DOCTOR OF PHYSICAL THERAPY PROGRAM

STUDENT HANDBOOK

CLASS OF 2013

UNIVERSITY OF WISCONSIN-MADISON
SCHOOL OF MEDICINE AND PUBLIC HEALTH
WELCOME!

Congratulations and welcome to the Doctor of Physical Therapy Program at the University of Wisconsin-Madison. You are entering a three-year period in your life that will be both challenging and rewarding. You will experience friendship, academic achievement, and intellectual and personal growth. The faculty will provide the best possible learning opportunities for you. Your job will be to make the most of these opportunities by accepting responsibility to remain open-minded, demonstrate a willingness to explore new ideas, and to develop a professional attitude of service and commitment.

_The faculty and staff of the UW-Madison Doctor of Physical Therapy Program_
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Mission, Goals, Objectives, and Philosophy…

The Mission of the University of Wisconsin System is to: develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

The Mission of the University of Wisconsin-Madison is to: provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

The mission of the School of Medicine and Public Health is: advancing health without compromise through service, scholarship, science, and social responsibility.

The Mission of the Department of Orthopedics and Rehabilitation is to: provide high quality, innovative, state-of-the-art clinical and surgical care for the people of Wisconsin; educate students, residents, fellows, and health professionals in the technical, clinical, and biological aspects of surgery and related professions; maintain an educational environment that is academically enriching and clinically rewarding, devoted to providing the best care possible; execute and disseminate information on clinical and basic science research exploring new issues relevant to the clinical practice of surgery.

The Mission of the Doctor of Physical Therapy Program at the University of Wisconsin-Madison is to: meet the physical therapy needs of the people in the State of Wisconsin and beyond. The curriculum is designed to produce a generalist clinician who is able to function in a caring, professional manner and who has the foundation to assume the roles of physical therapy teacher, researcher, administrator, and consultant. The graduate’s role is to alleviate suffering, to enhance physical abilities and wellness, and to improve the quality of life of persons seeking care. These roles are carried out through the processes of patient/client management and the education of patients, families, colleagues, and the community. The graduate also furthers the advancement of the profession by collaborating in and supporting research to advance the science of patient care.

The Mission of Physical Therapist Professional Education is to: graduate knowledgeable, service-oriented, self-assured, adaptable, reflective practitioners who, by virtue of critical and integrative thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs that are supported by evidence; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice. These practitioners contribute to society and the profession through practice, teaching, administration, and the discovery and application of new knowledge about physical therapy. (A Normative Model of Physical Therapist Professional Education: version 2004).
Program Goal and Objectives
It is the goal of the UW-Madison Doctor of Physical Therapy Program to be a leader in physical therapy education, resulting in quality service to society. The Program intends to achieve this goal via the following objectives:

1. Recruit and matriculate the most qualified and diverse students, challenging and supporting them to completion of the Program.
2. Develop generalist practitioners who are prepared to assume the roles of clinician, educator, researcher, administrator and consultant.
3. Recruit and retain diverse faculty who exemplify excellence in teaching and who serve as professional role models.
4. Contribute to evidence-based practice through faculty and student scholarly activity.
5. Facilitate life-long learning within the physical therapy community.

Program Outcomes
UW-Madison DPT Graduates will:

1. Practice the art and science of physical therapy as generalists who are recognized as members of a doctoring profession.
2. Be the practitioners of choice by clients of all ages for managing movement-related dysfunction, and for developing and implementing health promotion initiatives.
3. Enter the profession as autonomous practitioners who engage in evidence-based practice and interdisciplinary collaboration.
4. Serve their communities through participation in activities that address issues of cost, quality and access to health care.
5. Assume leadership roles and engage in continuous professional development.
6. Value and practice professional behaviors through their ethical, moral and legal actions.
7. Demonstrate cultural sensitivity through their words and actions.

Program Philosophy: The physical therapy curriculum focuses on the study of the diagnosis of, and interventions for, improving dysfunctional human movement and is built upon a foundation of scientific inquiry and critical appraisal of published works. Classroom and clinical opportunities incorporate concern for the dignity of the individual by emphasizing integration of the patient into his/her own environment. Lifelong learning, as well as continued academic and professional growth, is fostered such that graduates can be leaders in meeting the future needs of patients and the physical therapy profession.

Instructional Philosophy: The Physical Therapy Program faculty work together to integrate topics throughout all courses in the curriculum. The curriculum is designed so that the courses build upon each other in sequential fashion. For this reason, the student is responsible for material from previously-taken prerequisite and Program courses. The faculty is committed to being available for students as they ‘learn to learn.’ The faculty is also committed to the concept of adult learning where instructors serve as facilitators in the process of learning, not solely as dispensers of knowledge. We believe that it is the instructor's responsibility to create an environment that is conducive to the student's learning, and especially to his/her development as a professional. Such an environment is created when the instructor teaches in ways that stimulate the student's learning, provides timely feedback, and seeks to support each student to realize his/her full potential. Within this environment, the student holds the ultimate responsibility to determine the quality of his/her educational experience within the DPT Program. The faculty encourages students to take advantage of the wealth of resources on the UW-Madison campus.
**Adult Learning:** In a professional program, each student is ultimately responsible for understanding course material and performing at the appropriate level, which also involves reviewing material from prerequisite courses. This requires students to actively participate in the learning experience. Students are expected to not only accept but to seek feedback from faculty, to provide timely feedback to the faculty, and to continually self-assess progress. Active learning promotes independent thinking and problem-solving such that students learn to seek and confirm answers independently rather than to rely completely on faculty. Thereby, the active learning process fosters the development of critical thinking skills, self-reliance, and the desire and skills to participate in life-long learning. Students need to routinely search beyond lecture notes and the course textbook to come to an understanding of content.

The faculty has high expectations for physical therapy students. The Mission, Philosophy, and Program and Curricular Goals of the professional program, which reflect the accreditation standards governing all physical therapy educational programs, describe these expectations. The faculty interacts with each student on the premise that s/he has agreed to meet the challenge of these expectations by accepting admission into the Program.

The professional Doctor of Physical Therapy Program requires students to occasionally participate in activities and learning experiences that are scheduled outside published class meeting days and times. These experiences will be announced as far in advance as possible to allow students ample time to attend. We recommend that students notify those who may be affected (employers) in advance. Student attendance at such activities is required as part of their professional education.

**Ability-Based Learning and Assessment:** The concept of ability (competency) based learning and assessment is a major educational philosophy shared by the Physical Therapy Program faculty. This concept evolved from the recognition by educators in medicine, law, pharmacy, veterinary medicine, optometry, and the liberal arts that, in addition to a core of cognitive knowledge and psychomotor skills, a certain repertoire of behaviors is required for success in any given profession.

Traditional formats for testing evaluate only recall or recognition of information, as with multiple choice, fill-in-the-blanks, or true-false questions. In ability-based assessment, the student’s performance is observed in a variety of different formats as the student completes different types of professional tasks. Appraisal of the student’s performance is based on explicit behavioral criteria, which have been shared with the student prior to assessment. This situation provides information about the student’s ability to analyze and apply information in the ways that he/she would actually use it in practice.

Ability based learning and assessment provides the student with clear guidelines about instructor expectations and reflects real life situations. Assessment is considered to be an integral part of the learning experience. Explicit criteria and timely feedback help the student develop the ability to self assess, self correct, and self direct his/her development.
**Generic Abilities:** Aristotle said, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Generic Abilities are behaviors, attributes, or characteristics that are not explicitly part of a profession's core of knowledge and technical skills, but nonetheless are required for success in that profession. The Generic Abilities, which define expected behavior within a given profession, serve as the foundation for ability based learning in the educational programs of the profession.

Generic Abilities and behavioral criteria specific to the practice of physical therapy were identified by the UW-Madison Physical Therapy Program faculty, and have been validated and accepted as defining physical therapy professional behavior. The ten physical therapy-specific Generic Abilities and the three levels of associated behavioral criteria exemplify the quality of professional behavior expected of DPT Program graduates. Satisfactory progress is demonstrated by exhibiting Beginning Level criteria by the end of the first year, Developing Level criteria by the end of the second year, and Entry Level criteria by the end of the final clinical internships.

Specifically, the professional behaviors (Generic Abilities) to which we refer are:

1. commitment to learning
2. interpersonal skills
3. communication skills
4. effective use of time and resources
5. use of constructive feedback
6. problem-solving
7. professionalism
8. responsibility
9. critical thinking
10. stress management

Mastery of this repertoire of behaviors facilitates the ability to:

1. generalize from one context to another.
2. integrate information from different sources.
3. apply knowledge and skills in the practice setting.
4. synthesize cognitive, affective, and psychomotor behaviors.
5. interact effectively with clients, families, the community, and other professionals.

Each year, students perform self-assessments that are reviewed by their advisors, as well as by the faculty as a whole, and are followed by individual feedback to each student via his/her advisor. Students and faculty have found this process to be extremely valuable for monitoring and facilitating professional development as students progress through the DPT program.

**Collaborative Learning:** The faculty encourages students in the Doctor of Physical Therapy Program to engage in collaborative learning to help each other attain the knowledge and develop the skills necessary to become competent physical therapists. Although gaining admission into the Program is highly competitive, succeeding as a physical therapist requires working cooperatively with others for the benefit of each other, patients, the profession and society. Because grading in the Program is criterion-based, this is an excellent opportunity for students to practice the behaviors that will help them succeed as physical therapists in an increasingly collaborative professional environment. However, collaboration does not involve copying another student’s work, or having one or two members of a group doing all of the work. Students are encouraged to seek/offer help from/to their classmates, but each completed assignment must represent the student’s own work.
Our Plan for Learning…

PROGRAM-RELATED ESSENTIAL FUNCTIONS

Physical therapy students must demonstrate, with or without appropriate academic adjustments or reasonable modification to policies and practices, the ability to perform the functions listed below safely, reliably, and efficiently, in compliance with legal and ethical standards during their physical therapy education.

1. **Use appropriate verbal, nonverbal, and written communication with all individuals** when engaged in physical therapy practice, research, and education, including patients, clients, families, caregivers, practitioners, consumers, payers, and policy-makers. This communication includes developing and delivering formal oral presentations in both clinical and classroom settings.

2. **Choose and perform appropriate examination procedures** including, but not limited to, aerobic capacity and endurance; anthropometric characteristics; arousal, attention and cognition; assistive and adaptive devices; community and work integration or reintegration; cranial nerve integrity; environment barriers, ergonomics and body mechanics; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; motor function; motor performance; neuromotor development and sensory integration; orthotic, protective, and supportive devices; pain; posture; prosthetic requirements; range of motion; reflex integrity; self-care and home management; sensory integrity; ventilation, respiration, and circulation.

3. **Perform a physical therapy evaluation and make appropriate clinical judgements based on examination findings.** Within an evaluation, consideration is given to the level of current impairments; the probability of prolonged impairment, functional limitation, and disability; the living environment; potential discharge destinations; and social supports.

4. **Develop appropriate diagnoses** relevant to physical therapist practice by organizing information obtained from the examination into defined clusters, syndromes, or categories to help determine the most appropriate intervention strategies.

5. **Determine a patient prognosis** by stating the predicted optimal level of improvement in function that might be attained through intervention and the amount of time required to reach that level.

6. **Develop and implement a plan of care** by integrating examination data and incorporating prognostic indicators. Specific treatment interventions include, but are not limited to, therapeutic exercise including aerobic training; functional training in self-care and home management, including activities of daily living (ADL) and instrumental activities of daily living (IADL); functional training in community and work (job/school/play) integration or reintegration, work hardening, and work conditioning; manual therapy techniques, including mobilization and manipulation; wound management; prescription, application, and fabrication (as appropriate) of assistive, adaptive, orthotic, protective, supportive, or prosthetic devices and equipment; airway clearance techniques; and application of thermal, mechanical, and electromagnetic physical agents.

7. **Engage in outcomes data collection and analysis** at each step of patient management as well as with discharge planning.

8. **Demonstrate ability to apply universal precautions and cardiopulmonary resuscitation (CPR).**

9. **Interact and practice in collaboration with a variety of professionals,** including, but not limited to, physicians, physician assistants, pharmacists, dentists, nurses, educators, social workers, occupational therapists, speech-language pathologists, athletic trainers, and audiologists.

10. **Participate in student laboratory learning experiences,** role-playing as both physical therapist and patient. Laboratory experiences may include, but are not limited to, palpation, modalities, manual therapy, such as massage, and other hands-on skills, and may involve exercise and other physical activities.

11. **Participate in the process of scientific inquiry** by applying the principles of scientific methods to read and interpret professional literature; participate in, plan, and/or conduct research; evaluate outcomes; and assess new concepts and technologies.
12. **Educate by imparting information or skills, and instruct by precept, example, and experience so individuals acquire knowledge, master skills, and develop competence.** Students apply teaching/learning theories and methods in health care and community environments using a variety of instructional strategies that are commensurate with the needs and unique characteristics of the learner.

13. **Provide prevention and wellness services,** including screening, health promotion, and education, that are appropriate for physical therapy and promote healthy behaviors in the community.

14. **Participate in administration activities consistent with entry-level physical therapy practice,** including planning, directing, organizing, and managing resources.

15. **Provide consultation** to individuals, businesses, schools, government agencies, or other organizations by rendering professional or expert opinion or advice; applying highly specialized knowledge and skills to identify problems, recommend solutions, or produce a specified outcome or product in a given amount of time on behalf of a patient/client.

16. **Formulate and implement a plan for personal and professional career development** based on self-assessment and feedback from others.

17. **Demonstrate social responsibility** by becoming involved in professional organizations and activities, providing pro bono services, and participating in community and human service organizations.

18. **Incorporate an understanding of the implication of individual and cultural differences when engaged in physical therapy practice, research, and education.**

19. **Assimilate large amounts of didactic materials under time constraints** through a strong commitment to study. Professional programs possess unique demands that may require students to modify their lifestyle accordingly. Time management, prioritization of tasks, as well as the ability to multi-task are all necessary skills to meet these demands.

*The ability to perform the functions listed is measured by:*
- Minimum Performance Standards
- Generic Ability (GA) Assessments
- Clinical Performance Instruments (CPI)
- Licensure Examinations
- Graduate and Employer Surveys
- Clinical Instructor and Graduate Feedback

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If you are aware of or suspect there is any reason that may interfere with your ability to complete these essential functions, contact your academic advisor or any program faculty member, the program advisor, or the program director. Appropriate actions are facilitated by timely requests. Reasonable requests for appropriate academic adjustments will be granted and all requests are held in confidence.
### DPT CURRICULUM MATRIX

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<td>- PT 538: Introduction to the Physical Therapy Profession and Professionalism</td>
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<td>- PT 527: Foundations of Physical Therapy Examination, Evaluation Diagnosis</td>
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<td>- PT 641: Current Issues in Rehabilitation Research I</td>
<td>- PT 668: Health Promotion and Wellness</td>
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<td>- PT 523: Cardiovascular and Pulmonary Aspects of Physical Therapy</td>
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PT 799: Independent Study and PT 642 Research Practicum (offered any semester)
## DPT SEQUENCE OF COURSES FOR THE CLASS OF 2013

### YEAR 1 (2010-11)

#### Semester 1 (Summer) (9 weeks: June 7-August 6)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANA 622 Human Anatomy (Bersu)</td>
<td>6</td>
</tr>
<tr>
<td>PT 501 Anatomical Applications in Physical Therapy (Cobey/J. Boissonnault)</td>
<td>2</td>
</tr>
<tr>
<td>PT 538 Introduction to the Physical Therapy Profession and Professionalism (J. Boissonnault)</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
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<tr>
<td><strong>3 ½ weeks off</strong></td>
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#### Semester 2 (Fall) (September 2-December 23)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANA 637 Functional Neuroanatomy (Harting)</td>
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</tr>
<tr>
<td>PT 527 Foundations of Physical Therapy Examination, Evaluation, Diagnosis (Cobey/Nelson)</td>
<td>4</td>
</tr>
<tr>
<td>PT 539 Physical Therapy Education and Lifespan Learning Issues (J. Boissonnault)</td>
<td>1</td>
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<tr>
<td>PT 627 Clinical Decision-Making: Tissue Mechanics and Adaptations (Heiderscheit/Brickson)</td>
<td>3</td>
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<tr>
<td>PT 664 Clinical Medicine I (W. Boissonnault)</td>
<td>5</td>
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<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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#### Semester 3 (Spring)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 700 2-Week Clinical Internship I (Wenker) (January 3-14)</td>
<td>2</td>
</tr>
<tr>
<td><strong>January 18-May 14</strong>: SPRING BREAK MARCH 12 – MARCH 20</td>
<td></td>
</tr>
<tr>
<td>PT 534 Foundations of Physical Therapy Intervention (Cobey/Brickson)</td>
<td>4</td>
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<tr>
<td>PT 540 Psychosocial Aspects of Health Care (J. Boissonnault)</td>
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<tr>
<td>PT 628 Clinical Decision-Making: Neuromuscular Mechanics and Control (Heiderscheit/Dewane/Sesto)</td>
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<tr>
<td>PT 640 Scientific Inquiry in Physical Therapy (Sesto)</td>
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<tr>
<td>PT 665 Clinical Medicine II (W. Boissonnault)</td>
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<td><strong>Total</strong></td>
<td><strong>19</strong></td>
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### YEAR 2 (2011-12)

#### Semester 4 (Summer)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 701 4-Week Clinical Internship II (Wenker) (May 16-June 10)</td>
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<td><strong>1 week off</strong></td>
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<tr>
<td><strong>(8 weeks: June 20-August 12)</strong></td>
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<tr>
<td>PT 521 Physical Agents (Sesto/Nelson)</td>
<td>2</td>
</tr>
<tr>
<td>PT 675 Orthotics: Applications in Physical Therapy Practice (Hallisy/Nelson)</td>
<td>1</td>
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<tr>
<td>PT 668 Health Promotion and Wellness (Hallisy)</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
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#### Semester 5 (Fall) (September 2-December 23)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 523 Cardiovascular and Pulmonary Aspects of Physical Therapy (Brickson/Carlson)</td>
<td>3</td>
</tr>
<tr>
<td>PT 541 Issues of Culture and Diversity in Health Care (J. Boissonnault)</td>
<td>1</td>
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<tr>
<td>PT 635 Motor Control Dysfunction: Examination, Diagnosis, and Management I (Patterson/Dewane)</td>
<td>5</td>
</tr>
<tr>
<td>PT 641 Current Issues in Rehabilitation Research I (J. Boissonnault)</td>
<td>1</td>
</tr>
<tr>
<td>PT 676 Musculoskeletal Dysfunction: Examination, Diagnosis, &amp; Management I (Hallisy/Thein-Nissenbaum)</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>4 weeks off</strong></td>
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#### Semester 6 (Spring) (January 23-May 19) (SPRING BREAK MARCH 31-APRIL 8)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PT 512 Principles of Professional Practice and Administration (Steinkamp)</td>
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<tr>
<td>PT 542 Medical Ethics, Jurisprudence, and Health Care Regulations (J. Boissonnault)</td>
<td>1</td>
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<tr>
<td>PT 636 Motor Control Dysfunction: Examination, Diagnosis, and Management II (Dewane/Patterson)</td>
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<tr>
<td>PT 643 Current Issues in Rehabilitation Research II (J. Boissonnault)</td>
<td>1</td>
</tr>
<tr>
<td>PT 677 Musculoskeletal Dysfunction: Examination, Diagnosis, &amp; Management II (Thein-Nissenbaum/Hallisy)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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<tr>
<td><strong>4 weeks off</strong></td>
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YEAR 3 (2012-13)

Semester 7 (Summer) (8 weeks: June 18-August 10)
PT 543 Professional Practice Issues in Physical Therapy (J. Boissonnault) 1 credit
PT 600 Service Learning Seminar in Physical Therapy (J. Boissonnault) 1 credit
PT 667 Clinical Case Conference (W. Boissonnault) 1 credit
PT 678 Physical Therapy Management of Integument Conditions (Hallisy/Nelson) 2 credits

2 weeks off
PT 702 8-Week Clinical Internship III (Wenker) (August 27-October 19) 8 credits

1 week off
Semester 8 (Fall)
PT 703 8-Week Internship IV (Wenker) (October 29-December 21) 8 credits

3 weeks off
Semester 9 (Spring)
PT 704 8-Week Clinical Internship V (Wenker) (January 14-March 8) 8 credits
1 week off
PT 705 8-Week Clinical Internship VI (Wenker) (March 18-May 10) 8 credits
PT 601 Physical Therapy Externship (Wenker) 1 credit

Optional During Any Semester
PT 642: Research Practicum (1-3 credits)
PT 799 Independent Study (1-3 credits)

TOTAL CREDITS = 121

RETURN FOR GRADUATION MAY 17/18, 2013
DPT COURSE DESCRIPTIONS

SEMESTER 1 (SUMMER)

ANA 622 Human Anatomy (Bersu) 6 credits
ANA 622 provides the physical therapy student with basic knowledge of human gross anatomy. Major emphasis is on a detailed study of the musculoskeletal and peripheral nervous systems, with a consideration of associated surface anatomy. Knowledge of anatomy obtained in this course will be used to consider patient problems relevant to the physical and occupational therapist. The course includes complete dissection of a human cadaver by students in groups of three to five and is divided into four units: 1) back, spinal cord and shoulder region; 2) shoulder, arm, forearm and hand; 3) head and neck, organ systems of thoracic and abdominal cavities, and pelvic outlet; 4) posterior body wall and lower limb. A module on imaging runs throughout the course and includes examination of x-rays, magnetic resonance images, and other imaging modalities that are relevant to the specific regions of the body being examined.

PT 501 Anatomical Applications in Physical Therapy (J. Boissonnault /Cobey) 2 credits
PT 501 focuses on application of anatomy knowledge and palpatory skills in a clinically-oriented contextual framework. Prerequisite and new content are sequenced to provide immediate application to the physical therapy clinical environment. This course focuses on applied anatomy, including surface palpation, kinesiology, basic posture and movement analysis, and medical terminology. Students spend six hours per week during the summer semester in lab, occasionally set up by brief lectures. Demonstration of palpatory skills followed by paired practice is the common teaching method for this course.

PT 538 Introduction to the Physical Therapy Profession and Professionalism (J. Boissonnault) 1 credit
PT 538 is designed to introduce and foster the development of professional attitudes, beliefs and behaviors to the first-year physical therapy student relevant to the practice of physical therapy. Course content includes, but is not limited to: The Guide to Physical Therapist Practice, the History of the APTA, Generic Abilities, the APTA Code of Ethics, the APTA Core Values, Roles of the PT, PT practice settings, professional autonomy, the health care team, and professional learning opportunities beyond the entry-level degree. Classroom experiences include stress management, experiential learning lab, role-playing, health care team panel, and trivia games on PT history and the WI Practice Act.

SEMESTER 2 (FALL)

ANA 637 Functional Neuroanatomy (Harting) 3 credits
ANA 637 focuses on neuroanatomy and neurophysiology, and provides the primary foundation for PT 628, PT 635 and PT 636, along with other courses in the Clinical Science Track.

PT 527 Foundations of Physical Therapy Examination, Evaluation, Diagnosis (Cobey/Nelson) 4 credits
PT 527 is a lab-based course that introduces history taking and physical examination skills that are germane to assessment of patients with orthopedic and neurologic diagnoses in various inpatient and outpatient settings. This course introduces clinical decision-making and documentation skills, with a focus on examination tests and measures including, but not limited to, anthropometric characteristics, arousal, mentation and cognition, joint integrity and mobility, motor function, muscle performance including manual muscle testing, functional strength testing, posture, range of motion, and sensory integrity. The uses of upper and lower quarter screening techniques are introduced. Examination and treatment techniques of transfer and gait training are also covered. Labs involve goniometry, manual muscle testing, neuro-screens, and anthropometric measures. Students role-play and observe transfers, gait training, and upper and lower
quarter screening. They observe a video on history, then work with simulated patients to practice and self-assess their own interviewing skills.

**PT 539 Physical Therapy Education and Lifespan Learning Issues (J. Boissonnault) 1 credit**

PT 539 is designed to assist the first-year physical therapy student in developing skills and knowledge related to his/role role as client educator, clinical educator, and student of physical therapy. Course content includes, but is not limited to, study of learning theories, instructional design, learning styles, characteristics of learners through the lifespan, literacy issues for PT clients, and components of a professional presentation or poster. This course also includes discussion of professional behaviors with which the student should be familiar prior to their first clinical experience that follows this course. This course will continue to prepare the student professionally and emotionally for clinical practice as well as introduce him/her to information needed to fulfill a role as a PT educator in a professional PT degree program or in a clinical setting. As in all Seminars, pedagogical experience includes lecture/discussion, small-group interaction, and role-play. Students present to their peers on technological issues in teaching and learning through participatory small-group presentations.

**PT 627 Clinical Decision-Making: Tissue Mechanics and Adaptations (J. Boissonnault) 3 credits**

PT 627 focuses on the physiology and biomechanics of the cardiovascular, pulmonary, neuromuscular and connective tissue systems. Tissue mechanics of each system are discussed, with specific emphasis on changes across the lifespan and adaptations to activity and disuse. Through an understanding of these processes, the student will gain an appreciation of the integrated physiological and biomechanical complexities underlying human movement.

**PT 664 Clinical Medicine I (W. Boissonnault) 5 credits**

PT 664 provides students with an opportunity to study common pathological processes and their impact on patient management in physical therapy across the lifespan. This course also introduces the principles of medical screening, pharmacology, diagnostic imaging and laboratory testing. A systems model is employed to emphasize the recognition of risk factors, clinical manifestations, and pathogenesis of disease, especially in the context of their impact on evaluation of examination data, diagnosis, prognosis and patient-care planning. The body systems and disorders emphasized include modules in psychology, eyes, ears, nose and throat, endocrinology, dermatology/integumentary systems. Medical tests associated with the diagnosis of these conditions and common medical treatments including medications are also covered. This systems model emphasizes secondary and tertiary prevention principles associated with these disorders. The diagnostic imaging, laboratory testing and pharmacology principles covered will be applied throughout the curriculum’s clinical science track.

**SEMESTER 3 (SPRING)**

**PT 700 Clinical Internship I (Wenker) 2 credits**

PT 700, a two-week internship, comprises students’ first internship and gives them exposure to the clinical culture of physical therapy, allowing them to utilize foundational skills they have gained during their first year. Learning experiences occur in a clinical setting under the direct guidance of a Clinical Instructor (CI). Students’ ability to perform physical therapy examinations of body structure and functions; activities; participation level; as well as their evaluations, interventions, and outcomes are assessed by the CI through the use of a module.

**PT 534 Foundations of Physical Therapy Intervention (Cobey/Brickson) 4 credits**

PT 534 includes integration and application of clinical examination procedures for the design, implementation, and progression of therapeutic intervention. By recognizing impairments and limitations that are amenable to physical therapy, students learn that therapeutic exercise and manual therapy
Interventions can be utilized to prevent/minimize disability and dysfunction. Content includes, but is not limited to, passive and active range of motion, stretching, joint mobilization, neural mobilization, soft tissue mobilization, balance/gait training, proprioceptive neuromuscular facilitation (PNF), resistive and endurance training, aquatic therapy, and adherence issues. Discussion related to the underlying scientific rationale for specific treatment interventions is also a focus in this course. Labs include PNF patterns, joint mobilization and stretching techniques; review of tests and measures from the prior semester; and soft tissue mobilization. Students take several field trips to gain exposure to a variety of settings, including a local health club for resistance and aerobic exercise equipment to practice designing programs; the UW Sports Medicine Center for VO2max and DEXA training, plyometrics, functional progression, and pool for aquatic therapy training. On-site labs include postural assessment, lumbar stabilization, and techniques unique to women’s health.

PT 540 Psychosocial Aspects of Health Care (J. Boissonnault) 1 credit
PT 540 is designed to continue to foster the development of professional attitudes, beliefs and behaviors in the first-year physical therapy student relevant to the practice of physical therapy. Course content includes, but is not limited to, communication issues related to care-giving, multidisciplinary teams, conflict management, body image, psychosocial aspects of aging, stages of loss, collaborative care, family-centered care in pediatrics, and other professional behaviors with which the student should be familiar prior to their second clinical experience. Students put into practice the principles of teaching they studied in PT 539 by leading class in pairs or trios for a section of each class session this semester. They are encouraged to be creative in their pedagogy and utilize a variety of media and instructional techniques.

PT 628 Clinical Decision-Making: Neuromuscular Mechanics and Control
(Heiderscheit/Dewane/Sesto) 4 credits
PT 628 integrates material from Human Anatomy (ANA 622), Neuroanatomy (ANA 637) and Clinical Decision-Making: Tissue Mechanics and Adaptations (PT 627). This course provides students with an in-depth study of neural, muscular, and skeletal factors that influence movement in health and disease. Kinesiological and biomechanical principles will be presented that relate to individual tissues and joints, with the integration of this content to the whole level through a gait analysis case study. Neural control of movement is discussed in detail with specific emphasis on theories underlying recruitment of muscle in health and disease. Through an understanding of the integration of these systems, the student will gain an appreciation of the complexity of the neuromusculoskeletal system and be able to successfully perform a comprehensive task analysis. The content from this course is applied extensively throughout subsequent clinical science tract courses within the Doctor of Physical Therapy curriculum. Lab activities include palpation and biomechanical exploration, motor control experiences, task analysis application, and introduction of balance assessment tools.

PT 640 Scientific Inquiry in Physical Therapy (Sesto) 3 credits
PT 640 focuses on acquisition of the skills required to be an intelligent consumer of scientific literature. Issues of measurement, research design, statistical analysis, and strength of evidence are presented. These concepts are applied in the critical evaluation of published papers from the rehabilitation literature, and each student incorporates these concepts into a written research proposal. Upon completion of the course, students possess the skills necessary to perform a complete literature review and to evaluate the strength of evidence supporting physical therapy practices based on published works. This course provides a framework for assignments in subsequent courses in which scientific foundations of physical therapy practice are discussed.

PT 665 Clinical Medicine II (W. Boissonnault) 5 credits
PT 665 provides students with an opportunity to study common pathological processes and their impact on patient management in physical therapy across the lifespan. A systems model is employed to emphasize the recognition of risk factors, clinical manifestations and pathogenesis of disease, especially in the context of their impact on evaluation of examination data, diagnosis, prognosis and patient care planning. The body
systems and disorders emphasized include cardiovascular, pulmonary, urogenital, neurology, gastrointestinal, urogenital, and rheumatological. Medical tests associated with the diagnosis of these conditions and common medical treatments including medications are also covered. This model emphasizes secondary and tertiary prevention principles associated with disorders. Diagnostic imaging and pharmacology principles are covered and then applied throughout the curriculum’s clinical science track. Laboratory physical examination practice includes techniques to screen for neurological and vascular compromise, fractures, abnormal skin lesions and masses/lumps.

SEMESTER 4 (SUMMER)

PT 701 Clinical Internship II (Wenker) 4 credits
PT 701, a four-week internship, allows students to gain experience working with patients and progress them through exercises/interventions with increased independence. Learning experiences occur in a clinical setting under the guidance of a Clinical Instructor (CI). Students’ ability to perform physical therapy examinations on impairments and restrictions in body function and activities, as well as the students’ evaluations, interventions and outcomes are assessed by the CI through evaluative tools such as the Clinical Evaluation Tool.

PT 521 Physical Agents (Sesto/Nelson) 2 credits
PT 521 is designed to introduce and develop the requisite knowledge, values, and psychomotor skills necessary for physical therapy students to appropriately use and apply physical agents in physical therapy. The course focuses on the scientific rationale for, and clinical application of, thermal, mechanical, and electromagnetic physical agents. Systemic and local responses to injury, neurophysiology of pain, high muscle tone, and orthopedic motion restrictions are covered. Instruction in delegation to, and supervision of, the PTA and other health care providers in the safe use of physical agents are also provided. Experiential learning is emphasized in a lab environment with activities that include introduction to, and appropriate application of, various physical agents; assessment of safety during selection and use of physical agents; clinical decision-making through use of case studies; and skill checks and practical examinations.

PT 675 Orthotics: Application in Physical Therapy Practice (Hallisy/Nelson) 2 credits
PT 675 is designed to provide the physical therapy student with cognitive, affective and psychomotor skills for efficacious examination/evaluation and treatment of patients with conditions requiring orthotic, protective and supportive devices. Specific orthotic topics include: materials technology; biomechanics of orthoses; orthotic design and fabrication principles; lower limb orthoses; spinal orthoses; upper limb orthoses; and wheelchair seating and propulsion. This course provides the foundation for clinical applications in the musculoskeletal and neuromuscular clinical tracts. An experiential, adult-learning model is emphasized in labs through interactive, collegial discussion, using demonstration, guided practice, and modeling; collaboration and role-playing; individual and group skill checks; written assignments (paper patient cases) with emphasis on clinical decision-making; documentation based on patient cases; videotaped subjective interview with self and peer assessment; and written and practical examinations. Hands-on learning stations for upper limb, lower limb, and spinal orthoses involve case applications and fabrication demonstration, along with role-playing and clinical decision-making via patient cases for clients with neuromuscular and musculoskeletal conditions requiring orthoses.

PT 668 Health Promotion and Wellness (Hallisy) 2 credits
PT 668 is designed to provide the third-year physical therapy student with a multidimensional exploration of wellness, including physical, psychological, spiritual, social, emotional, intellectual and vocational aspects. Additional themes include the physical therapist’s role in primary, secondary and tertiary prevention, health promotion of wellness/fitness, individual and community screening activities for wellness/fitness, and safety and environmental
considerations for health and wellness. Finally, instructional design and business management skills are discussed for implementation of health promotion practice in physical therapy. Activities include lectures and guest lectures, small group discussions, student-facilitated activities (clinical practice strategy presentations), group wellness sessions (lab activities), written assignments (personal health philosophy paper, passion health promotion tri-fold), peer review activities (tri-fold critiques), an on-line blackboard discussions on wellness topic, a class wellness project (researched-based activity designed to create class wellness poster), and written examinations (on-line quizzes and written final).

SEMESTER 5 (FALL)

PT 523 Cardiovascular and Pulmonary Aspects of Physical Therapy (Brickson/Carlson) 3 credits
PT 523 focuses on methods used by physical therapists in the prevention and treatment of cardiovascular and pulmonary disease, building on the concepts of cardiovascular and pulmonary physiology and skills in patient assessment obtained in PT 627: Clinical Decision-Making: Tissue Mechanics and Adaptations. In addition, this course covers the impact of cardiopulmonary dysfunction on physical therapy treatment of individuals with other diagnoses, and incorporates principles of screening for cardiovascular and pulmonary disease in patients who seek physical therapy treatment for musculoskeletal problems. Students participate in interviews with heart and lung transplant patients; perform EKG stress testing and chest physical therapy; listen to heart and lung sounds; gain hands-on experience in the pulmonary function testing laboratory at the UW Hospital; learn to understand ventilation with a pig lung demonstration; and practice lymphedema wrapping techniques.

PT 541 Issues of Culture and Diversity in Health Care (J. Boissonnault) 1 credit
PT 541 is designed to assist with professional attitudes, beliefs and behaviors of the second-year physical therapy student relevant to the practice of physical therapy. Course content includes, but is not limited to, exploring constructs of cultural competency; various cultures’ beliefs and practices related to health, wellness, illness and rehabilitation; impact of diversity issues such as socioeconomic status, sexual preference, disability, educational level, ethnicity and race on health care; and the culture of medicine. Each student will be encouraged to explore his/her own culture and diversity to enhance the journey toward provision of culturally sensitive health care for clients of all backgrounds and beliefs. This course will continue to prepare the student professionally and emotionally for clinical practice. Students complete Harvard IAT’s on line in the areas of race and disability to demonstrate to themselves their areas of bias. These assessments are followed by a videoconference with Howard University PT students. This course has many guest speakers who create an authentic voice in speaking about their particular diversity issues.

PT 635 Motor Control Dysfunction: Examination, Diagnosis, and Management I (Patterson/Dewane) 5 credits
PT 635 emphasizes the application of motor control and motor learning principles to the examination, diagnosis, and management of people with movement disorders stemming from central nervous system pathology. There is special emphasis on examination, clinical decision-making, and neurological interventions across the lifespan. A wide variety of lab experiences include assessment labs with children (healthy baby lab, gait lab); tone assessment lab at Central Wisconsin Center; treatment labs with children with Cerebral Palsy; functional training labs for children and adults with motor control dysfunction; and technique instruction and practice with case based examples. Examinations related to labs include several skill checks, a practical, and a pediatric experience where students go into the community to see a child twice (examination and implementation of a treatment plan).
PT 641 Current Issues in Rehabilitation Research I (J. Boissonnault) 1 credit
PT 641 is organized as a seminar with students leading an in-depth discussion of a peer-reviewed report on a topic of relevance to physical therapy practice or theory. Focus is placed on the application of fundamental issues of research design previously presented in PT 640: Scientific Inquiry in Physical Therapy. In addition, theory and clinical implications that underlie the published work is discussed in a collegial fashion.

PT 676 Musculoskeletal Dysfunction: Examination, Diagnosis, & Management I (Hallisy/Thein-Nissenbaum) 5 credits
PT 676 is designed to provide the physical therapy student with the cognitive, affective, and psychomotor knowledge for effective examination, evaluation, diagnosis and management of patients/clients of all ages with various musculoskeletal dysfunctions related specifically to the spine, pelvis, sacrum and TMJ (e.g., axial skeleton). Laboratory and other practical experiences involve an experiential, adult-learning model with interactive, collegial discussion using demonstration, guided practice and modeling; collaboration and role-playing; individual and group skill checks; written assignments (paper patient cases) with emphasis on clinical decision-making; documentation based on patient cases; a videotaped subjective interview with self and peer assessment; and written and practical examinations.

SEMESTER 6 (SPRING)

PT 512 Principles of Professional Practice and Administration (Steinkamp) 3 credits
PT 512 is designed to introduce students from multiple disciplines to the fundamental characteristics of health care systems; the organization, financing, and delivery of services in the U.S. health care system; the role of prevention and other non-medical factors in population health outcomes; key management and policy issues in contemporary health systems; and the process of public policy development and its impact on the prospects for health system improvement. In addition, physical therapy students will learn about principles of health care business, management and leadership as they relate to physical therapy practice.

PT 542 Medical Ethics, Jurisprudence, and Health Care Regulations (J. Boissonnault) 1 credit
PT 542 is designed to continue to foster the development of professional attitudes, beliefs and behaviors in the second-year student physical therapist relevant to the practice of physical therapy. Course content includes, but is not limited to, principles of medical ethics; divisions of law and legal issues in physical therapy; risk management strategies and issues of liability; domestic violence, harassment and discrimination; HIPAA and patient confidentiality; and health-care regulations (JCAHO, CARF, Medicare, Medical Assistance, IDEA, ADA). Students utilize paper cases to analyze much of the ethics material; a videotaped small group ethics case analysis completes this section of the course.

PT 636 Motor Control Dysfunction: Examination, Diagnosis, and Management II (Dewane/Patterson) 5 credits
This course is a continuation of PT 635. Application of motor control and motor learning principles to the examination, diagnosis, and management of people with movement disorders from spinal cord injuries, peripheral nervous system dysfunction and progressive disorders of the central nervous system will be discussed. A wide range of lab experiences include working with patients with spinal cord injuries; working with the stroke support group at Meriter Hospital to examine and up-grade home exercise programs; an augmented communication and assistive technology lab; a casting lab; vestibular rehabilitation and use of technology; and technique instruction and practice with case-based examples. There are several skill checks and two practical examinations in this course.
PT 643 Current Issues in Rehabilitation Research II (J. Boissonnault) 1 credit
PT 643 is a continuation of PT 641 and is organized as a seminar with students leading an in-depth discussion of a peer-reviewed report on a topic of relevance to physical therapy practice or theory. Focus is placed on the application of fundamental issues of research design previously presented in PT 640: Scientific Inquiry in Physical Therapy. In addition, theory and clinical implications that underlie the published work is discussed in a collegial fashion.

PT 677 Musculoskeletal Dysfunction: Examination, Diagnosis, & Management II (Thein-Nissenbaum/Hallisy) 5 credits
PT 677 is designed to provide the physical therapy student with the cognitive, affective, and psychomotor knowledge for effective examination, evaluation, diagnosis and management of patients/clients of all ages with various musculoskeletal dysfunctions related specifically to the extremities (e.g., lower leg/ankle/foot, knee, hip, shoulder, elbow, wrist and hand). Specialty topics related to arthritis and in-patient orthopedics, ergonomics and lifespan issues will also be discussed. Laboratory and other practical experiences include, but are not limited to, individual and group skill checks; videotaped subjective interview and upper quarter examination with self and peer assessment; literature review on evidenced-based interventions for peripheral joint dysfunctions; and written and practical examinations.

SEMESTER 7 (SUMMER)

PT 543 Professional Practice Issues in Physical Therapy (J. Boissonnault) 1 credit
PT 543 is designed to address professional practice issues for the third-year physical therapy student relevant to his/her upcoming clinical practice of physical therapy. Course content includes, but is not limited to, time management in the clinic, use of support personnel, management of stress and burn-out, resume writing, interviewing strategies, preparation for licensure, assertiveness skills for clinical practice, continued discussion on “what is a doctor?”, use of interpreters, and discussion of current issues in health care and physical therapy. Students explore niche practices in the community via fieldtrips, prepare a resume for submission, and have an opportunity to explore interviewing strategies with a panel of faculty and guests who have experience in hiring staff. Students also prepare for their final four internships during this course.

PT 600 Service Learning Seminar in Physical Therapy (J. Boissonnault) 1 credit
PT 600 is designed to provide the physical therapy student with experience in designing, implementing, and evaluating a pro bono service experience in health care/health promotion. Students work in groups of four on a project that meets a health care/promotion need of a community partner identified collaboratively by the course instructor, students and the community. Service learning projects occur over the course of fall and spring semester their second year, and culminate in completion of the projects and group presentations during the following summer semester. This course is cross-listed through the University of Wisconsin Morgridge Center for Public Service. Four to eight students, accompanied by two to three faculty, typically travel to Punta Gorda, Belize to complete their service-learning projects.

PT 667 Clinical Case Conference (W. Boissonnault) 1 credit
PT 667 involves small student groups developing patient case reports for class presentation and discussion. Cases integrate previous didactic knowledge and clinical education experiences prior to students’ final clinical internships.

PT 678 Physical Therapy Management of Integument Conditions (Hallisy) 2 credits
PT 678 is designed to provide the third-year physical therapy student with the cognitive, affective and psychomotor skills for efficacious examination/evaluation and treatment of specific integument system
conditions. Course topics include the management of patients/clients with wounds, burn, frostbite, insensate and or disease integument; and congenital and/or acquired amputation and its subsequent prosthetic management. Lab activities consist of Unna boot application; wound management and sharp’s debridement using pigs’ feet; donning/doffing sterile garments and working in a sterile field; case simulation for clients with various arterial, venous and diabetic wounds, including prevention and therapeutic interventions; case simulation for clients with burns/frostbite—positioning, respiratory care, inpatient therapeutic interventions and long-term management skills for outpatient PT. In addition, positioning, pain management strategies, desensitization programs, range of motion, stretching, strengthening, transfer training, gait training, and long-term management skills for inpatient and outpatient amputee management will be addressed. There will also be an opportunity for working with clients with amputation.

**PT 702-705 Clinical Internships (Semesters 7, 8, 9 – Summer, Fall, Spring) 8 credits each**
The four eight-week final clinical internships occur in clinical settings under the guidance of Clinical Instructors (CIs). The student’s ability to perform physical therapy examinations on impairments and functional limitations, as well as the student’s evaluations, interventions and outcomes are assessed by the CI through evaluative tools such as the Clinical Performance Instrument (CPI).

**PT 601 Physical Therapy Externship (Wenker) 1 credit**
PT 601 consists of eight hours of observational experiences during which the physical therapy intern shadows a combination of non-PT health care providers. The intern can spend more time with two professionals or less time with multiple professionals. Interns journal their experiences through threaded discussions on Learn@UW. Threaded discussions match the internship dates in which students are currently enrolled (PT 702, 703, 704, or 705). Prior to attending the shadowing experience, the physical therapy intern is required to review the health care provider’s background, including such information as educational requirements and practice act.

**Optional During Any Semester**

**PT 799 Independent Study (1-3 credits)**
In this course, the student will work with a Doctor of Physical Therapy Program faculty member on a project of interest.

**PT 642 Research Practicum (1-3 credits)**
In this course, the student will receive in-depth training in various aspects of research (e.g., literature review, understanding of study methodology, data collection, data reduction and analysis). Students will work with a researcher in the DPT Program, on campus, or at a nearby clinic and will participate in an on-going project for the semester. The specific experience of the student will depend upon the focus and needs of individual research mentors.
CLINICAL PLACEMENTS

In addition to the successful completion of all didactic courses, the Physical Therapy Program requires the successful completion of mandatory clinical placements. Clinical internships draw upon different skills and sensitivities than those commanded in the classroom; therefore, each type of experience must be evaluated separately and students must reach “entry level” at the completion of each final internship (four 8-week internships). The ACCE, in collaboration with the student’s Clinical Instructor, is responsible for assigning the final grade.

Following the fall semester of the first year, in early January, the student will complete a full-time two-week clinical practicum. At the end of the spring semester of the first year, the student will complete a full-time four-week clinical placement. The Physical Therapy student will return to the clinic for their final internships starting the summer of 2012. The student will complete one eight-week internship in the summer, one eight-week internship in the fall of 2012, and two eight-week internships starting the spring semester of 2013. Students will have the opportunity to indicate their preference of where they would like to complete their internships. The selection process for the 2011 internships will occur in July 2010, and selection for the four final internships will begin in 2011. We cannot guarantee that the student will be given his/her first choice due to the large number of students involved, the high demands placed on the clinical sites by the large number of physical therapy programs, and the continuously changing nature of the health care industry. Each student can anticipate completion of at least one, if not more, of their clinical internships out-of-state or out of the immediate Madison area. This is necessary to fulfill the requirements of experiencing an internship in an acute environment, outpatient orthopedic environment, and a neurological environment.

All travel, lodging and meal expenses associated with clinical internships are the student's responsibility. Financial aid is limited; contact Student Financial Services for details. Due to the rigorous demands of these clinical experiences, students are strongly encouraged NOT to seek additional employment while participating in any of the formal clinical placements.

Successful completion of clinical placements, the clinical practicum and didactic courses prior to the beginning of the final clinical internships is required for graduation.

During the clinical internships, the student is responsible for:

a) reviewing and completing any special requests set forth by the faculty.

b) following the administrative policies, standards, and practices of the facility.

c) providing the necessary and appropriate uniforms required by the facility.

d) providing his/her own transportation and living arrangements when not provided by the facility.

e) reporting to the facility on time and following all established regulations during the regularly scheduled operating hours of the facility.

f) maintaining his/her own health records, and providing his/her own health insurance coverage and documentation as required by the facility.

g) conforming to the standards and practices established by the Program while training at the facility.

h) granting the facility a 30-day review prior to publishing any material relating to the clinical education placement.

All patient/client records are the property of clinical facilities as part of the clinical experiences; as such, these records are not kept within the Program.

Clinical education materials are shared with students by the ACCE and can be found at http://www.orthorehab.wisc.edu/physical-therapy/academic/clinical_education.shtml. Please see pages 65-66 for clinical internship health and safety requirements.
Our Place within the University…

ORGANIZATIONAL CHART

Carolyn “Biddy” Martin PhD
Chancellor
University of Wisconsin-Madison

Robert N. Golden, MD
Vice Chancellor for Medical Affairs
Dean, UW School of Medicine & Public Health

Thomas Zdeblick, MD
Chair
Department of Orthopedics and Rehabilitation

Gordon Ridley, MHSA
Senior Associate Dean for Administration and Finance

Lisa Steinkamp, PT, MS, MBA
Program Director
Physical Therapy Program

Byron Crouse, MD
Associate Dean
Academic Affairs

Faculty
Jill Schiff Boissonnault, PT, PhD
William Boissonnault, DPT, DHSc, FAAOMPT
Stacey Brickson, PT, PhD
Colleen Cobey, PT, MS
Judith Dewane, PT, DSC, NCS
Kristine Hallisy, PT, MS, OCS, CMPT, CTI
Bryan Heiderscheit, PT, PhD
Evan Nelson, DPT
Karen Patterson, PT, MS, PCS
Mary Sesto, PT, PhD
Jill Thein-Nissenbaum, MPT, SCS, ATC
Sue Wenker PT, MS, GCS

Academic Staff
Reenie Euhardy, PT, MS, GCS
Admissions Advisor

Classified Staff
Lisa Levy
Program Assistant
Patricia Mecum
Program Assistant

Classified Staff
JoAnn Steinich
Other School of Medicine and Public Health Staff
Our Place within the Profession…

PROGRAM ACCREDITATION

The University of Wisconsin-Madison has had an accredited program in physical therapy since 1929. In the fall of 1996, the last class of undergraduate students was admitted to the Program. The first class of Master of Physical Therapy graduate students in physical therapy was admitted in June 1997.

Beginning in 2007, upon successful completion of the three-year professional program, students have been awarded the Doctor of Physical Therapy degree.

In May 2002, the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association granted Accreditation status for a period of ten years to the UW-Madison Physical Therapy Program. The Program is being re-evaluated by CAPTE in 2010.

Complaints regarding the UW-Madison DPT Program can be sent to the following address:
Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314
accreditation@apta.org
703-706-3245

Program Policy on Accreditation: To foster excellence in the University of Wisconsin-Madison Doctor of Physical Therapy Program through the use of criteria and guidelines for assessing educational effectiveness, encourage improvement through continuous self-study and planning, assure the public of our educational standards, encourage diversity, and protect academic freedom, it is the resolve of the Physical Therapy Program, through the Program Director, to maintain continuous accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation compliance efforts will be demonstrated through: awareness of accreditation evaluative criteria; setting Program direction that supports the criteria; timely submission of required fees; submission of documentation and reports of graduation rates, performance on state licensing examinations, and employment rates; timely notification of expected or unexpected substantive change(s) within the Program and University of Wisconsin-Madison; complying with accreditation criteria within two years of being determined to be out of compliance, including working with the institution to regain compliance; handling complaints and maintaining records of complaints about the Program.
PROFESSIONAL ORGANIZATIONS

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)
The American Physical Therapy Association (APTA) is the professional organization that represents physical therapists, physical therapist assistants, and the profession's students. All students are strongly encouraged to join the APTA and become involved in professional activities. Applications are available on line.
APTA Contact Information: 1111 North Fairfax Street
Alexandria, VA 22314-1488
800-999-2782
APTA Website: http://www.apta.org

WISCONSIN PHYSICAL THERAPY ASSOCIATION (WPTA)
The Wisconsin Physical Therapy Association is a Chapter of the APTA. Madison is in the Southwest District of the WPTA. The WPTA serves to represent Wisconsin at the national level and keeps physical therapists in the state informed of pertinent legislative issues. It is also the body that represents the physical therapy profession at the state level. When students join the APTA, they automatically join the state chapter. You will be notified of, and are strongly encouraged to attend, SW District meetings and WPTA functions. Students will have opportunities to attend programming free of charge in exchange for volunteer hours.
WPTA Contact Information: 3510 E. Washington Ave.
Madison, WI 53704
608-221-9191
WPTA Website: http://www.wpta.org

PHI THETA
Phi Theta is the physical therapy student organization at the University of Wisconsin-Madison. All students are encouraged to join and participate in Phi Theta. Phi Theta performs service, social and fundraising activities. Outreach activities assist others in learning about physical therapy, wellness, and prevention. Fundraisers include annual clothing and Bucky Book sales, a Bucky Race, working at UW Men’s basketball concession stands, and massage days. Phi Theta has a number of social events each year. Traditionally, Phi Theta hosts parties for new and returning students. Phi Theta also sponsors a Big Brother/Big Sister Program where second-year students help to orient first-year students to the Program. Phi Theta elects officers who serve organizational and communication roles within the group and between the students and the faculty. Officers for 2010-2011 are:
   President: Emily Pilger, pilger@wisc.edu
   Vice President: Melissa Fischer, mmfischer2@wisc.edu
   Secretary: Susan Rowntree, rowntree@wisc.edu
   Treasurer: Allysia Borski, anborski@wisc.edu
   Public Relations: Jen Werwie, werwie@wisc.edu

MEDiC is an interdisciplinary organization where students and faculty clinicians provide primary health care services and education to underserved individuals and families in the Madison area at six clinics. PT students are required to participate in these clinics each semester.
   Main Coordinator: Lauren Deyoe
   ARC/Michele Tracy Coordinators: Megan Wiley
   Salvation Army/Grace coordinators: Nicole Allen, Sara Spelbring
   Southside Coordinators: Jen Werwie, Andrea Reed, Hannah Biere
   Supplies/Data Tracking: Jeff Bayers
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>APTA Section Memberships</th>
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</table>
| Bill Boissonnault              | Education  
Orthopedics  
Research                                           |
| Jill Boissonnault              | Education  
Health Policy & Administration  
Women’s Health                                      |
| Stacey Brickson                | Cardiovascular and Pulmonary                                 |
| Colleen Cobey                  | Orthopedics                                                  |
| Judy Dewane                    | Neurology  
Pediatrics  
Geriatrics                                                   |
| Reenie Euhardy                 | Education  
Geriatrics  
Federal Physical Therapy                                  |
| Kristi Hallisy                 | Education  
Orthopedics  
Sports  
Research                                                   |
| Bryan Heiderscheit             | Research  
Sports                                                       |
| Evan Nelson                    | Orthopedics  
Sports                                                       |
| Karen Patterson                | Pediatrics  
Education                                                    |
| Mary Sesto                     | Orthopedics  
Oncology  
Research                                                    |
| Lisa Steinkamp                 | Education  
Health Policy & Administration                                |
| Jill Thein-Nissenbaum          | Aquatics  
Sports                                                       |
| Sue Wenker                     | Education  
Geriatrics  
Health Policy and Administration                              |
Our People...

Class of 2013 Student Roster

Ryan Adams          Justin Palumbo
Miranda Beck        Michelle Parsons
Kelly Buckett       Sarah Polenska
Janelle Burnham     Sandi Ritchey
Joseph Collins      Krista Ryan
Nicole Daehn        Ryan Schouweiler
Carrie DeNiel       Riley Schreiner
Taylor Devalk       Cayla Schroeder
Devri Fisher        Kyle Schumacher
Susan Frikken       Ashton Sczygelski
William Hartmann    Stephanie Smith
Kelli Holmes        Kelsey Steinhorst
Kristin Johnson     Amanda Stinson
Shelby Johnson      Andrew Taylor
Minhwan Kim         Grace Trabulsi
Lauren Koth         Dallas White
Kimberly Knerzer    Kevin Wipperman
David Lippi-Guerron Danielle Yanke
Kristen O’Malley    Mark Yee
Sara Ossanna        Jin Zhang
FACULTY AND STAFF

(See the Program website at [http://www.orthorehab.wisc.edu/pt](http://www.orthorehab.wisc.edu/pt) for a photo of each faculty and staff member.)

**FACULTY**

<table>
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<tr>
<th>Name</th>
<th>Contact Information</th>
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<tr>
<td><strong>EDWARD BERSU, PhD</strong></td>
<td>323 Bardeen-Medical Sciences Center 608/262-3476 <a href="mailto:etbersu@facstaff.wisc.edu">etbersu@facstaff.wisc.edu</a></td>
<td>Dr. Bersu received his BA from the University of Minnesota-Duluth (1968), and his PhD in Anatomy from the University of Wisconsin-Madison. He has been teaching Human Anatomy at the UW-Madison since 1976. Dr. Bersu's research interests involve studies of a mouse model for Down's Syndrome. He teaches Anatomy 622. Dr. Bersu received a Dean’s Teaching Award in 1999.</td>
</tr>
<tr>
<td><strong>JILL SCHIFF BOISSONNAULT, PT, PhD</strong></td>
<td>4190 Medical Sciences Center 608/265-4682 <a href="mailto:boissj@pt.wisc.edu">boissj@pt.wisc.edu</a></td>
<td>Dr. J. Boissonnault received her B.S. in Physical Therapy from the University of Illinois in 1976, her Masters in Orthopedic Physical Therapy from Northwestern University in 1986, and her PhD from the University of Wisconsin, Madison, in Curriculum and Instruction with a minor in Women’s Studies in 2003. She was Treasurer of the OB/GYN Section (Now the Section on Women’s Health) of the APTA from 1983-1989 and Vice President from 1995-1999. Jill was awarded the Section’s service award, the Elizabeth Noble Award, in 2000 and in 2006, the WI PT Association Mentor of the year award and the American PT association’s Lucy Blair Service Award. She is immediate past President and Founder of the International Organization of Physical Therapists in Women’s Health, a sub-group of the World Confederation of Physical Therapy. She has authored numerous professional articles and textbook chapters and consults in the area of woman’s health PT. Dr. Boissonnault teaches PT 538, PT 539, PT 540, PT 541, 542, 543(Seminars in Professional Issues I – VI), PT 600 Service Learning, Co-teaches PT 501 (palpatory anatomy), and coordinates seminars in ethics to meet licensure requirements on behalf of the program to give back to clinics that accept UW-Madison PT students on clinical internships.</td>
</tr>
<tr>
<td>WILLIAM BOISSONNAULT, DPT, DHSc, FAAOMPT</td>
<td>Dr. W. Boissonnault received his Bachelor of Science degree from the University of Wisconsin-Madison in 1977, his Master of Science degree in 1982 and Doctor of Health Sciences degree in 1999 from the University of St. Augustine for Health Sciences, and the t-DPT from Massachusetts General Hospital's Institute of Health Professions-2008. Dr. Boissonnault is currently Associate Professor of the UW-Madison PT Program. He has edited three textbooks and has had several articles published on the topics of differential diagnosis and joint manipulation. He has received the following awards: University of Wisconsin Dean’s Teaching Award; APTA's Helen J. Hislop Contribution to Professional Literature-2008 and Baethke/Carlin Excellence in Academic Teaching-2005 awards; APTA's John H.P. Maley Lectureship Award-2000; Charles Magistro Service Award-Foundation for Physical Therapy-2001; Paris Distinguished Service Award, Orthopedic Section, APTA-2004; Clinic Excellence Award, Wisconsin Physical Therapy Association-1998. He served as the President of the Orthopedic Section of the APTA from 1995 to 2001, and is currently President of the Foundation for Physical Therapy...He teaches PT 664 and 665: the Clinical Medicine series, and PT 667 Clinical Case Conference.</td>
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<tr>
<th>STACEY BRICKSON, PhD, PT, ATC, CSCS</th>
<th>Dr. Brickson received a Bachelor of Science degree in Physical Therapy from the University of Wisconsin-Madison. She was employed by the University of Wisconsin Sports Medicine Center for several years before returning to graduate school. She earned her PhD from the UW-Madison in Exercise Physiology with a research focus on skeletal muscle injury. Dr. Brickson received several years of post-doctoral training including a fellowship in the UW Cardiovascular Research Center followed by 18 months in the spinal and biologics industry. She is also a Certified Athletic Trainer through the National Athletic Trainer's Association (ATC) and Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association. Dr. Brickson teaches PT 534: Foundations of PT Intervention, PT 627: Tissue Mechanics and Adaptations, PT 523: Cardiovascular and Pulmonary Aspects of PT. Her current research interests are muscle, tendon and ligament healing in conjunction with the Vanderby Orthopedic Connective Tissue Lab.</th>
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<tr>
<td>4170 Medical Sciences Center or 5053 Wisconsin Institute for Medical Research</td>
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<td>608/265-0487</td>
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<td><a href="mailto:brickson@pt.wisc.edu">brickson@pt.wisc.edu</a></td>
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| **COLLEEN COBEY, PT**  
| 4185 Medical Sciences Center  
| 608/263-7131  
| cobey@pt.wisc.edu | Ms. Cobey received her bachelor of science degree from Ohio University in 1988, her certificate in manual therapy from Kaiser Permanente in 1992, and her masters in exercise physiology from Ohio University in 2006. She is a Fellow in the American Academy of Orthopedic Manual Physical Therapists since 2006. Her main clinical focus is in outpatient physical therapy, and she has worked in numerous settings. Prior to arriving in Madison, she was the orthopedic lab instructor at Ohio University, teaching the lab portion of various orthopedic classes. She has also instructed in several continuing education courses, mainly focusing on manual therapy interventions for the spine. Here at the University of Wisconsin, she splits her clinical time between an outpatient clinic and student health services. Her teaching responsibilities occur in the summer in PT 501. She has received the outstanding alumni award from Ohio university's college of health and human services. |
| **JUDITH DEWANE, DSC, PT, NCS**  
| 4176 Medical Sciences Center  
| 608/263-0404  
<p>| <a href="mailto:dewane@pt.wisc.edu">dewane@pt.wisc.edu</a> | Dr. Dewane received a Bachelor of Science degree in Physical Therapy from Marquette University, a Master’s of Health Science in Neurologic PT from the University of Indianapolis, and she is a doctorate in advanced neurology from Rocky Mountain University of Health Professionals. She has completed the Herdman Vestibular Competency course. Dr. Dewane’s past clinical experience includes serving as a physical therapist and neurologic clinical leader at Curative Rehabilitation Services. Her clinical interest areas include vestibular rehabilitation, balance retraining, and motor learning. She co-teaches PT 628: Clinical Decision Making: Neuromuscular Mechanics and Control, PT 635: Motor Control Dysfunction: Examination, Diagnosis, and Management I, and PT 636: Motor Control Dysfunction: Examination, Diagnosis, and Management II. Ms. Dewane has a joint appointment with the Department of Rehabilitation Medicine at the University of Wisconsin Hospital and Clinics, where she is involved in patient care and professional development of the physical therapy staff. |</p>
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<tr>
<td>KRISTI HALLISY, PT, MS, OCS, CMPT</td>
<td>4180 Medical Sciences Center</td>
<td>608/263-6744</td>
<td><a href="mailto:hallisy@pt.wisc.edu">hallisy@pt.wisc.edu</a></td>
<td>Kristi Hallisy received her Bachelor of Science degree in Physical Therapy from the University of Wisconsin-Madison (1984) and a Master's of Science in Kinesiology from the University of Michigan-Ann Arbor (1992). Currently, she is a doctoral student at Andrews University in Berrien Springs, MI (emphasis in manual therapy and Tai Chi). She is an American Board of Physical Therapy Specialties certified specialist in Orthopaedics (OCS), certified manual therapist (CMPT) and certified Tai Chi Fundamentals Instructor (CTI). Ms. Hallisy’s teaching responsibilities include Musculoskeletal Dysfunction: Examination, Evaluation and Management I (PT 676) and II (PT 677), Physical Therapy Management of Integument Conditions (PT675) and Health Promotion and Wellness (PT 668). Her clinical appointment includes patient care and professional staff development at the UW-Health Princeton Club East PT clinic. Ms. Hallisy also serves as a faculty member and is on the curriculum committee for the Post-Professional Orthopedic Clinical Residency Program offered at the UW-Health and Meriter hospitals. Other professional service activities include the Wisconsin Physical Therapy Association Conference Committee and AfterSport Consulting and advising for the University of Wisconsin Athletic Department.</td>
</tr>
<tr>
<td>JOHN K. HARTING, PhD</td>
<td>1290B Medical Sciences Center</td>
<td>608/262-4410</td>
<td><a href="mailto:jharting@facstaff.wisc.edu">jharting@facstaff.wisc.edu</a></td>
<td>John K. Harting received his Ph.D. from Ohio State University and completed postdoctoral fellowships at Columbia, Duke, and the University of Wisconsin. He joined the Anatomy Department faculty at the U.W. in 1973 and has been the chair for the last 24 years. His research is related to the organization of central visual pathways and he has been the director/course chair of the seven credit Medical Neuroscience course for over 30 years.</td>
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<td><strong>BRYAN HEIDERSCHEIT, PT, PhD</strong></td>
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<td>Dr. Heiderscheit received his Bachelor of Science degree in Physical Therapy from the University of Wisconsin-La Crosse and a Master of Science and PhD in Biomechanics from the University of Massachusetts. He is an Associate Professor within the Doctor of Physical Therapy Program and Department of Biomedical Engineering. He is co-director of the UW Neuromuscular Biomechanics Laboratory and director of the Runners’ Clinic through the UW Sports Medicine Center. His research is aimed at understanding and enhancing movement coordination as it relates to injury and aging, with recent projects focused on the mechanisms of hamstring strain injuries and running-related injuries. Dr. Heiderscheit is an active member of the American Physical Therapy Association, American Society of Biomechanics and UW Institute on Aging. He is an Associate Editor of the <em>Journal of Orthopaedic and Sports Physical Therapy</em>. Dr. Heiderscheit teaches PT 627: Clinical Decision Making: Tissue Mechanics and Adaptations and PT 628: Clinical Decision Making: Neuromuscular Mechanics and Control.</td>
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<tr>
<th><strong>EVAN O. NELSON, PT, DPT</strong></th>
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<tr>
<td>4195 Medical Sciences Center</td>
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<td>608/263-4434</td>
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<td><a href="mailto:nelson3@pt.wisc.edu">nelson3@pt.wisc.edu</a></td>
</tr>
<tr>
<td>Dr. Nelson earned a Bachelor of Arts degree from Luther College in 2004 and a Doctor of Physical Therapy from Duke University in 2007. His practice experience includes treating individuals with orthopedic conditions of the spine and extremities using individualized manual therapies. He received specialized training in manual therapy treatments and vestibular rehabilitation. Dr. Nelson is currently a Faculty Associate of the UW-Madison DPT Program. He is a recipient of the 2007 APTA Mary McMillan Scholarship, 2007 Duke University Outstanding PT Student Award, and 2010 WPTA Rookie of the Year. He is an active member of the APTA, WPTA, and APTA Orthopedic and Sports Sections.</td>
</tr>
<tr>
<td>KAREN PATTERSON, PT, MA, MS, PCS</td>
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<tr>
<td>4173 Medical Sciences Center</td>
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<tr>
<td>608/263-6743</td>
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<tr>
<td><a href="mailto:pattersonk@pt.wisc.edu">pattersonk@pt.wisc.edu</a></td>
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| MARY SESTO, PT, PhD | Dr. Sesto received a Bachelor of Science degree in Physical Therapy and a Master of Science degree and PhD in Industrial Engineering from the University of Wisconsin. She is an Assistant Professor in the Department of Orthopedics and Rehabilitation at the University of Wisconsin and she holds affiliate appointments in the Departments of Biomedical Engineering and Industrial and Systems Engineering. She is also the Director of Research at the Trace Center. Dr. Sesto is a clinical research scholar with the Institute for Clinical and Translational Research. Her research interests include quantification of upper extremity function and improving accessibility and usability of technology and telecommunications devices. Dr. Sesto co-instructs PT 521: Physical Agents, PT 628: Clinical Decision Making: Neuromuscular Mechanics and Control, and PT 640: Scientific Inquiry in Physical Therapy. |
| 4176 Medical Sciences Center |  |
| 608/265-9601 |  |
| sesto@pt.wisc.edu |  |
| **LISA STEINKAMP, PT, MS, MBA** | Ms. Steinkamp received a Bachelor of Arts degree in Human Biology from Stanford University, a Master of Science degree in Physical Therapy from Columbia University, and an Executive MBA degree from the University of Wisconsin-Madison. Prior to moving to Madison in 1993, she was owner and director of Functional Rehabilitation and Sports Therapy (FRST Clinic) in Palo Alto, California, where her clinical specialty was the treatment of tibiofemoral and patellofemoral degenerative joint disease. Ms. Steinkamp is the director of the Program. She teaches PT 512: Principles of Professional Practice and Administration and PHS 650 Health Systems, Management and Policy. She is the recipient of the 2005 Wisconsin Alumni Association Award for Excellence in Leadership. Ms. Steinkamp is also currently working on her doctorate, here at UW-Madison, in Education Leadership and Policy Analysis. |
| 5175 Medical Sciences Center |  |
| 608/263-9427 |  |
| steinkamp@pt.wisc.edu |  |

| **JILL THEIN-NISSENBAUM, MPT, ATC, SCS** | Dr. Thein-Nissenbaum earned a Bachelor of Science degree from Iowa State University and a Master’s degree in Physical Therapy from the University of Iowa. She was awarded her doctoral degree from Rocky Mountain University of Health Professions in 2010. She was employed by the University of Wisconsin Hospital and Clinics Physical Therapy Department and Sports Medicine Center prior to joining the Program. Dr. Thein-Nissenbaum co-teaches two courses: PT 676 and PT 677: Musculoskeletal Dysfunction: Examination, Diagnosis and Management I and II. She is a Sports Certified Specialist through the American Board of Physical Therapy Specialists (SCS), and also a Certified Athletic Trainer through the National Athletic Trainer’s Association (ATC). She has authored numerous articles and textbook chapters and given numerous professional presentations in the area of aquatics, the female athlete, the female ACL and patellofemoral pain. |
| 5195 Medical Sciences Center |  |
| 608/263-6354 |  |
| thein@pt.wisc.edu |  |

| **SUE WENKER, PT, MS, GCS, ACCE** | Ms. Wenker earned a Bachelor of Science degree from the University of Wisconsin-LaCrosse and a Master’s degree in Continuing and Vocational Education from the UW-Madison. She is also a Board Certified Geriatric Specialist as recognized by the American Physical Therapy Association (APTA). Ms. Wenker is the Academic Coordinator of Clinical Education (PT 700-705) and coordinates PT 601 (Physical Therapy Externships). She is the Treasurer of the Wisconsin Clinical Education Consortium. Most recently, Ms. Wenker completed the Train-the-Trainer course and is now able to offer the APTA Credentialing Clinical Instructor Program to clinicians. She will begin her doctoral work at the UW-Madison in the department of Educational Leadership and Policy Analysis this summer. |
| 5170 Medical Sciences Center |  |
| 608/265-8619 |  |
| wenker@pt.wisc.edu |  |
### ACADEMIC STAFF

**MAUREEN (REENIE) EUHARDY, PT, MS, GCS**  
4215 Medical Sciences Center  
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Ms. Euhardy is the Program Advisor. She advises students interested in physical therapy and manages the admissions process. Her Bachelor’s degree is in Physical Therapy and her Master’s degree is in Therapeutic Science from the University of Wisconsin-Madison. She is a certified clinical specialist in Geriatrics and has over twenty years of experience treating geriatric patients at the William S. Middleton Memorial Veterans Administration Hospital. Ms. Euhardy continues to treat patients as part of the Middletown Memorial V.A. Hospital Home Care Program part-time. In 1999 she received the Wisconsin Physical Therapy Association’s Clinical Excellence Award and in 2006 received the American Physical Therapy Association Geriatric Section Clinical Excellence award.

### CLASSIFIED STAFF

**LISA LEVY**  
4215 Medical Sciences Center  
608/265-9388  
levy@pt.wisc.edu

Ms. Levy is the Program Assistant to the Program Admissions Advisor. She assists the Advisor with recruitment activities and the application and admission processes. She coordinates special events and assists with special projects for the entire Program.

**PATRICIA MECUM**  
5185 Medical Sciences Center  
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mecum@pt.wisc.edu

Ms. Mecum is the Program Assistant to the Physical Therapy Program Director, and Program Assistant to other faculty in the Physical Therapy Program. In addition to her regular secretarial duties, she provides students with general information, keeps Program records, provides computer support, does the purchasing, assigns classrooms, takes care of audio-visual equipment, and is the general operations manager.

### “Collateral” Faculty

UW-Madison Faculty Policies and Procedures defines “collateral” faculty as a subgroup of the Academic Staff having instructional responsibilities. It includes lecturers and persons with a ranked faculty title qualified by modifiers such as “visiting,” “adjunct,” or “clinical.” The Program recommends to the Department of Orthopedics and Rehabilitation those individuals it wishes to be appointed as associated faculty. They serve in the Program primarily as the role of guest lecturers who are invited to share their expertise on specific topics with students and faculty. Students evaluate associated faculty. This feedback is then reviewed with the associated faculty, discussed amongst course instructors and, if necessary, at curriculum retreats. Core faculty members mentor associated faculty during their teaching responsibilities. The institution assigns no governance rights to “collateral” faculty.
Our Academic Policies…

Minimum Performance
Students admitted to the Doctor of Physical Therapy Program are required to complete the courses required for graduation in sequence and to meet the following criteria:

- Earn a grade of C or better in all courses graded A through F.
- Earn a minimum of 80% on all practical examinations.
- Earn a grade of Credit in all courses graded Credit/No Credit, including all clinical courses.
- Earn a GPA of 3.0 or better each semester.
- Earn a cumulative GPA of 3.0 or better upon completion of the Physical Therapy Program.
- Demonstrate professional behavior as defined by the “Physical Therapy-Specific Generic Abilities” and associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level criteria by the end of the first year, Developing Level criteria by the end of the second year (assessed by core faculty), and Entry Level criteria by the end of the final clinical internships (assessed by Clinical Instructors).

At the end of each semester in the curriculum, the faculty reviews student performance. Students who do not meet the criteria listed above are notified in writing that they will not be allowed to continue in the Program.

The School of Medicine and Public Health also regularly reviews the record of any student who has earned grades of BC or lower, or Incomplete in any course. This review could result in academic probation or in being dropped from the Program.

Grading System
The Program grading scale is as follows: 93-100% = A, 87-92.99% = AB, 80-86.99% = B, 75-79.99% = BC, 70-74.99% = C, 65-69.99% = D, <64.99% = F. Grades of Incomplete are converted to failing grades if they are not removed during the next semester in which the student is registered. All PT Program faculty members have agreed on the above grading policy and include this scale in their syllabi for all graded courses.

Student progress in the Program is dependent upon meeting minimum performance standards, which include academic standards in both didactic and laboratory portions of courses, as well as professional behavior standards. Additionally, courses in the Program have prerequisites, which must be satisfactorily completed before students may progress to the next course or semester of courses.

Academic Advising
Each student in the Program is assigned a faculty advisor upon admission who provides academic advising within the Program. The faculty advisor’s role is to discuss academic and non-academic issues with students each semester, help students develop plans, and follow-up on progress. The faculty advisor oversees the student’s academic progress and recommends strategies such as office hours when necessary. The advisor is also a referral resource for other requests the student may have and coordinates referrals or suggestions to other academic services on campus. Additionally, each student may seek assistance from any member of the faculty.
Remediation
Remediation is necessary whenever a student performs below an 80% on any practical examination, or if s/he receives below a B in a course. Remediation details are determined between the instructor and student. If a student is demonstrating poor professional behaviors, s/he meets with his/her advisor and establishes a plan of action.

Students meet formally with their assigned faculty advisor in the middle of each semester to review both their academic and non-academic progress. Any concerns are brought to their attention at this time and a plan of action is determined by student and advisor. During each faculty bi-weekly faculty meeting, there is a closed session where student progress is discussed so that individual course instructors and/or the student’s advisor can intervene when necessary. **Students are encouraged to make office hours, which instructors make readily available.**

In addition to faculty office hours, typical campus services that faculty may encourage students to visit are the Writing Center (www.writing.wisc.edu), the McBurney Disability Resource Center (www.mcburney.wisc.edu), counseling services at University Health Services (www.uhs.wisc.edu), or International Student Services (www.iss.wisc.edu). The School of Medicine and Public Health also offers study skills services through the Office of Academic Support (http://www.med.wisc.edu/education/md/resources/academic-support/1182).

Both students and Clinical Instructors check in with the ACCE mid-internship at which time a mid-term CPI evaluation is due, and a formal evaluation is also due at the end of the internship. In addition, students and CIs are told to call the ACCE any time there is an issue. If a student exhibits unsafe practices during an internship, remediation is established by the ACCE with either the same site at which the behavior occurred, a new site with the same environment, or with a faculty member while in the clinic. The responsibility for assessment and grade assignment for each internship rests with the ACCE in collaboration with the student’s CI. The internship syllabus states: “The instructor reserves the right to require additional learning experiences, additional readings, etc., as deemed necessary.”

Review of Examinations by the Student
Students will be granted one week from the time exams are returned to contact faculty members regarding review of these exams. However, grade changes on final exams will be limited to those identified as mathematical errors. Students should meet with course instructors or their faculty advisors if they feel they need additional remediation or recommendations for academic support services.

Student Conduct and Disciplinary Rules
[http://www.wisc.edu/students/saja/misconduct/misconduct.html](http://www.wisc.edu/students/saja/misconduct/misconduct.html)

As a UW-Madison student you have special rights and responsibilities as a member of this community. While it's not always obvious, you exercise these rights and responsibilities every time you attend class, walk across campus, use your campus email account, or submit a paper or examination. This site and those listed in "Related Pages" outline your student conduct rights and responsibilities and summarize the ways that the university responds to allegations of student academic misconduct (cheating) and non-academic misconduct (generally, misconduct toward other members of the community or involving campus facilities).
The Dean of Students staff is available to speak with or meet with any individual wishing to learn more or seeking a confidential place to discuss conduct matters. The full text for the rules and campus specific procedures are available through the Dean of Students Office, 75 Bascom Hall, 608-263-5700, or on the web site noted under Student conduct and Disciplinary Rules.

**Student Rights and Responsibilities**

Who, Where, and When: A student's rights and responsibilities begin when he/she enrolls in a UW System school and continue throughout his/her academic career; some of the conduct rules apply even during school vacations and off campus or away from Madison. This means that a student is responsible for his/her conduct under these rules while on semester or summer break, on weekends, or while away from the campus. Misconduct directed toward a person is covered by these rules if the person affected is another UW System student, employee, or guest.

Because these rules apply to all UW-System students and facilities, a Madison student who engages in misconduct, for example, against a UW-Whitewater student or while visiting the UW-LaCrosse Campus, is subject to these rules as if he/she engaged in the conduct on the Madison campus or toward a Madison student. Discipline imposed under these rules applies UW-System wide.

**Due Process**

University policy states the following: “If you are accused of misconduct you have the right to participate in the process by telling your side of the story and by presenting evidence. Academic misconduct allegations are investigated by the instructor or by an investigating officer, typically from the Dean of Students Office. Specific individuals from the Dean of Students staff or University Housing staff investigate non-academic misconduct allegations.

The investigator must offer to discuss the matter with the student before deciding that misconduct occurred or imposing discipline. The purpose of this meeting is to review with the student the evidence for the investigator's belief that the student engaged in misconduct and to allow the student to respond. A student cannot be forced to participate in such a meeting, but the investigator may make a decision based on the available evidence if the student chooses not to discuss the matter. If the investigator concludes that the student did violate University rules, the student always has the right to a further hearing.”

**Grievance and Appeal Procedures**

Students who believe they have been treated unfairly have a right to a prompt hearing of the grievance. Many grievances are resolved informally and students may receive satisfaction while speaking with the person at whom the grievance is directed. If the problem is not resolved at the individual level, and the grievance is directed at someone outside the health professions program in which the student is enrolled, the student should take the matter to the appropriate Department Chair. If the matter is still unresolved, the student may obtain advice about filing further appeals from the dean’s office for that department. Depending on the nature of the grievance, students may wish to consult the Office for Equity and Diversity at 608-263-2378, or www.oed.wisc.edu for assistance.

Appeals must be filed with the Program within 14 days of the grievance.

Discuss the grievance with the person at whom the grievance is directed. If the matter is not resolved to your satisfaction, make an appointment with the Program Director to discuss the issue. The Program Director will present your grievance to the program faculty for discussion and possible resolution. You will be informed in writing of the faculty decision regarding your grievance. If you are not satisfied with the faculty decision, you may appeal to the Appeals Committee. You may
schedule a pre-appeal conference with the Associate Dean for Academic Affairs SMPH, Byron Crouse, MD, 4117 HSLC, 608-265-6727. Contact his office for information about filing an appeal, or to obtain printed information. All Appeals Committee decisions are reviewed by the Dean of the Medical School and are the final level of appeal within the School.

**Dismissal from the Program**
The faculty has the responsibility to exercise its professional judgment in determining a student’s competence to continue in the Program. During his/her end-of-semester review, the faculty considers the student’s academic standing as well as his/her demonstration of professional behavior in the Program. Acceptable grades are only one indicator of a student’s ability to perform as a physical therapist. **A student who achieves acceptable academic standing but demonstrates unacceptable professional behavior may not be recommended for an internship and may be dismissed from the Program.**

When a student is dismissed from the Program, he/she may not register for classes for the upcoming term until and unless their appeal is granted. Should the student already have pre-registered, he/she must cancel the registration.

**Appeal Dismissal from the Program**
Students who appeal a dismissal from the Program for academic or non-academic reasons need to do so in writing to the Program Director before the beginning of the next academic term. Students making such an appeal must demonstrate that extraordinary circumstances resulted in their inability to meet the Program’s standards. If a student is re-admitted to the Program, s/he will remain on probation for the remaining semesters in attendance. Since the cumulative GPA at the completion of the Program must be a 3.0, the student must offset, in the remaining semesters, a GPA below 3.0 the semester s/he is dismissed. Students dropped from the Program a second time may not appeal at the Program level but may appeal directly to the aforementioned Appeals Committee of the School of Medicine and Public Health. Letters must be received within 14 days from the time of the Program decision.

**Re-admission**
A student who has been dropped from the Program for academic or non-academic reasons may apply for readmission; however, s/he must meet the Program admission criteria in force at the time of reapplication. The student also must present compelling evidence that his or her personal and professional growth has been such that the original decision to drop the student should be reversed.

**Leave of absence**
Students who find it necessary to withdraw from the Program and wish to request a leave of absence must submit a written request to the Program Director prior to withdrawal. Leaves may be granted at the discretion of the Program faculty within the following guidelines: the student is in good standing in the Program, the student has completed at least one semester of professional courses, and the leave of absence will not exceed one calendar year.

A student who has been granted a leave of absence must notify the Program Director in writing 30 days prior to the end date of the leave of absence of his/her desire to re-enter the Program. If the Program Director has not been notified in writing, it will be assumed that the student is not interested in returning, and enrollment in the Program will be terminated. If a review of the applicant’s records indicates that previously-taken courses are outdated or that new requirements have been added, the faculty may stipulate that certain courses be taken or retaken to fulfill requirements.
A student who has been on leave and is returning must complete an application to the University to be formally re-admitted. Any fees enforced at the time of reapplication will apply.

**Withdrawal from the Program**

The Program adheres to the University withdrawal policy as stated in the UW-Madison Timetable under “Withdrawals from the University.” Students who decide to withdraw from the University can also be directed to the Registrar’s Homepage at: http://www.registrar.wisc.edu/.

**Refund of Tuition and Fees**

The Program adheres to the University deadlines for refunds as stated in the UW-Madison Timetable under “Enrollment Guide.” Full policy information can be found at: http://www.registrar.wisc.edu/.

**Counseling Services**

Professional counseling and consultation services are available to all students enrolled at UW-Madison through University Health Services (UHS). Other services available at UHS are outpatient primary medical care; nursing and prevention services, including general medicine; women’s clinic; sexually transmitted disease evaluation and treatment; allergy; and dermatology. Web information about health services is available at http://www.uhs.wisc.edu. The UW-Madison Dean of Students Office staffs a Campus Assistance Center and a Visitor Center that provide instructional support, counseling, and campus and community resources such as information on employment, housing, and campus life. This web site is located at http://www.wisc.edu/cac. The Dean of Students’ staff also serve as ombudspersons for the University community.

**Complaints**

A complaint is a formal expression of dissatisfaction with the Program or allegation against the Program.

Complaints about the Program are acknowledged upon receipt and are brought to the attention of the Program Director. The Program Director will note complaints, examine the nature of each complaint, and work with appropriate personnel to resolve the complaint. The Program Director will keep a record of all complaints, including the nature and disposition of each complaint.

The University mechanism for handling complaints about the Program begins by addressing the complaint at the Program level. If the complaint cannot be adequately addressed at the Program level, it is transferred to the Associate Dean for Academic Affairs. Consultation with the University Office of Legal Services may be necessary.

Following appropriate levels of review within the School of Medicine and Public Health, if the complaint is unresolved, it may be directed to the Chancellor and finally to the Board of Regents, in accordance with UW System Rules. Complaints and grievances against academic staff members are handled according to Academic Staff Policies and Procedures.
UW-Madison Doctor of Physical Therapy Program

STATEMENT OF AGREEMENT REGARDING ACADEMIC CONDUCT FOR COURSE EXAMINATIONS

Each student is required to sign this agreement prior to taking course examinations. This action is intended to create mindfulness of the application of the University of Wisconsin System (Chapter UWS 14) policy on academic dishonesty.

I, ____________________________________________, agree not to, in any way, share the content of this course examination with other students enrolled in the Physical Therapy Program. This agreement includes discussion of this practical examination with other students until all students have completed the practical exam. I understand that the distribution of this information in any way to individuals who may benefit from the receipt of such material will be considered academic dishonesty and will be subject to full disciplinary action as outlined by the University of Wisconsin System in Resources, located at http://www.wisc.edu/students/saja/pdf/UWS14.pdf. I also understand that the receipt of such material will be considered academic dishonesty and subject to the same disciplinary measures.

I have read this agreement, understand this policy, and agree to abide by these guidelines.

Signature: ______________________________________

Date: __________________________________________
**Our Program Information…**

**Communication**
Communication within the Program and throughout the campus is facilitated in many ways. You are expected to use your wisc.edu email and to check it daily. You will also have a mailbox located in the 5th floor hallway.

Course-related issues should be directed to the respective course instructors. If these issues are not addressed to the student’s satisfaction, s/he should meet with the Program Director.

Program-related issues should be brought forth directly to the Program Director.

Academic and non-academic issues should be directed to the Program Director, your faculty advisor or another faculty member with whom you feel comfortable.

**Feedback**
At the conclusion of each semester, students will have an opportunity to complete on-line course and instructor evaluations. *It is crucial that you complete these evaluations and that feedback is given in a constructive manner.*

You will also participate in a curriculum review at the completion of each year.

You will receive feedback through written and practical examinations, Generic Ability assessments, and the Clinical Performance Instrument, along with other assessment tools, while on your clinical internships.

**Faculty Shadowing Opportunities**
Many of the faculty offer shadowing opportunities for students. Faculty availability varies from semester to semester but you are welcome to approach them about accompanying them in their clinics or labs when schedules allow.
FACULTY ADVISORS

Advisor Assignments for the Class of 2013 are:

DR. JILL BOISSONNAULT
Ryan Adams
Miranda Beck
Kelly Bucket
Amanda Stinson

DR. WILLIAM BOISSONNAULT
Devri Fisher
Susan Frikken
Kyle Schumacher

DR. STACY BRICKSON
Stephanie Smith
William Hatmann
Kristin Johnson

MS. COLLEEN COBEY
Shelby Johnson
Kimberly Knerzer
Justin Palumbo

DR. JUDY DEWANE
Minhwan Kim
Kristin O’Malley
Sara Ossanna
Grace Trabulsi

MS. KRISTINE HALLISY
Sarah Polenska
Sandi Ritchey
Ashton Sczygelski
Cayla Schroeder

DR. BRYAN HEIDERSCHEIT
Riley Schreiner
Kelsey Steinhorst
Ryan Schouweiler

MS. KAREN PATTERSON
Dallas White
Kevin Wipperman
Danielle Yanke

DR. MARY SESTO
Mark Yee
Kelli Holmes
Nicole Daehn

MS. LISA STEINKAMP
Janelle Burnham
Joseph Collins
Michelle Parsons
Andrew Taylor

DR. JILL THEIN-NISSENBAUM
Jin Zhang
Carrie DeNiel
David Lippi-Guerron

MS. SUE WENKER
Taylor Devalk
Lauren Koth
Krista Ryan
After-Hours Use of Facilities
Program offices and labs are locked when not in use. Students have access to the two student labs, 4150 and 5150, via keypad locks beyond usual hours. (Students are required to sign in and out upon entering and leaving the lab.) The Student Rooms, 5180 and 4140 MSC, are also accessible to students via keypad locks. The computer lab, 4185 MSC, is accessible via student ID. Beyond daytime hours, the Medical Sciences Center building is locked and students and staff have after-hour access with a building ID and password. **Students are expected to leave the facilities clean.**

Attendance
You are entering a professional program. The educational process parallels professional practice where you are a member of a team and your presence on the team is expected. Lectures and labs cannot be repeated. If you must be absent due to illness or other unavoidable circumstances, you are expected to notify the Program office (608/263-7131) so your instructors can be notified before class begins. You are responsible for material covered in your absence. **The faculty urge you not to miss class.**

If you need special accommodations due to class conflicts with religious observances, you must notify your instructors within the first two weeks of class. Missing exams is strongly discouraged and permission will only be granted in the case of an emergency. If a situation arises where you will miss an exam, you must request to take the exam early in writing to your respective instructor(s), explaining the rationale for your request. It is understood that instructors may set reasonable limits on the total number of days claimed by any one student. The final exam schedule is fixed and may be altered only through the unanimous consent of all students in the class and with approval by the Dean. (Office of the Secretary of the Faculty)

Class Schedules
The Program is rigorous and requires full-time participation. You are expected to show up on time to every class and lab session. Courses are taught only once per year and must be completed in the arranged sequence. Each term, you are provided with a class schedule that includes class meeting times, meeting block times, exam block times, interdisciplinary meeting times, and open lab and group project times. Field trips, seminars and other educational experiences are scheduled to supplement classroom experiences as PT faculty like to take advantage of the wealth of local resources. Some exams and practical exams are scheduled outside all other time blocks. **When not in class, students are expected to use time to work on group projects, practice psychomotor skills, and attend office hours.** You are also expected to participate in other scheduled activities. For instance, the Program hosts a Visiting Lecture each year that you will be required to attend. You will also be required to attend a P.T. Legislative Day.

In general, 1 credit is equal to 1 hour of lecture per week, 2-3 hours of lab per week, 1-2 hours of Seminar per week, and 4 hours of Independent Study per week. Shorter semesters (as in summer) require more hours per week for each credit, depending on the length of the semester. (For instance, an 8-week summer semester would require double the hours each week.)

Faculty members try to inform you of schedule changes and additional activities early enough to allow you to make any necessary adjustments in your personal schedule. Instructors will make every effort to adhere to the schedules published in the syllabi; however, all instructors reserve the right to make changes and modifications as deemed necessary. WiscCal, the University calendar and scheduling application, posts Program exams and major assignments to facilitate student planning.
**Computer Labs**
The DPT Program Student Computer lab is located in room 4185 MSC. The UW-Madison campus provides general-access computer labs at 14 locations. Use of the labs is free (except for printing) for anyone with a valid UW-Madison ID. InfoLab services include many popular word processing, spreadsheet, desktop publishing, graphics, and other packages, as well as course-specific offerings. These packages are generally available on both Macintosh and PC platforms. Additional InfoLab hardware includes, DVD/CD-RW & Zip drives, scanners, video editing resources and color printers. Not all hardware and software are available in every lab. Please contact individual labs for specific information. **Students are encouraged to have a wireless connection laptop computer, as the MSC building is wireless.** Use of a hand held computer, etc., is convenient for having access to internet medication databases.

As part of the School of Medicine and Public Health, you have access to the Health Sciences Learning Center (HSLC). We encourage you to take advantage of these facilities to meet and study. In addition, **the HSLC Information Lab grants each student 500 free copies each fall and spring, and 250 free copies each summer. You must register with the computer Lab Assistant to take advantage of this offer.** See: [http://www.doit.wisc.edu/computerlabs/](http://www.doit.wisc.edu/computerlabs/).

**Ebling Library** is located in the HSLC. The Ebling Library’s individual holdings include over 169,239 book titles (in both print and electronic formats), over 1,221 current journal subscriptions (the majority with electronic full-text access; see the Physical Therapy Portal pages [http://ebling.library.wisc.edu/portals/pt](http://ebling.library.wisc.edu/portals/pt/) listing the ejournals titles with access links), Government Documents and Microforms. Additionally, the library has access to 77 health-related databases, ten of which are specifically of interest in Physical Therapy. The library has a prompt and effective online external document delivery service that is free to all affiliated users, both on- and off-campus.

The Library also provides quiet private and small group collaborative study spaces, 16 small-group study spaces (seven of which may be reserved for two-hour time blocks and, of those, four have large flat panel monitors for laptop plug-in), one computer classroom with 18 individual computers, and a completely wireless access building for those using their own laptop computers. Additionally, the Library has a campus computing center area with 72 UW NetID log-in computer workstations containing productivity software and printer access.

Physical Therapy students are allocated 500 free prints per semester; additional prints can be purchased using a print debit card. Other services provided by the Ebling Library are laptop computers (both Macs and PCs) available for three-day check-out, data projector checkout (one day), digital camera checkout (one day), video recorder checkout (one day), free color scanning to email via PDF, fax sending service, and low-cost color printing.

Professional librarians provide information support services through in-person, telephone, email, or chat services. Database searching classes tailored for specific needs, bibliographic reference management classes, individual tutorials, demonstrations of database use, group orientations, research consultations, literature searches for individuals, and other specialized services are offered through the Ebling’s Library Liaison program: [http://ebling.library.wisc.edu/liaison/](http://ebling.library.wisc.edu/liaison/).
Other campus libraries that house materials of interest to PT students and faculty are the Steenbock Memorial Agriculture Library, the School of Social Work Library, the Birge Hall Biology Library, the Center for Instructional Materials and Computing (Education Library), and the Primate Center Library. The UW-Madison library system participates in the Virtual Electronic Library, an electronic catalog of holdings at 14 major Midwest universities. Using the Virtual Electronic Library, students and faculty can locate materials not owned by campus libraries, and can submit inter-library loan requests on-line.

The Physical Therapy Program maintains a small library of reference materials for student use that is located in the Student Room. Examples of available resources are the *Physician’s Desk Reference*, medical terminology texts, and medical dictionaries. In addition, the Program maintains a library of catalogued videotapes (e.g., goniometry, manual muscle testing, gait analysis) that are available for student use. Other textbooks available to students and faculty are kept in the Program Secretary’s office.

**Writing Center**
Students are encouraged to use the University writing center at 6171 Helen C. White Hall, 600 N. Park St. 608-263-1992, [www.writing.wisc.edu](http://www.writing.wisc.edu).

**Email**
All students enrolled at UW-Madison are eligible for a University e-mail account. Go to [http://www.cio.wisc.edu/security](http://www.cio.wisc.edu/security) and choose "Activate account" to start your university email address. **All students are responsible for checking their University email address on a daily basis for communication from course instructors, and Program and University personnel.**

**Posted Hallway Information Centers / Bulletin Boards**
5176: Clinical Education, Student Information
5180: Scholarships
5190: Phi Theta
Between 5175 and 5185: Important Notices and Urgent Messages
5170: Publications
5150 Employment Opportunities, Faculty Development, and Continuing Education
4150: Poster Presentations
4140: Student Information
Individual Instructors: Outside Office Doors

**Emergencies**
In case of personal or family emergency, please ask significant others to contact the Physical Therapy Program Secretary at 608/263-7131. Additionally, be certain that the Program Secretary has your current contact information, including phone number, mailing address, and emergency contact person with his/her current contact information. (Please refer to the last page of the Handbook.)

**Employment**
The faculty is aware of the economic challenges experienced by many students. However, the primary purpose of your enrollment in this Program is to reach your potential as a physical therapist in the next three years. Therefore, you are urged to prioritize your activities in a way that enables you to accomplish this purpose.
Graduation
The Class of 2013 is scheduled to participate in commencement exercises May 17-18, 2013. Since you will be on internships spring semester 2013, you must visit the following website for preparation instructions: http://www.secfac.wisc.edu/commence/CandidateInstructions.asp.

Lost and Found
Please see Pat Mecum (5185 MSC) or Lisa Levy (4215 MSC).

Meeting, Exam and Interdisciplinary Blocks
Blocks of time are reserved each semester to be used for meetings and exams, as well as times where other health professions students will be available for interdisciplinary education and activities. These blocks of time are also used for extra class activities, faculty meetings, Phi Theta meetings, and student meetings for group projects. **Do not schedule work or activities during this time.** The block times are included in your class schedule for each term. Activities scheduled during meeting block times are posted on the Program’s WiscCal calendar.

To access this calendar: go to www.wisc.edu, then WiscCal, then DPT Program, then DPT Calendar. Typically, block times are 7:30-9:30 Monday mornings for meetings, 7:45-9:45 Friday mornings for exams, and 4:30-6:30 Monday afternoons for interdisciplinary activities.

Name and Address Changes
Students are required to notify the Program Secretary of any address or phone number changes, permanent or temporary, within ten days of the change. We request that students and alumni keep the Program updated whenever relocation occurs. Notify the University of these changes by accessing UW-Madison website at http://my.wisc.edu.

Changing your name represents a change in legal status. You must notify the Program Secretary and the Registrar’s Office www.registrar.wisc.edu (form on the web), in the case of a name change. You will also need to show legal proof of this name change.

Nametags
Each student is responsible for paying a minimal fee for two nametags and may be asked to wear the nametag during the first few weeks of courses, as well as when a guest lecturer is present. This courtesy helps to create an environment conducive to effective communication and learning.

Poster Preparation
Students preparing a professional poster can use foam board from the Program and receive a debit card from Pat Mecum to have the poster printed at HC White Library.

Office Hours
Each faculty member sets aside time to be available for students. Instructors will inform you of their office hours at the beginning of each course. (These hours will also be indicated in course syllabi.) **The Program encourages you to take advantage of this time as individuals or in groups.** The Program Office, 5185 MSC, is open and staffed by the Program Secretary, Pat Mecum, from 6:00 AM until 2:30 PM on Monday and Friday; from 6:00 AM until 3:30 PM on Tuesday through Thursday (but unavailable from 10:30-12:00 noon). Lisa Levy is available from 8:30 AM until 1:30 PM Monday through Thursday. Please keep in mind that although all faculty members teach, they also have other parts to their appointments such as administration, research, or clinic. Each faculty member will have their own unique way of preparing course materials, teaching and giving examinations.
**Photo Identification Card**
Students are required to obtain a student I.D. card upon entrance to the University. This card can be obtained at the Memorial Union during working hours.

**Program Website**
The Physical Therapy Program’s website is located at [http://www.orthorehab.wisc.edu/pt](http://www.orthorehab.wisc.edu/pt). The site includes eligibility requirements, application materials, alumni activities, student life, scholarships and other information. Students are encouraged to keep the Student Section updated. All changes must be channeled through Pat Mecum in 5185. The Program also now has a Face Book page.

**Professional Dress / Behavior**
It is expected that students conduct themselves professionally at all times and maintain a physical appearance and personal hygiene conducive to a provider-patient relationship. Inappropriate attire includes revealing clothing and undergarments such as low pants, open-midriff shirts, and thongs. Certain types of facial jewelry may also be viewed inappropriate for guest-patients and on clinical internships.

To facilitate the learning process, students will be required to expose various anatomical regions for evaluation and treatment procedures during labs. Appropriate draping will be taught and implemented, and all contact will be professional. **Jewelry should be removed prior to lab sessions.**

Courteous and supportive behavior is expected in all classroom and lab situations. A student, or group of students, who repeatedly disrupts class will be dismissed from class and appropriate action will be taken.
School of Medicine and Public Health Student Professional Behavior Requirements and Code

Professional Behavior Requirements (Faculty Action, June 2002; revised and approved effective November 2005 by the Medical School Academic Planning Council, University Legal Services, and the University Committee)

Medical students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid improper behavior or lack of ethical standards while at medical school and in all profession settings. Students should conduct themselves according to the standards expected of members of the medical profession to which the student aspires.

University of Wisconsin System Administrative Code: UWS 14.17 and 18
All medical students are subject to the rules and regulations, procedural rights and protections, contained in UWS 14, 17 and 18 of the University of Wisconsin System Administrative Code that governs student academic and nonacademic disciplinary procedures and conduct on university land, and to all other applicable state and federal law. Violation of UWS 14, 17 or 18 may result in University disciplinary action including disciplinary probation, suspension or expulsion.

Plagiarism
Plagiarism is a serious breach of professional conduct. The medical school will not accept plagiarism in reports, patient histories and physicals, or other assignments. Medical school policies are consistent with Chapter 14 of the University of Wisconsin System Administrative Code (UWS14) on academic conduct. Students are responsible for knowing the principles of plagiarism and the correct rules for citing sources. In general, if an assignment implies that the student is the originator of words or ideas, those words and ideas must in fact be the student's own.

Professional Behavior Code
In addition to the requirements in UWS 14, 17 and 18, students must adhere to the medical school's Professional Behavior Code (see below). Unprofessional behavior toward patients, faculty, peers and public, are significant issues in the evaluation and promotion of medical students. These factors will be considered in the grading and promotion process in all four years of medical school. Inappropriate behavior may be grounds for failure to promote, dismissal, and/or denial of the degree. Separate and apart from a violation of the school's Professional Behavior Code, a student also may face University disciplinary action, as noted in UWS 14, 17 and 18, with regard to the same action.

Professional Behavior Code (Faculty Action, June 2002; revised and approved effective November 2005 by the Medical School Academic Planning Council, University Legal Services, and the University Committee)

I. Interpersonal Relationships

Students shall communicate with and treat instructors, fellow students, patients, staff, allied professionals, and the public in a professional manner. This includes addressing them in a collegial, professional manner and respecting individual rights to hold opinions that differ from their own. Examples of violations are listed below.

A. Interfering with the learning process by causing a disturbance to other students and/or the instructor during a lecture.

B. Dating a patient or otherwise exploiting the doctor/patient relationship.

C. Making inappropriate or demeaning references to a patient's ethnicity, physical stature, background, intelligence or mental status.

D. Failing to respect the rights of patients, fellow students, faculty, and all others to be free from illegal harassment and discrimination.

E. Using disrespectful or obscene language in communication with patients, students, faculty, staff and others in clinical or academic settings.
II. Honesty, Integrity and Confidentiality

The patient-physician relationship is dependent on the patient's assurance that the physician or student-physician will not divulge sensitive information to others. Thus, patient medical records and all conversations between student and patient are considered confidential and shall not be disclosed or made available to any person not directly involved in the patient's care. In the pursuit and achievement of all academic and professional matters, students shall act fairly and honestly. Examples of violations are listed below.

A. Having possession of unauthorized copies of patient records.
B. Discussing or inappropriately addressing patients in public.
C. Making an assertion that intentionally deceives or misleads. This deceitful assertion may be oral, written, or clearly communicated by a gesture.
D. Failing to be truthful and forthright in all dealings with patients, the public, faculty, fellow students, staff, and others with whom the student interacts.

III. Professional Appearance

Students shall maintain a physical appearance and personal hygiene that is conducive to developing effective doctor-patient relationships. Students who do not appear well groomed and appropriately attired when interacting with a patient are at risk for jeopardizing patient respect and for creating a barrier to effective communication. Examples of inappropriate attire in the professional setting for both men and women include blue jeans, shorts and tee shirts, open-midriff blouses, and open-toed shoes. Certain types of facial jewelry, other than earrings, may be viewed as inappropriate on certain rotations. Examples of violations are listed below.

A. Continuing to wear facial jewelry despite being notified by the clerkship director or attending that the jewelry is potentially offensive to the patients.
B. Wearing wrinkled or dirty clothing.
C. Having offensive body odor.

IV. Professional Responsibility and Judgment

Students are expected to meet their clinical and educational responsibilities at all times. While personal issues can arise that conflict or interfere with such obligations, every effort should be made by the student to resolve the conflict in a professional manner by assuring that patient care is not compromised and that appropriate members of the health care team and administration are notified in a timely fashion. Although classroom attendance is not mandatory in all courses, students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Students shall not participate in classroom and clinical activities while under the influence of alcohol or any psychoactive substances, unless the use of such a substance is under the orders of a physician. Examples of violations are listed below.

A. Failure to contact your clinical supervisor or administrator for permission to take care of personal business that results in being late for morning rounds, leaving early or otherwise interrupting your clinical duties.
B. Missing an examination or being late for an examination without contacting the Dean of Students office.
C. Being under the influence of alcohol while participating in clinical or other educational activities.
D. Creating a public disturbance.
Registration
The Program provides students with specific course registration information for each upcoming term of study. Students are guaranteed an enrollment slot in each course in the curriculum. Students have the responsibility to register in a timely fashion. The Program Director will facilitate section sign-ups and advise students when to register.

Enrollment in courses is available through the My UW Madison portal https://my.wisc.edu. Details on accessing enrollment can be obtained from the Registrar’s Office homepage at: www.registrar.wisc.edu.

Scholarships
Program scholarships are posted at the beginning of each spring semester and recipients are announced that May. Students are also made aware of WPTA and APTA loans and/or scholarships, AMBUCS scholarships, and other scholarships such as the St. Mary’s Hospital Medical Center Minority Health Care Scholarship. In response to a shortage of physical therapists in rural areas, many hospitals within the State of Wisconsin offer stipends for physical therapy students in exchange for an obligation to practice physical therapy at that hospital for a certain period of time after graduation.

Lisa Levy, Room 4215 MSC, 608/265-9388, handles the Program’s scholarship applications.

Financial Aid Services
All Program matters regarding financial are handled through the UW-Madison’s Office of Student Financial Services. The Program web site includes a direct link to this office (http://jumpgate.acadsvcs.wisc.edu/finaid/home.html). This web site is comprehensive and links viewers to costs, debt management counseling, scholarships, short and long-term loans, employment on and off-campus, grants, and work-study assistance. This web site also contains the Free Application for Federal Student Aid (FAFSA), an office directory and map, tuition payment information, a student award guide, forms to download, loan entrance counseling, related web sites, and financial aid for returning students. Financial assistance from sources external to the institution can be found using the “Financial Aid Related Web Sites” menu choice of UW-Madison’s Student Financial Services web site. Fastweb (http://www.studentservices.com/fastweb/) also provides information about external grants.

Transportation
There is a free shuttle that transports students and faculty to the Health Sciences Learning Center. The schedule is posted on the bulletin board outside Pat Mecum’s office. For other transportation inquiries, see http://www2.fpm.wisc.edu/trans. UW Campus service on Routes 80, 81, 82, 84 & 85 is free to all riders. Schedules are available on the bus, at any UW Transportation Services office, and at www.mymetrobus.com.

Other Degree Options
The Doctor of Physical Therapy and the Master of Public Health (MPH) programs have agreed to a dual degree option where DPT students can apply to the MPH program and, if accepted, can have 12 credits waived. This will allow them to complete the MPH program in one year. In addition, there is a PhD in Clinical Investigation that DPT graduates may pursue. For information, please refer to the following web site: https://ictr.wisc.edu/PhDOverview.
# UW-Madison DPT Tuition

Based on summer and fall 2009, and spring 2010 rates

<table>
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<tr>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>RESIDENT</th>
<th>NON RESIDENT</th>
<th>MINNESOTA RESIDENT</th>
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<tr>
<td>Semester 1 (summer)</td>
<td>9 credits</td>
<td>$3,648.20</td>
<td>$9,243.92</td>
<td>$4,140.80</td>
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<tr>
<td>*Semester 2 (fall)</td>
<td>16 credits</td>
<td>$5,758.88</td>
<td>$13,036.24</td>
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<td>*Semester 3 (spring)</td>
<td>19 credits</td>
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<tr>
<td>Semester 4 (summer)</td>
<td>9 credits</td>
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<td>$9,243.92</td>
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<tr>
<td>*Semester 5 (fall)</td>
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<td>*Semester 6 (spring)</td>
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<tr>
<td>Semester 7 (summer)</td>
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<td>17 credits</td>
<td>$5,758.88</td>
<td>$13,036.24</td>
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**Total Program Cost**

<table>
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<tr>
<th></th>
<th>RESIDENT $</th>
<th>NON RESIDENT $</th>
<th>MINNESOTA RESIDENT $</th>
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<td>$45,497.88</td>
<td>$105,949.20</td>
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*An additional DPT tuition differential of $500 has been added to each fall and spring semester.

Information about residency status for tuition purposes may be obtained from the Office of the Registrar: [http://www.registrar.wisc.edu/students/residence/index.php](http://www.registrar.wisc.edu/students/residence/index.php), 608/262-1355.

## Books
Books and other printed materials are estimated to cost $250 for each of the first 6 semesters of the Program. Membership in the American Physical Therapy Association ($95/yr) and in the DPT Phi Theta student organization Phi Theta ($15/yr) is encouraged.

## Costs for Clinical Experiences
All costs for living and transportation associated with clinical experiences and internships are the responsibility of the student.

## Cost of Living and Housing
Living costs vary widely depending on personal preferences or needs. Resources are:
University Faculty and Student Housing: [http://www.housing.wisc.edu/universityapartments/](http://www.housing.wisc.edu/universityapartments/)
Campus Area Housing Listing Service: [www.campusareahousing.wisc.edu](http://www.campusareahousing.wisc.edu)
Our Outreach and Other Opportunities…

There are many additional extracurricular opportunities that will be offered during your three years in the DPT Program. You may choose to engage in an interdisciplinary course, do an independent study or research practicum with a faculty member, or participate in other activities on campus. A notebook containing common activities can be found in 4140 MSC. For more information, please speak to the Program Director. A list of activities follows.

Within or Coordinated Through the DPT Program

UW Research Park Sports Medicine Presentations
Research and Poster Projects with Faculty (PT642)
Independent Studies (PT 799)
International service learning and internship opportunities
Arranging Faculty Forums
Massage Fundraisers
Meet the Program Session
Open House
Kinesiology Club meeting
Bucky’s Race for Rehab
APTA Conferences / Many students attend the APTA Combined Sections Meeting
WPTA Fall and Spring Conference
WPTA Southwest District Meetings
WPTA Legislative Day
State and National Student Conclaves
Howard University PT Student Exchange
Goodwill Industries
SAFE Exercise Buddies
St. Mary’s Care Center Exercise Programs
Exercise Classes at the Michele Tracy House
Wheelchair Recycling
UW-Whitewater Wheelchair Basketball
Polar Plunge for Special Olympics
Expanding Your Horizons Program
Common Wealth Development Youth Business Mentoring Program
Doctors of our Community (DOC) Minority Pre-College Program
Christmas for Kids Program
Summer Collegiate Experience Program
High School Girls Career in Health Day
Volunteer Activities at the Children’s Hospital
Kids on the Run
Chair Exercises at the Fitchburg Senior Center and Other Local Nursing Homes
We Can Row Rowing Program for Cancer Survivors
Annual Visiting Lecture
Fashion Show for People with Disabilities
Adopt A Family
Adopt A Highway
Gilda’s Club
Belize Outreach Trips
Within the School of Medicine and Public Health
Medical School Dean’s Cup Activities
Medical School Health and Wellness Expo
Medical School Health Fair
Medical School Docs Ought to Care (DOC) Program
Medical School Unity in the Community
Medical School Volunteer Corps (MSVC)
Intercollegiate Health Care Council
Medical School Interdisciplinary Courses (“Medical Spanish for Health Science Students,” “Health Care in Diverse Communities”)
Medical Students for Minority Concerns (MSMC) Health Fair
Women in Medicine’s (WIM) High School Women in Health Care Symposium
Interdisciplinary Partnership for Healthy Communities (IPHC) Alternative Spring Breaks
Clarion Interdisciplinary Case Study Competition
Health Professions Partnership Initiative (HPPI) City-Wide Saturday Scholars Program
Friends Community Housing
MEDiC Community Clinics
Interdisciplinary Brown Bag Presentations and Discussions
Global Health Interest Group
Integrative Medicine Group, including a Wellness Fair, and EDCAM (Educational Development in Complementary and Alternative Medicine) Project
Reach Out and Read
Certificate in Global Health
WARM (Wisconsin Academy for Rural Medicine) and TRIUMPH (Training in Urban Medicine and Public Health). The office of Rural Health will help place you in a rural community when you have completed the DPT Program.

Through other Medical Organizations
Area Health Education Center (AHEC) Healthy Rural Seniors
AHEC Interdisciplinary Case Studies
AHEC Wisconsin Express (summer)
AHEC Study Abroad in Rural Wisconsin (summer)
AHEC Community Health Internship Program (summer)
AHEC Health Careers Camp
UWHC Medical Careers Program

Some Opportunities Offered on the UW-Madison Campus
UW-Madison Pre-Health Organization
Health Professions Mentoring Program
Health Professions Society
AHANA (African/Black Americans, Hispanic/Latino Americans, Asian Pacific Islanders, Native Americans and Alaskan Natives) Organization
Waisman Center Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND)
Collaborative Projects with Engineering Students
Pre-College Enrichment Opportunity Program Learning Excellence (PEOPLE) Program
College for Kids
National and International Service Programs
Consumer Issues in Health Systems and Health Care Delivery (Law School interdisciplinary course)
Adaptive P.E. Experiences with MSCR
Some Opportunities External to Campus Available for Individual Involvement

Wright Middle School Outreach/Mentoring Achievement Program
Spanish Medical Interpreting at the South Park Clinic
Mendota Rowing Club Adaptive Rowing
Personal Care Assistant
Ironman Triathlon Assistance
Madison School and Community Recreation (MSCR) Programs (summer)
Easter Seals Camps (summer)
Camp Heartland (summer)
Habitat for Humanity
Special Olympics
Our University Policies…

Affirmative Action and Equal Opportunity
True learning requires free and open debate, civil discourse and tolerance of many different individuals and ideas. We are preparing students to live and work in a world that speaks with many voices and from many cultures. Tolerance is not only essential to learning; it is an essential to be learned. The University of Wisconsin-Madison is built upon these values and will act vigorously to defend them. We will maintain an environment conducive to teaching and learning that is free from intimidation for all.

In its resolve to create this positive environment, the UW-Madison will ensure compliance with federal and state laws protecting against discrimination. In addition, the UW- Madison has adopted policies that both emphasize these existing protections and supplement them with protections against discrimination that are not available under either federal or state law.

Federal and state laws provide separate prohibitions against discrimination that is based on race, color, creed, religion, sex, national origin or ancestry, age, or disability. State law additionally prohibits discrimination that is based on sexual orientation, arrest or conviction record, marital status, pregnancy, parental status, military status, or veteran status. The application of specific state prohibitions on discrimination may be influenced by an individual's status as an employee or student.

University policies create additional protections that prohibit harassment on the basis of cultural background and ethnicity. Inquiries concerning this policy may be directed to the appropriate campus admitting or employing unit or to the Office for Equity and Diversity, 179A Bascom Hall, 500 Lincoln Drive, Madison, WI 53706, 608/263-2378 or (TDD) 608/263-2473, www.oed.wisc.edu.


The Office for Equity and Diversity, a unit within the Office of the Provost, includes students and applicants for admission to the University when addressing nondiscrimination and equal opportunity. A summary of relevant laws, policies and regulations for affirmative action and equal opportunity related to students and potential students are on its web site (Office for Equity and Diversity: Affirmative Action and Equal Opportunity Policies: http://www.wisc.edu/policy/aaeo.php) with respect to the following:

- age
- ancestry
- color
- creed
- disability
- ethnicity (specifically involving harassment by UW employees)
- marital or parental status
- national origin
- pregnancy
- race
- religion
- retaliation for making a complaint of discrimination
- taking part in an investigation relating to discrimination
- sex
- sexual orientation

**Disability and Accommodations**

University of Wisconsin System Rule 96-6, Nondiscrimination on the Basis of Disability:
The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognize that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the university's programs, services and activities. It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services and activities in a non-discriminatory, integrated setting.

The University of Wisconsin System and any of its agents shall not coerce, intimidate, retaliate against or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504. The University of Wisconsin System will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit or service to beneficiaries of the university's programs.

If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor/s, Program Director, or Program Pre-Admissions Advisor as soon as possible prior to or at the start of the semester. You may schedule this office appointment by email, phone, or in person. To maintain the confidentiality of your request, please do not approach an instructor immediately before or after class to discuss your accommodation needs.

Each course syllabus contains the following statement:
“If you are aware of or suspect there is any reason that may interfere with your ability to complete the requirements of this course or to participate in the activities described in this syllabus, contact either the course instructor, your advisor, the program advisor, or the Program Director. Appropriate actions are facilitated by timely requests. Reasonable requests for appropriate academic adjustments will be granted and all requests are held in confidence.”

**McBurney Disability Resource Center**

1305 Linden Dr., first floor
608/263-2741, 608/263-6393 (TDD)
www.mcburney.wisc.edu

The McBurney Disability Resource Center serves UW-Madison students with physical, learning, sensory, or psychological disabilities; conditions such as diabetes, arthritis, HIV/AIDS, or depression; and other health impairments which substantially affect major life activities (e.g., walking, communicating, seeing, or breathing). The McBurney Center assists students with disabilities through equipment loans and provision of alternate forms of printed materials and examination formats. The
McBurney Center also assists faculty and staff by verifying disabilities and identifying appropriate classroom accommodations, arranging specialized accommodations for alternative tests (e.g., adaptive equipment, scribes), clarifying student and faculty roles and responsibilities, and providing information and training on disability issues. The McBurney Center is a primary campus resource for implementing the Americans with Disabilities Act.

Release of Student Records
FERPA: Family Educational Rights and Privacy Act of 1974 on Confidentiality:
The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, requires that you be advised of your rights concerning your education records and of certain categories of public information which the University has designated directory information. This notice, in question and answer format, satisfies the requirements of the Act. The UW-Madison policy on student records was adopted by the Committee on Access to Student Records on December 14, 1976, and approved by the Chancellor. Student records are maintained by UW-Madison and are protected in compliance with the FERPA. The University maintains official student records for all Physical Therapy Program students at the School of Medicine and Public Health. Official Program records are also maintained and housed within the Program.

The information on the website http://registrar.em.wisc.edu/ferpa/student_ferpa.php answers questions about the following:

- Introduction to Student Rights
- Educational Records
- Public Records
- Private Records
- Who Can Access
- Be Careful
- Location of Records
- Problems or Questions

Student records are maintained by the UW-Madison and are protected in compliance with the FERPA. The Registrar’s Office maintains a web site for students to review FERPA information: http://www.registrar.wisc.edu/ferpa/student_ferpa.php.

Other Protected Information
The Clinical Affiliation Agreement states the following: “The University shall notify each student that he or she is responsible for maintaining the confidentiality of patient or client records and information. All patient/client records are the property of clinical facilities as part of the clinical experiences; as such, these records are not kept within the Program.”

Informed Consent Regarding Human Subjects
The University of Wisconsin-Madison is guided by the ethical principles set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled “Ethical Principles and Guidelines for the Protection of Human Subjects of Research,” also known as “The Belmont Report.”
There are four federally recognized committees at the UW-Madison that review research involving human subjects. School of Medicine and Public Health and Physical Therapy Program research involving human subjects is reviewed by the Health Sciences Schools Human Subjects Committee. Policies, which specify the need for and functions of the Committees, as well as specify what research must be reviewed, are published at:
http://www.grad.wisc.edu/research/policyrp/rcr/humansubjects.html.

All other persons who volunteer to serve in demonstrations in the classroom or in publications, in person or via images, grant written consent to do so.

Human subjects who are utilized in the classroom and clinical environment sign the consent form below. Each participant volunteers for the activity and is informed that they may decline, risk-free, any questions or activities. Minors are accompanied by their parents for activities such as baby and toddler labs.

**Use of Student Information in Research**
Occasionally, the Physical Therapy faculty conducts educational research that involves student application materials, grades, and other course-related data. For this reason, the Program has students sign the release form below. The DPT Program may utilize such student data without further informed consent where the research complies with state and federal law and is reviewed by the appropriate university Institutional Review Board.

**Sample Release Form Used for Students and Other Human Subjects**

**AUTHORIZATION AND RELEASE - PHOTOGRAPHS VIDEOTAPES & RESEARCH**

I, ________________________________, hereby authorize the UW-Madison Doctor of Physical Therapy Program to take and publish photographs and videotapes of myself, or portray information about myself for the purposes of research, achieving learning objectives, participation in professional activities, and/or providing information about the Program to the public.

Signature _________________________

Date _________________________

Witness _________________________

I know that I may decline, risk free, any questions or activities. This consent may be revoked at any time by contacting the Program Director.
Sexual Harassment Statement and Policy Information  
http://oed.wisc.edu/sexualharassment/

Defining and Addressing a Community Concern  
When sexual harassment occurs, it degrades the quality of work and education at the University of Wisconsin-Madison. It erodes the dignity and productivity of the individuals involved and diminishes the quality, effectiveness, and stature of the institution. Sexual harassment not only violates the law and university policy but also can damage personal and professional relationships; cause career or economic disadvantage, and expose the university to legal liabilities, a loss of federal research funds and other financial consequences. For all these reasons, it is in our best interest to educate all community members and take other steps necessary to prevent sexual harassment. We have a collective responsibility to do so, thereby promoting an environment that better supports excellence in teaching, research, and service.

Sexual harassment is a community concern. Any one of us may experience harassment, be accused of harassment, or be consulted by someone who thinks he or she has been harassed. Sexual harassment can affect workplace relationships or learning relationships. It can occur in any university setting (an office, a classroom, a university program). Each of us has a duty not to harass others and to act responsibly when confronted by the issue of sexual harassment. Principle investigators, supervisors, managers, department chairs, directors and deans have additional responsibilities: individuals in positions of authority must take reasonable measures to prevent sexual harassment and take immediate and appropriate action when they learn of allegations of sexual harassment.

Many people are not sure what to do to help someone who thinks that he or she has been harassed. This website will provide information about what to do, advice for conversations and resources to contact for further advice.

Consensual Relationships Statement  
http://www.ohr.wisc.edu/polproced/UPPP/1505.html

Guidelines  
It is in the interest of the University of Wisconsin-Madison to provide clear direction and educational opportunities to the university community about the professional risks associated with consensual romantic and/or sexual relationships between members of the university community where a conflict of interest and/or a power differential between the parties exists. Individuals entering such relationships must recognize that:

(1) **Conflicts of Interest** may arise when such relationships occur between and among faculty, staff, students and prospective employees. University policies and ethical principles already preclude individuals from evaluating the work or academic performance of others with whom they have intimate familial relationships, or from making hiring, salary or similar financial decisions concerning such persons. The same principles apply to consensual romantic and/or sexual relationships and require, at a minimum, that appropriate arrangements be made for objective decision-making.

(2) **Power Differentials** between the parties in a consensual romantic and/or sexual relationship may cause serious consequences even when conflicts of interest are resolved. Individuals entering into such relationships must recognize that:

A. The reasons for entering, maintaining, or terminating such a relationship may be a function of the power differential;
B. Where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. Furthermore, under certain situations, consensual relationships may be outside the scope of employment for University employees and, if so, an individual would not be covered by the state's liability protection in subsequent litigation; and

C. It is almost always the case that the individual with the power or status advantage in the relationship will bear the burden of accountability.

**Reporting Policy**
Where a conflict of interest exists, or may exist, in the context of a consensual romantic and/or sexual relationship, the individual with the power or status advantage shall notify his or her immediate supervisor. The supervisor shall have the responsibility for making arrangements to eliminate or mitigate a conflict whose consequences might prove to be detrimental to the university or to either party in the relationship.

**Military Service Policy**
Upon presentation of their active duty papers, students have several options:

1. **Withdrawal**: If the term has already begun, you should submit a withdrawal form with your academic dean’s office. The form must identify the current date as the "date of withdrawal," and give "called to active duty" as the withdrawal reason. This must be written on the form because the web form does not offer this reason as an option. The Registrar's Office will process the withdrawal and arrange for the full refund.

2. **Selective Drops**: You may choose to drop one or more courses and elect to complete remaining course work according to the options noted below. A full refund of dropped courses will be honored.

3. **Incompletes**: If you have successfully completed the majority of work for a course, a grade of “I” can be awarded at the discretion of the instructor. It may be possible for you to be granted an extension on your incompletes if you are gone for an extended period of time.

4. **Final Grades**: If your instructor determines that a sufficient amount of course work has been completed, and there is sufficient information about your performance in the course, an instructor may choose to award a final grade. You must consult with your instructor to determine whether these two requirements have been met.

The intention of this policy is to permit students to select whichever option fits their particular circumstances. For additional information on Military Leave Policy, please consult [http://registrar.wisc.edu/call_up_information.htm](http://registrar.wisc.edu/call_up_information.htm).
Wisconsin Caregiver Law
Wisconsin legislation requires background checks of licensed caregivers and others associated with health and child-care facilities.

University attorneys have advised us that this law applies to students receiving clinical training; therefore, we must ensure that all School of Medicine and Public Health students comply with the law. Our procedure is outlined below:

1. All students must complete the Background Information Disclosure Form and the Student Authorization to Conduct a Criminal Background Check form.
2. The School of Medicine and Public Health submits the required information to the Wisconsin Department of Justice and assumes the cost of conducting background checks.
3. The School of Medicine and Public Health maintains confidential files in the Student Services Office that contain the Background Information Disclosure forms, release forms, and reports generated by the background checks.
4. The School of Medicine and Public Health provides information from their files to clinical education sites upon request. Each site will decide if students may have access to their site, based on reports generated by the background checks.
5. Any student who has been convicted of, or has charges pending, for a crime or act that has been determined by the Wisconsin Department of Health and Family Services to be “substantially related” to positions covered by the Caregiver Law should be aware that they may not be able to fulfill program degree requirements.

Information about this law is available on the Department of Health and Family Services web site: http://dhfs.wisconsin.gov/caregiver/index.htm. If you have questions about our procedures, please contact the Associate Dean for Academic Affairs, School of Medicine and Public Health.

Information about this law is available on the Department of Health and Family Services web site: http://dhfs.wisconsin.gov/caregiver/index.htm.

Drug Testing
Each clinical site has its own requirements. Students must visit the Program’s Clinical Education web site: http://www.orthorehab.wisc.edu/physical-therapy/academic/clinical_education.shtml. Go to the Clinical Education Data Base, type in the password “uwpt13,” choose Contacts, then Special Requests. Drug testing may be stipulated as a condition for an internship.

English as a Second Language
For ESL Services, please refer to: www.wisc.edu/english/esl.
Under federal regulations, students and universities share responsibility for reporting status changes in an accurate and timely manner.

Orientation Requirements: The U.S. Department of Homeland Security requires student visa holders to register with the UW-Madison prior to beginning your academic program in the United States. In order to assist you in complying with this requirement, International Student Services (ISS) has prepared a Mandatory Orientation. Although you will be invited or required to attend a variety of orientation programs, the ISS Mandatory Orientation is designed specifically to address the needs of international students. See web-site for details: http://www.iss.wisc.edu/mandarotycheckin.html.

Addresses: Students must keep addresses current via their “MyUW” account. Changes in home (foreign) address – student must report change within 10 days. Changes of UW residential (mailing) address – students must report change within 10 days. Once these changes are noted, ISS has 21 days to report them to SEVIS. Students with no U.S. or foreign addresses can NOT be reported as enrolled and risk deportation.

Travel: You will need a valid passport or other travel document. If you are a citizen of Canada entering the U.S. from North America, you may prove your nationality with a document other than a passport.

I-20 or DS-2019:
F visa holders must have a Form I-20 with item five showing a completion date that is in the future. The document should have a travel endorsement no more than a year old on the bottom of page three. ISS recommends more frequent travel endorsements every six months. If you have been out of the United States for more than five months, contact ISS to see if you need a new Form I-20.

J visa holders must have a Form DS-2019 with item three showing a completion date that is in the future, and with a travel endorsement no more than a year old in the bottom right corner. ISS recommends more frequent travel endorsements every six months.

Travel endorsements can be obtained by bringing your current I-20 or DS-2019 and passport to ISS several business days before you plan to travel. Please see http://www.iss.wisc.edu/traveltips.html for more information.
Our Safety and Health Risks…

The UW-Madison Environment, Health, and Safety Department is responsible for the safety of faculty, students, and visitors to campus. Their website can be found at: http://www2.fpm.wisc.edu/safety/. The UW-Madison Police Department is also concerned with providing a safe environment: http://www.uwpd.wisc.edu/default.html.

STANDARD PRECAUTIONS

Health Professions Programs Immunization Policy

Students in the Health Professions Programs at the University of Wisconsin School of Medicine and Public Health are required to submit proof of the following immunizations and vaccinations:

1. Rubella (German Measles)
   Document one to two doses of the vaccine after age 12 months, or provide antibody titer results documenting immunity.

2. Mumps
   Document one to two doses of the vaccine after age 12 months, or provide antibody titer results documenting immunity.

3. Measles (Rubeola)
   Document two doses of the vaccine after age 12 months, or provide antibody titer results documenting immunity.

4. Varicella (Chickenpox)
   Document two doses of the vaccine, history of the disease, or provide antibody titer results documenting immunity.

5. Hepatitis B
   Document three doses of the vaccine, or provide antibody titer results documenting immunity.

6. Tetanus/Diptheria
   Document tetanus/diphtheria immunization within the last ten years. Tetanus/diphtheria/pertussis (Tdap) vaccine is strongly encouraged and can be given as early as two years since the last Td dose.

7. Tuberculin Skin Test
   A tuberculin skin test is administered to students new to the Program and on an annual basis thereafter by UW-Madison University Health Services. A chest x-ray and clinical evaluation are required at the time of the first positive skin test. Students known to have a positive skin test must provide an annual update of their health status relative to tuberculosis from a health care provider. A new chest x-ray is not required each year unless there are signs or symptoms of tuberculosis or other medical concerns.

   Students are strongly encouraged to have an initial polio vaccine series before they begin school.
To request an exemption from the immunization requirement, a student must provide one of the following:

1. A signed and dated statement explaining their objection on the grounds that administration of one or more of the required immunizing agents conflicts with their religious beliefs unless the Board of Health has declared an emergency or an epidemic of disease. The School will inform the student of the risks to him/her and others of the student’s not being immunized.

2. A signed and dated statement from a licensed physician which states that the student’s physical condition is such that administration of one or more of the required immunizing agents would be detrimental to his/her health.

**Standard Infectious Disease Procedures**

All students in the Program are provided instruction in Universal Precautions in Bloodborne Pathogens and OSHA Standards for the storage and use of hazardous material annually in the summer semester. Records of attendance for these sessions are kept in the office of the Academic Coordinator of Clinical Education (ACCE). In addition, in order to complete exercises at University of Wisconsin Hospital and Clinics (UWHC), students must complete an on-line module on Safety Infection Control.

**CPR**

Prior to the first clinical experience at the end of the first year, the student must hold the equivalent of the American Heart Association Basic Life Support (CPR for health care professionals) certificate. The appropriate CPR course is offered up to 18 times a semester at the University of Wisconsin Hospital and Clinics.

**University Health Services (UHS)**

Students are encouraged to have health insurance. University Health Services provides students with many basic health care services at no extra cost, including medical care for illnesses, injuries, counseling and consultation. UHS also has clinics for women’s health, dermatology, sexually transmitted diseases, sports medicine, and immunizations. UHS coverage complements, but does not replace, health-insurance covered services. Health insurance is available through Student Health Insurance Plan (SHIP): [http://www.uhs.wisc.edu](http://www.uhs.wisc.edu).

**Health and Safety Concerns for Students Who May Be Pregnant**

Physical therapy students are exposed to situations that may be harmful to a fetus. Formaldehyde (the preservative used in Anatomy lab) is considered to be a teratogen. Diathermy, Microwave, Ultrasound, Electrical Stimulation and certain types of exercise can threaten a safe pregnancy. Since a fetus is most vulnerable in the early stages of pregnancy, it is best to consult with the Program Director if you are pregnant or planning a pregnancy, to identify any necessary adaptations to your program of study.

**Clinical Sites**

Clinical facilities are made aware of their need to instruct student interns in safety issues via the Clinical Education Binder given to them at the start of their contract with the Program. Available emergency services during internships will be addressed during the facility’s orientation. The Program assesses how well facilities perform this function on the Student Evaluation of Clinical Facility form that students complete at the end of each clinical experience.
**Hazardous Materials**
All chemicals and potentially hazardous materials are labeled, and Material Safety Data Sheets are available in the laboratories. The campus-wide Office of Biological Safety provides training and oversight in the use of hazardous materials. See: [http://www2.fpm.wisc.edu/biosafety/](http://www2.fpm.wisc.edu/biosafety/).

In the Human Anatomy lab, students are given instructions on proper procedures for safely handling materials such as formaldehyde and toxic chemicals. Safety considerations include use of safety glasses, lab coats and gloves, and proper disposal of scalpel blades. Levels of toxic and noxious substances are monitored in the anatomy laboratories.

**Maintenance of Equipment**
Laboratory equipment is checked by certified medical equipment maintenance personnel annually to insure that electrical and mechanical operations are safe and meet specifications. A green sticker is attached to each piece of equipment one it has passed inspection. Records are kept in the Program Secretary’s office to document work performed and the status of each piece of equipment. Documentation of the check is also noted on each piece of equipment.

As a part of laboratory instruction, students are educated in the proper use of laboratory equipment and proper laboratory safety procedures. Operation manuals for equipment are kept in the lab where the equipment is housed.

**Safety and Emergency Procedures**
The Physical Therapy Program adheres to the following University Guidelines:

**SAFETY AND SECURITY CONCERNS FOR STUDENTS ON CAMPUS**
- The campus has SAFE Nighttime services for students. The University has extensive safety information and plans and policies for faculty, staff, students and the public, all available at: [http://www.fpm.wisc.edu/safety/](http://www.fpm.wisc.edu/safety/).
- Access to Emergency Services can be obtained by going to any phone and dialing 911. The caller is linked to the University Police Department. The campus has 60 blue light phones to help address security and provide access to emergency services. There is also a Lightway walkway route on campus. Complete information about the University Police Department is at: [http://www.uwpd.wisc.edu/](http://www.uwpd.wisc.edu/).

**FIRE/WEATHER PROCEDURES**

**Inclement Weather Guide / Snow Days / Excessive Heat**

**Campus and Information Center 608/263-2400**
The Chancellor is responsible for determining if, for the safety and welfare of students and staff, classes will be postponed. Some services, such as UW Hospital and Clinic, University Housing, University Police and power plant operations remain open regardless of weather conditions.

University Communications works with the Chancellor in providing appropriate announcement to the media (TV and radio stations frequently announce closings). Persons wondering if the university has been closed may contact the Campus Information Center at 263-2400 or visit the UW homepage at [www.wisc.edu](http://www.wisc.edu).

Official Inclement Weather Guidelines may be read at [http://www.news.wisc.edu/6410.html](http://www.news.wisc.edu/6410.html).

*Note: This policy also applies when there is excessive heat/a lack of air conditioning.*
Fire / Tornado Procedures
Procedures for fire and tornado emergencies are posted on the bulletin boards on the fourth and fifth floors. Please read the procedures and know what to do when an alarm sounds.

1. In buildings with fire alarm systems, such as MSC:
   In case of fire or situations requiring evacuation--pull alarm--this notifies Police & Security and the Madison Fire Department. Then, if time allows, call Police & Security at 911 with details. Evacuate promptly whenever alarm sounds.

   In buildings without fire alarms:
   Call 911 and give address and/or building name, your name and - if there's time - details of the fire. Evacuate promptly.

   **FOR ALL EMERGENCIES**
   **DIAL 911**

2. When evacuating, **use stairways**, never elevators, as these do not function normally in the event of a fire.
   - Close doors and windows of rooms as you leave. This will isolate and contain the fire.
   - Doors need not be locked; lights can be left on.
   - If a stairway has smoke or fumes in it, use an alternate stairway exit.

3. Be familiar with the location of all exits and fire extinguishers.

4. After evacuating the building, move more than 100 feet away from the building to allow room for others to get out, for fire fighter access, and to avoid smoke, fire, and debris.

5. Wait until the Madison Fire Department incident commander gives permission to re-enter the building.

6. Handicapped persons that are unable to evacuate the building can call Police & Security at 911 to tell them who and where they are, if it can be done safely. Otherwise, they should proceed to the nearest restroom and remain there until fire fighters or police officers arrive.

7. Evacuation drills will be conducted annually by the Madison Fire Department and U.W. Safety Department.”

   **These Emergency Procedures are posted in Program hallway and lab bulletin boards.**
# Our Activities and Services…

## 2010-2011 ACADEMIC CALENDAR OF EVENTS

<table>
<thead>
<tr>
<th>JUNE-</th>
<th>FIRST DAY OF CLASS -</th>
<th>JUNE 7</th>
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<tbody>
<tr>
<td></td>
<td>ORIENTATION TO PROGRAM</td>
<td>JUNE 4</td>
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<tr>
<td></td>
<td>APTA ANNUAL CONFERENCE &amp; EXPOSITION – Boston, MA</td>
<td>JUNE 16-19</td>
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<tr>
<td>JULY-</td>
<td>INDEPENDENCE DAY</td>
<td>JULY 4</td>
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<tr>
<td>AUG-</td>
<td>LAST DAY OF CLASS AND EXAMS - SUMMER 2010</td>
<td>AUG 6</td>
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<tr>
<td>SEPT-</td>
<td>LABOR DAY</td>
<td>SEPT 6</td>
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<td></td>
<td>FIRST DAY OF CLASS - FALL SEMESTER 2010</td>
<td>SEPT 2</td>
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<td></td>
<td>ROSH HASHANAH*</td>
<td>SEPT 9</td>
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<td>YOM KIPPUR*</td>
<td>SEPT. 18</td>
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<td>OCT-</td>
<td>NATIONAL PHYSICAL THERAPY MONTH</td>
<td>OCT. 14-16</td>
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<td>WPTA FALL CONFERENCE – Wis. Dells, WI</td>
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<td>NATIONAL STUDENT CONCLAVE – Cherry Hills, NJ</td>
<td>OCT 29-31</td>
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<td>NOV-</td>
<td>THANKSGIVING RECESS</td>
<td>NOV 25-28</td>
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<td>DEC-</td>
<td>LAST DAY OF CLASS - FALL SEMESTER 2010</td>
<td>DEC 15</td>
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<td>FINAL EXAMS</td>
<td>DEC 16-23</td>
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<td>WINTER RECESS</td>
<td>DEC 23 - JAN 18</td>
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<td>JAN-</td>
<td>FIRST CLINICAL EXPERIENCE</td>
<td>JAN 3-14</td>
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<td>MARTIN LUTHER KING DAY</td>
<td>JAN 17</td>
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<td>FIRST DAY OF CLASS - SPRING SEMESTER 2011</td>
<td>JAN 18</td>
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<tr>
<td>FEB-</td>
<td>COMBINED SECTIONS MEETING – New Orleans, LA</td>
<td>FEB 9-12</td>
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<td>MAR-</td>
<td>SPRING BREAK</td>
<td>MAR 12-APRIL 20</td>
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<td>PASSOVER*</td>
<td>APRIL 19</td>
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<td>APR-</td>
<td>WPTA SPRING CONFERENCE – Green Lake,, WI</td>
<td>APR 7-9</td>
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<td>GOOD FRIDAY</td>
<td>APRIL 22</td>
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<td>MAY-</td>
<td>LAST DAY OF CLASS - SPRING SEMESTER 2011</td>
<td>MAY 6</td>
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<td>FINAL EXAMS</td>
<td>MAY 8-14</td>
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<td></td>
<td>COMMENCEMENT EXERCISES</td>
<td>MAY 13-15</td>
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<td></td>
<td>CLINICAL EXPERIENCE</td>
<td>MAY 16-JUNE 10</td>
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<tr>
<td></td>
<td>APTA ANNUAL CONFERENCE – National Harbor, MD</td>
<td>JUNE 8-11</td>
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</table>

*Mandatory exercises will not be scheduled on these dates
Campus-Wide Student Services
Following are lists of the major headings and topics that are services available to students on the UW-Madison campus. Go to http://www.wisc.edu/studentLife/studentServices.php/ and click on the topic of interest for detailed information.

Academic/career advising
Academic resources
Associated Students of Madison
Financial aid/tuition
Getting around campus
Graduate Student Portal

Academic resources
Academic and career advising
Academic fields of study (schools, colleges, departments and programs)
Admissions
Graduate admissions
Undergraduate admissions office
Transferring to UW-Madison
UW System transfer information
Computing (DoIT)
Info Labs
Student Peer Technology Training
Graduate School Catalog
Graduate departments and programs
Honors programs
College of Agricultural and Life Sciences
College of Letters and Sciences
International programs
Electronic Global Gateway
(comprehensive guide)
International Institute
International Studies and Programs
Study abroad

Libraries
Online courses (WebCT)
Research and service facilities
Research opportunities for undergraduates - research and creative endeavors with faculty across all academic disciplines
Student evaluations of courses and instructors

Students Information Technology
Student life/housing
Student Organizations
Student Organizations
Student services
Wisconsin Union

Tutoring
Tutoring (Greater University Tutoring Service)
TRIO Student Support Services
Timetables (course listings)
Undergraduate Catalog
Undergraduate departments and programs
Writing Center

Academic and career advising
Business Service employment
Campus employment opportunities
Division of University Housing
Student Job Center

Career centers
Educational Placement and Career Services (School of Education)
College of Agricultural and Life Sciences
Career Services
Business Career Center
Career Advising and Planning Services
Engineering Career Services
Cross-College Advising Service
Degree Audit Reporting System (DARS)

EASI (Extended Access to Student Information)
International programs advising
Registrar, Office of the
Student Orientation Programs
Transcripts
Undergraduate advising toolkit
Student Services
Student life and housing

Student Services
- Academic and career advising
- Campus Assistance and Visitors Center
- Campus Child Care, Office of
- Commencement/graduation information
- Counseling and Consultation Services
- Dean of Students, Office of the
- Disability Resource Center, McBurney
  UW-Madison ADA Coordinator
- Health Services

International Student and Scholar Services

Multicultural Student Center
Race Relations Education Program
Religious resources
  Religious centers (campus-affiliated)
  University Religious Workers
Resources: New Student Information Handbook
Student Financial Services, Office of
Student Health Insurance Plan (SHIP)
Student Organization Office
Student Orientation Programs
University Health Services
Veteran Services
Women's Issues, Commission on Health-services

Student life and housing
- Campus calendars and events
- Campus environmental management
- Campus housing
  Undergraduate student
  Graduate student
  Bradley Learning Community
  Chadbourne Residential College

Community service opportunities (Morgridge Center for Public Service)

Events, activities and culture
- University events calendar
- Specialized events calendars
- Wisconsin Union
- UW Arts Consortium
- Museums and galleries
- Food service (Division of University Housing)
- Off-campus housing listing service (Campus Assistance and Visitors Center)

Religious centers (campus-affiliated)

Sports and recreation
- Badger athletics
- Intramural athletics/club sports
- Recreational sports
- Student organizations
- Wisconsin Union

Financial aid/Tuition
- Bursar's Office
- Campus employment opportunities
  Business Service employment
  Division of University Housing
  Student Job Center
- EASI (Extended Access to Student Information)
- Registrar, Office of the
- Student Financial Services, Office of
- Student loans

Getting around campus
- ASM Bus Pass Program
- Disability Resource Center, McBurney
- Police Department, University
- SAFE nighttime services
- Transportation services
Health Professions Student Services

Health Professions Programs – UW School of Medicine and Public Health Academic Affairs

Dean’s Office:
Byron Crouse MD, Interim Associate Dean of Academic Affairs
Contact: JoAnn Steinich, Academic Affairs Student Status Examiner:
jlsteinich@wisc.edu or (608) 263-6800

Registration Assistance
- Web enrollment procedures and questions.
- Course change procedures – students acquire form directly from website. Return completed forms to acquire Dean’s permission and processing, Room 1130 MSC.
  a. Add/Drop
  b. Credit Change
  c. Section Change
  d. Pass/Fail
  e. Withdrawal from the University

  All deadlines posted on the Registrar’s Website: http://registrar.wisc.edu must be observed.

- Grants permission to carry more credits in a semester than the DPT Sequence of Courses denotes.

Records
- Admits and matriculates students to the University
- Maintains official University records for students enrolled in the Physical Therapy Program.
- Provides enrollment certification.
- Provides graduation certification.

Additional Services
- Interpretation of student rights and responsibilities:
  a. Appeals and grievances beyond the Program
  b. Access to records with appropriate notice
  c. Third-party access to records with appropriate notice
  d. Disciplinary procedures for academic misconduct
- Collects and distributes Background Checks required by Wisconsin Act 27 (Caregiver Law).
- Collects Health Records required by SMPH. Distributes on request.
- Provides statements about liability coverage for students in clinical training.
### Our Important Places…

| **Bookstores** | University Bookstore  711 State St., 257-3784  
|                | Medical Bookstore at HSLC |
| **Buses/Shuttles** | Free shuttle from MSC to HSLC  
|                  | City Bus 80/85 are free campus buses see routes at:  
| **Campus Visitor and Information Programs** | 716 Langdon St. 263-2400. Contact the Campus Visitor and Information for academic and non-academic counseling as well as when looking for a reference center.[vip.wis.edu](http://vip.wis.edu) |
| **Computer Labs** | MSC Facilities are wireless.  
|                  | Program Computer Lab:  Rm 4185 MSC  
|                  | **Please pick up after yourselves and keep facilities clean.**  
|                  | Health Sciences Learning Center InfoLab (500 free copies each fall/spring semester, 250 free copies each summer)  
|                  | Rm 2110  HSLC  262-6957  
|                  | Computing @ UW-Madison [http://www.doit.wisc.edu/](http://www.doit.wisc.edu/) |
| **Copy Stores** | Bob’s Copy Shop – [http://bobscopyshop1.com](http://bobscopyshop1.com)  
|                 | 616 University Ave  257-5436 |
| **Badger Market** | Basement of Medical Sciences Center (follow your nose!) |
| **Labs** | Students are responsible for making sure nothing is removed from the labs in 5150 and 4150 MSC, and that the labs are well-maintained. |
| **Libraries** | Ebling Library (Health Sciences) 750 Highland Ave 262-2020  
|                | Social Work Library, Rm 236, 1350 University Ave 263-3283 |
| **Lockers** | Basement of Medical Sciences Center: locker numbers are obtained from Pat Mecum, Rm 5181 MSC;  263-7131  
|             | For assignment of fourth floor women's lockers and fifth floor men's lockers, also check with Pat Mecum. |
| **Mail Room (5173 MSC)** | The mailroom is for faculty and staff only. Students who need to drop off materials for faculty/staff can give them to Pat Mecum (5185) or Lisa Levy (4215). Students are not allowed to use the copier or mail room supplies without permission. |
| **McBurney Center** | Disability Resource Center, 1305 Linden Drive., 608-263-2741  
|                  | [mcburney.wisc.edu](http://mcburney.wisc.edu) |
| **Phones** | There are campus-only phones in both labs, and phones for local calls in 4140 MSC and in Pat’s office |
| **Posted Hallway Information Centers** | ♦ 5180 MSC: Scholarships  
♦ 5190 MSC: Phi Theta  
♦ Between 5175 and 5185 MSC: Important Notices and Urgent Messages  
♦ 5170 MSC: Publications  
♦ 5150 MSC: Employment Opportunities, Faculty Development, Continuing Education  
♦ 4140/4150 MSC: Poster Presentations and Student Information  
♦ Individual Instructors: Outside office doors |
|----------------------------------------|-------------------------------------------------------------|
| **Recreation Centers (ID Required/Fee)** | Southeast Recreational Facility (SERF) - 715 W. Dayton St., 262-8244  
Nutatorium/Unit II Gymnasium (The Nat) - 2000 Observatory Dr., 262-3742  
Camp Randall Sports Center (The Shell) - 1430 Monroe St., 263-6566  
Nielsen Tennis Stadium - 1000 Highland Ave. 262-0410 |
| **Student Rooms** | 4185 MSC: Computer Lab  
5180 MSC: Student Conference Room and Clinical Placement Information. PLEASE REFILE CLINICAL FACILITY INFORMATION AND DO NOT REMOVE ANYTHING FROM THIS ROOM.  
4140 MSC: Student Break Room  
**Students are responsible for maintaining the facilities and appliances provided in the student rooms.** |
| **Study Areas** | 5180 MSC: Student Conference Room  
4140 MSC: Student Break Room  
4th and 5th floor hallway carousels, 1st floor and basement MSC  
5215 MSC: Faculty Conference Room, when available |
| **Student Health Services** | 333 East Campus Mall., 265-5600  
[www.uhs.wisc.edu](http://www.uhs.wisc.edu) |
| **Counseling Services** | 333 East Campus Mall, 265-5600  
[www.uhs.wisc.edu/home.jsp?cat_id=36](http://www.uhs.wisc.edu/home.jsp?cat_id=36) |
| **Student Unions** | Memorial Union - 800 Langdon St., 265-3000 |
| **International Student Services** | Red Gym - 2nd floor, 262-2044  
716 Langdon St.  
[www.iss.wisc.edu](http://www.iss.wisc.edu) |
| **The Writing Center** | 6171 Helen C White Hall – 600 N. Park St., 263- 1992  
[www.writing.wisc.edu](http://www.writing.wisc.edu) |
| **WiscCal** | Log in to wisc.edu, go to WiscCal, go to DPT Program, then DPT calendar. |
| **free campus-wide calendaring and scheduling application** | }
Our Student Contact Information…

It is important that you complete this form to ensure that pertinent information regarding your professional education reaches you in a timely manner. Should an emergency arise, the following information is used to attempt to reach you. “Public” information will be shared with faculty and staff, and posted in the student room.

If your address changes, please update your contact information using “MyUW” on the UW-Madison website (www.wisc.edu). Also please inform Pat Mecum in 5185 MSC (mecum@pt.wisc.edu) of any changes in your name and/or contact information throughout your enrollment in the Program.

COMPLETE AND RETURN THIS FORM TO THE PROGRAM OFFICE, 5185 MSC, BY JUNE 11, 2010. (Please print legibly)

STUDENT NAME: ____________________________

NICKNAME: ____________________________

STUDENT ID NUMBER: ___________________ PIN #: ___________________

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<tr>
<th>CAMPUS ADDRESS</th>
<th>EMERGENCY ADDRESS</th>
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<td>CAMPUS PHONE NUMBER</td>
<td>EMERGENCY PHONE NUMBER</td>
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<th>MAILING ADDRESS WHEN NOT ON CAMPUS</th>
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<th>PHONE NUMBER</th>
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The Physical Therapy Program requires that you verify that you have read and are aware of the information and policies contained in and referred to in the Student Handbook. A signature line is provided below for your verification of knowledge of the contents of the Student Handbook.

I certify that I have read, understand, and will abide by the information and requirements in the Physical Therapy Program Class of 2013 Student Handbook.

Date ____________________________ Signature ____________________________