exercise Performance 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 Emerging Fields (e.g. human microbiome, metabolomics, nutrigenomics)

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Laurie B. Kontney, PT, DPT, MS, CEEAA Co-Director Clinical Education and Clinical Professor APTA Member	Patient Management I and II Clinical Issues and Decision Making Professional Interactions Clinical Seminar Clinical Education IPE Coordination	B.S. in Physical Therapy University of Wisconsin Madison M.S. in Physical Therapy The Finch Univ of Health Science/ Chicago Medical School D.P.T. Simmons College in Boston, MA	Education Acute/Neuro. Geriatrics Foot/Ankle Motor Control Cultural Diversity IPE Professionalism
Kathleen Lukaszewicz, PT, PhD Clinical Associate Professor Director of Graduate Studies for the Exercise and Rehabilitation Science (EXRS) Program APTA Member	Physiology of Activity Clinical Pathology & Pathophysiology Cardiopulmonary Rehabilitation	B.A. in History Marquette University M.P.T. (Master of Physical Therapy) Marquette University Ph.D. in Physiology Medical College of Wisconsin	Vascular Dysfunction Vascular Mechanisms of Skeletal Muscle Fatigue Muscle Fatigue in Diabetic Patients
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 of Business Administration) Marquette University	Private Practice and Business Administration
Donald A. 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

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Alexander V. Ng, PhD, FACSM Professor, Exercise Physiology ACSM, APS, CMSC Member</p>	<p>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</p>	<p>B.S. Biological Sciences University of California/Davis M.S., Ph.D., Physical Education (Biodynamics) University of Wisconsin/Madison</p>	<p>Fatigue in Chronic Disease (i.e., multiple sclerosis, cancer) Measurement of Physical Activity Muscle Fatigue Cardiovascular regulation</p>
<p>Keith Owsley, MS, AT, LAT, CSCS Clinical Assistant Professor Clinical Education Coordinator Exercise Physiology/Athletic Training</p>	<p>Intro to Athletic Training Emergency Care in Athletic Training Administration and Management in Athletic Training First Aid/CPR/AED</p>	<p>B.S. Murray State University M.S. Illinois State University</p>	<p>Clinical Education Acute Emergency Care in Athletic Training ACL Prevention Sport Performance</p>
<p>Lawrence G. Pan, PT, PhD, FAPTA Professor Emeritus APTA Member</p>		<p>B.A. in Mathematics Macalester College B.S. in Physical Therapy St. Louis University Ph.D. in Physiology Medical College of Wisconsin</p>	<p>Exercise Physiology Respiratory Prescription Control of Breathing Minority Education Neuroanatomy</p>
<p>Paula E. Papanek, MPT, PhD, FACSM, ATC/LAT Professor, Exercise Physiology & Physical Therapy Director of Exercise Science which includes majors Exercise Physiology and Athletic Training, Director of Graduate Studies: Sports and Exercise Data Analytics Graduate Program, Director Youth Empowerment Program, and NATA, APS, NSCA & ASCM Member</p>	<p>Nutrition & Exercise Performance Applied Pharmacology for the Athletic Training Professional Physiology of Aging Readings & Research in Clinical & Translational Rehabilitation</p>	<p>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</p>	<p>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</p>
<p>Danille Parker, PT, DPT, GCS, CEEAA Co-Director of Clinical Education and Clinical Associate Professor APTA Member</p>	<p>Patient Management Geriatric Rehabilitation Special Topics: Geriatrics Clinical Education</p>	<p>B.S. Health Sciences Loma Linda University M.P.T. (Master of Physical Therapy) Loma Linda University D.P.T. Nova Southeastern University</p>	<p>Education Geriatrics Rehab (Neuro, Parkinson's) Geriatric Exercise Prescription Fibromyalgia</p>

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	Evidenced Based Practice Intro to Research & PhD Education	B.S. Physical Therapy Marquette University M.S. in Kinesiology Simon Fraser University Ph.D., University of Iowa	Motor Control Stroke Rehab Evidence Based Practice
Christopher J. Simenz, PhD, CSCS Practicum Coordinator & Clinical Professor, Exercise Physiology	Kinesiology Exercise Leadership Exercise Science Practicum I & II Mechanics of Sports Injury Aging & Physical Activity Obesity and Exercise	B.S. in Exercise Science University of Wisconsin-La Crosse M.S. in Human Performance University of Wisconsin-La Crosse Ph.D. in Educational Leadership Marquette University	Community Engaged Research (CEnR) Food Security Wellness/Physical Activity a Policy Wellness Systems Change Homelessness Sports Biomechanics Strength and conditioning Diversity and education Film and Media Literacy

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
<p>Guy G. Simoneau, PT, PhD, FAPTA Professor APTA Member</p>	<p>Orthopedic Physical Therapy</p>	<p>B.S. in Physical Therapy Universite De Montreal M.S. in Physical Education University of Illinois Champaign Ph.D. in Exercise and Sport Science Pennsylvania State University</p>	<p>Orthopedic and Sports Physical Therapy Publication/Editorial Process Clinical Practice Guidelines Biomechanics International Education</p>
<p>Diane S. Slaughter, PT, MS, AT Ret. Program Coordinator APTA & NATA Member</p>		<p>B.S. in Physical Therapy University of WI-La Crosse M.S. in Education University of Kentucky S.C.S. Board Certified Specialist in Sports Physical Therapy-American Physical Therapy Association 1994-2004 Certified Athletic Trainer-Retired Credential 2016</p>	<p>Program Logistic Administration Curriculum Accreditation Assessment Department Continuing Education</p>
<p>Carolyn Smith, MD Executive Director of Marquette Medical Clinic, Medical Director of Athletic Training Major, Medical Director for the MU Sports Rehabilitation Clinic Adjunct Clinical Faculty</p>	<p>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</p>	<p>B.S. Exercise Physiology University of Wisconsin M.S. Exercise Physiology Northern Illinois University M.D. University of Illinois Board Certified Family Medicine Fellowship in Orthopedic and Sports Medicine University of Wisconsin</p>	<p>Sports Medicine Family Medicine Ultra-Marathoner</p>
<p>Andrew J. Starsky, MPT, PhD Clinical Professor APTA Member</p>	<p>Advanced Topics in Biomechanics Physical Modalities and Electrotherapy Evidenced Based Practice Kinesiology Core Stability Instrumentation</p>	<p>B.S. in Electrical Engineering Marquette University M.P.T (Master of Physical Therapy) Marquette University Ph.D. in Biomedical Engineering Marquette University 2007</p>	<p>Running Biomechanics Prosthetics Gait</p>

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Kristi Streeter, PhD Assistant Professor APS Member	Neuroanatomy	Ph.D. in Comparative Biomedical Sciences (CBMS), University of Wisconsin B.S. in Biology, University of Wisconsin-Whitewater	Spinal Cord Injury
Tina M. Stoeckmann, PT, DSc, MA Clinical Professor Neurologic Residency Academic Coordinator APTA Member	Neuro Rehabilitation I and II Cognitive and 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 Human Systems Physiology	B.S. in Kinesiology and Health Promotion University of Wyoming M.S. in Human Biomechanics University of Wyoming Ph.D. in Neuromuscular Physiology Marquette University	Neuromuscular Physiology Bioenergetics & Metabolism Skeletal Muscle Structure & Function Physiology of Aging Muscle Fatigue Adaptive Responses to Exercise Training
Toni D Uhrich, MS, ACSM-EP Clinical Assistant Professor, Exercise Physiology Director, HPAC Human Performance Assessment Core ACSM Member	Lab Supervisor for Bioenergetics Several Elective (Exercise is Medicine on Campus, ACSM Certification of the Personal Trainer, ACSM Certification of the Exercise Physiologist)	B.S. in Biochemistry Florida State University M.S. (Master of Exercise Physiology) University of Massachusetts--Amherst	Exercise Physiology Exercise is Medicine Health Behavior Injury Prevention Health Equity
Jeffrey Wilkens, DPT, MPT, OCS APTA Member Clinical Assistant Professor, Clinic Director, Marquette Physical Therapy Clinic and Neuro Recovery Clinic	Clinical Instructor Pro Bono Clinic Advisor Test & Measures Introduction to PT	B.A. in Sociology Marquette University M.P.T (Master of Physical Therapy) Marquette University D.P.T. Evidence in Motion	Orthopedics Manual Therapy Sports Rehab Running Mechanics

ACADEMIC STANDARD - REQUIRED TO ENTER INTO THE PROFESSIONAL PHASE

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

1) A 2.67 GPA or greater and a grade of a C or better (C- is not acceptable) in the following prerequisite courses for 31 total credits (refer to form on page 13):

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

** The anatomy and physiology requirement can be fulfilled with the options below depending on your undergrad degree requirements and meeting course prerequisites:

Anatomy options: BISC 1035 4 cr. or BISC 3135 4 cr.

Physiology options: EXPH 2045 3 cr., BISC 4145 4 cr. or BIOL 4701 4 cr.

Abnormal or developmental psychology prerequisite options are PSYC 2101, 3101, 3120 and 3401 at MU. Psych majors should still consult with their advisors and may need the 3000 level courses. Non-psychology majors can take PSYC 2101.

*It is strongly encouraged that all D.P.T. prerequisite courses be completed at accredited four-year institutions. Online courses are not accepted for D.P.T. prerequisites unless taken at Marquette University. Please note: due to COVID, courses taken elsewhere will be allowed in on-line format only if courses were completed between Spring 2020 and Summer 2021 or if classes were intended to be in person but changed to online due to health guidelines. Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards DPT prerequisite courses with the exception of CHEM 1002 and PHYS 1002. These two prerequisite courses are **strongly recommended** to be taken at an accredited 4-year institution.

- 2) Prerequisite courses taken outside of MU are included in the D.P.T. prerequisite GPA calculations, even though the university does not include the GPA in the cumulative GPA. If a course is taken more than once, the higher grade is used in the D.P.T. prerequisite GPA calculation. Students should follow the University policy for Study at Other Institutions in the Undergraduate Bulletin.**
- 3) To maintain direct admit status:**
1. Students can take no more than 7 prerequisite credits outside of MU and must follow the policy for "Study at Other Institutions". Courses taken elsewhere cannot be completed in an online format. Test credits (AP/IB) do not count towards the 7credit limit.
 2. Students are allowed no more than two prerequisite courses with a grade of "C". A grade C- or lower is not acceptable for prerequisite courses.
 3. Students can retake no more than one prerequisite course. If a course is repeated, the higher grade is used in the D.P.T. prerequisite GPA calculation.

A student that forfeits direct admit status can still apply as an internal applicant in their third or fourth year and will no longer be time bound for when they need to start the professional phase. This is a competitive admission window without guarantee of enrollment.

Grade points are awarded on a 0 to 4 scale: *A = 4.00; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; and an F is 0 grade points. A grade point average is calculated by dividing the total grade points achieved (grade points for grade earned x course credits) by the total number of credits earned.

Example:

Chemistry	4 credits	A-	$3.67 \times 4 = 14.68$ grade points
Biology	3 credits	C	$2.00 \times 3 = 6.0$ grade points
Physics	4 credits	B	<u>$3.00 \times 4 = 12.0$ grade points</u>

Total 11 credits 32.68 grade points GPA (32.68 QP/11 cr) = 2.971 GPA

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

I, X, IX Grades: Any student receiving or anticipating receiving an I, X or IX grade in a required DPT course must meet with the chairperson of the Department of Physical Therapy to establish a plan for resolution. An I, X, or IX grade may prevent a student from continuing in the program resulting in a delay in graduation.

- 4) A student that forfeits direct admit status can still apply as an internal applicant in their third or fourth year and will no longer be time bound for when they need to start the professional phase. This is a competitive admission window without guarantee of enrollment.
- 5) **A demonstrated plan for completion of a bachelor's degree at the end of the spring term of the DPT5 year in the professional phase (years 4, 5 and 6) of the program. Students who do not complete their undergraduate degree in the expected time frame (4.5 years for EXPH majors, 4 years for all other majors), must submit a written plan to the Physical Therapy department chairperson no later than June 1 that outlines degree completion before the end of the spring term of the DPT5 year. Students failing to have an approved plan cannot matriculate to the professional phase. Students accepted to the Athletic Training/Physical Therapy dual-degree program must complete all requirements for the Master of Athletic Training degree prior to entering the final two terms of the Doctor of Physical Therapy program.**
- 6) **Taking prerequisite courses early and out of sequence is discouraged. Students cannot take professional phase courses during the pre-professional phase. No online prerequisite courses are accepted except if offered at MU. Due to COVID, courses taken elsewhere will be allowed in online format only if courses were completed between Spring 2020 and Summer 2021. Students who fail to meet these requirements may be placed on academic probation and required to retake professional phase courses. Students cannot withdraw/drop a required D.P.T. class without permission from the department chairperson.**

Assessment of student requirements for admission to the professional phase

Assessments of students' fulfillment of the above criteria are made June 1, prior to students entering the professional phase of the program in the summer of their third year. Students who have successfully met the requirements outlined above in undergraduate academic regulations are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students who do not meet the criteria forfeit automatic admission into the professional phase in the fall term.

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

Admissions Hearing

Direct admit students who complete the prerequisite courses with GPA below 2.670 or fail to meet any of the other admission requirements, including loss of direct admit status, are not admitted to the professional phase of the program. A DPT 3 student may request to use the summer session to retake one prerequisite if it would be their first retake in order to achieve the 2.670 GPA. Such a request is made in writing to the departmental chairperson. Students who do not successfully remediate deficiencies, or who have lost their direct admit status may request a hearing with the Academic Standards Committee.

MARQUETTE UNIVERSITY

REQUIREMENTS & PREREQUISITES FOR CONTINUANCE INTO YEAR 4

NAME: _____

Last

First

Middle

MU STUDENT ID#: _____ MAJOR: _____

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

- I have taken no more than 7 credits of prerequisites outside of MU. Any credits taken elsewhere were not completed in online fashion. (This excludes test credits from AP/IB).
- I have completed no more than two prerequisites with grades of C. All other prerequisites have been completed with a C+ or higher.
- I have not repeated more than one prerequisite course.
- I have completed the necessary Physical Therapy prerequisite course work with a GPA of 2.67 or higher.
- I will be receiving my undergraduate degree, _____, (degree to be awarded) in _____ of _____.
(Month) (Year)

Signature

Date Submitted

ACADEMIC INTEGRITY and MISCONDUCT

Rationale

Academic integrity is central to maintaining the high standard of academic excellence to which Marquette University is dedicated. All members of the university community – including faculty, staff, and students - share the responsibility for the academic standards and reputation of the university. Academic honesty is essential for ensuring that students' skills and knowledge are fairly and accurately assessed. Conversely, academic dishonesty is destructive of the values of the University, and it is unfair and discouraging to the majority of students who pursue their studies honestly. Instances of academic misconduct during the pre-professional phase must be reported to the Department of Physical Therapy by the student and the student may be placed on probation during the professional phase. Failure to report instances of academic misconduct within 6 months of the investigation could result in dismissal from the physical therapy program.

Please refer to undergraduate bulletin at <http://bulletin.marquette.edu/undergrad/>.

ACCREDITATION

The Doctor of Physical Therapy Program (DPT) at Marquette University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The accreditation period will last until December 31, 2026. The CAPTE accreditation applies only to the DPT program and not to Exercise and Rehabilitation Science formerly the Clinical and Translational Rehabilitation Health Sciences Master's and PhD programs nor to the Marquette University Neurologic PT Residency Program Co-sponsored by Zablocki VA Medical Center. The Neurologic Residency program is accredited by the American Board of Physical Therapy Residency and Fellowship Education until November 30, 2025.

Current Accreditation Status: Accreditation

Five-year history: Accreditation

ADVISING

Academic advising is an important aspect in your college life allowing you maximum education potential through communication and information exchanges with your advisor.

Students are assigned an advisor in the major in which they are enrolled for their undergraduate major. The College of Arts and Sciences has a pre-DPT advisor. Ms. Yolanda Webb and Ms. Michelle Schuh provide advice in the pre-professional phase for students in the Program in Exercise Science and the College of Health Sciences, respectively. In the third year of the pre-professional program, each student is assigned a Physical Therapy (PT) faculty advisor. Students of other Colleges are welcome to contact Ms. Michelle Schuh, Assistant Dean of the College of Health Sciences with questions about the PT program. PT Department advisors are available during the week of all-university advising. Please contact the PT Department office if you would like to meet with a PT advisor at any other time during your academic career. Additionally, there will be mandatory class meetings with the Department Chair for advising, questions, and program updates. If you cannot attend a mandatory meeting, it is your professional responsibility to notify the Department and make other arrangements to receive the information conveyed.

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

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

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

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

Please arrive for your appointment on time.

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

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

ALTERNATE INSTITUTIONS

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

ATTENDANCE POLICY (PROFESSIONAL PHASE)

A student is expected to attend every meeting, lecture, lab, or clinical experience of the courses in which he or she is registered. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course and renders the student liable to university censure. In the Department of Physical Therapy, class attendance requirements and the impact that absences may have on a student's grade are made by the individual instructors. The attendance policy in each Physical Therapy course will be published in the course syllabus *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@mu.edu and academic standards Chair, D.Pinto@marquette.edu). 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. There is no time off allowed during the course of clinical education experience, except for emergency or illness (see sick time policy). Time off for residency interviews, professional conferences or other APTA professional activities, or board examinations, must first be approved by the DCEs and the Site Coordinator for Clinical Education and be scheduled to be made up. Sites have ultimate approval of time off for these potential exceptions. Unapproved absences, with exception of illness, can lead to reason for dismissal from clinical site .

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

AWARDS (GRANTED IN THE PROFESSIONAL PHASE)

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

Daniel Strelnick Clinical Award. This award is given to the outstanding clinician in the last year of the professional phase. Faculty members nominate candidates, and the final choice is determined by the students' clinical evaluations. The award is based on evidence of assertiveness, leadership, rapport, and clinical skills. Daniel Strelnick was closely associated with the program at Marquette for over 30 years. He was Director of Physical Therapy at the Veterans Administration Hospital and a clinical adjunct faculty member with the program at Marquette.

Dr. Lawrence G. Pan – Dr. Richard H. Jensen Service Award. This award is presented annually by the faculty to a graduate who demonstrates exemplary humanitarianism, professionalism, leadership, and service. The award was re-named in 2018 to honor retiring Department Chair, Dr. Lawrence Pan (Chair 1996-2018) and retired Chair Dr. Richard H. Jensen (Chair 1978-1996). The students of the DPT-6 class select nominees for this award in the fall semester prior to graduation. The Class will submit no more than five names with the award winner or winners selected by the physical therapy faculty.

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

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

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

CLINICAL EDUCATION EXPERIENCE REQUIREMENTS

Marquette University has specific requirements that each student must meet to maintain good standing in the program. Many requirements need annual updates. Written verification of the following requirements must be uploaded on the EXXAT database by **October 18th for DPT 4's. DPT-3 students may wish to collect some of the documentation in the spring or summer of the DPT-3 year. If students do not meet the deadline, they will not be able to participate in the site selection process until all students who did meet the deadline have been assigned sites. It is the student's professional responsibility to submit the following:**

1. Proof of APTA membership **please note: membership needs to be renewed on an annual basis.**
2. Proof of health insurance. All students must maintain health insurance throughout the professional phase of the program.
3. Current CPR certification that includes child, infant, and both one- and two-person adult along with AED. (Please see **CPR CERTIFICATION** section of this handbook for more information).
4. Proof of MMR vaccination (requires proof of two separate vaccinations).
5. Completion of OSHA training (yearly).
6. Hepatitis B vaccine or completed waiver form **Please note: If you decide to waive this requirement, some sites that do require the hepatitis B immunization may not accept you for the clinical education experience.**
7. Proof of negative TB test that is updated on an annual basis. (Note: Some sites may require proof of negative test within 30-90 days of start of internship or a 2-step test). TB must be current for incoming DPT4 fall semester.
8. Flu Shot. ***Many facilities are now making the flu shot a requirement. Shots are often easily available through your health care provider, student health, or multiple flu shot clinics such as Walgreens that may meet your needs. Please provide a photocopy of documentation or a receipt indicating your compliance. Please note: If you decide to waive this requirement, some sites that do require the flu vaccine may not accept you for the clinical education experience.***
9. **Proof of Covid vaccination. This must be uploaded to the university site and EXXAT as able.**
10. Background Disclosure Forms for the State of Wisconsin – Department of Justice.
11. Wisconsin Criminal background check, both general and caregiver (2 forms).
12. Criminal Background checks for all applicable states. (The student has had worked in and/or residence in for the previous 7 years or since age of 18).
13. Proof of attendance at one state or national physical therapy conference (submit to PT Office after attendance).
14. Student Handbook/Essential Functions/Covid 19 Pledge Document receipts (submit to PT Office).
15. Any additional requirements the site may have.

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

COLLEGE OF HEALTH SCIENCES ALUMNI ASSOCIATION

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

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

C.P.R. CERTIFICATION

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) training is required of all students. This requirement needs to be met prior to October 18th of the fourth year of the DPT program. The Department of Physical Therapy only accepts CPR certification through the **American Heart Association**. It is required that students maintain continued certification throughout remainder of the DPT curriculum. Failure to maintain and report current certification to the PT Office may jeopardize enrollment in subsequent PHTH courses and reduce priority for internship site selection. Students should contact their local American Heart Association office. **Please note there is a new two-part procedure for attaining CPR certification. First part is the instruction and exam which can be done in person or on-line. The on-line course is called HeartCode BLS. The link is <https://elearning.heart.org/course/21>. The second part is a hands-on in person training at a local American Heart Association Facility or at Marquette University. You will need to do both parts in order to get your CPR certification.**

EXAMINATIONS

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

FERPA POLICY

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

GRADE APPEAL

The Department of Physical Therapy follows the College of Health Sciences undergraduate grade appeal guidelines. (See Appeal Procedures in the College of Health Sciences section of the University Bulletin).

INTERNAL TRANSFER ADMISSIONS TO THE PROFESSIONAL PHASE

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

LIBRARY SERVICES

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

All Physical Therapy students may also take advantage of several anatomical models that are part of the Weigell

Collection on permanent reserve at the Raynor Library. The Weigell Collection includes models of the hand, finger, and two spines. The collection was made possible by a donation from the late Carl Weigell, father of 1996 Marquette Physical Therapy graduate, Anne Weigell.

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

NAME CHANGE

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

PHYSICAL THERAPY STUDENT COUNCIL

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

PROCEDURE FOR FILING A COMPLAINT

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

REQUEST FOR TEMPORARY WITHDRAWAL

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

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

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

STUDENTS REQUESTING ACCOMMODATION

It is the responsibility of a student to request reasonable accommodation in the clinic. Students are encouraged to discuss their learning needs with their clinical instructor and with the DCE in a proactive fashion early on so that an effective strategy can be agreed upon and implemented. The Office of Disability Services, located in 707 Building (Room 503; phone 8-1645, email ods@marquette.edu), is a valuable resource available for both students and faculty to consider.

TRANSCRIPTS OF CREDITS

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

TRANSFER WITHIN THE UNIVERSITY

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

UNDERGRADUATE MAJORS

You must declare an undergraduate major by the second semester of your sophomore year. It is possible to meet the 31 core course requirements for physical therapy by selecting any of the following undergraduate majors. Please note, those majors marked with an asterisk (*) may require some summer classes. Undergraduate majors must be completed by the end of the spring semester of the fifth year. If you are an ++Exercise Physiology major, you will not be able to complete your undergraduate degree until after the fall semester of year five. However, you may attend and walk through the graduation ceremony in May of your fourth year.

Biomedical Sciences
 ++Exercise Physiology (Master's in Athletic Training track available)
 Literature and Culture
 Philosophy
 Physiological Sciences
 Psychology
 Sociology
 Spanish Language
 Biomedical Engineering***

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

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

VOLUNTEER HOURS

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

WITHDRAWAL FROM PHYSICAL THERAPY

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

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

Reasonable Accommodation:

In an effort to complete classroom or clinical requirements in the DPT program, a student may request reasonable accommodation(s). Please note: The Department is not legally required to accommodate a disability if it is not disclosed. Additionally, disabilities disclosed after the fact such as failure to meet academic and/or clinical requirements have no legal standing.

It is the policy of Marquette University, the College of Health Sciences, and the Department of Physical Therapy to provide reasonable accommodation to qualified applicants/students with a disability so they can fulfill required tasks and technical standards. Guidelines are provided by the Americans with Disability Act. In accord with this Act, the reasonableness of a requested accommodation must be determined on an individual basis. To make this determination about reasonable accommodation(s) requires interaction that the applicant must initiate. The process starts with the student making contact with the University's Office of Disability Services, Ms. Lauren Accola (414) 288-1645; lauren.accola@marquette.edu. The coordinator then contacts the Department of Physical Therapy and discusses needs and options. The student, the coordinator, and the relevant faculty members together formulate reasonable accommodation solutions.

The building in which the Department of Physical Therapy is housed is accessible to those who use wheelchairs. Handicapped parking and restroom stalls.

By the end of the educational preparatory experiences all students must be able to carry out the basic duties of a generalist physical therapist with or without reasonable accommodation(s). A generalist physical therapist is one who is capable of treating patients across the lifespan. A physical therapist graduate is a recognized practitioner of choice to whom consumers have direct access for diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.

Essential Functions:

Marquette University's Department of Physical Therapy promotes the broad preparation of students for clinical practice. Graduates are prepared to be general practitioners, i.e., to be able to treat patients of all ages and diagnoses in all practice settings. This is in line with state licensure acts. Following graduation and the passing of a licensure examination, practitioners are licensed to practice in accord with a state's practice act. To complete generalist physical therapy education students must demonstrate competence in all aspects of practice including those intellectual, physical, and social tasks that together represent the fundamentals of professional practice. Some of these competencies are encompassed in what is known as Professional Behaviors (Appendix 1). Freshman applicants are assessed by the Marquette University Office of Undergraduate Admissions (see undergraduate bulletin). Transfer applicants and continuing students will be assessed not only on their scholastic achievement and ability, but also on their intellectual, physical, and emotional capacities that meet the full requirements of the curriculum of the professional program. The Physical Therapy faculty exercise judgment when evaluating applicants or students' character, academic and extracurricular achievements, and overall capability and suitability for entering or continuing in the program. The information sources include the application, letters of recommendation, transcripts, Graduate Record Examination scores (for transfer students), and personal interviews.

The professional accreditation association requires that the physical therapy curriculum provide a general professional education that enables each student to deliver entry-level clinical services. This requires the development of a broad array of basic knowledge, skills, and behaviors, appropriate to enabling self-directed learning to further professional development, and the delivery and management of physical therapy services in a variety of care settings. The basic and applied science component of the professional curriculum is designed to establish a core of knowledge and skills necessary for success in clinical education experiences. The clinical curriculum typically includes diverse experiences in ambulatory and inpatient settings. These rotations develop the ability to practice independently, without regard for any future choice of specialty, i.e., to practice as a generalist.

Residual functional limitations following accidents, surgery, and certain chronic or recurrent illnesses may be incompatible with successful completion of all aspects of physical therapy preparation as they may interfere with patient care, safety, and possibly productivity/efficiency. Some accidents, surgeries, and illnesses are associated with a high likelihood of student absenteeism and should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor that result from absences or other reasons may jeopardize patient care and may be grounds for course/internship, failure, and/or possible dismissal from the program.

Physical therapy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous

acquisition of skills and professional attitudes and behavior. The Doctorate of Physical Therapy (DPT) degree awarded by Marquette University, Department of Physical Therapy, at the completion of the student's education process, certifies that the individual has acquired a broad base of knowledge and skills requisite for the practice of physical therapy. To this end, the student is required by the faculty to successfully complete each required course and all clinical education experiences in order to complete graduation requirements for the degree. Technological compensation (ex. sound amplified stethoscope) can be made for a specific disability (ex. hearing impaired) a student may have. On the other hand, students who require the need of a trained intermediary to permit decision-making and/or performance of a specific skill by the student based on the mediator's power of selection, interpretation, and/or observation is incompatible with the independent practice of physical therapy and licensure.

These standards describe the essential functions students must demonstrate in order to fulfill the requirements of a general professional education, and thus, are prerequisites for entrance, continuation and graduation. Collaboratively, Marquette University's Office of Admissions, Department of Physical Therapy, and Coordinator of Disability Services will consider for admission any qualified applicant who demonstrates the ability to successfully perform in a safe and timely manner, or to learn to perform the skills in a safe and timely manner as specified in this document. Applicants are not required to disclose the nature of any disabilities to the Admissions Committee; however, any applicant with questions about the requirements noted above is strongly encouraged to discuss the issue with the Coordinator of Disability Services prior to the start of school or prior to any interviews. If appropriate, and upon request of the student, reasonable accommodation(s) may be made.

The following technical standards specify those attributes that the faculty of the Department of Physical Therapy considers necessary for completing the professional education program and enabling each graduate to subsequently enter clinical practice. Applicants for the DPT degree must have abilities and skills in the following general areas: observation; communication; sensory and motor coordination and function; intellectual-conceptualization; and behavioral-social-professional abilities and aptitude. Each of these standards is described in detail below. Students must be able to independently perform the described functions. For continuation in the program the same standards are to be met.

Observational Skills:

The student must be able to observe the instructor and the instructional media, classmates, guest instructors, and patients in the classroom, laboratory rooms and in clinical environments. A candidate must be able to observe accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, meetings with a communications expert, tutoring, and meetings with the faculty member(s).

Communication Skills:

A student must be able to speak, enunciate, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes speech, hearing, reading and writing. The student must be able to communicate effectively and efficiently in English, in oral and written form with all faculty members, patients and their caregivers, clinical supervisors, and others associated directly or indirectly with the care of the patients. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, meetings with a communications expert, tutoring, and meetings with the faculty member(s).

Intellectual-Conceptual Skills:

These abilities include measurement, calculation, reasoning, analysis and synthesis, solution of novel problems and creativity. Problem solving, the critical skill demanded of students and practicing physical therapists, require all of these intellectual abilities. In addition, the student should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, tutoring, note takers, meetings with faculty member(s), and ad lib access to models and other visual aids.

Behavioral-Social-Professional Interaction Skills:

Candidates/students must possess the emotional health and stability required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients on a regular basis. Candidates/students must be able to tolerate physically, emotionally, and intellectually taxing workloads and to function effectively under these stresses. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations is expected and required. Mindfulness, compassion, integrity, concern for others, interpersonal skills, cultural competence, interest, and motivation are all personal qualities that are assessed during the admissions (transfer students) and educational process. Typical student behaviors include those that reflect willingness to take on extra work, the pursuit of excellence, ability to compromise, to work with others toward fulfillment of joint goals, and other psychosocial

dispositions that are necessary for professional interactions that benefit patients and organizational harmony. Utilization of ethical principles in making clinically relevant decisions and the American Physical Therapy Association's Code of Ethics and interpretive guide are expected to be considered in interactions with peers, faculty, guests, patients, supervisors, and other stakeholders.

Some cultural or religious practices may impact a student's educational experience in the program. For instance, some students may be restricted in their contact with people of the opposite gender in laboratory experiences or with clients of the opposite gender while on clinical education experiences. In teaching laboratories, normally students are asked to dress with some body parts exposed for selected laboratory experiences such as shorts and halter tops for female students and shorts for male students. If students have restrictions that affect laboratory or clinical education experiences because of their cultural or religious beliefs, they should notify the program so that reasonable accommodations may be evaluated.

When necessary reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include additional coursework, counseling, testing as well as a combination of actions.

Psychomotor Skills:

It is essential that candidates/students be able to tolerate sitting and maintaining an upright posture such as standing for several hours at a time. The ability to consistently transition and relocate from place of residence to class, clinical settings, and move within and between rooms as needed for changing groups, lab partners, work stations, and patients in a safe and timely manner is essential.

- Position oneself and the body parts of another to examine, move, communicate with, teach, and treat many times a day. Occasionally, be able to generate sufficient force to move inanimate and animate objects equal to your body weight, with and without assistive equipment, with and without help (Nosse, 1996).
- Move clinical equipment in all directions and to and from various heights as needed.
- Manipulate common tools used for testing cranial nerves, sensation, joint range of motion, muscle strength, speed, length, size, weight, cardiopulmonary endurance, etc. on multiple occasions, daily.
- Guide, facilitate, inhibit, and resist individual and group muscle action and joint motion as done in exercise and manipulation many times a day.
- On occasion return a sitting or upright person who has lost their balance to a safe and stable/secure position.
- On occasion, safely decelerate/control the speed of a person's fall from a seated or standing position.
- On occasion, assist a client on stairs, ensuring both the therapists and patients balance and safety.
- Possess the current certifications required by OSHA (ex. standard precautions) and AHA (ex. CPR with AED) certification.

When necessary reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made. Accommodation may include alterations in lighting, devices that amplify or transmit sound, captioned or scripts of videos, accessible storage of equipment and materials, and individually designed strengthening programs, cardiopulmonary endurance programs or physical therapy treatment.

Self-Care:

Students/candidates should possess and maintain good health practices with regard to cleanliness and dress appropriately to safeguard others that they come in contact or close proximity to, particularly those who may be immunocompromised. Living arrangements in the close proximity of campus to facilitate timely arrival for all classes and clinical education experiences should be a priority.

Curriculum Requirements:

In addition to the abilities specified above, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum. Compliance with the program's essential functions does not guarantee that an individual will successfully complete the licensing examination or be hired after graduation.

Tests and Evaluations:

In order to evaluate competence, the Physical Therapy Department employs periodic examinations, both written and oral-practical, as an essential component of the curriculum. Prior to full-time clinical education experiences, students are required to complete all requirements (see student handbook). Successful completion of all examinations is required of all students as a condition for continued progress through the curriculum. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made for taking examinations.

Clinical Assessments:

Demonstration of clinical competence is fundamental to the career of the student. The process of evaluation of the clinical performance of the student is an integral and essential component of the curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required. The Clinical Performance Instrument (CPI) (Appendix) and the PT Specific Professional Behaviors (Appendix) are evaluation tools used to assess performance on full time clinical internships and to gauge levels of clinical competence.

Compiled from Technical Standards and Essential Functions documents from the following institutions:

Samuel Merritt College, Physical Therapy Program

Shenandoah University Division of Athletic Training

Texas State University-San Marcos, Department of Physical Therapy

University of Colorado Health Sciences Center, Department of Rehabilitation Medicine, Physical Therapy Program

University of Indianapolis, Krannert School of Physical Therapy

University of Kentucky, College of Allied Health Professions

University of Miami School of Medicine, Division of Physical Therapy

University of Washington Division of Physical Therapy;

University of Wisconsin-LaCrosse

University of Wisconsin-Madison Medical School, Physical Therapy Program

and the following literature and internet sites:

Fine SA, Getkate M. Benchmark tasks for job analysis. A guide for functional job analysis (FJA) scales. Mahwah, NJ: Lawrence Erlbaum. 1995.

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

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

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

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

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

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

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

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

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

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

STUDENT HANDBOOK RECEIPT

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

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

to be informed of the contents.

Signature

This receipt is due **October 18th** in the PT Office.

ESSENTIAL FUNCTIONS FORM

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

Print Name

Signature

Date

This form is due **October 18th** in the PT Office

DEPARTMENT OF PHYSICAL THERAPY COVID-19 PLEDGE FORM

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

Print Name

Signature

Date

This form is due **October 18th** in the PT Office