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 provide quality care in an empathetic, 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 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, with foundational training in roles as 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 evidence-based practice that includes 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/client 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/clients 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.
**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.

**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.
**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.

**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.
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 judgments 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

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Basic Science Track</th>
<th>Clinical Science Track</th>
<th>Clinical Practice Track</th>
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</thead>
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<tr>
<td>Year 1 Summer (Semester 1)</td>
<td>• ANA 622: Human Anatomy</td>
<td>• PT 501: Anatomical Applications in Physical Therapy</td>
<td>• PT 538: Introduction to the Physical Therapy Profession and Professionalism</td>
</tr>
<tr>
<td>Year 1 Fall (Semester 2)</td>
<td>• ANA 637: Functional Neuroanatomy • PT 627: Clinical Decision-Making: Tissue Mechanics and Adaptations</td>
<td>• PT 527: Foundations of Physical Therapy Examination, Evaluation Diagnosis • PT 664: Clinical Medicine I</td>
<td>• PT 539: Physical Therapy Education and Lifespan Learning Issues</td>
</tr>
<tr>
<td>Year 1 Spring (Semester 3)</td>
<td>• PT 628: Clinical Decision-Making: Neuromuscular Mechanics and Control • PT 640: Scientific Inquiry in Physical Therapy</td>
<td>• PT 534: Foundations of Physical Therapy Intervention • PT 665: Clinical Medicine II</td>
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<tr>
<td>Year 2 Summer (Semester 4)</td>
<td>• PT 641: Current Issues in Rehabilitation Research I</td>
<td>• PT 521: Physical Agents • PT 675: Orthotics: Application in Physical Therapy Practice • PT 668: Health Promotion and Wellness</td>
<td>• PT 701: 4-Week Clinical Internship II</td>
</tr>
<tr>
<td>Year 2 Fall (Semester 5)</td>
<td>• PT 643: Current Issues in Rehabilitation Research II</td>
<td>• PT 523: Cardiovascular and Pulmonary Aspects of Physical Therapy • PT 635: Motor Control Dysfunction: Examination, Diagnosis, and Management I • PT 676: Musculoskeletal Dysfunction: Examination, Diagnosis, and Management I</td>
<td>• PT 541: Issues of Culture and Diversity in Health Care</td>
</tr>
<tr>
<td>Year 2 Spring (Semester 6)</td>
<td>• PT 667: Clinical Case Conference • PT 678: Physical Therapy Management of Integument Conditions</td>
<td>• PT 636: Motor Control Dysfunction: Examination, Diagnosis, and Management II • PT 677: Musculoskeletal Dysfunction: Examination, Diagnosis, and Management II</td>
<td>• PT 512: Principles of Professional Practice and Administration • PT 542: Medical Ethics, Jurisprudence, and Health Care Regulations</td>
</tr>
<tr>
<td>Year 3 Summer (Semester 7)</td>
<td>• PT 667: Clinical Case Conference • PT 678: Physical Therapy Management of Integument Conditions</td>
<td>• PT 543: Professional Practice Issues in Physical Therapy • PT 600: Service Learning Seminar in Physical Therapy • PT 702: 8-Week Clinical Internship III</td>
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<tr>
<td>Year 3 Fall (Semester 8)</td>
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<td>• PT 703: 8-Week Clinical Internship IV</td>
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<tr>
<td>Year 3 Spring (Semester 9)</td>
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<td>• PT 704: 8-Week Clinical Internship V • PT 705: 8-Week Clinical Internship VI • PT 601: Physical Therapy Externship</td>
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PT 799: Independent Study and PT 642 Research Practicum (offered any semester)

Optional: Electives outside the DPT Program
DPT SEQUENCE OF COURSES FOR THE CLASS OF 2015

YEAR 1 (2012-13)

Semester 1 (Summer) (9 weeks: June 11-August 10, 2012)
ANA 622 Human Anatomy (Bersu) 6 credits
PT 501 Anatomical Applications in Physical Therapy (Cobey/J. Boissonnault) 2 credits
PT 538 Introduction to the Physical Therapy Profession and Professionalism (J. Boissonnault) 1 credit
Total 9 credits

3 weeks off

Semester 2 (Fall) (September 4-December 22, 2012) (Thanksgiving Recess November 22-25)
ANA 637 Functional Neuroanatomy (Harting) 3 credits
PT 527 Foundations of Physical Therapy Examination, Evaluation, Diagnosis (Cobey/Nelson) 4 credits
PT 539 Physical Therapy Education and Lifespan Learning Issues (J. Boissonnault) 1 credit
PT 627 Clinical Decision-Making: Tissue Mechanics and Adaptations (Heiderscheit/Brickson) 3 credits
PT 664 Clinical Medicine I (W. Boissonnault) 5 credits
Total 16 credits

2 weeks off

Semester 3 (Spring)
PT 700 2-Week Clinical Internship I (Wenker) (January 7-18, 2013) 2 credits

(December 22-May 18, 2013) (Spring Break March 23-31)
PT 534 Foundations of Physical Therapy Intervention (Brickson/Cobey) 4 credits
PT 540 Psychosocial Aspects of Health Care (J. Boissonnault) 1 credit
PT 628 Clinical Decision-Making: Neuromuscular Mechanics and Control (Heiderscheit/Dewane/Sesto) 4 credits
PT 640 Scientific Inquiry in Physical Therapy (Sesto) 3 credits
PT 665 Clinical Medicine II (W. Boissonnault) 5 credits
Total 19 credits

YEAR 2 (2013-14)

Semester 4 (Summer)
PT 701 4-Week Clinical Internship II (Wenker) (May 20-June 14, 2013) 4 credits
1 week off
(8 weeks: June 24-August 16, 2013)
PT 521 Physical Agents (Sesto/Nelson) 2 credits
PT 675 Orthotics: Applications in Physical Therapy Practice (Hallisy/Nelson) 1 credits
PT 668 Health Promotion and Wellness (Hallisy/Cobey) 2 credits
Total 9 credits

2 weeks off

Semester 5 (Fall) (September 3-December 21, 2013) (Thanksgiving Recess November 28-Dec. 1)
PT 523 Cardiovascular and Pulmonary Aspects of Physical Therapy (Brickson/Carlson) 3 credits
PT 541 Issues of Culture and Diversity in Health Care (J. Boissonnault) 1 credit
PT 635 Motor Control Dysfunction: Examination, Diagnosis, and Management I (Patterson/Dewane) 5 credits
PT 641 Current Issues in Rehabilitation Research (J. Boissonnault) 1 credit
PT 676 Musculoskeletal Dysfunction: Examination, Diagnosis, & Management I (Hallisy/Thein-Nissenbaum) 5 credits
Total 15 credits
4 weeks off

Semester 6 (Spring) (January 21-May 17, 2014) (Spring Break March 15-23)
PT 512 Principles of Professional Practice and Administration (Steinkamp) 3 credits
PT 542 Medical Ethics, Jurisprudence, and Health Care Regulations (J. Boissonnault) 1 credit
PT 636 Motor Control Dysfunction: Examination, Diagnosis, and Management II (Dewane/Patterson) 5 credits
PT 643 Current Issues in Rehabilitation Research II (J. Boissonnault) 1 credit
PT 677 Musculoskeletal Dysfunction: Examination, Diagnosis, & Management II (Thein-Nissenbaum/Hallisy) 5 credits
Total 15 credits
4 weeks off
YEAR 3 (2014-15)

Semester 7 (Summer) (8 weeks: June 16-August 8, 2014)
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 25-October 17, 2014) 8 credits
1 week off

Semester 8 (Fall)
PT 703 8-Week Internship IV (Wenker) (October 27-December 19, 2014) Total 8 credits
3 weeks off

Semester 9 (Spring)
PT 704 8-Week Clinical Internship V (Wenker) (January 12-March 6, 2015) 8 credits
1 week off
PT 705 8-Week Clinical Internship VI (Wenker) (March 16-May 8, 2015) 8 credits
PT 601 Physical Therapy Externship (Wenker) 1 credit
1 week off
Total 17 credits

Optional During Any Semester
PT 642: Research Practicum (1-3 credits)
PT 799 Independent Study (1-3 credits)
Electives outside the DPT Program

Total CREDITS = 121

RETURN FOR GRADUATION MAY 15, 2015
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, components of gait, 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/her 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, instructional technology, and components of a professional presentation. This course also includes discussion of professional behaviors important for 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 (Heiderscheit/Brickson) 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. Medical tests associated with the diagnosis of various 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 and family-centered care in pediatrics, and other professional behaviors. 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, musculoskeletal, gastrointestinal 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) 1 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/Cobey) 2 credits**

PT 668 is designed to provide the second-year physical therapy student with a multidimensional exploration of wellness, including physical, psychological, spiritual, social, emotional, intellectual and vocational aspects. Primary prevention topics are discussed via the four APTA Preferred Practice Patterns (e.g. cardiovascular & pulmonary, musculoskeletal, neuromuscular and integument) and via a lifespan perspective. 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, business management skills and advocacy 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), and on-line blackboard discussions of wellness topics.

**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 randomized controlled research article 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.

SEMMESTER 6 (SPRING)

PT 512 Principles of Professional Practice and Administration (Steinkamp) 3 credits
PT 512 is designed to introduce students 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, students will learn about principles of health care business, management and leadership, such as strategic planning, consulting, private practice, human resources, operations, organizational structure, marketing, fiscal management, and facilities planning as they pertain 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; health-care regulations (JCAHO, CARF, Medicare,
Medical Assistance, IDEA, ADA); and coding and reimbursement. Students utilize paper cases to analyze much of the ethics material.

**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 randomized controlled research article 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, professional development, 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 three or 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 this summer semester. This course is cross-listed through the University of Wisconsin Morgridge Center for Public Service. Four to ten students, accompanied by two to three faculty, typically travel internationally 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/Nelson) 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 regions and/or disease of the integument; and congenital and/or acquired amputation and its subsequent prosthetic management. Lab activities consist of wound examination, 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 (Wenker) (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.

Electives outside the DPT Program: See page 61
**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 Director of Clinical Education (DCE), in collaboration with the student’s Clinical Instructor, is responsible for assigning the final grade. The clinical education program was developed by the core faculty based on professional standards. Contracts for each clinical education site are run through the University Legal Department and must be signed by the Program Director and the University Vice Chancellor.

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 2014. The student will complete one eight-week internship in the summer, one eight-week internship in the fall of 2014, and two eight-week internships starting the spring semester of 2015. Students will have the opportunity to indicate their preference of where they would like to complete their internships. The selection process for the 2013 internships will occur in July 2012, and selection for the four final internships will begin in 2013. 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. **Please note that the final assignment rests with the DCE to ensure that students fulfill required internships in acute, outpatient orthopedic, and neurological environments.**

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 experience.

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 DCE and can be found at: Please see page 70 for clinical internship health and safety requirements.

University of Wisconsin School of Medicine and Public Health

Under the authority of Wisconsin Act 27, known as the Caregiver Law, background checks are required of licensed caregivers and others associated with health and child care facilities in Wisconsin, including students receiving clinical training at these facilities. For more information about Wisconsin Act 27, please see the Department of Health and Family Services website, www.dhfs.state.wi.us.

Students in the School of Medicine and Public Health are required to go through a background check. The information obtained by this check will be used by the program’s clinical training facilities to determine the individual’s eligibility to train within the facility. A Wisconsin background check is required of all applicants regardless of their place of residence. If an applicant has resided in another state(s) within 3 years of initiating the Wisconsin check, a background check is also required in that state(s).

Background check reports are received by the School of Medicine and Public Health (SMPH), and the results may be sent to clinical training facilities. Results that contain certain types of convictions, arrests, or a history of improper behavior that demonstrate the potential for harm to a vulnerable population, will be evaluated by the facilities to determine the individual’s eligibility for training at that site. The Caregiver Law identifies numerous “serious crimes” that automatically bar an individual from participation in clinical experiences, unless the individual completes the Wisconsin Department of Health and Family Services rehabilitation review process. The list of “serious crimes” can be found on the web site noted above. The initial background check will be in effect for four years. If, during that four year period, the individual notifies the program that he/she has been convicted of a crime, or is under investigation for a crime, or if the program learns of this information from another source, another background check will be conducted. Likewise, if an individual remains in the program for more than four years, another background check is required. Please note that an individual who is deemed ineligible to participate in clinical training based on the results of the check may not be able to complete the requirements for the degree.

University of Wisconsin – Madison School of Medicine and Public Health has partnered with QualifiedFirst by Verified Credentials, Inc. to manage your Background Check. Please note that all fees associated with the background check are your responsibility. To access the Background Information Center go to: http://scholar.verifiedcredentials.com/?organization=wisc

How It Works:
1. Enter code for the program you will be attending located above the “Get Started!” button on the right side of the page.
2. The Physical Therapy Program code is: FGWWM-38867.
3. Create an account.
4. Enter all required information.
5. Provide supporting documentation.
6. Track your progress.
7. Information will automatically be shared with your school.
If you have any questions, the Client Services Team is ready to assist you. Please call 800.938.6090 or email ClientServices@verifiedcredentials.com. You may also contact JoAnn at 608.263.7131 or email steinich@pt.wisc.edu. The **deadline to submit your order is June 15, 2012.**

**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](http://www.orthorehab.wisc.edu/physical-therapy/academic/clinical_education.shtml). Go to the Clinical Education Data Base, type in the password “uwpt14,” choose Contacts, then Special Requests. Drug testing may be stipulated as a condition for an internship.
Our Place within the University…

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University of Wisconsin-Madison

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Sue Wenker PT, MS, GCS, DCE

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

Classified Staff
Lisa Levy
Program Assistant
JoAnn Steinich
Program Assistant
Our Place within the Profession…

PROGRAM ACCREDITATION

The University of Wisconsin-Madison has had an accredited program in physical therapy since 1929. The Program has progressed from educating undergraduates to granting doctorates.

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 was admitted in June 1997. Since 2007, students have been awarded the Doctor of Physical Therapy degree upon successful completion of the three-year professional program.

In April 2011, 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 will be re-evaluated by CAPTE in June 2021.

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 changes within the Program and UW–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

INSTITUTIONAL ACCREDITATION

On October 19, 2009, the Commission of the North Central Association of Colleges and Schools granted the University of Wisconsin-Madison continued accreditation for the next ten years. A link to the University’s accreditation is included on the web sites of the Office of the Provost and of the Chancellor (www.greatu.wisc.edu/documents/Final_approval.pdf).
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 online.

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 the Wisconsin Chapter of the APTA. The WPTA represents Wisconsin at the national level and keeps physical therapists in the state informed of pertinent legislative issues. It also represents the physical therapy profession at the state level. Madison is in the Southwest District of the WPTA.

When students join the APTA, they automatically join the state chapter. They will be notified of, and are strongly encouraged to attend, Southwest 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
www.wpta.org

WORLD CONFEDERATION FOR PHYSICAL THERAPY (WCPT)
The World Confederation for Physical Therapy is the sole international organization representing physical therapists worldwide. It is dedicated to promoting the profession and improving global health.

WCPT Website: http://www.wcpt.org/

FEDERATION OF STATE BOARDS OF PHYSICAL THERAPY (FSBPT)
The Federation of State Boards of Physical Therapy develops and administers the National Physical Therapy Examination (NPTE) for both physical therapists and physical therapist assistants.

AMERICAN ACADEMY OF ORTHOPAEDIC MANUAL PHYSICAL THERAPY (AAOMPT)
The American Academy of Orthopaedic Manual Physical Therapists has been instrumental in raising the awareness of physical therapists to the contributions of manual therapy to the physical therapy profession and of the contributions of fellowship training in achieving advanced clinical competence.
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<th>Faculty Member</th>
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<tbody>
<tr>
<td>Bill Boissonnault</td>
<td>Education, Orthopaedics, Research</td>
</tr>
<tr>
<td>Jill Boissonnault</td>
<td>Education, Health Policy &amp; Administration, Women’s Health</td>
</tr>
<tr>
<td>Stacey Brickson</td>
<td>Cardiovascular and Pulmonary</td>
</tr>
<tr>
<td>Colleen Cobey</td>
<td>Orthopaedics</td>
</tr>
<tr>
<td>Judy Dewane</td>
<td>Neurology, Pediatrics, Geriatrics</td>
</tr>
<tr>
<td>Reenie Euhardy</td>
<td>Geriatrics, Federal Physical Therapy</td>
</tr>
<tr>
<td>Kristi Hallisy</td>
<td>Education, Orthopaedics, Sports, Health Policy and Administration</td>
</tr>
<tr>
<td>Bryan Heiderscheit</td>
<td>Research, Sports, Orthopaedics</td>
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<td>Evan Nelson</td>
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<td>Karen Patterson</td>
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<tr>
<td>Mary Sesto</td>
<td>Orthopaedics, Oncology, Research</td>
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<tr>
<td>Lisa Steinkamp</td>
<td>Education, Health Policy &amp; Administration, Private Practice</td>
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<tr>
<td>Jill Thein-Nissenbaum</td>
<td>Aquatics, Sports</td>
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<tr>
<td>Sue Wenker</td>
<td>Education, Geriatrics</td>
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</table>
STUDENT ORGANIZATIONS

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 2012-2013 are:

President: Lindsey Donath (keller2@wisc.edu)
Vice President: Sarah Hobbs (smhobbs@wisc.edu)
Secretary: Kara Mathys (mathys@wisc.edu)
Treasurer: Lisa Phillips (laphillips@wisc.edu)
PR & Interdisciplinary Affairs: Paul Jones (pjones@wisc.edu)
First Year–Liaisons: TBD

MEDiC

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. MEDiC officers for 2012-2013 are:

Main Coordinator: Brittany Malin (bmalin@wisc.edu)
ARC/Michele Tracy Coordinators: Sara Carney (smcarney@wisc.edu),
Georgia Corner (corner@wisc.edu)
Salvation Army/Grace Coordinators: Andrew Sandgren (asandgren@wisc.edu),
Anna Hagens (ahagens@wisc.edu)
Southside Coordinators: Brenna O’Halloran (bohalloran@wisc.edu),
Tyler Krausert (tkrausert@wisc.edu)
Our People...

Class of 2015 Student Roster:

Holly Anstey          Jesse Majxner
Adam Bergendahl      Raisa McArtor
Megan Brothen        Christopher Myatt
Julianne Chen        Elizabeth Pade
Kathryn Claus        Stacy Randt
Amanda Cleary        Jeff Salsieder
Guillermo Contreras  Gina Smith
Nicole Dettmering    Phonso Smith
Jessica Dietz         Kelsey Sperka
Beau Dobson          Sarah Stream
Amanda Field          Kristen Tess
Kelsey Figg           Hannah Vogt
Jennifer Gaynor      Brianne Walters
Katelyn Gossen       Grayson Wickham
Elizabeth Gust       Christa Wile
Codi Halbur          Benjamin Williams
Rae Henning          Brianne Williams
Lindsey Kong         Emma Williams
Paul Larson          Doubara Wis-Wolo
Amy Liegel           Ashley Woest
FACULTY AND STAFF

See the Program website at:
http://ortho.wisc.edu/Home/DoctorofPhysicalTherapy/FacultyandStaff.aspx

FACULTY

<table>
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<tr>
<th>FACULTY</th>
<th>Details</th>
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</table>
| **EDWARD BERSU, PhD**  
323 Bardeen-Medical Sciences Center  
608/262-3476  
etbersu@facstaff.wisc.edu | 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. |
| **JILL SCHIFF BOISSONNAULT, PT, PhD, WCS**  
4190 Medical Sciences Center  
608/265-4682  
boissj@pt.wisc.edu | 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. Dr. Boissonnault is the founder and immediate past president of the International Organization of Physical Therapists in Women’s Health. 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. In 2011 she was awarded an International Service Award by the World Confederation for Physical Therapy. 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 PT 641, 643-Research Seminars. She 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. |
| WILLIAM BOISSONNAULT, PT, DPT, DHSc, FAAOMPT, FAPTA | 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 Professor of the UW-Madison DPT 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. |
| 5190 Medical Sciences Center | |
| 608/263-5095 | |
| boiss@pt.wisc.edu | |

| STACEY BRICKSON, PT, PhD, ATC, CSCS | 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 18months 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. |
| 4170 Medical Sciences Center or 5053 Wisconsin Institute for Medical Research | |
| 608/265-0487 | |
| brickson@pt.wisc.edu | |
| **JAMES CARLSON, MPT**  
William S Middleton VA Hospital  
608-256-1901 ext. 11107  
James.Carlson1@va.gov | Mr. Carlson received both a Bachelor of Science degree in Exercise Physiology from the University of Wisconsin Madison in 1996 and his Masters in Physical Therapy in 1999. His Physical Therapy practice has included Acute Cardio-Pulmonary Inpatient, General Acute Care Rehab, Inpatient Rehab, Outpatient Orthopedics, Outpatient Vestibular and Balance, and Outpatient Cardiopulmonary. For the past 11 years he has worked as the lead PT for the William S Middleton VA Hospitals Heart and Lung Transplant program. He has been an adjunct professor for PT 523 in 2001, 2004-2005 and from 2009-current. He has instructed CE courses for the WPTA Fall Conference in 2001 and Southwest District in 2011 mainly emphasizing rehab for the patient with Congestive Heart Failure. |
| **COLLEEN COBEY, PT, MS Ex Phys, FAAOMPT**  
5176 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 include PT 501 and PT 668 in the summer, PT 527 in the fall and PT 534 in the spring. She has received the outstanding alumni award from Ohio university's college of health and human services. |
<table>
<thead>
<tr>
<th>Dr. Dewane</th>
<th>Kristi Hallisy</th>
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<tbody>
<tr>
<td>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 has a doctorate in advanced neurology from Rocky Mountain University of Health Professionals. She has completed the Herdman Vestibular Competency course. 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.</td>
<td></td>
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<tr>
<td>Kristi Hallisy received a Bachelor of Science degree in Physical Therapy from the University of Wisconsin – Madison (1984) and a Master of Science in Kinesiology from the University of Michigan – Ann Arbor (1992) and a Doctorate of Science in Physical Therapy from Andrews University in Berrien Springs, Michigan (2011). She is American Board of Physical Therapy Specialties certified specialist in orthopaedics (OCS), certified manual physical therapist (CMPT) and certified Tai Chi Fundamentals® Instructor (CTI). Ms. Hallisy’s DPT teaching responsibilities include Musculoskeletal Dysfunction Examination, Diagnosis &amp; Treatment I (PT 676) and II (PT677), Health Promotion and Wellness (PT 668), Orthotic Applications in Physical Therapy (PT 675), and Physical Therapy Management of Integument Conditions (PT 678). Her clinical appointment includes patient care at University Health Services (student health) and professional staff development at UW-Health Princeton Club East Outpatient PT Clinic. She serves as a faculty member/instructor/mentor for the Post-Professional Orthopaedic Clinical Residency Program offered at the UW-Health and Meriter hospitals. Professionally, Ms. Hallisy provides service to the Wisconsin Physical Therapy Association (WPTA) as a member of the WPTA Board of Directors, Co-Chair of the Health Promotion and Wellness Committee and special liaison to the WPTA Continuing Education Committee.</td>
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<tr>
<td>JOHN K. HARTING, PhD</td>
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<tr>
<td>1290B Medical Sciences Center</td>
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<tr>
<td>608/262-4410</td>
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<tr>
<td><a href="mailto:jharting@facstaff.wisc.edu">jharting@facstaff.wisc.edu</a></td>
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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. Dr. Harting teaches ANA 637.

<table>
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<tr>
<th>BRYAN HEIDERSCHEIT, PT, PhD</th>
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<tr>
<td>Director of Research</td>
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<tr>
<td>4120 Medical Sciences Center</td>
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<tr>
<td>608/263-5428</td>
</tr>
<tr>
<td><a href="mailto:heiderscheit@pt.wisc.edu">heiderscheit@pt.wisc.edu</a></td>
</tr>
</tbody>
</table>

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 *Journal of Orthopaedic and Sports Physical Therapy*. Dr. Heiderscheit teaches PT 627: Clinical Decision Making: Tissue Mechanics and Adaptations and PT 628: Clinical Decision Making: Neuromuscular Mechanics and Control.

<table>
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<tr>
<th>EVAN O. NELSON, PT, DPT, OCS</th>
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<tr>
<td>5110 Medical Sciences Center</td>
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<tr>
<td>608/263-4434</td>
</tr>
<tr>
<td><a href="mailto:nelson3@pt.wisc.edu">nelson3@pt.wisc.edu</a></td>
</tr>
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</table>

Dr. Nelson is a board certified specialist in orthopedic physical therapy. He earned a Bachelor of Arts degree from Luther College in 2004 and a Doctor of Physical Therapy from Duke University in 2007. Dr. Nelson is currently a Faculty Associate of the UW-Madison DPT Program. He treats patients in the UW Spine Physical Therapy Clinic and UW Runners’ Clinic. His practice experience includes treating individuals with orthopedic conditions of the spine and extremities using his advanced training in manual therapy including joint manipulation. Dr. Nelson conducts research as a member of the UW Neuromuscular Biomechanics Laboratory where his research investigates methods to prevent running related injuries as well as improve the clinical management of running injuries. 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. His teaching includes co-teaching PT 675; PT 678, PT 521 and PT 527.
| **KAREN PATTERSON, PT, MS, PCS**  
| 4173 Medical Sciences Center  
| 608/263-6743  
| pattersonk@pt.wisc.edu |

Ms. Patterson received a Bachelor of Science degree at Indiana University, a Master of Science degree in Athletic Training from University of North Carolina and a Master of Science degree in Physical Therapy from the University of Indianapolis. She has her specialist certification in Pediatrics from the APTA. She is a Clinical Faculty Associate and co-instructs Motor Control I and II along with Pediatric content in other courses. She continues to practice in both outpatient pediatrics and in the Neuromuscular Disease Clinic at the UW American Family Insurance Children’s Hospital. Ms Patterson also has experience working with children in different cultures and helps organize the programs International Service Learning experiences. Her research interests include children with neuromuscular disorders primarily Spinal Muscular Atrophy and the development of international Physical Therapy engagements including sustainability and collaboration.

| **MARY SESTO, PT, PhD**  
| 5110 Medical Sciences Center  
| 608/265-9601  
| sesto@pt.wisc.edu |

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.
<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>LISA STEINKAMP</td>
<td>PT, MS, MBA</td>
<td>5175 Medical Sciences Center</td>
<td>608/263-9427</td>
<td>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 785 Health Systems, Management and Policy. She is the recipient of the 2005 Wisconsin Alumni Association Award for Excellence in Leadership and the 2012 WPTA Mentor of the Year Award. Ms Steinkamp is also currently working on her doctorate, here at UW-Madison, in Education Leadership and Policy Analysis, with a focus on cross-age mentoring in disadvantaged youth.</td>
</tr>
<tr>
<td>JILL THEIN-NISSENBAUM</td>
<td>PT, DSc, SCS, ATC</td>
<td>5195 Medical Sciences Center</td>
<td>608/263-6354</td>
<td>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 text book chapters and given numerous professional presentations in the area of aquatics, the female athlete, the female ACL and patellofemoral pain.</td>
</tr>
<tr>
<td>SUE WENKER</td>
<td>PT, MS, GCS, DCE</td>
<td>5170 Medical Sciences Center</td>
<td>608/265-8619</td>
<td>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 Director of Clinical Education (PT 700-705) and coordinates PT 601 (Physical Therapy Externships). She is the Treasurer of the Wisconsin Clinical Education Consortium. 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 and currently serves the Geriatric section as the Section Program Co-Chair for the APTA Combined Sections Meeting.</td>
</tr>
</tbody>
</table>
ACADEMIC STAFF

MAUREEN (REENIE) EUHARDY, PT, MS, GCS
4215 Medical Sciences Center
608/265-4815
euhardy@pt.wisc.edu

Ms. Euhardy is the Program Admissions 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 working with patients. Ms. Euhardy continues to treat patients part time as a member of the Middletown Memorial V.A. Hospital Home Care Program. She received the Wisconsin Physical Therapy Association’s Clinical Excellence Award and 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.

JOANN STEINICH
5185 Medical Sciences Center
608/263-7131
steinich@pt.wisc.edu

JoAnn provides office support for the Program. Some of her duties include maintaining program records, purchasing, assigning classrooms, and keeping the ‘official’ candy jar. She is the general operations manager and a resource for Campus/University questions.

Associate Faculty: faculty who are affiliated with the DPT Program but who are not “core” faculty and are housed in other departments or institutions.

“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 collateral 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 collateral faculty. This feedback is then reviewed with the collateral faculty, discussed amongst course instructors and, if necessary, at curriculum retreats. Core faculty members mentor collateral faculty during their teaching responsibilities. The institution assigns no governance rights to collateral faculty.
**O U R A C A D E M I C P O L I C I E S ...**

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<th>PROGRAM POLICIES:</th>
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<tr>
<td>Leave of Absence</td>
<td>Statement of Agreement Regarding Academic Conduct for Course Examination</td>
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**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.

**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.

**Minimum Performance**
Students admitted to the Doctor of Physical Therapy Program are expected to complete the courses required for graduation in sequence and to meet the following criteria:
- Earn a grade of B or better in all courses graded A through F, and a minimum cumulative GPA of 3.0.
- 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.
- 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, the faculty reviews student performance. Faculty reserve the right to grant a grade of Incomplete and to require remediation if deemed necessary. In addition, the School of Medicine and Public Health reviews the record of any student who has earned a grade below a B, or an Incomplete in any course. Reviews by Program faculty and/or the School may result in academic probation or in being dropped from the Program.

**Remediation**

Remediation is necessary whenever a student performs below an 80% on any practical examination, if s/he receives a grade below a B or an Incomplete in any aspect of a course, or if faculty deem remediation is necessary. 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**

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.

**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 and must have a cumulative GPA of 3.0 by completion of the Program. 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 re-admission; 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/](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/](http://www.registrar.wisc.edu/).
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.

Student Conduct and Disciplinary Rules

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.

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 School and are the final level of appeal within the School.

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 should be 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 regarding the UW-Madison DPT Program can also be sent to:
Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314
703-706-3245
accreditation@apta.org
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.
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: __________________________________________
**PROGRAM INFORMATION…**

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**Communication**

Communication within the Program and throughout the campus is facilitated in many ways. There are three sources of information you must continually check:

1) Your mailbox: You will also have a mailbox located in the 5th floor hallway.
2) Your wisc.edu email: **You are expected to use your wisc.edu email and to check it daily.**
3) Your course syllabi and Learn@UW course sites.

**You must have some sort of electronic calendar or planner to stay organized and keep all information in one place.** Wiscal on My.wisc.edu offers a web-based Schedule Planner you can use to create your schedules: [www.my.wisc.edu](http://www.my.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.**

**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.

**Photo Identification Card**

Wiscard is the official UW-Madison identification card for faculty, staff and students. It will grant access to libraries, recreation facilities, transportation and other campus services. Everyone is required to obtain a wiscard upon entrance to the University. This card can be obtained at Union South Room 149, 1308 Dayton Street Madison, WI 53715 / 608-262-3258. [www.wiscard.wisc.edu](http://www.wiscard.wisc.edu).

**Computer Lab**

The DPT Program Student Computer lab is located in room 4185 MSC. You will need your wiscard to enter. **Please do not eat in this computer lab and make sure the door remains closed at all times to avoid setting off the alarm.** Read instructions on computer operations and inform JoAnn Steinich of any problems or call the Help Desk at 265-0031. 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. Call 264-COPS if you cannot gain access with your wiscard. In addition, the HSLC Information Lab grants each student 500 free copies each fall and spring, and 250 free copies each summer semester prior to your final internships. You must register with the computer Lab Assistant to take advantage of this offer. Additional printing can be purchased with a print debit card. See: http://www.doit.wisc.edu/computerlabs/.

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

Program Website and Facebook
The Physical Therapy Program’s website is located at: http://ortho.wisc.edu/Home/DoctorOfPhysicalTherapy.aspx. The site includes eligibility requirements, application materials, alumni activities, student life, scholarships and other information. Students are encouraged to keep the Student Section updated. Changes can be made through the Program Director, Lisa Steinkamp. The Program also now has a Face Book page. There will be a student representative responsible for updating information on this page. Lisa Levy will be responsible for updating program information.

Feedback
In General,
*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.

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

Please note that although some practices are universal in the DPT Program (such as syllabi), each instructor has his/her own way of teaching and running a course. PLEASE DO NOT EXPECT PRACTICES TO BE THE SAME BETWEEN FACULTY AND/OR COURSES. In addition,
faculty members have other parts to their appointments than teaching such as research, clinical, or administrative so they may not be available at all times. 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.

**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](https://my.wisc.edu). Details on accessing enrollment can be obtained from the Registrar’s Office homepage at [www.registrar.wisc.edu](http://www.registrar.wisc.edu).

**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 urges 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. In particular, second-year students have a host of out-of-class activities for which they must be available. 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 should treat PT school like a full-time job. For instance, first-year students often have no class on Fridays, but they need to take advantage of that time to practice. You are also expected to participate in other scheduled activities. For example, 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.

Since much of the course material is posted on Learn@UW, it is recommended that students save material to their own personal computers as they go along.

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 and all are typically, 7:45-9:45 Monday and Friday mornings.

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.

Facilities
There are many Program rooms for you to use: 5180, 4140, 4185, and 6205 MSC. You will note throughout this handbook that we ask that you keep the facilities clean. This includes things like cleaning out the microwave, coffee pot, and toaster oven in the Student Break Room. In addition, make sure the light is OFF when you are done with the toaster oven so it is not left on. The room code for 5th floor lab, room 5150, is 154. The room code for 4th floor lab, room 4150, is 241. The room code for the student study lounge, room 5180, is 321. The room code for the student break room, room 4140, is 413.

There is a key to the 5th floor closet hidden in one of the cabinets in room 5150 MSC. However, this key does not unlock the closet housing the crutches and walkers because in the past, they have tended to "walk." So if you need to get into this closet for practice, just ask one of the faculty members and we will unlock it for you.
KEEP ALL FACILITY WINDOWS CLOSED TO ALLOW FOR TEMPERATURE REGULATION THROUGH HEAT AND AIR CONDITIONING. PLEASE SEE THE PROGRAM DIRECTOR WITH ANY FACILITY ISSUES.

Lockers, Lost and Found
Please see JoAnn Steinich (5185 MSC) for locker assignments in the basement (large lockers) or on the 4th floor (women’s small lockers) or 5th floor (men’s small lockers). For lost items, see JoAnn Steinich or Lisa Levy (4215 MSC).

After Hours Use of Facilities
Program offices and labs are locked when not in use. Students will be given after-hours access when they enter the Program. They have access to the two student rooms, 4140 and 5180, and two 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 computer lab, 4185 MSC, is accessible via your wiscard. Beyond daytime hours, the Medical Sciences Center building is locked and students and staff have after-hour access with a wiscard and password. Scan your card, punch in your ID #, then hit pound. Please do not hesitate to call 264-COPS if you cannot gain entrance to the MSC or computer lab. If you move tables, please lift them instead of pushing them to preserve the floors. For hi-low tables, please use wheels for the same reason. Students are expected to leave the facilities clean.

Ebling Library
The UW-Madison DPT Program is served primarily by the Ebling Library for Health Sciences, located in the Health Sciences Learning Center (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/ 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. Ebling Library’s mission is to supply documents which support the teaching, learning and research efforts of all Health Sciences faculty staff, researchers and students. The library has prompt and effective online external document delivery service that is free to all affiliated users. Electronic access is available off-campus through the library’s website at: http://ebling.library.wisc.edu/ using a NetID.

Ebling Library also provides quiet private and small group collaborative study spaces, with seating for 343 persons, 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), 121 public workstations, 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.

See previous Computer Labs Section about free printing. 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/.
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 library of reference materials and texts that the Program uses in the 4140 & 5180 MSC; in addition, Anatomy texts can be found in the labs. These texts should not leave the premises! Please put them back when done.

**Transportation**

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](http://www.mymetrobus.com). Free bus passes are available at 333 East Campus Mall with a wiscard. For other transportation inquiries, see [http://www.mymetrobus.com](http://www.mymetrobus.com).

The WID/HSLC shuttle operates from 8:15 AM to 4:05 PM, with pick-ups/drop-offs at the North entrance of HSLC (Lot 95) and the East entrance of WID/MIR (Orchard Street). The shuttle is not permitted to make stops other than at HSLC and WID/MIR. For more information, please go to: [http://intranet.med.wisc.edu/parking/commuting-options/30954](http://intranet.med.wisc.edu/parking/commuting-options/30954)

[CSC/HSLC to WID/MIR Shuttle Schedule (pdf)](http://intranet.med.wisc.edu/parking/commuting-options/30954)

[CSC/HSLC to WID/MIR Shuttle Route (pdf)](http://intranet.med.wisc.edu/parking/commuting-options/30954)

The Van Galder bus company offers transportation services to students from the Memorial Union to many surrounding cities. Please see this site for detailed information.

[http://www.coachusa.com/vangalder/ss.tickets.asp](http://www.coachusa.com/vangalder/ss.tickets.asp)

The Megabus leaves from the UW Madison campus and can take you to either Minneapolis or Chicago. See Megabus.com for details.

**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.) Please keep in mind that each faculty member will have their own unique way of preparing course materials, teaching and giving examinations, so faculty office hours encourage you to clarify material. Although all faculty members teach, they also have other parts to their appointments such as administration, research, or clinic.

The Program Office, 5185 MSC, is open and staffed by the Program Secretary, JoAnn Steinich, 7:45 AM to 4:30 PM, Monday through Friday. Lisa Levy is available from 9:00 AM until 3:30 PM Monday through Thursday.

**Faculty Shadowing Opportunities**

Many faculty members work in various University of Wisconsin Health and Clinics (UWHC) clinics, on campus at University Health Services or Athletics, or have research labs. Feel free to approach them about shadowing opportunities when schedules allow.
**Poster Preparation**
Faculty and students preparing professional posters can use foam board from the Program and receive a debit card from JoAnn Steinich to have the poster printed at HC White Library.

**Media Equipment Loans**
Media equipment can be borrowed free of charge from the Digital Media Center. Information can be found at [https://dmc.wisc.edu/equipmentforloan.php](https://dmc.wisc.edu/equipmentforloan.php).

**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)

**English as a Second Language**
For ESL Services, please refer to: [www.wisc.edu/english/esl](http://www.wisc.edu/english/esl).

**Spanish Speaking Practice Opportunities**
Many students desire opportunities to maintain or improve their conversational Spanish. Charlas is offered every Wednesday from 5-7 PM at the Memorial Union whenever UW is in session. The Facebook link is: [http://www.facebook.com/pages/La-mesa-de-conversación-UW-Madison/135857240058?v=info&ref=ts](http://www.facebook.com/pages/La-mesa-de-conversación-UW-Madison/135857240058?v=info&ref=ts)

**Employment / Time Management**
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 during the next three years. You must make any Program “block times” available and realize that there will be numerous out-of-class activities as well as time you need to set aside time to work on group projects. Therefore, you are urged to prioritize your activities in a way that enables you to accomplish all Program activities first.

**Financial Aid Services**
All Program matters regarding financial are handled through the UW-Madison’s Office of Student Financial Services [www.finaid.wisc.edu](http://www.finaid.wisc.edu). 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.education.wisc.edu/cap/Resources_Scholarships.html](http://www.education.wisc.edu/cap/Resources_Scholarships.html) and [http://www.dcs.wisc.edu/info/finance.htm](http://www.dcs.wisc.edu/info/finance.htm) also provides information about external grants.

**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, and other scholarship opportunities. 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.
**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](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 [www.vip.wisc.edu](http://www.vip.wisc.edu) or call 608-263-2400. The Dean of Students’ staff also serve as ombudspersons for the University community.

**Graduation**
The Class of 2015 is scheduled to participate in commencement exercises May 16, 2015. Since you will be on internships spring semester 2015, you must visit the following website for preparation instructions: [http://www.secfac.wisc.edu/commence/CandidateInstructions.asp](http://www.secfac.wisc.edu/commence/CandidateInstructions.asp).

**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 any changes by accessing UW-Madison website at [http://my.wisc.edu](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](http://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.

**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 or page 58? of the Handbook.)
Cost of Study 2011-2012

Tuition and Fees
If independent study credits or additional courses are taken, tuition fees do not increase. Please see the Registrar's web site: http://www.registrar.wisc.edu/residence.htm for more tuition and fee information. Tuition is subject to change without notice.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Resident</th>
<th>Nonresident</th>
<th>Minnesota Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Resident</td>
<td>Nonresident</td>
<td>(We accept reciprocity with Minn.)</td>
</tr>
<tr>
<td>Semester 1 (summer)</td>
<td>9 credits</td>
<td>$3,972.28</td>
<td>$9,284.92</td>
<td>$4,781.02</td>
</tr>
<tr>
<td>Semester 2 (fall)*</td>
<td>16 credits</td>
<td>$6,187.56</td>
<td>$13,066.68</td>
<td>$8,045.48</td>
</tr>
<tr>
<td>Semester 3 (spring)*</td>
<td>19 credits</td>
<td>$6,187.56</td>
<td>$13,066.68</td>
<td>$8,045.48</td>
</tr>
<tr>
<td>Semester 4 (summer)</td>
<td>9 credits</td>
<td>$3,972.28</td>
<td>$9,284.92</td>
<td>$4,781.02</td>
</tr>
<tr>
<td>Semester 5 (fall)*</td>
<td>15 credits</td>
<td>$6,187.56</td>
<td>$13,066.68</td>
<td>$8,045.48</td>
</tr>
<tr>
<td>Semester 6 (spring)*</td>
<td>15 credits</td>
<td>$6,187.56</td>
<td>$13,066.68</td>
<td>$8,045.48</td>
</tr>
<tr>
<td>Semester 7 (summer)</td>
<td>13 credits</td>
<td>$3,972.28</td>
<td>$9,284.92</td>
<td>$4,781.02</td>
</tr>
<tr>
<td>Internship (fall)*</td>
<td>8 credits</td>
<td>$6,187.56</td>
<td>$13,066.68</td>
<td>$8,045.48</td>
</tr>
<tr>
<td>Internship (spring)*</td>
<td>17 credits</td>
<td>$6,187.56</td>
<td>$13,066.68</td>
<td>$8,045.48</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>121</strong></td>
<td><strong>$49,042.20</strong></td>
<td><strong>$106,254.84</strong></td>
<td><strong>$62,615.94</strong></td>
</tr>
</tbody>
</table>

Additional costs: Lab fee per year: $1,000, PT tool kit cost: $75, PT Legislative Day fee: $15, Membership in the American Physical Therapy Association is encouraged at a cost of $95 per year (includes Wisconsin Chapter membership).

Information about residency status for tuition purposes may be obtained from the Office of the Registrar: http://registrar.wisc.edu/tuition_&_fees.htm Phone: (608) 262-1355

Information on financial aid is available from the Office of Student Financial Aid: http://www.finaid.wisc.edu/

Books
Book fees are estimated to be an average of $300.00 for each of the first 6 semesters.

Costs for Clinical Experiences
All costs for living expenses and transportation during clinical experiences and internships are the responsibility of the student.

Cost of Living and Housing
Living costs vary widely depending on personal preferences and needs. For on-campus housing, contact the Division of University Housing: http://www.housing.wisc.edu/
For off-campus housing, contact the Campus Area Housing Listing Service: http://housing.civc.wisc.edu/search_guided.asp
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 will be used to attempt to reach you. E-mail addresses and phone numbers will be shared with faculty and staff, and posted in the student room, unless you check the non-disclose box.

☐ Please do not disclose my phone number or e-mail address.

If your address changes, please update your contact information using MYUW on the UW-Madison website (http://my.wisc.edu). Please inform JoAnn Steinich in 5185 MSC (steinich@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, 2012. (Please print legibly)

STUDENT NAME_______________________________ NICK NAME____________________

STUDENT ID NUMBER_________________________ PIN#____________________________

CAMPUS ADDRESS:

EMERGENCY CONTACT:
NAME-RELATIONSHIP/ADDRESS/PHONE NUMBER:

MAILING ADDRESS when not on campus:

PHONE NUMBER where you can be reached:

WISC.EDU E-MAIL ADDRESS:

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 Student Handbook content.

I certify that I have read, understand, and will abide by the information and requirements in the Physical Therapy Program Class of 2015 Student Handbook.

Date______________________________Signature______________________________________
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 or off campus. A notebook containing common activities can be found in 4140 MSC. For more information, please speak to the Program Director. The following is a list of popular student activities from recent years.

Intra- and Extra-Curricular Activities within the DPT Program

There are many intra and extra-curricular opportunities that will be offered during your three years in the DPT Program. A comprehensive list follows. For more information on any of these activities, please see the Program Director. The following is a list of the activities in which you are most likely to be engaged.

As a member of the Phi Theta Student Organization, you will have the opportunity to be involved in many activities within the Program, on-campus, and off-campus.

As a student in the Program, you will have the opportunity to attend professional meetings at district, state, and national levels, along with student conclaves and legislative days. Every other year, you will have the chance to learn from and visit with an esteemed visiting lecturer.

As a student in the Program, you will have numerous opportunities to educate and promote groups of students and the public about physical therapy through open houses and health fairs. Every other year, you will have the chance to interact with alumni through an alumni reunion.

As a student in the Program, you will have the opportunity to shadow faculty in their respective clinics, or do Independent Studies (PT 799) or Research (PT 642) projects with them. Potential projects are listed on Learn@UW each semester but you may also approach faculty with ideas.

When enrolled in Seminars, you will have the opportunity to volunteer at numerous MEDiC clinics with other health professions students.

When enrolled in PT 600: Service Learning, you will have the opportunity to work with a Madison community partner, with Bioengineering or Mechanical Engineering students on rehab-related projects, or on projects that take place in Belize, Honduras, or Uganda.

There are interdisciplinary elective courses that you can register for through the School of Medicine and Public Health. Examples of popular courses are Medical Spanish (offered fall and spring semesters), Overview of Rural Health, and Health Care in Diverse Communities (both offered spring semester). For a full list of electives, visit http://www.med.wisc.edu/education/md/curriculum/year-1-2-electives/main/277.

The UW Waisman Center offers a year-long interdisciplinary experience entitled Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND) for which you can apply (http://www.waisman.wisc.edu/).

The Southwest Area Health Education Center offers a one-week interdisciplinary experience entitled Wisconsin Express that takes place the week after completion of your second-year spring semester. This program gives health professions students a unique opportunity to become immersed in Wisconsin's diverse communities and cultures, while they explore health care delivery in medically underserved areas and learn from students in other disciplines. You must apply in February of your second year (http://www.ahec.wisc.edu/wisconsin_express.html).
ELECTIVES

There are many electives outside the DPT Program that are available to you. Below is a list of some of them. Please check with the Program Director if you are interested in taking an elective outside the Program.

School of Medicine and Public Health
http://www.med.wisc.edu/education/md/curriculum/year-1-2-electives/main/277

Fall
• Consumer Health Advocacy and Patient Centered Care Clinical 622-768
• Healers Art Course 370-711
• Leadership in Medicine and Public Health 650-065
• Medical Spanish 622-735

Spring
• Consumer Health Advocacy and Patient Centered Care Clinical 622-768
• Medical Spanish 622-735
• Health Care in Diverse Communities 370-712
• Overview of Rural Health 622-740
• Wilderness Medicine 144-675
• Complementary and Alternative Medicine: Expanding your Practice 622-733

Summer
• Consumer Health Advocacy and Patient Centered Care Clinical 622-768

School of Population Health
PHS 640 Foundations for Global Health Practice:
PHS 718 Fundamentals of International Health Care Systems:
http://www.pophealth.wisc.edu/PopHealth/files/file/Current_Students/Grad/Syllabi/810-718%20F08.pdf

School of Engineering
Department of Mechanical Engineering:
• ME 351: Interdisciplinary Experiential Design Project I
• ME 352: Interdisciplinary Experiential Design Projects II

Center for Rehabilitation Engineering and Assistive Technology: http://uwcreate.engr.wisc.edu/
Department of Biomedical Engineering:
• BME 200: Biomedical Engineering Design I
• BME 300: Biomedical Engineering Design II

List of projects: http://bmedesign.engr.wisc.edu/selecition/projects.php
Biomedical Engineering Center for Translational Research: http://bmec.wisc.edu/index.html

OTHER EXPERIENCES THAT MAY BE TAKEN FOR CREDIT CAN BE FOUND THROUGH THE FOLLOWING:

The Morgridge Center: UW-Madison's center for public service connects campus with community through service, service-learning, and community-based research to build a thriving democratic society.
http://www.morgridge.wisc.edu/

Global Health Institute: We view the health of individuals and populations through a holistic context of healthy places upon which public health depends—from neighborhoods and national policies, to the state of the global environment. http://ghi.wisc.edu/
Extracurricular Opportunities

- Annual PT Month Activities
- Annual Visiting Lecture
- APTA Conferences (many students attend the APTA Combined Sections Meeting)
- Certified Strength and Conditioning (CSCS)
- Clarion Interdisciplinary Case Study Competitions
- Collaborative Projects with Engineering Students
- Faculty and Alumni Forums on Topic of Choice
- Global Health: http://www.pophealth.wisc.edu/Prospective-Students/Global-Health-Certificate
- Howard University PT Student Exchange
- Independent Studies (PT 799)
- Interdisciplinary Global Health and Integrative Medicine Interest Groups
- International Service Learning and Internship Opportunities (Belize and Uganda)
- Integrative Medicine Group
- Interdisciplinary Lunches, Labs and Activities
- PT Trivia for PT Membership
- Research and Poster Projects with Faculty (PT642)
- Shadowing Faculty in Clinics and Labs
- SOMPH Interdisciplinary Courses ("Medical Spanish for Health Science Students," "Health Care in Diverse Communities," "Overview of Rural Health")
- State and National Student Conclaves
- UW Research Park Sports Medicine Presentations
- Waismann Center Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND) (http://www.waisman.wisc.edu/)
- 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.
- WiPOD (Wisconsin Prevention of Obesity and Diabetes)
- WPTA Fall and Spring Conferences
- WPTA Legislative Day
- WPTA Southwest District Meetings

Outreach

- Adopt A Family
- Adopt A Highway
- AgrAbility
- AHANA (African/Black Americans, Hispanic/Latino Americans, Asian Pacific Islanders, Native Americans and Alaskan Natives) Organization
- Alumni Reunions
- Area Health Education Center (AHEC) Wisconsin Express
- Boys and Girls Club
- Camp Heartland for Children with HIV/AIDS
- Chair Exercises at Local Senior Centers and Nursing Homes
- CHAS House
- Christmas for Kids
- College for Kids
- Commonwealth Development Youth Mentoring Program
- DOCS Program in Elementary Schools
- Easter Seals Camps
- Expanding Your Horizons for Middle School Girls Event
• Fashion Show for People with Disabilities
• Food and Toy Drives
• Friends Community Housing Assistance
• Fun Fitness Event
• Gilda’s Club
• Goodwill Industries
• Habitat for Humanity
• Health Care Camp for High School Girls
• Health Careers for High School Students
• Healthy Classrooms Organization
• Health Occupations Students of America (HOSA)
• Health Professions Mentoring Program
• Health Professions Mentoring Program for Underserved Minority High School Students
• Health Professions Society
• Health Professions Partnership Initiative (HPPI) City-Wide Saturday Scholars Program
• High School Girls Careers in Health Day
• Homeless Shelters
• Independent Living Inc. (Raking Leaves)
• InMotion Senior Walking Program
• Interdisciplinary Health Fairs
• Interdisciplinary Partnership for Healthy Communities (IPHC) Alternative Spring Breaks
• Ironman Triathlon Assistance
• Jingle Bell Run for Research on Arthritis
• Kinesiology Club Event
• Madison School and Community Recreation (MSCR) Programs
• MEDiC Outreach Program
• Medical School Volunteer Corps (MSVC)
• Medical Students for Minority Concerns (MSMC) Health Fair
• Meet the Program Event
• Mendota Rowing Club Adaptive Rowing
• Open House Event
• Personal Assistants
• Personal Care Assistant
• Polar Plunge for Special Olympics
• Pre-College Enrichment Opportunity Program Learning Excellence (PEOPLE) Program
• Reach Out and Read
• Reading at the Children’s Hospital
• Relay for Life
• SAFE Exercise Buddies
• Salvation Army Bell-Ringing
• Salvation Army Cultural Immersion Experience
• School of Medicine and Public Health (SOMPH) Health and Wellness Expo
• SOMPH Health Fair
• Spanish Medical Interpreting at the South Park Clinic
• Special Olympics
• Sports Physicals for Uninsured High School Students
• Southwest AHEC (SWAHEC) Health Careers Camp
• Summer Collegiate Experience Program
• Toys for Tots
• UW-Madison Pre-Health Organization
• UW-Parkside Doctors of our Community (DOC) Minority Pre-College Program
• UW-Whitewater Wheelchair Basketball
• We Can Row Rowing Program for Cancer Survivors
• Wee Wellness Event
• Wellness Fair and EDCAM (Educational Development in Complementary and Alternative Medicine) Project
• Wheelchair Recycling Program
• Women in Medicine’s (WIM) High School Women in Health Care Symposium
• Undergraduate Health Care Panel
• WORT Spanish Radio
• Yahara House

Fundraising
• Bake Sales
• Bucky’s Race for Rehab
• Clothing, Bucky Book and PT Clipboard Sales
• Continuing Education Courses
• Massage Fundraisers
• PT Olympics (Penny Wars)
• UW Men’s Basketball Concessions

Simply for Fun
• Brewers, Mallards and UW Sports Games
• Kickball, Paintball, Softball, Ropes Course
• Medical vs. Law School Dean’s Cup Activities
• Ping Pong and Fantasy Sports Tournaments
• Summer, Holiday and Graduation Parties

Available after Graduation
• Certificate in Global Health: http://www.pophealth.wisc.edu/Prospective-Students/Global-Health-Certificate *
• Master of Public Health: http://www.pophealth.wisc.edu/MPH/
• PhD in Clinical Investigation: https://ictr.wisc.edu/PhDOverview
• Rural Employment Connection: contact Marsha Siik at siik@wisc.edu

* Dual 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.
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. The entire policy can be accessed at http://adac.wisc.edu/wiscinfo12020103.html

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://www.registrar.wisc.edu 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

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.”

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.

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.
International Students and Student Exchange Visitor Information System (SEVIS)
716 Langdon Street/ Red Gym 217, University of Wisconsin-Madison
Telephone: 608-262-2044, Fax: 608-262-2838 Web: http://www.iss.wisc.edu
General Email: iss@odos.wisc.edu Programming Email: issprograms@odos.wisc.edu
BRIDGE Email: bridge@odos.wisc.edu International Reach Email: reach@odos.wisc.edu

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://iss.wisc.edu/mandatorycheckin.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, staff, 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/.

Liability Protection
As agents of the University of Wisconsin-Madison, students have general and professional liability protection for any Program activities on or off-site; this policy is outlined in the University’s Liability Protection for Health Professionals: http://www.bussvc.wisc.edu/risk_mgt/risk_mgt.html

STANDARD PRECAUTIONS

School of Medicine and Public Health Immunization Policy
Students enrolled in 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 one dose of tetanus/diphtheria immunization within the last ten years. Tetanus/diphtheria/pertussis (Tdap) vaccine can be given regardless of interval 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. TB test results are kept at University health Services.
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). 608/265-5600.

**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/.

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 once it has passed inspection. If there is not a sticker on a piece of equipment from the most recent August, it is not cleared to be used. Nonfunctioning equipment is to be stored in a closet and not out in an open laboratory space where it may be mistakenly used.

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

* Walk in groups or with at least one other friend whenever possible.

* The University has extensive safety information and plans and policies for faculty, staff, students and the public. Take advantage of UW-Madison SAFEwalk and SAFEride programs available on and around campus. Call (608) 262-5000 or go to http://transportation.wisc.edu/transportation/safeservices_walk.aspx for detailed information.

* Be aware of places along your path of travel that could conceal a criminal (shrubbery, building recesses, etc). Avoid or keep a distance from these areas whenever possible.

* If you intend to drink, do so in moderation to avoid placing yourself in a position of increased risk.

* Make sure someone knows when you leave and when to expect you back.

* If you think someone is following you, cross the street. Head for a well-populated and well-lit area at night.

* 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/.

* Access to Non-Emergency Services can be obtained by dialing 264-COPS (2677)
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. Official Inclement Weather Guidelines may be read at http://www.news.wisc.edu/6410.html.

*Note: This policy also applies when there is excessive heat/and lack of air conditioning.

Fire / Tornado Procedures
Procedures for fire and tornado emergencies are posted on the bulletin boards on the 4th and 5th 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…

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**
- 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

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

**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
UW School of Medicine and Public Health Academic Affairs

Dean’s Office:
Elizabeth Petty MD, Associate Dean of Academic Affairs

PT Program Office:
JoAnn Steinich, Student Status Examiner:
jlsteinich@wisc.edu or (608) 263-7131

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.
## Important Places and Events…

### Important Places

<table>
<thead>
<tr>
<th>Bookstores</th>
<th>University Bookstore</th>
<th>711 State St., 257-3784</th>
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<tbody>
<tr>
<td></td>
<td>Medical Bookstore at HSCLC</td>
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<tr>
<th>Buses/Shuttles and Bike Transportation</th>
<th>City Bus 80/85 are free campus buses see routes at: <a href="http://www.cityofmadison.com/metro/schedules/schedules.cfm#80">http://www.cityofmadison.com/metro/schedules/schedules.cfm#80</a></th>
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<td></td>
<td>CSC/HSCLC to WID/MIR Shuttle: is available Monday-Friday between the Clinical Science Center (CSC)/Health Sciences Learning Center (HSLC) and Wisconsin Institutes for Discovery/Morgridge Institute for Research (WID/MIR). Shuttle service begins at 8:15am, departing from the CSC/HSCLC. The final shuttle leaves from WID/MIR at about 4:05 pm and arrives at the CSC/HSCLC at about 4:15pm. Web sites: <a href="http://www.coachusa.com/vangalder/ss.tickets.asp">CSC/HSCLC to WID/MIR Shuttle Schedule (pdf)</a> <a href="http://www.coachusa.com/vangalder/ss.tickets.asp">CSC/HSCLC to WID/MIR Shuttle Route (pdf)</a> Van Galder Bus routes from Madison to other cities: <a href="http://www.coachusa.com/vangalder/ss.tickets.asp">http://www.coachusa.com/vangalder/ss.tickets.asp</a> Megabus takes students from campus to Chicago or Minnesota. Megabus.com B-stations: rentable Trek bike locations and information: <a href="http://madison.bcycle.com">http://madison.bcycle.com</a></td>
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</table>

| Campus Visitor and Information Programs | Union South, Ste 329/1308 W, Dayton St. Another welcome Center is at 21 N, Park St. Contact the knowledgeable student staff to assist you with locating campus and community information or resources. [http://vip.wisc.edu/welcome/information-and-welcome-center/](http://vip.wisc.edu/welcome/information-and-welcome-center/) |

| 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 Info Lab, Rm 2110 HSCLC/262-6957 (500 free copies each fall/spring semester, 250 free copies each summer prior to final internships) 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 257-4536 |

| 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 JoAnn Steinich, Rm 5181 MSC; 263-7131 For assignment of 4th floor women's lockers and 5th floor men's lockers, also check with JoAnn Steinich. |

| 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 JoAnn Steinich (5185) or Lisa Levy (4215). Students are not allowed to use the copier or mail room supplies without permission. |
| **Academic Support** | McBurney Disability Resource Center, 1305 Linden Drive., 608-263-2741  
[website](http://www.med.wisc.edu/education/md/resources/student-academic-support-services/916) |
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<tr>
<td><strong>Phones</strong></td>
<td>There are campus-only phones in both labs, and phones for local calls in 4140 MSC and in JoAnn’s office.</td>
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<tr>
<td><strong>Posted Hallway Information Centers</strong></td>
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</table>
- 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  
Natatorium/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 (See Secretary)  
6205 MSC: Classroom, when available (See Secretary)  
Union South: 1308 W. Dayton St.  
Wisconsin Institutes for Discovery (WID):330 N. Orchard |
| **Student Health Services** | 333 East Campus Mall., 265-5600  
[website](http://www.uhs.wisc.edu) |
| **Counseling Services** | 333 East Campus Mall, 265-5600  
[website](http://www.uhs.wisc.edu/home.jsp?cat_id=36) |
| **Student Unions**   | Memorial Union - 800 Langdon St., 265-3000  
Union South 1308 W. Dayton St., 890-3000 |
| **International Student Services** | Red Gym - 2nd floor, 262-2044  
716 Langdon St.  
[website](http://www.iiss.wisc.edu) |
| **Conversational Spanish** | Charlas: [facebook page](http://www.facebook.com/pages/La-mesa-de-conversación-UW-Madison/135857240058?v=info&ref=ts) |
| **The Writing Center** | 6171 Helen C White Hall – 600 N. Park St., 263- 1992  
www.writing.wisc.edu |
|------------------------|--------------------------------------------------|
| **Digital Media Center** | 425 Henry Mall, 265-4817  
https://dmc.wisc.edu/equipmentforloan.php |
| **WiscCal**  
free campus-wide calendaring and scheduling | Log in to www.wisc.edu, to My UW, go to WisCal. |
2012-2013 ACADEMIC CALENDAR OF EVENTS

JUNE- ORIENTATION TO PROGRAM JUNE 8
FIRST DAY OF CLASS JUNE 11
APTA ANNUAL CONFERENCE & EXPOSITION – Tampa, Florida JUNE 8-11

JULY- INDEPENDENCE DAY JULY 4

AUG- LAST DAY OF CLASS AND EXAMS - SUMMER 2012 AUG 10

SEPT- LABOR DAY SEPT 3
FIRST DAY OF CLASS - FALL SEMESTER 2012 SEPT 4
ROSH HASHANAH* SEPT 17-18
YOM KIPPUR* SEPT 26

OCT- NATIONAL PHYSICAL THERAPY MONTH
WPTA FALL CONFERENCE – Kalahari/ Wis. Dells OCT 11-13

NOV- NATIONAL STUDENT CONCLAVE – Arlington, VA NOV 2-4
THANKSGIVING RECESS NOV 22-25

DEC- LAST DAY OF CLASS - FALL SEMESTER 2012 DEC 14
FINAL EXAMS DEC 16-22
WINTER RECESS DEC 23-JAN 6

JAN- FIRST CLINICAL EXPERIENCE JAN 7-18
MARTIN LUTHER KING DAY JAN 21
COMBINED SECTIONS MEETING – San Diego, CA JAN 21-24
FIRST DAY OF CLASS - SPRING SEMESTER 2012 JAN 22

MAR- SPRING RECESS MAR 23-31

APR- WPTA SPRING CONFERENCE – Olympia Resort, Oconomowoc APR 18-20

MAY- LAST DAY OF CLASS - SPRING SEMESTER 2013 MAY 10
FINAL EXAMS MAY 12-18

JUNE- APTA ANNUAL CONFERENCE – Salt Lake City, Utah JUNE 26-29

*Mandatory exercises will not be scheduled on these dates