University of Wisconsin-Milwaukee
College of Health Sciences
Rehabilitation Sciences and Technology

Doctor of Physical Therapy
Program Manual
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# Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Coordinator of Clinical Education (ACCE)</strong></td>
<td>The faculty member of the Physical Therapy Program whose duties include assisting the DCE with coordination and evaluation of the clinical education program.</td>
</tr>
<tr>
<td><strong>Academic Faculty</strong></td>
<td>Individuals employed by the University of Wisconsin – Milwaukee with primary responsibility for classroom and laboratory teaching.</td>
</tr>
<tr>
<td><strong>Associated Faculty</strong></td>
<td>Associated faculty of the DPT program are those faculty and academic staff who are either: (1) employed on a provisional basis providing course instruction or lab assistant instruction to the DPT program, or (2) employed by the University of Wisconsin-Milwaukee with less than 50% of the assigned teaching responsibility to the DPT program. Associated faculty are invited to all program meetings and official business of the program and have an advisory (non-voting) relationship to the program.</td>
</tr>
<tr>
<td><strong>Core Faculty</strong></td>
<td>The core faculty of the DPT program are those faculty and academic staff who have at least 50% of their teaching workload assigned to the entry-level DPT program. The core faculty have voting rights in the program in deciding program policy and student appeals.</td>
</tr>
<tr>
<td><strong>Didactic</strong></td>
<td>The didactic portion of the curriculum refers to the traditional classroom based learning.</td>
</tr>
<tr>
<td><strong>Director of Clinical Education (DCE)</strong></td>
<td>The faculty member of the Physical Therapy Program whose primary duties are the development, coordination and evaluation of the clinical education program.</td>
</tr>
<tr>
<td><strong>Center Coordinator of Clinical Education (CCCE) or Site Coordinator of Clinical Education (SCCE)</strong></td>
<td>Center or Site Coordinator of Clinical Education. This individual may or may not be a physical therapist. They are responsible for the coordination of clinical assignments between the facility and the academic institution. All correspondence between the student and the facility should be directed to the CCCE.</td>
</tr>
<tr>
<td><strong>Clinical Site</strong></td>
<td>Health care facilities that provide clinical experiences for students of the Physical Therapy Program.</td>
</tr>
<tr>
<td><strong>Clinical Instructor (CI)</strong></td>
<td>Clinical instructor, clinical educator or clinical supervisor. Provides direct supervision of the student during the clinical learning experience. Clinical instructors are treated as associated faculty to the DPT Program and do not have voting privileges in program policy or appeal decisions.</td>
</tr>
<tr>
<td><strong>Clinical Education</strong></td>
<td>Clinical education refers to that portion of the curriculum which is completed in the clinical environment where licensed professionals, mainly Physical Therapists, function in the role of clinical instructors to deliver content.</td>
</tr>
</tbody>
</table>
Doctor of Physical Therapy Program: Overview

MISSION

University of Wisconsin Milwaukee Mission Statement

The mission of this 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 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.

UW System Doctor of Physical Therapy Vision Statement

Doctors of Physical Therapy at UWM are uniquely educated in an urban setting at a research-intensive University. Our focus is to graduate practitioners, researchers, and educators to be leaders in the profession of Physical Therapy across the lifespan.

Philosophy of Clinical Education

Clinical Education is a vital part of the total program in developing a physical therapist. Clinical education programs in various health care settings provide opportunities for the student to:

- Observe and apply the knowledge required for the practice of physical therapy.
- Correlate the academic knowledge with the clinical practice of physical therapy through the application of clinical reasoning and critical thinking skills.
- Begin to develop treatment, administrative, supervisory, and teaching skills appropriate to the practice of physical therapy.
- Demonstrate the professional behaviors inherent in the profession of Physical Therapy.

The provision of quality clinical experiences involves 3 partners: the Clinical Educators including the Clinical Instructor (CI) and/or Center/Site Coordinator of Clinical Education (CCCE or SCCE), the student, and the educational institution represented by the Director of Clinical Education/Academic Coordinator of Clinical Education or designee, All three make contributions and cooperate in the successful education of Student Physical Therapists.

The clinical educators provide their time and expertise to mentor students. Without their support and interest, the chances for successful student experiences are severely jeopardized. This responsibility places considerable burdens on clinical educators. These individuals place high priorities on quality patient care, demonstrate expertise is in clinical treatment of patients, and are asked to develop educational experiences that constitute one of the most important aspects of physical therapy education. The clinical educator is not expected to do this without guidance, support, and assistance from the educational institution. The clinical educator must continually be kept up to date on the curriculum and know what to expect of the students, in order to develop appropriate and meaningful experiences.

Clinical educators have many roles and responsibilities. A key responsibility is to create and structure a safe, supportive, and rich learning environment. The clinical educator is a teacher, mentor and coach, a role in which they present information to the student, assesses the student's skills and provides feedback to the
student regarding their performance. Clinical Educators are also influential mentors and role models from which the student molds their attributes and behaviors to develop their own professional identity.

The student is an integral element of clinical education. He/she bears many responsibilities including demonstration of:

- an openness to various clinical experiences
- adequate knowledge and technical skills upon entry into the clinical setting
- a strong desire to learn
- the ability to reflect, self-assess and identify his/her learning needs, and professional behaviors that demonstrate respect for all individuals

It is the responsibility of the educational institution to develop and manage clinical courses, to identify and develop quality clinical sites, to mentor and support the clinical educators as well as to mentor and support students.

The academic program, the clinical educator and the student must all be involved in planning, delivery and evaluation of clinical experiences.

Clinical education should allow the student to:

- Expand academic knowledge base
- Practice and apply new skills and concepts as well as practice previously learned skills and concepts.
- Practice in a legal and ethical manner
- Develop clinical competencies
- Continue development of strong professional behaviors
- Identify role models
- Develop communication and interpersonal skills consistent with performance and behaviors of a professional, educator and health care team member
- Identify personal areas of interest and/or need
- Assess future goals and needs
- Develop good work habits
- Have a wide variety of experiences in the attempt to become a well-rounded, multifaceted professional

Expected graduate outcomes

As a direct result of the curriculum, program expectations, and culture, graduates of the UWM entry-level DPT (eDPT) program should:

- Practice in a manner consistent with the established legal and professional standards and ethical guidelines of practice
- Communicate orally and in writing in ways consistent with needs of the audience and situation
- Adapt delivery of physical therapy services with consideration for patients’ differences values, preferences and needs
- Participate in self-assessment and lifelong commitment to learning.
- Makes clinical decisions using theory, judgment, and patient’s values
- Evaluate data from varied sources to make sound clinical judgments
- Advance quality of physical therapy services by participating in evidence based practice
- Utilize evidence in the selection of tests and measures, making diagnoses and prognoses, and designing treatment plans
- Establish and administer a plan of care that is safe, effective, patient-centered and evidence-based
- Demonstrate leadership by participating in clinical education.
- Participate in organizational leadership by assuming leadership roles within the organization
PROGRAM ACCREDITATION STATUS
The Doctor of Physical Therapy at the University of Wisconsin-Milwaukee is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

COMPLAINTS FROM CLINICAL SITES, STUDENTS OR COMMUNITY MEMBERS
Students or members of the community wishing to file a complaint to the Commission on Accreditation in Physical Therapy Education (CAPTE) can contact CAPTE at the address noted in the Program Accreditation section. For members of the community wishing to file a complaint on behalf of a student in the program, please be aware that a signed Family Educational Rights and Privacy Act (FERPA) form should accompany your compliant. The program will be unable to release information about the student without this form in place. You may find a copy of the form at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html.

Students or members of the community wishing to file a complaint outside of due process should contact the Faculty Appeals and Grievances Committee. You may contact the committee at: fagc@uwme.du.

The faculty of the DPT program work to assure the DPT Student Handbook is in compliance with all policies of the UWM Graduate School. The program may have additional requirements than the Graduate School, but does not change the minimum requirements of the Graduate School. This Handbook is in place to support students in navigating the university structure. If the DPT program is ever inadvertently in conflict with the Graduate School of the University of Wisconsin-Milwaukee, the policies of the Graduate School supersede the policies of the program.
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Email: hoganln@uwm.edu

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### Summer I

<table>
<thead>
<tr>
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| Semester Credit Total | 12 |

### Fall I

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<td>Introduction to Clinical Education and Professional Development</td>
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<td>Ethos of Care</td>
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<td>PT 701</td>
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| Semester Credit Total | 15 |

### CPE I

### WinteriM

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### Spring I

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<td>PT 702</td>
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<td>Research Methods</td>
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| Semester Credit Total | 15 |

### CPE II

### Summer II

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| Semester Credit Total | 10 |

### Fall II
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<td>SPRING II</td>
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Total Credits: 110

Elective Courses:
PT 786: PT Independent Learning
PT 787: PT Clinical Internship elective
Student Policies and Procedures: DPT Program

NOTE: Students are expected to follow the policies and procedures of the UWM Graduate School and the Department of Kinesiology-IHCP. The policies outlined in this manual are those unique to students enrolled in the DPT program.

ADMISSION

Admission to the program is competitive. The DPT program enrolls up to 26 students annually. Students apply to the DPT program through the Physical Therapy Centralized Application Service (PTCAS). Admission decisions are based on each applicant’s overall file materials, including at least the following: (1) overall cumulative GPA; (2) pre-requisite GPA; (3) scores on the graduate record examination (GRE); (4) Scores on the narrative essays.

To be eligible for review, students must apply via PTCAS, must have a cumulative undergraduate GPA of 3.0 or better, a GPA in pre-requisite coursework of 3.0 or better and have the necessary observation hours and letters of recommendation.

Details of acceptance rates, profiles of the recently admitted cohort, and pertinent dates and deadlines are updated yearly on the UWM DPT Program Directory page on the PTCAS website.

Alternate Admissions Process (only for applicants with an EARNED PhD, DSc, or EdD):

For those DPT applicants who have an earned terminal degree (e.g. PhD, DSc, EdD) completed either in the United States or abroad, the DPT Admissions Committee will review these files through a process separate from the PTCAS process. The DPT program will make up to two additional seats per admitted cohort available, as needed, for students that meet the criteria for admission through the alternate procedure. Non-traditional applicants will submit their application directly to UWM using the standard graduate application process.

The table below compares the “Traditional” with the “Alternate” applicant requirements and review procedures:

<table>
<thead>
<tr>
<th></th>
<th>Traditional Applicant</th>
<th>Non-traditional Applicant</th>
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</thead>
<tbody>
<tr>
<td>Application route</td>
<td>Submitted through PTCAS</td>
<td>Submitted directly to UWM</td>
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<tr>
<td>Application fee</td>
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<td><strong>Qualified Applicant Requirements</strong></td>
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<tr>
<td>Pre-requisite GPA &gt;3.0</td>
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<td>Cumulative GPA &gt;3.0</td>
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<tr>
<td>Graduate coursework GPA &gt;3.0</td>
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<td>GRE scores</td>
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<td>Work/Volunteer history</td>
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<td>X</td>
</tr>
<tr>
<td>References</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Narrative responses</td>
<td>X</td>
<td>Including one additional custom narrative</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>May include additional tests scores (e.g. TOEFL)</td>
</tr>
<tr>
<td><strong>Interview with Admissions Committee</strong></td>
<td>N/A</td>
<td>Yes, if deemed qualified per file review</td>
</tr>
</tbody>
</table>
Additional notes pertaining to alternate admissions

It will be the purview of the Admissions Committee and UWM Academic Advising staff to determine course equivalencies of submitted pre-requisite courses. Admission does not guarantee that previously completed graduate coursework may be used to opt out of DPT curriculum courses. This will be determined per student, and contingent on successful performance during introductory courses within the DPT curriculum.

ADVISING

Students in the DPT program are assigned advisors who serve as mentors to students and as student advocates in any due process claims for that student and provide additional support, as necessary. Recognizing that student development is informed by professional practice considerations, only those faculty/staff licensed as physical therapists will serve as DPT student advisors.

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA) MEMBERSHIP

Students are strongly urged to become members of the professional organization, APTA, during their enrollment in the DPT Program. Membership will begin to foster professional development that will be expected in the classroom and in the physical therapy work force. Student memberships include many benefits including access to resources that will be used as required supports for instruction. Students receive discounts on health and professional liability insurance; receive the PT Magazine, PT Bulletin, and discounts on courses/conferences/meetings, among other benefits.

While enrolled in the DPT program students will have membership fees in the APTA supported by the program as follows:

Year 1: 100% reimbursement of APTA and WPTA dues.
Year 2: 75% reimbursement of APTA and WPTA dues
Year 3: 50% reimbursement of APTA and WPTA dues.

Students are to submit a Travel Expense Report (TER) for reimbursement of APTA membership expenses along with a copy of their membership payment receipt to the Program Associate for processing. The program will not reimburse students for membership in special interest groups (SIGs).

ATTENDANCE

Didactic Instruction: Attendance and timely arrival in lecture and lab experiences is required. As the DPT curriculum relies on student to student and student to faculty interaction, learning experiences in the classroom are not able to be replicated outside of the classroom. If students are unable to attend class for any reason or will arrive late to class, the course instructor must be notified prior to the start of class. Failure to notify course instructor regarding an absence, prior to the start of class, will result in an absence considered an ‘unexcused absence’. Attendance and timely arrival are two factors utilized to assess readiness for clinical practice; frequent and/or unexcused absence or tardiness may impede student to transition to clinical experiences regardless of course grade.

Clinical Instruction: Students are expected to be in attendance during the Clinical Instructors scheduled clinic hours (at least 40 hours/week) and are required to follow the schedule provided them by their clinical instructor. Students are allowed to miss clinical only due to illness, family emergency, and call-up for active military duty or religious observation. In all cases, the Course Instructor (DCE/ACCE) and CI should be notified. Failure to attend a clinical day without prior notification of the CI and DCE, in the case of a planned absence; or failure to notify DCE and CI immediately at the beginning of the work day or at the earliest reasonable time, in the case of an unplanned absence, may result in a failing grade in the course. Arrangements to make up for time off due illness, family emergency, military duty or religious observation should be made between the CI and the student, with intervention by the course instructor as needed. Course instructor must be kept apprised of plans to make up clinical time. Please note that students are allowed to miss clinical only due to illness, family emergency, religious observances (religious belief that prohibits the student from working on a particular day/time) or military service. No other reason for
absence is accepted. Personal business such as travel to and from the clinical facility and job interviewing must be conducted during the weeks between internships or during time when the student is not scheduled in the clinic. Students are not allowed to seek a change in their clinic schedule. Students may be excused to attend APTA Annual Conference, state association conferences, or for Residency program interviews, if permitted by clinical site and the DCE (or designee). Interns are prohibited from having outside jobs during their internship rotations because the clinical schedule may be variable. Prompt arrival at the workplace is an important element of professional behavior. Therefore, if a student is tardy on 4 or more occasions during the Internship, he/she may receive a failing grade in the course.

**APPEALS**

Final authority of all appeals is with the Dean of the graduate school. Students are encouraged to reference the Graduate School Academic Appeals Procedure. Appeal information for the Doctor of Physical Therapy Program is listed below:

**Contact Information:**
Graduate School Coordinator for Academic Appeals

Mitchell Hall 251
Office of the Dean of the Graduate School
3203 N Downer Ave.
Milwaukee, WI. 53211

**Graduate School Academic Appeals Procedure**

Appeals of academic decisions proceed through a three-step procedure beginning with the faculty member or faculty/staff body responsible for making the initial decision and ending with the Dean of the Graduate School. Appeals of an academic decision (e.g., grades, academic dismissal, outcome of master’s degree capstone requirement, outcome of doctoral preliminary exam) must follow this sequence:

**Step One**
For a grade appeal in a program courses:

Within 30 working days of the action that prompted the appeal, the student appeals to the faculty member responsible for making the initial decision. This appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. If the decision is negative and the student requests written notification, the faculty member or body must provide the student with a written statement of the reason for the adverse decision.

**Step Two**
If the Step 1 decision is not in the student’s favor, the student may, within 10 working days of receiving the decision, appeal to the core faculty of the Doctor of Physical therapy Program. This appeal is facilitated by the Program Director. The appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. To remain compliant with Graduate School policies, if the faculty member in the appeal is a core faculty member that member will be removed from voting on the appeal but may be part of the deliberation. The student will receive written notification of the outcome of the Step 2 appeal.

**Step Three**
If the Step 2 decision is negative, the student may, within 10 working days of receiving the decision, appeal to the Dean of the Graduate School. The appeal must be made in writing and should contain the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. This may be done using the appeal request form (available on the Graduate School web site). The appeal should be directed to the Dean’s office in Mitchell Hall Room 251.
The Associate Dean contacts the appropriate department or program and requests all pertinent documentation regarding the appeal.

The Dean of the Graduate School is responsible for reviewing an academic appeal for procedural fairness and maintaining and protecting the rights of BOTH the graduate faculty AND GRADUATE STUDENTS. The Step 2 decision will be subject to reversal if the dean finds that:

- The program or department did not follow proper procedures.
- The student did not have a fair hearing.
- There is evidence of unprofessional conduct on the part of the faculty that materially affected the academic decision.

Following the Graduate School investigation, the result of the Step 3 appeal will be conveyed in writing to both the student and the unit.

For appeal of an academic decision made on a program policy:

**Step One**
Within 30 working days of the action that prompted the appeal, the student submits a notification of intent to appeal to the Program Director. This notification allows the Program Director to discuss options for the student to remain affiliated with the program during the appeal process. The DPT program does not directly rule on appeals to program policy.

**Step Two**
CONCURRENT WITH STEP ONE, within 30 working days of the action that prompted the appeal, the student may appeal to the Dean of the Graduate School. The appeal must be made in writing and should contain the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. This may be done using the appeal request form (available on the Graduate School web site). The appeal should be directed to the Dean’s office in Mitchell Hall Room 251. The Associate Dean contacts the appropriate department or program and requests all pertinent documentation regarding the appeal.

The Dean of the Graduate School is responsible for reviewing an academic appeal for procedural fairness and maintaining and protecting the rights of BOTH the graduate faculty AND GRADUATE STUDENTS. The Program decision will be subject to reversal if the dean finds that:

- The program or department did not follow proper procedures.
- The student did not have a fair hearing.
- There is evidence of unprofessional conduct on the part of the faculty that materially affected the academic decision.

Following the Graduate School investigation, the result of the Step 3 appeal will be conveyed in writing to both the student and the unit.

**BUILDING RULES: Pavilion**
Consistent with UWS Code 18.07 students are not able to utilize university buildings without university sponsorship except or unless occasions when the building and grounds are open to the general public. Students who wish to sponsor educational or program related events on university owned buildings must coordinate activities with the Program Director AND the Student Organization Representative.

Equipment:

Treat each piece of equipment with respect. In order to maintain student and faculty safety, all equipment is inspected and calibrated annually. However, equipment may break, so if a student becomes aware that a piece of equipment is broken, please report it to your instructor immediately so that it can be repaired or replaced in a timely manner. No equipment is to be
removed from a lab or classroom without instructor permission. All equipment must be signed out by the course instructor. Equipment will not be allowed out of the Pavilion building. Return all equipment to its proper location following use.

Food in rooms:  
Classrooms are treated as clinical treatment space. As such, students are not allowed to have food in classrooms. Students are allowed to have beverages in classrooms. Drinking containers must have screw-on lids kept in place to be allowed in classrooms. Students are expected to clean up after class. Students are encouraged to eat lunch in the second floor Commons of the Pavilion. Microwaves for student use are available in the lounge in Enderis Hall.

Lab use:  
Students will have access to the Pavilion during regular open hours of the Klotche Center/Pavilion. Students have access to labs during all open hours, and if class is not in session are encouraged to utilize space for study and practice time. Students should defer to any instructors who schedules additional course instruction. Room schedules will be posted by the Program Associate to guide students on open lab time. When students have utilized classroom space, they must clean the area when they are finished. This includes wiping down the treatment tables, replacing pillows and equipment and placing used linen in the linen hamper.

Linens:  
To maintain appropriate infection control measures, always use linens on mat tables when performing all simulated patient treatments and lab practice. Following the session, place used linens in the hamper provided. If the hamper is full, please get a new bag. You will be instructed where to place laundry bags filled with soiled linen.

Lockers:  
There are lockers available for all students in the men’s and women’s locker rooms on the first floor of the Klotche Center. Rental of these lockers is coordinated with the Klotche Center. Students will receive a locker assigned to them for the duration of the semester upon payment of the rental fee. Students are encouraged to consider the rental of a locker in the Klotche Center as it will provide for a consistent secure location for each student’s lab attire, outer wear and valuables. DPT students will be allowed to rent lockers on an annual rather than semester basis.

Safety:  
Think safety first!! Report any injuries to your instructor immediately. Wash your hands before and after "exam" or "treatment" procedures on your peers or patients. Practice makes perfect.

Security:  
Students are allowed into the DPT Program Suite during open hours of the Pavilion/Klotche Center, posted at the front desk and on the Pavilion web site. Student registration for classes and payment of segregated fees during the first 2 years of the program, allow them automatic access to the building. Students who are auditing courses have the same access privileges as fully enrolled students. Students are reminded that the building doors lock automatically after 5 pm. Students should remember to keep their ID (which serves as a door key) with them at all times when they leave the suite. To assure security of the suite, doors are not to be propped open.

COMPREHENSIVE EXAMINATION POLICY  
Every student is required to pass four comprehensive examinations during the curriculum. These examinations occur at the completion of the fall and spring academic terms in year 1 and year 2 of the DPT program, scheduled during finals week. These comprehensive examinations test student application and integration of material within and across semesters in the program and become more complex with each examination. Student performance on the comprehensive examination is ONE factor used to determine readiness for clinical practice, and students must pass the exam in order to progress to the next semester.
Each student is allowed to pass the exam on re-take once within the academic year. Scheduling the re-take examination is the purview of the DPT program. Students should anticipate remaining on campus for testing the week after final exams to complete any remediation or re-testing of the comprehensive examination.

Results of the comprehensive examination are reported to the graduate school and will appear on student transcripts. Grading is as follows:

P = pass
P1 = pass with remediation
P2 = pass examination on re-take of the exam
F = Fail

Please note: The UWM Doctor of Physical Therapy Program values professional development as essential for physical therapy practice. Each student must accumulate a total of 15 Professional Development Units (PDU’s), recorded on the PDU Summary form, per exam cycle in order to be eligible to take the semester comprehensive practical exam. The ‘exam cycle’ will begin on the day after Study Day for the previous semester and continue until the last day of classes for the respective semester. All verification forms, including the supporting documentation, must be submitted for approval NO LATER than 12:00 noon on the Friday of the fourth to the last week of class. The semester PDU Summary form/log, including all signed verification forms, MUST be submitted NO LATER than 12:00 PM/noon on the Friday of the second to the last week of classes. Failure to do so will result in a non-pass of the Professional Development performance criteria on the respective comprehensive practical exam. Additionally, all students are responsible for ensuring completion of the required professional development categories (Professional Conference/seminar/workshop, Professional Service and General Service) in an academic year. Failure to do so may result in a non-pass on the respective comprehensive practical exam. Note: During year 1 students will be eligible for 10 PDU’s for completion of the required Research Modules.

For students who are not successful on the Comprehensive Practical Exam, refer to the Retention & Progression Policy.

The Comprehensive Practical Exam (CPE) process is overseen by a committee with student input provided via student representatives who are selected by their respective student cohorts and who attend 1 – 2 meetings/semester.

COMPUTER NEEDS ON AND OFF CAMPUS
UWM maintains computer labs on campus for student access to computer needs. Computer access in the Pavilion instructional space is limited. Students will require off campus access to a computer with minimum capabilities to support web-based instruction and to successfully complete assignments/projects for their courses during clinical affiliations. Additionally, during various courses, students will be required to access online content so it is strongly encouraged that student purchase a laptop for use during their enrollment in the program.

CONFERENCE AND MEETING ATTENDANCE
Students may be given information about upcoming professional conferences/meetings and are encouraged to attend a minimum of one professional conference during their enrollment in the DPT program. Student attendance at professional conferences will be allowed within the following guidelines:

- Prior to scheduling any absence to attend a conference, students must coordinate the planned absence with each of their instructors well in advance of attendance.
- Fall semester course schedules may be modified, at the discretion of DPT program faculty/staff, to allow first and/or second year DPT student attendance at a professional conference such as WPTA Legislative Day, or at the WPTA Fall Conference.
- All other conference attendance during the first two years of the curriculum will be considered on a case-by-case basis.
- Students planning to attend conferences while on clinical affiliations MUST have approval from the UWM course instructor PRIOR to contacting the clinical site or CI about the desired absence.
- UWM DPT program provides each enrolled DPT student with funding to cover the cost of conference registration, at the student member rates, for one WPTA conference during their enrollment in the DPT program.
- Students who are serving the American Physical Therapy Association, Wisconsin Physical Therapy Association, or who are serving as elected members of the WPTA Student Organization Board of Directors may be eligible for partial reimbursement of professional conference registration fees at the APTA/WPTA member rates.

**COST**

Tuition is set by the University of Wisconsin Board of Regents and the Wisconsin State Legislature. Current Enrollment and Fees are published on the web site in the Bursar’s Office at: http://uwm.edu/onestop/finances/estimating-your-costs/tuition/.

Students should anticipate additional program course fees totaling approximately $800 during the course of their enrollment in the DPT program. While students complete their clinical internships (KIN 800, KIN 881, KIN 882) and are off site, students will be considered off campus and will not pay university segregated fees. Students should plan accordingly as this limits access to university resources including the health center and Klotche Recreation facilities. Students who wish to pay segregated fees to retain access to these spaces should discuss their request with the Bursar’s office.

Students should anticipate additional costs associated with travel to and from clinical learning experiences and embedded clinical practica while in the DPT program.

**CRIMINAL BACKGROUND CHECKS**

The University is required to perform a criminal background check on each student prior to their participation in the PT program. Background check will be completed for each student upon enrollment in the DPT program. Thereafter, background checks will be completed every four years, or more frequently if requested by a clinical site. Background check will be completed by CastleBranch Inc. All students will be provided with information on creating an account and ordering a background check with CastleBranch at new student orientation. All students must have the background check completed and present a hard copy of the background check to the DCE prior to the end of the first week of classes during the first enrolled semester in the program.

Findings, that are classified as crimes, and that may bar employment and/or licensure may result in dismissal from the program or may prevent the program from securing educational resources (clinical and didactic) which will prevent the student from successfully completing the program.

The completed background check including the Background Information Disclosure form will be provided to the clinical site as requested by the site or if any crimes are reported on the background check. The final decision regarding the clinical placement based upon the findings in the criminal background check will be made by the clinical site and the site reserves the right to deny placement to any student convicted of a crime. Rules and regulations pertaining to Wisconsin Care Giver law and/or criminal background check can be viewed at: www.dhfs.state.wi.us/caregiver/index.htm. It is the responsibility of each student to notify the DCE immediately if any event occurs that MAY change the results of the criminal background check, and an additional background check may be run.

**Excluded Persons List or Office of Inspector General check.**
Upon enrollment in the DPT program, each student’s name will be checked in the Excluded Person’s List and the Office of Inspector General website to determine the student’s eligibility to provide government funded care. If the student’s name is listed on either website, the student will be contacted by the DCE/ACCE and the assigned clinical site will be notified. The final decision regarding the clinical placement will be made by the clinical site and the site reserves the right to deny placement to any student who is not eligible to provide government funded care.

DRESS CODE (Professional/Academic)
Professional attire is appropriate and important as a first impression for your patients, their families, and other health care professionals with whom you will interact. Appropriate attire is encouraged while in school to prepare for clinical affiliations and future employment. These are the guidelines for appropriate dress for students in the Doctor of Physical Therapy Program.

Classroom/Lecture attire: Appropriate, modest, and clean attire is required for classroom activities. Students are expected to dress in professional attire when guest lecturers or patients/clients are present or at instructor’s request.

Lab attire: Students are required to dress so that other students may observe movement of extremities and the spine while offering appropriate coverage of the body. For women, a sports bra or halter top and shorts are appropriate attire. For men tee shirts and shorts are appropriate. Men should expect to remove shirts when the upper body is being studied. This allows for observation and palpation of the upper extremities, as well as the cervical and thoracic spine. Students should anticipate the need to disrobe and expose body parts as a component of professional instruction. Modesty in all lab experiences is expected and privacy will be maintained. Patient gowns are available for student use during all lab activities so that students can maintain the level of modesty that they desire.

Professional attire: Students are expected to dress in professional attire when guest lecturers or patients/clients are present or at the discretion of the instructor. Professional dress includes slacks or trousers and a collared shirt or blouse that covers the upper arms (i.e. no sleeveless shirts/blouses). Shirts must be long enough so that when bending or reaching upward, no skin is exposed (abdomen or back/buttocks).

Please note that denim is not appropriate for professional attire. The student is expected to wear name badge when dressed in professional attire (including for guest lectures or patient activities during class). Students may contact the CCCE for specific dress code requirements of the clinical facility. Where UWM dress code is more strict than the clinical facility (e.g., if a clinical site allows denim), the student is expected to comply with the UWM dress code.

Clinical setting clothing requirements:
Students are expected to dress in professional attire while in the clinical setting. Each student must follow the dress code of the facility at all times and appear neat and clean. Where UWM dress code is more strict than the clinical facility (e.g., if a clinical site allows denim), the student is expected to comply with the UWM dress code.

The following requirements apply to student dress while in the clinical setting:

- **Clothing:** Slacks or trousers and a collared shirt or blouse that covers the upper arms (i.e. no sleeveless shirts/blouses). Shirts must be long enough so that, when bending or reaching upward, no skin is exposed over the torso (abdomen or back/buttocks). Denim is not appropriate for professional attire, nor are “cargo” type pants. Dresses and skirts are often unsuitable as they restrict movement.

- **Jewelry, body piercing and tattoos:** It is not appropriate for students to wear excessive jewelry. Body piercing, other than 2 pairs of earrings worn in ear lobes only, is not allowed while in the clinical setting. Thus, all other piercing should be removed prior to arrival at the clinical setting. Earrings, if worn, must be studs. Ear gauges are not allowed and the holes where ear gauges
have been worn must be covered at all times when in clinical settings. All tattoos must be covered and not visible.

- **Nails/hair:** Nails will need to be kept short during clinical internships. No fake fingernails may be worn during clinical internships. This is to promote hygiene during professional contact with patients. Hair must be of a natural color, neat and pulled back, as appropriate. Hair should not touch patients/clients during therapy services.
- **Makeup/perfume/cologne:** The professional dress code includes professional and modest makeup design. It is in your patient’s best interest for you to refrain from wearing perfume or cologne. Students must use deodorant.
- **Shoes:** Closed toed shoes, with low/no heels are required during all clinical experiences. Tennis shoes that are neat and clean may be worn during clinical experiences only upon prior approval by the CI or CCCE of the clinical facility.
- **Name tags:** Name tags will be required as part of the professional dress code. Each student is required to wear their name tag during all clinical experiences.

**DISTANCE EDUCATION POLICY**

Distance education is any instructional activity characterized by a separation in time or place between the student and instructor or providing institution for all or part of the period of study. The DPT program offers some of its courses through distance education or blended (part on-line part in class). All current student policies that apply to on-campus or “traditional” education will apply in the domain of distance education unless otherwise specified below.

1. **UWM is responsible for the technological delivery of courses.** Courses will be delivered by reliable methods. UWM provides technical assistance to students (see Student Resources).
2. **The DPT program is responsible for maintaining the same high standards for all courses, regardless of delivery method,** and for ensuring that distance education instruction is comparable in quality and content to the corresponding traditional on-campus instruction. DPT students should anticipate 3-5 hours of work per week per distance education credit to be successful in the course.
3. **The CHS Honor Code, APTA Code of Ethics, and all DPT program policies apply regardless of whether courses are taught traditionally or through distance education.**
4. **Student participation in distance education is likely to be recorded in various ways and media,** and student participants may be required to post materials electronically. **All students enrolled in the course, instructors and lab assistants, and program/university administrators have access to student postings. Course materials, including student postings, are destroyed by the University after 4 years.**
5. **Attendance policies of the DPT program will be reflected in distance education courses through timely completion of course assignments and regular participation in on-line discussions.**
6. **Student access to distance education courses is through the ePanther ID and login.** The program assumes that any postings, including assignments and discussion board posts, are made by the student logged onto that account. Students should protect their ePanther ID and login.

(Note: The Clinical Instructor is a representative of UWM and provides direct onsite supervision to the student during all clinical instruction. Therefore, clinical education courses are not considered distance education within the PT program.)

**FERPA (Privacy)**

For Students: The Family Educational Rights and Privacy Act (FERPA) of 1974 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 information will help you learn more about what your rights are, provide your parents with a resource to help them understand FERPA, and assist you in understanding what UWM faculty and staff are required to do to protect your privacy.

Students can access the most up to date information on FERPA regulations at: [http://www4.uwm.edu/academics/ferpa-students.cfm](http://www4.uwm.edu/academics/ferpa-students.cfm). Students who wish to bring family members
with them to advising session with the faculty must understand that faculty may ask for a signed FERPA release prior to inviting your family into the meeting. The FERPA student consent form is available at: [http://www4.uwm.edu/des/upload/ferpastudentconsent_fillable.pdf](http://www4.uwm.edu/des/upload/ferpastudentconsent_fillable.pdf).

For Parents: According to FERPA, college students are considered responsible adults and are allowed to determine who will receive information about them. Parents are not automatically granted access to a student’s records without written consent of the student. The FERPA student consent form is available on the UWM web site; the link is listed above. Faculty of the DPT program may require students complete a FERPA release prior to inviting family members to participate in advising discussions with the program faculty.

**GRADING GUIDELINES**

**Academic Grading Guidelines:** All didactic courses in the DPT program publish grading guidelines in the syllabus for that course. If not expressly stated in the course syllabus the following is the program policy on course grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
<td>89-87%</td>
</tr>
<tr>
<td>92-90%</td>
<td>A-</td>
<td>86-83%</td>
</tr>
<tr>
<td>82-80%</td>
<td>B-</td>
<td>79-77%</td>
</tr>
<tr>
<td>76-73%</td>
<td>C</td>
<td>69-67%</td>
</tr>
<tr>
<td>66-63%</td>
<td>D</td>
<td>92-90%</td>
</tr>
<tr>
<td>86-83%</td>
<td>B</td>
<td>79-77%</td>
</tr>
<tr>
<td>72-70%</td>
<td>C-</td>
<td>69-67%</td>
</tr>
</tbody>
</table>

**Grade Definitions**
- A: Superior work
- B: Satisfactory, but undistinguished work
- C: Work below the standard expected of graduate students
- D/F: Unsatisfactory work

**Grades without associated grade points**
- K: Pass
- E: Fail
- S: Satisfactory
- U: Unsatisfactory

**Other course status designations**
- I: Incomplete
- PI: Permanent Incomplete
- Credit: C- or above in credit/no credit course
- No Credit: Below C- in a credit/no credit course
- NC: Not Completed (audit courses only)
- P: Progress
- W: Withdrawal

Grades or course status outcomes of D+, D, D-, F+, F, E, I, PI, NC, U, W, and WR may not be used toward meeting degree requirements. The P course status designation must be converted to a grade upon the completion of the course requirements.

**S and U grades**
S and U are the only valid grades for master's capstone courses, master's theses, doctoral dissertation courses, and courses for which students register on an audit basis.

**Credit/No Credit basis**
You may not register for a course on a credit/no credit basis, except when a course is offered only for credit/no credit. (By definition, a grade of C- or above is required to receive credit under this type of registration.)

You can check your grades and other academic information on the PAWS Web site.
Incomplete Policy
An Incomplete is appropriate only when the following conditions are present: You have done satisfactory work in a substantial fraction of the course requirements prior to grading time and provide the instructor with evidence of potential success in completing the remaining work. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented you from finishing the course requirements on time.

An Incomplete will not be given to enable you to do additional work to improve a grade.

It is your responsibility to initiate a request for an Incomplete. If approved, the instructor will indicate the conditions for the removal of the Incomplete, including the dates for submitting all remaining work. The instructor may deny a request for an Incomplete and assign a letter grade based on the work completed at that point.

You are responsible for seeing that the Incomplete is removed before the agreed deadline and that the instructor has reported the grade to the Graduate School. The instructor may change the I (Incomplete) to a letter grade (including an F) or to a PI (Permanent Incomplete) if you fail to meet the deadline for completion.

Permanent Incomplete
If the instructor does not change the Incomplete to a regular letter grade within one year from assigning the incomplete grade, the Incomplete will lapse to a Permanent Incomplete (PI), whether or not you are enrolled (A PI is not computed into the grade point average). The PI symbol subsequently cannot be changed to a regular letter grade. Except in cases where the work was completed, but the instructor neglected or was unable to file a grade change in time, the "PI" will remain on your record. If you have received a PI and want credit for that course, you must register again and complete the designated requirements. You may not register for a course for which an I remains on the transcript. You may graduate with a PI provided all degree requirements have been met. All Incompletes must be removed or changed to a PI before you may graduate.

Clinical Education Grading Guidelines
Grades for the clinical education courses are assigned by the Director of Clinical Education (DCE) or the Academic Coordinator of Clinical Education (ACCE) in consultation with the Clinical Instructor. Although the DCE/ACCE uses feedback from the clinical instructor in determining course grade, all clinical education courses include grading criterion outside of the purview of the clinical instructor. As such, the final course grade determination is solely the responsibility of the DCE/ACCE.

GRADUATION
Cumulative Exit Examination
At the completion of the academic degree students must pass a national licensing examination. To facilitate study, and train students to be successful the program requires that all students complete a practice exam.

Graduations Requirements
To be eligible for graduation from the DPT program, students must receive a recommendation of the DPT core faculty pending:
- Successful completion (defined as B or better) of KIN 880, 881, and 882
- Submission of all paperwork required by the graduate school
- Payment of graduation fees

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Graduation occurs every May. Students who are expecting to graduate in the Summer or Fall term of the same academic year in which graduation occurs are allowed to attend the Pinning Ceremony and the Graduation Ceremony in May.

Diplomas will not be issued until all program graduation expectations are met.

UWM holds commencement ceremonies in December and May of each academic year.

Steps to follow in the semester in which you graduate:

1. Enroll for a minimum of 1 graduate credit (audit not allowed). If you are resolving an incomplete from a KIN 880/881/882 clinical experience, you MUST enroll in KIN 699: Clinical Education Elective for 1 credit and work with the Director of Clinical Education to meet course expectations.

2. Apply for graduation by the second week of the semester (or the first week of June in the summer session). Complete the DPT Application for Graduation and submit DIRECTLY TO THE GRADUATE SCHOOL.

   a. The application for graduation is found at:
      http://www.graduateschool.uwm.edu/students/current/graduation/

3. Pay the non-refundable graduation fee billed by the Bursar's office.

4. Your graduation application will be reviewed by the Graduate School and forwarded to the DPT program for final processing. Upon final review and approval the program will return the application to the Graduate School.

5. Students who graduate in August or December are invited to participate in the May pinning ceremony.

6. Students who graduate in August are invited to participate in the May hooding ceremony but WILL NOT receive a diploma as part of that graduation. Students who graduate in December will be hooded in a separate ceremony.

GUIDELINE FOR FACULTY AND STAFF PROVIDING THERAPY TREATMENT

In order to protect the integrity of the relationship between the DPT faculty/staff and students (DPT or otherwise) or UWM employees, the DPT faculty and staff do not entertain personal requests for clinical services (i.e. evaluation, diagnosis, treatment) for any non-emergency medical condition. In the event that a medical situation occurs, faculty and staff will follow PAV emergency response protocols to assure the safety of the individual and refer for further evaluation and treatment.

INFORMATION ON STUDENT HEALTH RISKS IN THE DPT PROGRAM

Student health and wellness is important to successful education. Students who need health services are encouraged to use the Norris Health Center. Students in the DPT program will have contact with classmates while practicing treatment techniques, in which students may role-play a patient or function as the SPT. In addition, students will have contact with the general community. During these encounters, the student may be exposed to potential infectious agents including but not limited to HIV, tuberculosis, influenza, hepatitis, COVID-19 and other infectious diseases. To maintain student and faculty safety, students will be instructed in universal precautions and are expected to follow these guidelines in all real and simulated patient experiences, as appropriate. Students who are registered only for off-campus courses such as clinical education courses do not pay UWM segregated fees and therefore, do not have access to Norris Health Center or Klotche Recreation and Fitness Center. If a student wishes to access these services during the clinical courses, they may elect to pay segregated fees.

INSURANCE

Health Insurance
Students are required to have individual health insurance coverage at all times while enrolled in the DPT Program to ensure healthcare coverage while on campus, off-campus, and during clinical internships. UWM does not provide student health insurance. Students can check with the UWM Student Association to determine if appropriate health insurance is available. In addition, the APTA may offer a health insurance policy available for purchase by student members. For information on this coverage please visit: http://www.apta.org/Benefits/Insurance/Student/

**Professional Liability Insurance**

All students are required to carry professional liability insurance in addition to UWM’s coverage via state statute. Students are provided with information regarding purchase of liability insurance at the time of offer of admission to the program. If a student requires this information at an additional time, the student should consult the DCE. Students are required to maintain continual liability coverage throughout their enrollment in the PT program and to provide proof of such coverage to the DCE. For further information and to purchase liability insurance please visit the APTA website at: http://www.apta.org/Benefits/Insurance/ProfessionalLiability/

**JOB POSTING/CAREER OPPORTUNITIES**

The program will forward position openings to students, interns, and alumni from those agencies that participate in our clinical education program. Student employment opportunities are occasionally posted on the board in the main entry area.

**LICENSURE APPLICATION**

Consistent with the regulations of the Federation of State Boards of Physical Therapy (FSBPT), UWM DPT program will provide the FSBPT with basic information about the student during the student's first year in the program. FSBPT will utilize this information to create a unique ID for the student in the FSBPT system, from which the student will be able to log in and create his/her profile. At the appropriate time, the DPT program will validate, to the FSBPT that the student has or will be graduating which will allow the student to register for the NPTE. UWM DPT program follows state regulations regarding when a student becomes eligible to for the NPTE.

It should be noted that the DPT program provides information pertaining to Wisconsin Licensure process during KIN 889. Students applying for licensure in states other than Wisconsin should explore those requirements with the state licensing board in which the student has interest. Information on Wisconsin licensure will also be shared with students when they enroll in KIN 889: Physical Therapy Credential Preparation.

Contact information:
WI Department of Safety & Professional Services (DSPS) PO Box 8935, Madison WI 53708
http://drl.wi.gov/index.asp?locid=0
Phone 608-266-1234

Federation of State Boards of Physical Therapy (FSBPT) 124 West Street South • Third Floor • Alexandria, VA 22314 Phone: 703-299-3100 • fax: 703-299-3110
https://www.fsbpt.org/index.asp
Nondiscriminatory Equal Opportunity

The University of Wisconsin-Milwaukee is an equal opportunity, affirmative action institution, and does not discriminate on the basis of race, sex, color, creed, national origin, disability, or any other protected status recognized by Wisconsin or federal law. In 1990, s. 36.12, Wisconsin Statutes, was enacted which provides as follows:

“No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the (UW) System or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.”

University policies also prohibit harassment or retaliation against complainants on any of these bases. These policies are in compliance with all relevant Wisconsin and federal laws, rules, and regulations.

Questions about the application of any of these policies, or complaints about violations, may be directed to the appropriate admitting or employing office, or to the campus Office of Equity/Diversity Services, Mitchell Hall, Room 359, or phone 229-5923.

An information booklet on UWM disciplinary guidelines and the appropriate sections of the Wisconsin Administrative Code covering conduct on University lands and student disciplinary procedures is available in the lobby of Mellencamp Hall and in several offices, including the Office of the Dean of Students, Mellencamp Hall, Room 118. Board of Regent rules require adherence by students and others present on the campus. Failure to comply with these rules may subject students to disciplinary action and to civil forfeitures. State of Wisconsin Statutes and federal law also apply on the campus of the University.

Under the provision of the Family Educational Rights and Privacy Act of 1974, a student is entitled to review his/her education records that the University maintains. A student may request a hearing regarding any alleged inaccurate, misleading, or inappropriate information contained in the record.

The University may not disclose information from a student’s record to a third party unless the student gives consent, or unless permitted to do so by the Family Educational Rights and Privacy Act of 1974. A student may contact the Undergraduate Records Office or the Office of the Dean of Students, both in Mellencamp Hall, for further information.

The various academic units at UWM have set up appeals and grievance procedures. Students may avail themselves of these procedures by contacting a program director, department chair, the dean’s office of the school or college from which the course was taken, or the Office of the Dean of Students.

UWM’s equal opportunity policies are discussed in greater detail at http://www.uwm.edu/ugbulletin/AdminPol.html.

If you have questions about the application of any of these policies, contact the appropriate admitting or employing office, or the campus Office of Equity/Diversity Services, Mitchell 359, 229-5923.

Discriminatory Conduct

UWM remains steadfastly committed to the principles of academic freedom. This commitment requires an equally strong obligation to foster respect for the dignity and worth of each individual. Without this respect, the principles of academic freedom become meaningless. Moreover, relationships such as student-faculty and employee-supervisor have inherent power differences that compromise some persons’ ability to protect their own rights. Therefore, this University must provide an environment that respects the value of each individual and that does not tolerate discriminatory conduct of any kind.
OUTSIDE EMPLOYMENT
The DPT program is an intense educational program and it is highly recommended that students refrain from outside employment while they are enrolled in this Program. Students should carefully consider all outside obligations while full time students in the Program. Students are not allowed to maintain outside employment during enrollment in clinical education courses.

PROFESSIONAL CONDUCT
Students are obligated to the requirements for student professional conduct as described by the Graduate School and obtained at http://www.uwm.edu/Dept/Grad_Sch/Publications/HandBook/Administrative/index.html#StudentConduct.

Of special consideration is the following:

College of Health Sciences Honor Code
Students are expected to comply with the CHS Honor Code.

Honor Code Preamble
The Honor Code provides a framework for moral, ethical, and professional behavior for all members of the College of Health Sciences, including students, faculty, and staff. With all members of the College committed to upholding and promoting the tenets of the Honor Code, we will continue to work and learn in a supportive and stimulating environment. Commitment to this Honor Code supports the mission of the College of Health Sciences to prepare future health professionals, and conduct nationally recognized research in the health sciences.

Honor Code
As a member of the University of Wisconsin-Milwaukee, College of Health Sciences community of scholars and professionals, I will abide by the following tenets of this honor code:

I will demonstrate respect for the dignity of others by:
- Understanding and respecting that social and cultural differences exist among students, classmates, and colleagues.
- Respecting others expectations of confidentiality and privacy.
- Not engaging in intimidating, harassing, violent, or discriminating behavior or language.

I will demonstrate respect for the rights and property of others by:
- Actively working to promote a positive learning, work, and research environment.
- Allowing other individuals to express their opinions, even if they are different from my own.
- Not committing theft, vandalism, destruction, or desecration of another's physical or intellectual property.

I will take responsibility for my learning, teaching, research, and service by:
- Demonstrating enthusiasm and being prepared for classes, labs, meetings, and other activities.
- Being prompt in completing duties and assignments, and punctual in attending classes, labs, meetings, and other activities.
- Communicating promptly and making suitable arrangements if a scheduled conflict arises.
- Contributing equitably in discussion and group work.
- Providing fair and constructive feedback when asked to evaluate others.

I will practice personal, professional and academic integrity by:
- Being reliable, honest and ethical.
- Following through on commitments.
- Avoiding bias and conflicts of interest.
- Adhering to the policies and procedures of organizations with which I am involved.
- Not misrepresenting or falsifying information and/or actions, including acts of plagiarism.
• Not engaging in self-destructive behavior, such as misuse of alcohol, drugs, or tobacco, that would compromise my learning, teaching, research, and service.

I will follow the Professional Codes of Ethics relevant to my profession by:
• Knowing and upholding the Professional Codes of Ethics that is set forth by my professional governing body.
• Upholding the ethical standards set forth by the professional and governing bodies associated with the performance and dissemination of research.
• Knowing and upholding relevant local, state, and federal laws and regulations.

Criteria of Licensing or Professional Organizations
Students in the DPT program are required to comply with the American Physical Therapy Code of Ethics, Wisconsin Physical Therapy Practice Act, and any laws and regulations for any state in which she/he will complete a clinical experience.

American Physical Therapy Association Code of Ethics:
Students in the program are to comply with the APTA Code of Ethics whether or not they choose to obtain membership in the association. The APTA Code of Ethics is available through the American Physical Therapy Association at www.apta.org.

Wisconsin Physical Therapy Practice Act
Students are expected to comply with state law regulating the practice of physical therapy. Physical Therapists are governed under Chapter 448 of Wisconsin State Law: Medical Practices. Additional guidance on the interpretation of Chapter 448 is provided by the Physical Therapist and Physical Therapist Assistant Code Book, located on line at http://drl.wi.gov/boards/pht/code/codebook.htm. When students affiliate out of state, students are expected to comply with the law of the state in which they practice.

Academic misconduct
Academic and professional misconduct are inconsistent with the ethical and legal practice of physical therapy and are NOT tolerated at any time in the UWM Doctor of Physical Therapy Program and constitute potential grounds for dismissal from the program. All instances of Academic and Professional misconduct will result in the following disciplinary actions: A grade consequence, Review by DPT Core Faculty/staff in a manner commensurate with the Licensing Disciplinary Process of the profession of Physical Therapy and, consistent with current DPT program policy/procedure, the faculty/staff will consider all elements of a student’s performance and behavior when completing the ‘Readiness for clinical practice’ decision and the decision will be communicated to the student by DCE. For further details please refer to the Academic Misconduct Policy/Procedure contained in the appendix of this manual.

PROGRAM INFORMATION
Acceptance, matriculation, licensure examination pass rates, and employment rates are available on the DPT program web site at www.dpt.uwm.edu. The information is updated annually.

PROTECTING PATIENT RIGHTS IN THE CLASSROOM & CLINICAL SETTING
From time to time, the DPT program will bring patients into the physical therapy classroom to support instructional opportunities. Participants provide consent for participation. All participants have the right, at any time and for any reason, to refuse participation in all or any portion of a treatment session/instruction provided by a student without fear of reprisal or negative consequences of any type.

As with other clinical learning experiences, the program protects and limits the conditions under which the individual protected health information may be disclosed. Consistent with HIPAA, the program follows the minimum necessary requirement for disclosure, which allows for students to discuss the information directly with the individual or the individual’s personal representative, and for discussion among students when class is in session.
The program does not allow students to discuss these learning experiences outside of the classroom with individuals who are not affiliated with the DPT program. Unless specified in the consent document or in writing in course materials, written assignments associated with these learning experiences will not be shared outside of the individual or individual’s personal representative and the course instructor(s)/lab assistants.

Any questions relating to what may be shared and with whom should be directed to the course instructor.

Any patient may refuse care provided by a student in the clinical setting without risk of reprisal, or any other negative consequence of any type.

RETENTION AND PROGRESSION
In order to be retained in the program in good standing, students must maintain a cumulative GPA of 3.0 or better in accord with Graduate School Policies. Students must meet all passing criteria mentioned in policies for successful course completion including classroom, laboratory/practical examinations, comprehensive practical exams and clinical education affiliations.

To remain in good standing students must maintain a semester GPA of 3.0 EACH semester and earn a C or better in all required courses in addition to graduate school policy. Failure to maintain a semester GPA of 3.0 or better and/or failure to earn a grade of C or better in all course work will require a Program Request to Continue.

Students must meet with their program advisor to develop and present the request to the core faculty for consideration.

Readiness for Clinical Practice
Students are evaluated by program faculty for readiness for clinical practice prior to each clinical experience (integrated and terminal). Core faculty vote on student readiness for clinical practice prior to PT 880, PT 881 and PT 980. The readiness for clinical practice decision is based on academic performance in didactic courses, attendance and timeliness, professional behavior and successful completion of the Comprehensive Practical Exam. Criteria used to determine readiness for clinical practice are appended to this manual.

Remediation Activities
Students who demonstrate deficits in knowledge, behavior, skills, and/or safety that will preclude their progression the in the PT program, including failure of a Comprehensive Practical Exam (CPE), are provided with an opportunity to remediate these deficits through enrollment in independent study with the DCE in courses, PT 786 and/or PT 787. Remediation will be completed via an individualized plan developed by the student under the direction and guidance of DCE. The student’s individualized plan will include on various activities designed to remediate the student’s deficits, thus, supporting the student to once again progress in the PT program. Students who complete remediation may experience a delay in graduation from the PT program.

Repeating Courses
Students are allowed to repeat a course once in which a grade of B- or lower was earned. Both attempts appear on your transcript and both grades are calculated in the graduate grade point average. Only one attempt may be counted toward meeting degree requirements. Students may formally audit courses with the approval of the course instructor.

REQUESTS FOR ACCOMMODATION
Appropriate academic accommodations create equal access to education, as long as they don't require a substantial change in an essential element of the curriculum. DPT Program faculty/staff will provide academic accommodations to students with identified learning needs. To develop supports to meet your learning needs,
students must coordinate with the Accessibility Resource Center (ARC) – contact information is in student resources section of the handbook.

If you suspect you have a disability you will need to provide documentation of that disability to ARC. A qualified professional who is licensed or certified to diagnose the disability in question must supply this documentation. An appointment should be scheduled with a ARC counselor to review the documentation and the need for services. The ARC counselor will complete a Verified Individual Services and Accommodations form, or VISA, that you can use to inform your instructors and faculty of your need for accommodation. The DPT program requires that documentation of the disability be presented to the course instructor and must remain on file with the program. The program will maintain a copy of the documentation in a secure location for the duration of the student's enrollment in the program.

Students in the DPT program should recognize that what is considered a reasonable accommodation in an academic environment may not be considered a reasonable accommodation in clinical practice. Students who participate in clinical education courses (PT 880, 881, 980, 981, 982) should work closely with the Director of Clinical Education to support communication between the University and the clinical practice.

**SAFETY AND HEALTH RISKS**

**Safety Regulations and Emergency Procedures**

Students who need to report an emergency on campus should dial 9-911 from campus phones and 229-9911 from cell phones.

The University of Wisconsin Milwaukee Department of University Safety and Assurances at UWM seeks to promote a positive, campus-wide attitude of safety excellence which responds sensitively to our obligation to the communities we serve and at the same time promote and support the important teaching, research and learning mission of our faculty, staff and students.

The University of Wisconsin Milwaukee employs the S.A.F.E. Alert Emergency Notification System to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation occurring on the campus involving an immediate threat to the health or safety of students or employees. Once registered on the system, faculty, staff and students will be notified via text message to personal mobile phones or a designated e-mail address in the event of a campus emergency. Students can register for the S.A.F.E Alert system on line at: [https://www4.uwm.edu/safety/safe_alert.cfm](https://www4.uwm.edu/safety/safe_alert.cfm).

The DPT program identifies our Program Associate as the local safety officer. In the event of a fire or weather emergency where evacuation of the building is indicated, you will receive directions from faculty/staff in the unit as to how to proceed.

UWM compiles and reports statistics reflecting campus safety and annually reports these to the community. Students can access this report at: [http://www4.uwm.edu/safety/resources/](http://www4.uwm.edu/safety/resources/).

**Standard Precautions**

Standard universal precautions will be utilized while students, faculty and staff are in class, laboratory and clinical settings. Students are instructed in standard precautions and hazardous material handling annually.

**Infection Control**

Proper Infection Control practices and procedures support the optimal health and safety of all students, faculty, and staff. As such, the PT program requires that all student/faculty/staff wash hands prior to any patient (and simulated patient) encounters and utilize linens on all plinths, treatment tables, and pillows during any/all patient encounters and laboratory activities. Additionally, all students are asked to clean treatment areas after use.

**Storage and use of Hazardous Materials**
There are specific areas noted in each room for the storage and disposal of hazardous materials. These materials will be gathered and permanently disposed of by the Environmental Health and Safety Department at UWM. Disposal of biohazard material is arranged with the Environmental Health and Safety Department on campus, which has regular collection intervals and may be called for special collections as required.

Requirements for proper disposal of biohazard material include rubber banding any bags and closing the attached lids on all sharps containers. Your course instructors will instruct you in proper hazardous material handling. In addition, you are encouraged to visit the UWM office of Environmental, Health, Safety, and Risk Management website at www.uwm.edu/Dept/EHSRM/GENINFO/training.html for additional information and online training modules on a variety of safety topics. Preservative is utilized in the preservation of the cadavers. For specific information on the contents of the preservative students should consult with the anatomy instructor.

**SEXUAL HARASSMENT - UW-Milwaukee Sexual Violence Prevention Online Mandatory Training**

All faculty, staff and students at UWM are required to complete an online training course related to Title IX and sexual violence prevention.

If you have not received the link or are having problems accessing the course, email uwm-thinkaboutit@uwm.edu and a member of the Health Promotion and Wellness Team will respond.

For more information, go to the Title IX website at: http://uwm.edu/titleix/.

Sexual harassment is also covered under the Title IX and UWM’s Discriminatory Conduct Policy. For additional information, please see Title IX in the Student Services section.

**STUDENT PROFESSIONAL DEVELOPMENT**

The UWM Doctor of Physical Therapy Program values professional development as essential for physical therapy practice. Therefore, student participation in a variety of professional development activities is required across the didactic curriculum. Each student must accumulate a total of 15 Professional Development Units (PDU’s), verified and recorded on the PDU Summary form, per exam cycle to pass the professional development performance criteria on the respective comprehensive practical exam (refer to the ‘comprehensive practical examination’ section of the student manual for grading of the exam). The ‘exam cycle’ will begin on the day after Study Day for the previous semester and continue until the final day of classes for the respective semester. All verification forms, including the supporting documentation, must be submitted for approval NO LATER than 12:00 noon on the Friday of the fourth to the last week of class. The semester PDU Summary form/log, including all signed verification forms, MUST be submitted NO LATER than 12:00 PM/noon on the Friday of the second to the last week of classes. (If a student will participate in an activity that is scheduled to occur between the Friday of the fourth to the last week of classes and the study day, he/she should submit the verification for this activity by the above-stated verification deadline and conditional verification will be provided. Following completion of the activity, student should submit the evidence of having participated in the activity along with signed verification form and the conditional verification will be updated to final verification. Only final verification will be accepted with PDU summary form/log). Additionally, all students are responsible for ensuring completion of the required professional development categories (Professional Conference/seminar/workshop, Professional Service and Community Service) in an academic year. Failure to do so will result in a fail on the ‘professional development’ performance criteria on the respective comprehensive practical exam. Refer to the “PDU Program Overview” document located on the Clinical Education D2L site for more details about this program.

**TECHNICAL STANDARDS FOR PHYSICAL THERAPY STUDENTS**

The granting of a doctorate degree to a physical therapy student signifies that the holder is an individual prepared for employment as a PT. In such a professional role the physical therapist can provide medical services in accordance with the applicable laws of practice. The physical therapist must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.
Candidates for the physical therapy profession must have somatic sensation and the functional use of the senses of vision and hearing. Candidates’ diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for the physical therapy profession must have abilities and skills of seven varieties including observation, communication, motor, conceptual, integrative and quantitative, and social. Technological compensation can be made for some challenges in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

I. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. **Communication:** A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

III. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, and other diagnostic maneuvers. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. This includes the physical ability to lift 50 pounds from floor to waist level and 10 pounds overhead, carry 40 pounds, push/pull with 30 pounds of force, assist in the sliding transfer of an individual weighing up to 150 pounds, and complete simple grasping of 5 – 15 pounds. In addition, the student must possess the ability to sit, stand, walk and squat throughout the day and perform fine motor tasks.

IV. **Intellectual-Conceptual, Integrative and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physical therapists, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

V. **Behavioral and Social Attributes:** A candidate must possess the emotional health and stability required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.

Students in the Doctor of Physical Therapy program are required to demonstrate the ability to meet the above Technical Standards either with or without reasonable accommodations. The Doctor of Physical Therapy program works with the UWM Accessibility Resource Center to determine the reasonableness of all accommodation requests for implementation in the classroom. All clinical sites will make the determination regarding the reasonableness of any requested accommodation for the clinical setting.
Therefore, students should be aware that the definition of reasonable accommodations may vary between the UWM classroom and the clinical sites and there is no guarantee that accommodations provided in the classroom will be provided in the clinical sites.

Acknowledgement of the Technical Standards is submitted with the student application to the Doctor of Physical Therapy Program and maintained in the student file with the program.

TIME LIMIT TO DEGREE COMPLETION
All requirements for the Doctor of Physical Therapy degree must be completed within 7 years of the date you first enrolled in the DPT program at UWM. This includes all coursework, comprehensive examinations, clinical education coursework, and examinations required for the degree.

TRANSPORTATION
During their enrollment in the program, students should expect courses to be held at various lab locations in the community. Some, but not all, of these sites are accessible by Milwaukee County Transportation Services (MCTS) – the local bus. Students should anticipate the need for transportation to off-site lab activities throughout their tenure in the DPT program. Carpooling with classmates is encouraged.
Clinical Education Program Policies and Procedures

OVERVIEW OF EXPECTATIONS
The clinical education courses are a set of carefully constructed courses that occur in the clinical setting, are designed to provide the student with a variety of patient experiences and are carefully coordinated with the didactic portion of the curriculum. The coordination of these courses ensures that each student has a well-rounded exposure to physical therapy practice.

Each clinical assignment will involve the following:

1. Learning Objectives:
   A) Each clinical education course has course objectives, which will be disseminated to students and clinical education facilities as part of the course syllabus.
   B) Students are expected to generate individualized learning objectives compatible with their learning needs and the experiences offered at the facility.
   C) Each clinical site may develop learning experiences for students rotating through their department. These objectives can address experiences and/or techniques unique to the facility. Structured learning experiences can then be developed to address the facility’s learning objectives.

2. Student’s Role: The role and level of function of the student during clinical assignments will be determined by the clinical instructor. The expected level of function of the student at the conclusion of the clinical experience is stated in the individual course syllabi. The student is expected to take responsibility for their own learning and demonstrate professional behavior at all times. It is the student’s responsibility to keep the DCE apprised of problems that might arise related to their clinical learning. The DCE should be contacted as soon as a problem is identified regardless of the clinical site or the student’s desire to have the DCE intervene. This keeps the DCE informed and allows effective follow-up.

3. Documentation: All patient treatment notes should be read, approved, and countersigned by the clinical instructor. All treatment notes should be signed by the student with the letters “SPT”.

CLINICAL ASSIGNMENTS
All clinical assignments will be made by the DCE/ACCE in coordination with the clinical site and the student.

Assignments are made by the DCE/ACCE. In assigning students to clinical sites, it is not expected that any site will always meet all the student’s needs. However, any site will meet some of the needs some of the time. It is within the purview of the DCE/ACCE to assign students to any clinical site that he/she believes will meet the needs of the learner. Priorities for DCE/ACCE decision making on clinical placement is as follows:

- Clinical site will contribute to the student’s ability to be a generalist.
- Clinical site will contribute to the student’s ability to be exposed to a diverse patient population as part of their total clinical education experience.
- Input from faculty indicates that the educational needs of a student are likely to be met at the clinical site.
- Clinical mentoring will contribute to the student’s ability to be effectively and accurately assessed.
- Availability of clinical resources
- Clinical interests of the student
- Personal preferences of the student
- Assignments for KIN 880 - 882 are completed utilizing Exxat clinical site management system. Sites that are offered as ‘first come first served (FCFS)’ are offered to students as the placement offers arrive. Sites that are reserved for UWM will be assigned via a ‘wish list’ process. However, all students should remember it is within the purview of the DCE/ACCE to assign students to any clinical site that he/she believes will meet the needs of the learner, the clinical site and the UWM DPT program. Some sites
require submission of a resume/application and/or an interview. Additionally, some sites require the
UWM DCE to review those students interested in the placements and to select the most appropriate
students. So, no student is guaranteed placement at a selected site.

Clinical Site Selection:
- Exxat website will be utilized to assign clinical placements.
- Students will be notified when clinical placements are offered.
- In order to provide students with clinical knowledge and skills in a variety of settings and/or
practices, students are required to participate in at least one clinical experience in each of the
following areas:
  - Acute care OR inpatient rehabilitation OR home health OR Day Program
  - Outpatient
  - Musculoskeletal/Orthopedic
  - Neurorehabilitation
  - Either pediatric OR geriatric
  - Practice located in an urban area.
  - Practice located within the state Wisconsin Additional notes regarding site selection criteria:
    - A placement may meet more than one criteria.
    - KIN 681 may be utilized to meet the criteria, upon approval from the DCE/ACCE.
- To assist students in making their clinical placement selections, feedback from previous students is
available on the Exxat website.
- Additionally, students are encouraged to research clinical facilities via the facilities’ websites and
CSIF forms on the CPI website.

DCE and ACCE are available to discuss details of various sites with students in order to assist students
to select suitable sites.
- Students will create a prioritized ‘wish list’ on the Exxat website, from which computer-based
  matching will occur.
- Although students are provided with the opportunity to select their clinical sites, the DCE/ACCE
retains to the right to approve and/or reassign clinical site assignments to better meet the needs of
the program, the students and the clinical sites.
- If, after site selection is completed, the student presents a compelling reason to request a site that
  has a current affiliation agreement with UWM, but that has not offered a placement; the DCE will
contact that site on the student’s behalf. Students should be aware that geographic area is not a
reason to request a site from the affiliation agreement list and that if a site is offered that, in the
opinion of the DCE/ACCE, would offer a similar education experience, the additional placement/site
will not be pursued. Students may review the list of current affiliation agreements that UWM holds
by visiting the UWM Risk Management website at
https://panthers.sharepoint.com/sites/USA/_layouts/15/WopiFrame.aspx?sourcedoc=%7B729f5b59-
7dc4-4bfe-b4db-f47be31245c4%7D&action=viewThis website contains the full list of current
affiliation agreements held by UWM. If you are interested in a site and do not see it listed on this
current affiliation agreement list, please consult the DCE.

For your information:
There are numerous sites that offer their facility on a first come/first served basis. Understand that when
requesting these slots, there is a risk that they may not be available when the DCE calls to confirm your
assignment. If that is the case, the DCE/ACCE will notify you to request an alternative site. If you require
assistance to select an alternate site, please ask the DCE/ACCE.
Following student selection of a site, the DCE/ACCE contacts the site to confirm the site. Students should be
aware that responses from the clinical site may take a significant duration of time. Frequent contact to
the DCE/ACCE to ask if he/she has had a response from the site is not helpful and takes away from time
that the DCE/ACCE has to establish new sites and seek additional sites. Please be patient when awaiting a
response from the DCE/ACCE regarding site availability or site confirmation.
Assignments may change due to cancellations at any time. From time to time, a site cancels a previously confirmed clinical placement. This may occur on short notice, so Students should be aware that they may be reassigned to an alternative site on short notice.

Arrangements for an alternative site will be made according to space available nationwide. It will be impossible to consider weddings, family reunions, or other personal needs. The responsibility of the PT program is to provide you with the opportunity to learn in a clinical setting. There are not adequate resources to consider your financial or personal interests during the selection process. You may be inconvenienced by your assignments. The process we are using is considered to be the least biased, most fair distribution of this scarce resource.

Quality clinical teaching space is a very valuable and scarce resource. It is unreasonable to expect that ALL students’ first choices will materialize. The DCE/ACCE retains the right to override the process at any time deemed necessary to best serve the interests of the program, the needs of the site and its patients and the needs of all students. Should there be conflicts or cancellations, the following information will be used to determine assignments:

- The services offered by the site and the requirements of each student to meet the variety of sites listed above.
- The educational opportunities offered by the clinical facility and the ability of the site to meet the educational needs of the student.
- Student preference will be considered only after the above criteria have been considered.

There are an increasing number of sites that require site selection be made prior to the March mailing date such that specific student requests are placed during the March mailing dates. Students will be made aware of this requirement in January so that each student has adequate time to review available opportunities and inform the DCE/ACCE of his/her choice prior to the mailing date.

A small number of sites have selection processes that require an application a phone interview and/or resume from the student prior accepting the student for placement. Students will be made aware of this requirement. In addition, a small number of sites require that the DCE select the student to be placed from those interested.

All clinical sites are given the option to schedule the clinical during the timeframe in the semester that best meets the needs of the site and clinical instructor.

Any student who has not created his/her site ‘wish list’ of selections by the due date, will have sites assigned by the DCE/ACCE.

NEW SITE DEVELOPMENT GUIDELINES

Intensive effort is made to carefully select clinical education sites that will provide rich learning environments for UWM students. Time and energy are continually placed into nurturing facility relationships and developing clinical faculty at these existing clinical education sites. It is the program’s objective to offer only quality clinical faculty and learning environments to maximize students’ learning in the precious few months available for clinical internships.

New site development will be carefully considered if there is adequate evidence that the new site will enhance UWM’s clinical education program. New site development is discouraged for reasons related to individual student interest in traveling, housing availability, social interests, etc. It remains the DCE/ACCE’s prerogative to prioritize new site development in context with the needs of the clinical education program and best interests of the students’ clinical education needs.
Some statistics relative to developing a new site:

- The ideal time to initiate new site development is between August – December so all students are requested to seek new site development during the fall semester. Each year we follow the agreed upon national mailing date to request clinical rotations for the following year. For example, in March of the preceding year we contact sites to request placements for the next calendar year. These request forms are due back to us by April 15th. After April 15th, it becomes increasingly difficult, if not impossible, to recruit new sites in time for site selection by students.
- By the end of March, most sites have committed to other programs due to the uniform national mailing date used.
- It takes 12 – 16 weeks to initiate and develop a new site, mainly due to negotiations for the affiliation agreement.
- Most sites are available to contact between 8 am – 4:30 p.m. Therefore, the fewer interruptions the DCE has during those hours, the more sites he/she can potentially contact.
- In addition to working on site development for a specific class, the DCE/ACCE is also working on site visits and other issues for those students currently out on a clinical rotation.
- It is always in your best interest to choose from available sites when choosing clinical rotations rather than hoping to be placed at a site that may never materialize.
- New Site Development Request forms are due to the DCE by Dec. 31.

If you would like the DCE to pursue the development of a new site, submit your request in electronically utilizing the New Site Development Form letting him/her know how you learned about the site, why you are requesting that particular site, and providing any other details about the site.

DO NOT contact sites on your own. The only individuals authorized to make clinical site contacts are the DCE/ACCE and his/her designee. This means that students, students’ family/friends, and other faculty/staff members are not allowed to seek clinical placements or contact a site regarding clinical placements. We understand that family or friends are only trying to assist you, however, it is not conducive to the maintenance of strong relationships between UWM and our clinical partners. Therefore, any student who contacts a site without permission from the DCE or whose family/friends contact a site with permission from the DCE may forfeit his/her site and will be assigned to a site by the DCE/ACCE. Any student who becomes aware that a family or friend has contacted a site on his/her behalf should contact the DCE immediately.

**CLINICAL EDUCATION EXPERIENCES**

**Schedule of Clinical Education Courses**

The clinical education curriculum consists of 42 weeks of clinical education experiences.

- PT 880: Fieldwork I: A collaborative model learning experience that is 2 weeks in length and occurs during Winterim of year 1.
- PT 881: Fieldwork II: This clinical experience may or may not be completed in the collaborative learning model, depending upon the clinical site. The experience is 4 weeks in length and occurs during the summer semester of year 2.
- PT 980: Internship I: The first of three terminal clinical experiences; this clinical is 12 weeks in length and is completed in summer semester of year 3. This clinical experience may or may not be completed in the collaborative learning model, depending upon the clinical site.
- PT 981: Internship II: The second of the three terminal clinical experiences; this clinical is 12 weeks in length and is completed during the fall semester of year 3. This clinical experience may or may not be completed in the collaborative learning model, depending upon the clinical site.
- PT 982: Internship III: The final internship of the three terminal clinical experiences; this clinical is 12 weeks in length and is completed during the spring semester of year 3. This clinical experience may or may not be completed in the collaborative learning model, depending upon the clinical site.
- PT 787: PT Clinical Internship Elective: This course has been developed to meet the needs of the student who wishes to participate in extra clinical experience; either due to the need to remediate or to pursue extra clinical experience while enrolled in the DPT program.
Registration for Clinical Courses
In order to ensure proper liability coverage for each student during his/her clinical education experiences, no student is allowed to participate in any clinical education course without proper registration in the course. The DCE/ACCE will refer to the class list on PAWS to confirm each student’s registration 3 weeks prior to the scheduled start of the course. Any student not registered at that time may have their clinical assignment canceled.

CLINICAL COURSE PREREQUISITES
- Students must have successfully completed all Physical Therapy Program didactic coursework and be currently enrolled and in good standing in the Physical Therapy Program.
- Each student must have successfully completed the comprehensive practical exam (CPE) in the fall or spring semester preceding the clinical rotation.
- Faculty/staff will discuss and vote on each student’s readiness to participate in the scheduled clinical education experience during the semester assessment meeting at the conclusion of each fall and spring semester preceding the clinical experience. Each student will require a positive readiness for clinical practice decision in order to participate in the upcoming scheduled clinical experience(s). The DCE will make the “readiness for clinical practice” decision for all students for progression to KIN 881 and KIN 882.
- The DCE/ACCE reserves the right to require additional learning experiences, additional readings, etc. as deemed necessary to promote a successful clinical learning experience.

GRADING
All grading of clinical experiences is the sole responsibility of the course instructor.
The final determination of satisfactory completion of each clinical fieldwork or internship experience and assignment of the course grade is the responsibility of the DCE/ACCE. Grading of the clinical education courses is completed consistent with the policies of the UWM Graduate School as stated in the UWM Graduate School Student and Faculty Handbook available online at http://www.graduateschool.uwm.edu/students/policies/ Please see individual clinical course syllabi for specific grading criteria for each course.

If it is determined, through consultation with the clinical instructor, that performance in the clinical course is unsatisfactory; the DCE will issue the student a failing grade. A student in the DPT program will be allowed to retake the failed course; however, students may not incur more than one failing grade for the entirety of the clinical education portion of the curriculum. All additional failing grades received in clinical education courses will result in dismissal from the program. Receipt of a failing grade with subsequent re-take of clinical coursework may interrupt the student’s ability to proceed with subsequently scheduled didactic or clinical courses.

In the event that a student fails a clinical course, the DCE/ACCE will make every effort to locate a clinical site in the semester immediately following the semester in which the failed grade was earned. However, all students should be aware that an appropriate clinical placement may not be located in the next upcoming semester and student’s matriculation in the DPT program may be interrupted until an appropriate clinical site is arranged.

Assignment of “incomplete” grades in clinical courses will be assigned consistent with the UWM Graduate School policy as noted in the UWM Graduate School Student and Faculty Handbook.

Evaluation Forms
A competency/skills checklist and the Professional Behaviors Assessment are utilized to assess student performance during Fieldwork I. The web based Physical Therapist Clinical Performance Instrument (CPI) and Professional Behaviors Assessment are utilized to assess and document student performance during Fieldwork II, and Internships I – III. Students are expected to function at the level of advanced beginner at the
conclusion of Fieldwork II and at entry level at the conclusion of each Internship. An individual learning plan and the Professional Behaviors self-assessment are utilized to assess the student during the Clinical Internship Elective. Students are also required to complete other assignments as noted in the course syllabus or as assigned by the Clinical Instructor. These include, but are not limited to: reflective journal, patient log, and survey of patient diagnoses, completion of weekly planning form, and completion of an in-service or other project as assigned by the clinical instructor.

Please refer to individual course syllabus for a list of assignments required in each course. Additionally, student self-assessment, anecdotal records compiled by the DCE/ACCE, comments from the CI as well as comments on the CPI will be used to determine the student’s level of performance. All students are required to complete the Physical Therapy Student Evaluation: Clinical Experience and Clinical Instruction, at the conclusion of Fieldwork II and at the midterm and conclusion of Internships I – III.

*All evaluation materials must be turned in to the DCE by the student within 48 hours after the completion of a clinical assignment.*

These evaluation forms are a means of keeping a record of a student's clinical performance and professional development. They also:

1. Assist the student in recognition of their growth as a physical therapist and assists in planning future clinical education experiences and establishing learning objectives for upcoming clinical experiences.
2. Assist the clinical instructor in determining strengths and weaknesses of the student's clinical performance while planning new learning experiences.
3. Assist the DCE in determining strengths and weaknesses in the overall academic program and in determining ways in which the individual student may be assisted in achieving individual clinical education objectives.

**CLINICAL COURSE REQUIREMENTS**

**Communication**

UWM provides, to the clinical site, information necessary to provide for student placements. This information may include: student name, address, email address, social security number or last 4 digits of social security number, background disclosure form and completed background check. Students who have failed previous clinical experiences are required to self-disclose this information to the clinical site and are encouraged to do so via learning objectives that focus on the areas of the student deficiencies. The UWM DPT Program Memo included in the appendices of this manual outlines all information provided the clinical site as well as the rights of the site. The DPT Program Memo is reviewed annually and revised if necessary.

**Criminal Background Checks**

The University is required to have a criminal background check, caregiver background check and national check completed on all students prior to their participation in their clinical experiences. Findings, that are classified as crimes, and that may bar employment and/or licensure may result in dismissal from the program. Information can be viewed on the internet at: [www.dhfs.state.wi.us/caregiver/index.htm](http://www.dhfs.state.wi.us/caregiver/index.htm). Currently the UWM DPT program utilizes a third-party, Castlebranch, to complete background checks. Students are provided with the necessary information at new student orientation.

Please note that it is the responsibility of each student to notify the DCE immediately if any event occurs that may change the results of the criminal background check.

**CPR Certification**

Physical Therapy students are required to have current American Heart Association CPR certification at the BLS (Basic Life Support) Level upon entry into the PT program and are required to maintain current certification at all times throughout the PT education program. NO other CPR certification will be accepted.
Hybrid courses that include online course material followed by on-site evaluation of 'hands-on' skills are acceptable CPR courses, however, courses that are presented totally online are not accepted.

**Drug/substance screens**
Many clinical sites require the completion of a ten-panel drug screen prior to placement at the clinical site. Students can receive these services at the medical provider of their choosing. The campus health center, Norris Health Center, will provide the 10-panel drug screens at a reasonable price, however, students should be aware that the services of Norris Health Center may be unavailable during the Internship year because the student does not pay segregated fees for the clinical courses. Various healthcare providers in the Milwaukee including the Any Lab Test Now Laboratory, and Assurance Drug Testing Laboratories can provide these services. The student is responsible for the cost of the drug screen.

**Disabilities**
Students who are aware of or suspect that there is any issue that may interfere with their ability to complete the requirements of clinical education courses or to participate in the activities described in course syllabi, should contact the DCE. Appropriate actions are facilitated by timely requests. Reasonable requests for appropriate accommodations will be granted based upon a VISA issued by the campus Accessibility Resource Center (ARC) and all requests will be held in confidence.

**HIPAA Training**
Students will be provided with annual training related to the Healthcare Insurance Portability and Accountability Act (HIPAA) and are expected to abide by HIPAA regulations at all times during enrollment in the DPT program.

**Health, Immunization Insurance and Compliance Training information:**
All students are required to provide copies of positive titer results indicating immunity for Varicella, Rubella, Rubeola and Mumps prior to participation in any clinical experiences. Students should note that record of vaccination or history of disease is not accepted, and the only documentation accepted is a positive titer result. Health records must include:
- MMR: results of an MMR titer indicating immunity.
- Varicella: results of a varicella titer indicating immunity
  - Note: if a student’s titer results demonstrate a negative result indicating lack of immunity, the student is required to be immunized with subsequent repeat of the titer no sooner than 6 weeks after immunization. If the second titer result is negative, no further immunization is required. The student should present the documentation of the first and second titer results as well as the record of the immunization to the DCE to be included in the student’s file.
- Tetanus/Diphtheria/Pertussis: written record of date of most recent Tetanus and Pertussis booster within past 10 years.
- Immunization against Hepatitis B as noted by self-report of vaccination dates OR signed declination statement. Declination statement may be obtained from DCE.
- Polio vaccine: record of vaccination
- Annual flu vaccine.
- COVID-19 vaccine is recommended and may be required by the clinical site.
- Two-step TB skin test upon entry into the DPT program and single TB test annually thereafter or chest x-ray within the past 5 years. Students are required to receive a TB test annually and maintain current TB test at all times throughout their participation in the PT program. If prior exposure results in a positive TB test, the student is required to have a chest X-Ray once every five years. Certain clinical sites require a within past 6 months. If students are to be placed at clinical sites with this requirement the student will be notified by the DCE.
- Statement of annual physical examination by a licensed health care practitioner indicating the student is in good health, free of communicable disease and is able to perform the essential job duties as outlined on the form.
• Any student for whom, injury, condition or disease renders him/her unable to participate in a clinical experience must obtain their practitioner’s signature on the “Physical Requirements of the Student Physical Therapist Position” form and provide the signed form to the DCE.

Students are expected to retain current copies of the above information in their electronic portfolio in the Exxat clinical management site and to provide the link to their compliance portfolio, to clinical sites, as requested.

In addition to the above requirements, some clinical sites have further requirements such as a completion of a ten-panel drug screen. Students can receive these services at the medical provider of their choosing. The following information is provided to assist students who need to identify a location for these services. Norris Health Center will provide drug screens, physical exams, titers, and vaccinations however students should make appointments as soon as they know that they require services, as appointment times fill quickly.

Walgreen’s Take Care Clinics also offer physical exams.

Professional Liability
All students are required to maintain liability coverage in the amount of 1,000,000/3,000,000 in addition to the coverage provided via state statute at all times while enrolled in the PT program.

Compliance Trainings
All students are required to participate in education regarding Blood borne Pathogens and Universal Precautions, HIPAA, hazardous materials handling and COVID-19 training annually. The initial education sessions occur via lecture in PT 781 and via online trainings thereafter.

Copies of all of the above information must be placed in the student’s profile/portfolio in the Exxat clinical education management system. It is the student’s responsibility to maintain current information in the portfolio in Exxat at all times during enrollment in the DPT program. Failure to do so may result in a student’s clinical experience being cancelled.

Transportation
Students are responsible for their own transportation and living arrangements related to clinical affiliations unless otherwise supported by the clinical facility.

Dress Code
It is the responsibility of each student to contact the CCCE of the assigned clinical facility regarding site specific dress code requirements. All students are required to follow the dress code requirements outlined earlier in this handbook.

Attendance
Clinical Instruction: Students are expected to be in attendance during the Clinical Instructors scheduled clinic hours (at least 40 hours/week) and are required to follow the schedule provided them by their clinical instructor. Students are allowed to miss clinical only due to illness, family emergency, call-up for active military duty or religious observation. In all cases, the Course Instructor (DCE/ACCE) and CI should be notified. Failure to attend a clinical day without prior notification of the CI and DCE, in the case of a planned absence; or failure to notify DCE and CI immediately at the beginning of the work day or at the earliest reasonable time, in the case of an unplanned absence may result in a failing grade in the course. Arrangements to make up for time off due illness, family emergency, military duty or religious observation should be made between the CI and the student, with intervention by the course instructor as needed. Course instructor must be kept apprised of plans to make up clinical time. Please note that students are allowed to be absent from clininals only due to illness, family emergency, religious observances (religious belief that prohibits the student from working on a particular day/time) or military service. No other reason for absence is accepted. Personal business such as travel to and from the clinical facility and job interviewing must be conducted during the weeks between internships or during time when the student is not scheduled in the clinic. Students are not allowed to seek a
change in their clinic schedule. Students may be excused to attend APTA Annual Conference or state association conferences, if permitted by clinical site and the DCE (or designee). Interns are prohibited from having outside jobs during their internship rotations because the clinical schedule may be variable. Students are expected to be at the clinical site, ready to work promptly at the beginning of the scheduled work shift. Please note that regular, on-time attendance is an important component of professional behavior. Therefore, if a student arrives late to the clinical site on four or more occasions during the course, he/she may receive a failing grade in the course. A late arrival at the clinical setting is any occurrence where the student arrives after the agreed-upon start time or without adequate time to be fully prepared to engage in the day’s activities including patient care.

Religious observance: Students may miss class without penalty for religious observance with advance notification to course instructor and clinical instructor. Students should be aware that a religious observance is religious event or sincerely held belief that would prohibit him/her from participating in the clinical experience (i.e. would prohibit a participant of the particular religion from working) on the particular day/time. UWM Policy regarding religious observance: [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

Personal business such as travel to and from the clinical facility and job interviewing should be conducted during the weeks between internships.

Interns are prohibited from having outside jobs during their internship rotations.

RIGHTS AND RESPONSIBILITIES OF THE FACULTY AND/OR STUDENT DURING CLINICAL EXPERIENCES

Throughout the clinical education phase of the curriculum, or while practicing in the clinic, the faculty member and student must assume many roles and responsibilities, including being accountable for his/her own actions or omissions. Therefore, conduct should be in accord with the responsibilities of:

1. The clinical facility/agency to which the person has been assigned. The student or faculty member is responsible for abiding by all operational policies and regulations of that institution, as would any other employee of that facility, including work schedules, dress code, and OSHA standards.

2. Student Physical Therapists have the same responsibility, as do licensed physical therapists to keep patient related information confidential in accordance with HIPAA regulations and standards. Patient Privacy is of utmost importance. Any violation of HIPAA regulations by student, at any time during any clinical course, may result in a failing grade in the course.

3. Student Physical Therapists have the same responsibility, as do licensed physical therapists to keep confidential information related to the internal and external affairs of the facility/agency in which they are working.

4. The physical therapist and health care professional in general. As a member of this group, the student or faculty clinician is expected to demonstrate those attitudes and behaviors appropriate to the patients and other professionals with whom they work.
CLINICAL FACULTY BENEFITS
Each clinical instructor and Center Coordinator of Clinical Education receives as discount of $50.00 off registration for a UWM College of Health Sciences continuing education course, the potential to be involved with UWM faculty in research projects, in-services presented by UWM DPT program faculty, and an invitation to our May pinning ceremony. In addition, Wisconsin State Statute allows the hours spent providing clinical instruction to student to be utilized as CEU’s necessary for continued licensure.

FAMILY EDUCATION RIGHT TO PRIVACY ACT (FERPA)
The Family Education Right to Privacy Act (FERPA) is designed to protect the privacy of students in all aspects of the educational setting including the clinical setting and, as such, requires sites, CI’s and CCCE’s to refrain from sharing information regarding the student’s performance in the clinical setting with individuals, other than the course instructor(s) and those individuals involved in the student’s clinical instruction.

PATIENT RIGHTS AND SAFETY
It is goal of the UWM DPT program to ensure high quality patient care, comfort and safety. Therefore, all patients have the right, at any time and for any reason, to refuse participation in all or any portion of a treatment session provided by a student without fear of reprisal or negative consequences of any type.

In any situation in which, in the sole opinion of the facility a patient’s safety and/or welfare may be adversely affected, the facility may take immediate corrective measures and shall notify the DCE thereafter. In any situation not involving patient welfare in which the student Physical Therapist is not performing satisfactorily, resolution will involve mutual agreement of the parties. (Excerpt from DPT Program Memo.)

In order to ensure that students possess the clinical skills necessary to maintain patient safety at all times in the clinical setting, all students must receive a positive ‘Readiness for Clinical Practice” vote prior to progression into the clinical setting.

CHECKLIST FOR CLINICAL EXPERIENCES
Fieldwork I
Prior to Rotation
• Complete any required training prior to the commencement of the clinical experience.
• Email or mail introductory communication to CCCE and CI.
• Maintain electronic portfolio and provide any requested compliance information, including health-related information and trainings/certifications, to clinical site. Be prepared to provide copies of any compliance information to your site.
• Review the Course Syllabus and understand details regarding the specific course requirements and Professional Behaviors Self-Assessment.
• Make sure that you are registered for this course.
• Make certain that you can log onto the course CANVAS site.
• Review Clinical Performance Instrument (CPI) training modules at the APTA learning center, if necessary.

During the Rotation
• Conduct yourself in a professional manner befitting an emissary of the University of Wisconsin – Milwaukee. This may be the clinical site’s only exposure to our program.
• Adhere to the policies and procedures of the facility.
• Take the initiative to evaluate your own performance regularly: Self-Assess, Self-Correct, and Self-Direct. Don’t be afraid to try things. You are there to learn and you will learn more if you try things.
• Establish a cooperative working relationship with your CI, staff and other students.
• Do not utilize your cell phone during clinical hours, other than during lunch time. Don’t take personal phone calls during work time, and only emergency calls from family, etc. If you are expecting a phone call that you feel you must accept please notify your CI ahead of time.
• If you wish to utilize your smart phone for clinic-related tasks, please ask permission from your CI or CCCE.
• Do not be absent from clinical site without prior approval from the Clinical Instructor.
• Contact the course instructor immediately if there are concerns about how the affiliation is progressing. **Contact early and as often as necessary.**

**Before Leaving the Site**
• Share your site and CI evaluation with your CI.
• Return any books, keycards, and other borrowed material.
• Confirm email address in case your site has a desire or need to contact you after the clinical experience has been completed.

**After Leaving the Site**
• Complete all required forms/assignments to the DCE/ACCE within 48 hours.
• Send a ‘thank you’ to your CI and CCCE

**Fieldwork II, Internships I – III**

**Prior to Rotation**
• Complete any required training, including the Clinical Performance Instrument (CPI) training modules at the APTA Learning Center, prior to the commencement of the clinical experience.
• Email or mail introductory communication to CCCE and CI.
• Maintain electronic portfolio and provide any requested compliance information, including health-related information and trainings/certifications, to clinical site. Be prepared to provide copies of any compliance information to your site.
• Review the Course Syllabus and understand details regarding the specific course requirements and Professional Behaviors Self-Assessment.
• Make sure that you are registered for this course.
• Make certain that you can log onto the course CANVAS site.
• Review Clinical Performance Instrument (CPI) training modules at the APTA learning center, if necessary.

**During the Rotation**
• Conduct yourself in a professional manner befitting an emissary of the University of Wisconsin – Milwaukee. This may be the clinical site’s only exposure to our program.
• Adhere to the policies and procedures of the facility.
• Take the initiative to evaluate your own performance regularly: Self-Assess, Self-Correct, and Self-Direct. Don’t be afraid to try things. You are there to learn and you will learn more if you try things.
• Establish a cooperative working relationship with your CI, staff, and other students.
• Do not utilize your cell phone during clinical hours, other than during lunch time. Do not take personal phone calls during work time, and only emergency calls from family, etc. If you are expecting a phone call that you feel you must accept please notify your CI ahead of time.
• If you wish to utilize your smart phone for clinic-related tasks, please ask permission from your CI or CCCE.
• Do not be absent from clinical site without prior approval from the Clinical Instructor.
• Contact the course instructor immediately if there are concerns about how the affiliation is progressing. **Contact early and as often as necessary.**
Before Leaving the Site
- Share your site and CI evaluation with your CI.
- Return any books, keycards, and other borrowed material.
- Confirm email address in case your site has a desire or need to contact you after the clinical experience has been completed.

After Leaving the Site
- Complete all required forms/assignments to the DCE within 48 hours.
- Send a ‘thank you’ to your CI and CCCE. This is especially important if you hope to be employed by this organization at some point.
Graduate School Policies and Procedures

Students in the Doctor of Physical Therapy program are graduate students of the University of Wisconsin-Milwaukee. The requirements and regulations of the Graduate School as described on the Graduate School Academic Policies & Procedures page (http://uwm.edu/graduateschool/academic-policies-procedures/) apply to all students in the Doctor of Physical Therapy Program.

The DPT program has provided additional information on appealing academic decisions in the DPT student handbook under the Appeals section to assist students in navigating the appeals process.
Student Services

ACADEMIC SERVICES
Students will be assigned a P.T. Academic Advisor at the beginning of their enrollment in the DPT Program at UWM. They will be able to aid the student in all academic matters.

BE ON THE SAFE SIDE (BOSS)
Be On the Safe Side provides van transportation to the University of Wisconsin - Milwaukee students as a core component of UWM’s commitment to campus safety. B.O.S.S. Functions to promote a safe environment for members of the UWM community to live, work and study. Information on BOSS transportation services can be found at www4.uwm.edu/boss/.

BURSAR’S OFFICE
For current tuition and fees please refer to the following website: http://www.bfs.uwm.edu/fees/. For enrollment and financial services, see: http://uwm.edu/onestop/.

COUNSELING SERVICES
Counseling services are available to enrolled UWM students through the Norris Health Center on UWM campus. For more information, please visit the following website: http://www3.uwm.edu/dept/norris/.

DISABILITY SERVICES
Students, who are enrolled at UWM, have access to services for students with disabilities. For more information, please visit the following website: http://www.uwm.edu/Dept/DSAD/SAC/student_service_staff_handbook.html

FINANCIAL AID SERVICES
The following website includes information about UWM Financial Aid services, http://www.uwm.edu/Dept/FINAID/.

HEALTH SERVICES (NORRIS HEALTH CENTER)
If you are currently enrolled for class credit at UWM and pay the student segregated fee, you may use most Norris Health Center services, including health care provider visits, at no cost. Fees are charged for some services, such as outside laboratory tests, drug screens, pharmacy prescriptions, and allergy injections. A summer use fee is charged for students not enrolled during the summer. A complete list of fees is available from the front office.

For the most part, the services available are prepaid as part of tuition and fees. However, Norris Health Center does not cover hospital inpatient, emergency room, or immediate care treatment provided outside our facility. You are not required to have health insurance to use our health center. If you are eligible for insurance under someone else’s policy (e.g., parent, spouse), familiarize yourself with its terms and limits.

The UWM Student Association provides policy information about student health insurance coverage.

For more information about the Norris Health Center at UWM, please visit the following link: http://www3.uwm.edu/dept/norris/.

HOUSING SERVICES
Most students in the DPT program find housing off campus. On campus housing during the regular academic year is prioritized for undergraduate students. Information for on campus housing is available at: http://www4.uwm.edu/housing/

Information for off campus housing is available at: http://www.aux.uwm.edu/nho/
JOB PLACEMENT AND CAMPUS RECRUITING
Students may search for job and career opportunities through UWM’s Career Development Center. For more information, please visit the following link:
http://www3.uwm.edu/chs/students/placement/placement.asp

LIBRARY RESOURCES
Students, faculty and staff have full access to UWM’s library both on campus and online. The library website includes links to numerous local libraries including nearby universities, Wisconsin libraries, those in the U.S., as well as international libraries. Journals and books are digitally accessible to students, faculty and staff, as well. Students, who are on their clinical internships, have access to the library outside of campus by using the library website: http://www.uwm.edu/Library/. All students, faculty and staff can log into the UWM catalog using this website. Guests are also welcome to log on to the “Off Campus Catalog” located at the following link:
https://ezproxy.lib.uwm.edu/login?auth=opac&url=https://library.uwm.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First

The physical location of the library on campus is UWM Golda Meir Library, 2311 East Hartford Avenue, Milwaukee, WI 53211. The library can also be reached at (414) 229-4785. Hours for students are posted on the web at http://www.uwm.edu/Libraries/hours/.

PARKING
Parking on the UWM campus is challenging for students. There are alternative “FREE” parking solutions for enrolled students of UWM. For more information about using the Milwaukee Transit System with a valid UWM I.D. card, UPark Lots, carpool matching services, or biking into campus, please visit this website:

For more information regarding parking structures, student/faculty fees, and other parking questions on UWM campus, please visit http://www3.uwm.edu/dept/transport.

RECREATIONAL FACILITY
The Klotche Center is the recreational facility on the UWM campus. They can be reached at 414-229-5287 or at http://www.uwm.edu/Dept/klotsche/.

SAFETY REGULATION AND EMERGENCY PROCEDURES
Safety is a major priority on UWM campus. The University has established several options to increase student safety. BOSS (Be On the Safe Side) is a van safety escort service provided for safe transport of UWM students. They can be reached at (414) 229-6503 to coordinate student rides. A UWM student must present their campus ID’s and may bring a guest, if they also have picture ID. This service is funded by the Student Association.

In emergency situations, students may call University Police on any campus phone by dialing 9-911 or (414) 229-9911 from a cell phone. Also, University Emergency Preparedness can be viewed at the following link: http://www.uwm.edu/Dept/EHSRM/EMERGENCY/index.html.

Specific emergency procedures related to those areas used by Physical Therapy Students in the Pavilion are located in each classroom. For the most immediate information on University emergencies or safety information please refer to the web page at http://emergency.uwm.edu/. This includes information on weather emergencies that may impact student attendance.
STUDENT SUPPORT SERVICES
Student support services including information about the alumni association, computer services and labs, housing, ID cards, library, etc., can be viewed online at http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/Resources/.

TITLE IX (http://uwm.edu/titleix/)
Title IX is a federal law that prohibits sex discrimination. Sex discrimination includes sexual harassment, sexual violence, and any other sex-based misconduct, relationship violence, discrimination based on pregnancy, and the failure to provide equal opportunity in all areas of schooling such as admissions, educational programs or activities, and athletics.

In compliance with Title IX, UWM will not tolerate discrimination or harassing conduct that is based on a protected status. The University’s Discriminatory Conduct Policy, S-47, prohibits, among other forms of discrimination, sex-based discrimination. Sex-based discrimination is conduct that (1) adversely affects any aspect of an individual's employment, education or participation in activities or programs at UWM; and (2) is based on sex, including gender identity or expression. Sexual harassment is a form of prohibited discrimination and is defined as unwanted conduct of a sexual nature that unreasonably interferes with the individual's work, education or participation in activities or programs at UWM or creates a working or learning environment that a reasonable person would find threatening or intimidating. Sexual harassment may be of any type including oral, written or physical. Sexual violence is also a form of prohibited discrimination, and UWM defines sexual violence as physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent.

UWM’s Discriminatory Conduct Policy also prohibits retaliation. Retaliation is an adverse action made as a result of an individual’s complaint about conduct prohibited by the University’s Discriminatory Conduct Policy or participation in enforcement of this Policy. Protected activities include reporting discrimination or serving as a witness in an investigation in connection with the same.

Conduct Prohibited by Title IX and UWM’s Discriminatory Conduct Policy
Some examples of conduct prohibited by Title IX and UWM’s Discriminatory Conduct Policy include but are not limited to:

- Insults about, directed at, or made in the presence of an individual or group based on sex and/or gender identity or expression.
- Physical contact or verbal threats based on sex and/or gender identity or expression.
- Sexual jokes, language, epithets, advances or propositions.
- Comments about a person’s body, sexual orientation, sexual prowess or gender identity or expression.
- Touching, whistling, leering, brushing against the body, or suggestive, insulting, or obscene comments or gestures of a sexual nature.
- Requesting sexual favors in exchange for assignments, promotions, grades or promises of the same.
- Stalking.
- Cyber-stalking or cyber-bullying.
- Rape, sexual battery, sexual assault or sexual violence. This includes sexual contact without consent.
- Dating Violence
- Domestic Violence
Appendices/Forms

The following appendices and forms are presented to assist students in coordinating the many aspects of professional education. They are not to represent all forms needed while students in the program.
PERSONAL DATA SHEET

Name: ____________________________________________________________

Gender: __________________________________________________________

Permanent Home Address: __________________________________________

_________________________________________________________________

_________________________________________________________________

Campus address: ____________________________________________________

_________________________________________________________________

Birth date: ______________________ Phone Number: ______________________

Email address: _____________________________________________________

In case of accident, injury, or emergency, please contact:

Name: ______________________ Relationship: __________________________

Address: __________________________________________________________

_________________________________________________________________

Home Phone: ______________________ Work Phone: ______________________

Health Insurance:

Company: __________________________________________________________

Group Number: ______________________ Subscriber Number: ______________

Professional Liability Provider: _______________________________________

_______________________________________________________________
HEALTH AND VACCINATION CHECKLIST

Student Name: ________________________________

Physical Exam: Date of Physical Exam. Each student is required to provide a statement from his/her physician confirming completion of annual physical exam.

_____ Year 1 (date of exam)

Date of TB skin test or chest x-ray completed annually. Student is required to provide a copy of TB test results on an annual basis. A two-step TB test is required prior to entry into the program. Thereafter, an annual TB test is required. However, if clinical site requires additional TB test, the student will be notified.

______ TB test year 1 #1
______ TB year 1 test #2
______ TB test Year 2
______ TB test Year 3

________ MMR Titer completion. (Please note: history of disease or vaccine is not acceptable. Student must provide a copy of titer results indicating immunity to each of measles, mumps and rubella. (IF titer results do not demonstrate immunity, the student must be vaccinated and a titer completed no sooner than 6 weeks after vaccination. If titer does not demonstrate immunity at this time, no further vaccination or titers are necessary. Student will maintain both titer results and record of vaccine in electronic portfolio.)

________ Varicella Zoster Titer completion. Please note: history of disease or vaccine is not acceptable. Student must provide a copy of titer results indicating immunity to varicella.

________ Tetanus/Diphtheria/Pertussis with record of booster within past ten years.

Dates of Hepatitis B vaccination (Record of vaccination must accompany this form)

______ Dose One
______ Dose Two
______ Dose Three

Health Insurance: Proof of health insurance (copy of both front and back of insurance card is required)

Liability Insurance: Copy of liability insurance certificate is required upon entry into program.

CPR Certification: Basic Life Support for healthcare providers; adult/child/infant

Note: Students must supply the above requested information, including copies of results where requested, on first day of classes. Any student who does not provide this information will not be allowed to participate in clinical classes until such time as information is provided.
University of Wisconsin Milwaukee
Physical Therapy Program

Statement of Student Physical Exam

__________________________________________ was seen in this office for a

(Patient Name)

physical exam on _______________________. He/she is in good health, (Date)

is free of communicable disease and is able to perform duties of a student physical therapist.

__________________________________________

(Practitioner Signature and credentials)
## TRAININGS, CERTIFICATIONS

**Student Name:** ________________________________

### CPR Certification

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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</table>

### HIPAA Training

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
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</tbody>
</table>

### Blood borne pathogen training

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
NEW SITE DEVELOPMENT REQUEST
(Note: New site development requests should be submitted
In fall semester for the next spring placement requests)

Student Name: ____________________________________________

Intended Type of Rotation: __________________________________

Intended Dates of Rotation: _________________________________

Facility Name: ____________________________________________

Complete Facility Address:

Street: ___________________________________________________

City: ______________ State: ______________ Zip __________

Contact Person if known: __________________________________

Phone # if known: _______________________________________

How did you learn about this site?

Why are you requesting this site?

Any other details you can provide?
## Student Readiness for Clinical Practice: PT 880

**NAME:**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has a cumulative GPA of 3.0 or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has passed the Fall I Comprehensive Practical Exam</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student has maintained attendance in all classes and has arrived timely to all classes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Professional Behaviors Assessment:

#### Critical Thinking – Beginning Level
- Raises relevant questions.
- Articulates ideas.
- Demonstrates acceptance of limited knowledge and experience in knowledge base

#### Communication Skills – Beginning Level
- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting.
- Recognizes impact of non-verbal communication in self and others.
- Recognizes the verbal and non-verbal characteristics that portray confidence.
- Utilizes electronic communication appropriately

#### Problem Solving – Beginning Level
- Recognizes problems.
- States problems clearly

#### Interpersonal Skills – Beginning Level
- Maintains professional demeanor in all interactions.
- Demonstrates interest in patients as individuals.
- Communicates with others in a respectful and confident manner.
- Respects differences in personality, lifestyle and learning styles during interactions with all persons.
- Maintains confidentiality in all interactions.
- Recognizes the emotions and bias that one brings to all professional interactions

#### Responsibility – Beginning Level
- Demonstrates punctuality.
- Provides a safe and secure environment for patients.
- Assumes responsibility for actions.
- Follows through on commitments.
- Articulates limitations and readiness to learn.
- Abides by all policies of academic program and clinical facility.

#### Professionalism - Beginning Level
- Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- Demonstrates awareness of state licensure regulations.
- Projects professional image
- Attends professional meetings.
- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers.

#### Use of Constructive Feedback – Beginning Level
- Demonstrates active listening skills.
- Assesses own performance.
- Actively seeks feedback from appropriate sources.
- Demonstrates receptive behavior and positive attitude toward feedback.
- Incorporates specific feedback into behaviors.
- Maintains two-way communication without defensiveness
<table>
<thead>
<tr>
<th><strong>Effective Use of Time and Resources – Beginning Level</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Comes prepared for the day’s activities/responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Determines when and how much help/assistance is needed</td>
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<table>
<thead>
<tr>
<th><strong>Stress Management – Beginning Level</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Recognizes own stressors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Recognizes distress or problems in others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Seeks assistance as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Maintains professional demeanor in all situations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Commitment to Learning – Beginning Level</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Prioritizes information needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Analyzes and subdivides large questions into components.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❖ Identifies own learning needs based on previous experiences.</td>
<td></td>
<td></td>
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<tr>
<td>❖ Welcomes and/or seeks new learning opportunities.</td>
<td></td>
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</tr>
<tr>
<td>❖ Seeks out professional literature</td>
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Student is approved for clinical practice: **YES**

No

Comments:

______________________________  ____________________
Director of Clinical Education                 Date
### Professional Behaviors Assessment:

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<td><strong>Critical Thinking – Beginning Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Raises relevant questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Considers all available information.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>- Articulates ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Understands the scientific method.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)</td>
<td></td>
<td></td>
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<tr>
<td>- Recognizes holes in knowledge base.</td>
<td></td>
<td></td>
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<tr>
<td>- Demonstrates acceptance of limited knowledge and experience in knowledge base</td>
<td>Yes</td>
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<td>- Utilizes electronic communication appropriately.</td>
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<td><strong>Problem Solving – Beginning Level</strong></td>
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<tr>
<td>- Recognizes problems.</td>
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<td></td>
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<tr>
<td>- States problems clearly</td>
<td></td>
<td></td>
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<tr>
<td>- Describes known solutions to problems.</td>
<td></td>
<td></td>
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<tr>
<td>- Identifies resources needed to develop solutions.</td>
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<tr>
<td>- Uses technology to search for and locate resources.</td>
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<td>- Identifies possible solutions and probable outcomes</td>
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- Demonstrates receptive behavior and positive attitude toward feedback.
- Incorporates specific feedback into behaviors.
- Maintains two-way communication without defensiveness

### Effective Use of Time and Resources – Beginning Level
- Comes prepared for the day’s activities/responsibilities.
- Identifies resource limitations (i.e. information, time, experience)
- Determines when and how much help/assistance is needed.
- Accesses current evidence in a timely manner
- Verbalizes productivity standards and identifies barriers to meeting productivity standards.
- Self-identifies and initiates learning opportunities during unscheduled time

### Stress Management – Beginning Level
- Recognizes own stressors.
- Recognizes distress or problems in others.
- Seeks assistance as needed.
- Maintains professional demeanor in all situations

### Commitment to Learning – Beginning Level
- Prioritizes information needs.
- Analyzes and subdivides large questions into components.
- Identifies own learning needs based on previous experiences.
- Welcomes and/or seeks new learning opportunities.
- Seeks out professional literature.
- Plans and presents an in-service, research or cases studies

Student is approved for clinical practice:   YES   NO

Comments:   

Director of Clinical Education ____________ Date ____________
STUDENT READINESS FOR CLINICAL PRACTICE: PT 980

UWM DPT Program
Student Readiness for Clinical Practice: KIN 880 - 882

NAME: __________________________

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<tr>
<td>Professional Behaviors Assessment: In addition to meeting the beginning</td>
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<tr>
<td>behaviors, the student meets the following behaviors at the Intermediate</td>
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<tr>
<td>level.</td>
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</table>

**Critical Thinking - Intermediate Level:**
- Feels challenged to examine ideas.
- Critically analyzes the literature and applies it to patient management.
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas.
- Seeks alternative ideas.
- Formulates alternative hypotheses.
- Critiques hypotheses and ideas at a level consistent with knowledge base.
- Acknowledges presence of contradictions.

**Communication Skills – Intermediate Level:**
- Utilizes and modifies communication (verbal, non-verbal, written, and electronic) to meet the needs of different audiences.
- Restates, reflects, and clarifies message(s)
- Communicates collaboratively with both individuals and groups.
- Collects necessary information from all pertinent individuals in the patient/client management process.
- Provides effective education (verbal, non-verbal, written, and electronic)

**Problem Solving - Intermediate Level:**
- Prioritizes problems.
- Identifies contributors to problems.
- Consults with others to clarify problems.
- Appropriately seeks input or guidance.
- Prioritizes resources (analysis and critique of resources).
- Considers consequences of possible solutions.

**Interpersonal skills - Intermediate Level:**
- Recognizes the non-verbal communication and emotions that others bring to professional interactions.
- Establishes trust.
- Seeks to gain input from others.
- Respects role of others.
- Accommodates differences in learning styles as appropriate.

**Responsibility – Intermediate Level:**
- Displays awareness of and sensitivity to diverse populations.
- Completes projects without prompting.
- Delegates tasks as needed.
- Collaborates with team members, patients and families.
- Provides evidence-based patient care.

**Professionalism - Intermediate Level:**
- Identifies positive professional role models within the academic and clinical settings.
- Acts on moral commitment during all academic and clinical activities.
- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making.
- Discusses societal expectations of the profession.

**Use of Constructive Feedback – Intermediate Level:**
- Critiques own performance accurately.
- Responds effectively to constructive feedback.
- Utilizes feedback when establishing professional and patient related goals.
- Develops and implements a plan of action in response to feedback.
- Provides constructive and timely feedback.
### Effective Use of Time and Resources - Intermediate Level:
- Utilizes effective methods of searching for evidence for practice decisions.
- Recognizes own resource contributions.
- Shares knowledge and collaborates with staff to utilize best current evidence.
- Discusses and implements strategies for meeting productivity standards.
- Identifies need for and seeks referrals to other disciplines

### Stress Management – Intermediate Level:
- Actively employs stress management techniques.
- Reconciles inconsistencies in the educational process.
- Maintains balance between professional and personal life.
- Accepts constructive feedback and clarifies expectations.
- Establishes outlets to cope with stressors

### Commitment to Learning – Intermediate Level:
- Actively employs stress management techniques.
- Reconciles inconsistencies in the educational process.
- Maintains balance between professional and personal life.
- Accepts constructive feedback and clarifies expectations.
- Establishes outlets to cope with stressors

Student is approved for clinical practice: **YES**
Comments: 

---

Director of Clinical Education

Date
Pre-Clinical Self-Assessment Form

Name _______________________________________

Facility _______________________________________ 

Clinical Course: ________________________________

Clinical Course Dates: Dates ___________________

Intern: This form is to be sent to the Clinical Educator at your next clinical fieldwork site to assist in planning your experiences. Please send it 3-4 weeks before you are scheduled to start there.

1. I feel that I have competencies in the following areas and can perform with minimal or no assistance:

2. I feel that I am weak or lack experience in the following areas:

3. Knowing the resources of your facility, I am most interested in:
   a. improving in the areas of:

   b. learning the following:

4. I feel that I learn best when supervised in the following manner (see attached learning style inventory):
LEARNING OBJECTIVES

Instructions to students (students, please delete these instructions prior to sending your self-assessment):

1. The student will prepare 4-6 learning objectives prior to arriving at their assigned clinical facility. The objectives will reflect the student’s perceptions of learning opportunities as well as their learning interests.

2. The student and the supervising therapist will review the prepared objectives and refine them according to the supervising therapist’s perception of their feasibility.

3. In addition, the facility may have additional learning objectives established for the student. All agreed upon objectives are to be added to the list on this page.

4. The objectives will be reviewed periodically during the rotation as needed.

5. A well-written objective should contain:

   A performance statement, written in behavioral and measurable terms, that describes what the learner will do.
   A condition statement, that describes any restrictions or limitations under which the learner will perform.
   A criterion statement that describes when or how the learner must do the task.

Example: The student will independently list the appropriate tests for the full examination of a patient complaining of knee pain prior to completion of the patient evaluation.

Objectives:
1. 

2. 

3. 

4. 

5.
CLINICAL FIELDWORK STUDENT PROJECTS

EXAMPLES:
- Prepare and present a case study for peer review.
- Participation in departmental Quality Assurance or Peer Review process.
- Assist with PT departmental administrative duties.
- Assist with departmental ongoing clinical research.
- Interdepartmental in-servicing or training sessions.
- PT departmental in-servicing or training sessions.
- Facility directed community wellness/prevention program.
- Assist faculty in developing a critical pathway or patient protocol

I. Clinical Project Description:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

II. Student Performance:

A. Student comments on learning that took place as a result of completing the project

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

B. Clinical instructor comments on quality of project

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Student Signature

Clinical Instructor Signature
Weekly Planning Form

Student Name: ____________________________
Cl name: ____________________________
Dates covered by this reflection: ____________ Experience Week Number: ____________

Student’s review of the week: Please self-assess your performance this week and provide summary of your performance this week. As you write your summary, please include consideration of the five performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment (including complexity of patient case) and efficiency of performance. You may also want to address what went well this week and what didn’t go as well as you hope.

CI’ s review of student performance for the week: Please provide summary of student’s performance this week. As you write your summary, please include consideration of the five performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment (including complexity of patient case) and efficiency of performance.

Student feedback to CI: Please provide a summary of your interaction/mentoring with CI. Are there elements that you would like CI to do differently? Is your CI meeting your learning needs? Any other feedback to your CI?

Achievement of last the previous week’s goals:

Goals for the upcoming week:

________________________________________________________________________________________

Student signature  
(can be electronic)  

CI signature  
(can be electronic)
UWM Doctor of Physical Therapy Program
Academic and Professional Misconduct Policy/Procedure
4.22.2014

Academic and professional misconduct are inconsistent with the ethical and legal practice of physical therapy and are NOT tolerated at any time in the UWM Doctor of Physical Therapy Program.

UWM defines academic misconduct as follows: “Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.” (Chapter UWS 14 and the UWM implementation provisions; Faculty Document 1686).

Some examples of academic and professional misconduct include: cheating; plagiarism; sharing or discussing questions or answers with other students in online or classroom course work such as a quiz or exam unless course instructor has indicated that sharing in the assigned work is acceptable; division of tasks in a group project unless course instructor has indicated that task division within the group project is acceptable; the use of technology to save, share or post any course-related material online (including on social media) unless prior permission is received from course instructor sharing of information regarding a practical exam; falsifying academic work to gain academic advantage; and falsifying records or documentation in the clinical setting.

All instances of Academic and Professional misconduct will result in the following disciplinary actions:

A. A grade consequence
   a. The student will receive a ‘0’ on the course element in which the Academic and Professional misconduct occurred. The following are examples of assigned work that will be graded ‘0’:
      i. assignment
      ii. quiz
      iii. exam
      iv. group and/or individual project or presentation
      v. other academic product or process in which the Academic and Professional misconduct occurred
   b. The overall consequence of the grade of ‘0’ will be specific to the consequences/weight of the academic product in the course in which the alleged Academic and Professional misconduct occurred, as written in the course syllabus. (i.e., if the exam on which Academic and Professional misconduct occurred contributes 50% of a course grade, the student receives a 0 for 50% of his/her grade for that course)
   c. The outcome of a zero on coursework may impact the student’s ability to progress in the tracked curriculum, sit for a comprehensive practical exam, or progress to the clinical setting.
B. Review by DPT Core Faculty/staff in a manner commensurate with the Licensing Disciplinary Process of the profession of Physical Therapy as follows:
   a. Student will meet with course instructor and DCE.
   b. Student will prepare a letter to the faculty including the following:
      i. Report/description of the event
      ii. Discussion of the significance of this to a profession guided by professional behaviors and a code of ethics.
      iii. Signature on a written statement that reads: “I, (insert student name), understand that faculty will consider this event as one element of my professional behavior as they make their decision regarding my readiness for clinical practice. [Signature]”

b. Letter must be approved by instructor and DCE before it is provided to the core faculty.

c. Student will meet with DPT faculty/staff and will provide a description of the event and a self-evaluation of their professional behaviors (commensurate with the profession’s licensing disciplinary process).

C. Consistent with current DPT program policy/procedure the faculty/staff will consider all elements of a student’s performance and behavior when completing the ‘Readiness for clinical practice’ decision and the decision will be communicated to the student by DCE.

For more information on the UWM academic misconduct policy please refer to: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm for more information on academic misconduct.
University of Wisconsin-Milwaukee
Doctor of Physical Therapy Program
Professional Development Unit (PDU) Program – Overview

Professional Development Unit Program Overview-
Your ultimate success as a physical therapist in the clinic depends on far more than what happens in the classroom. Physical therapists consistently serve others, learn, and develop professionally to be able to optimize patient outcomes and quality of life. The faculty of the UWM Doctor of Physical Therapy program values professional development for ourselves, and additionally, for the development of UWM student physical therapists. Professional development is, therefore, an expectation of students across the didactic phase of their entry-level education and is consistent with program faculty/staff expectations.

The purposes of the Professional Development Unit (PDU) program are to:

- Support students in identifying, analyzing, and pursuing sources of continuing education relevant to their interests and level of progression through the curriculum.
- Recognize and celebrate student involvement and engagement in professional development experiences while matriculating through the DPT program. Faculty may use data gathered to support letters of reference or student nominations for awards.
- Enhance student marketability for residencies and/or employment. Physical therapists with a proven record of professional engagement will stand out in the job market.
- Guide students in using professional development to address areas of needed growth based on outcomes and feedback from the Comprehensive Practical Examination.
- Assist students in modeling the behaviors of practicing clinicians, including professional advocacy, service, and continuing education.
- Facilitate the personal practice of tracking and categorizing these experiences for professional licensure.

PDU requirements explained-
1. We recommend speaking with your advisor, or any instructor, to develop a plan for professional development organized around your interests and professional trajectory.
2. IMPORTANT: 15 PDUs are required each exam cycle (30 across an academic year). Failure to do so will result in a FAIL of the respective semester comprehensive practical examination professional development performance criteria.
3. The “exam cycle” will begin on the day after Study Day for the previous semester and continue until the final day of classes for the respective semester.
   a. Activities during the summer will count toward the upcoming fall semester’s requirements.
   b. Activities completed during the winter break will count toward the upcoming spring semester’s requirements.
   c. “Cramming” activities at the end of the semester is not advised.
   d. Activities cannot be part of any other DPT requirement.
4. Examples of accepted activities are detailed on the PDU-Activity Category page.
5. PDUs in continuing education, professional service, and general service are required at least once per academic year.
6. To ensure adequate student mentoring, PDU verification must occur within 30 days of completion of an approved activity or product.
7. RECORD KEEPING: Completion of the required categories across each academic year (continuing education, professional service, and general service), is the responsibility of the student. Failure to complete these categories will result in a FAIL on the professional development performance criteria on the spring comprehensive practical exam.
8. All verification forms must submitted for approval NO LATER THAN 12:00 NOON on the Friday of the fourth to the last week of the semester.
9. The Semester PDU Summary form with signed PDU Verification forms attached MUST be submitted NO LATER than 12PM/Noon on the Friday of the second to last week of classes for the semester.
10. PDU verification requests and final summaries must be submitted to the Director of Clinical Education (DCE), via the PDU mailbox, to pass the professional development performance criteria on the respective comprehensive practical examination.
11. Reasonable requests for exception or modification to these requirements will be considered on a case-by-case basis.

NOTE: Students have access to all PDU documents and forms (Overview page, Category page, Verification Form, Scholarly Product Verification Form, and Summary Form) on D2L for Clinical Education D2L site.
University of Wisconsin-Milwaukee
Doctor of Physical Therapy Program

Professional Development Unit (PDU) – Activity Categories and Examples

Category A
A minimum of 1 credit required and maximum of 10 PDUs allowed in category per exam cycle; maximum of 4 PDU’s may be earned from online courses.
Continuing Education: Professional conferences/seminars/workshops
(Available PDUs will be equal to the CEUs available for licensed PTs – 1PDU/hour. Students must submit CEU certificates with verification form in order to receive verification)
  • Attending APTA or WPTA conferences.
  • Completing APTA approved webinars.
  • Attending PT-related conferences/seminars theses defenses, guest lectures etc.

Category B (maximum of 10 PDUs per semester)
Leadership Involvement with PT Associations
(1PDU/meeting hour).
  • WPTA Association involvement
  • DPTSA Board member or class liaison
  • Black and Gold Committee leadership

Category C (maximum of 10 PDUs per semester)
Professional service
(1PDU/hour; actual participation is required).
  • Special Olympics/FUNFitness/service that entails advocacy for the profession.
  • Campus-related professional service activities

Category D (maximum of 10 PDUs per semester)
Research involvement
Serving as a research participant (other than as required for course credit)
(1PDU/hr; 0.25 PDUs/hr if paid).
  • Serving as a research assistant (2 PDUs/hour; 0.5 PDUs/hour if paid)
  • Scholarly products submitted and/or accepted for presentation (poster or other at APTA, WPTA or other professional conference) and/or publication, not required for DPT coursework.
(PDUs for scholarly products must be verified using the Scholarly Products Verification Form).

Category E (maximum of 10 PDUs per semester)
Miscellaneous professional activities –
(1 PDU/hour if volunteer; 0.25 PDUs/hour if paid/academic credit).
  • Coordinating and leading a student panel.
  • Coordinating, leading, and participating in offering study/tutoring sessions for DPT related courses.

Category F (maximum of 10 PDUs per semester)
Community Service - (1PDU/hour).

If you have a course or event that you would like to have count toward your PDUs, but that does not seem to fit these above categories, consider Category E- Miscellaneous Professional Activities- and submit a proposal.

One PDU is required in each of the three categories A, C, and F within the academic year.
University of Wisconsin-Milwaukee
Doctor of Physical Therapy Program
Professional Development Unit (PDU) – Verification Form

Student name: ___________________________________________ Semester in Program: Fall
Spring Year: 1 2

Title of Activity: _________________________________________ Dates of Activity:

Description of Activity (*Include all necessary information and proof of completion relating to PDUs requested, hours spent, etc. Attach additional documentation if necessary, such as signed copy of prior approval form).

PDUs Requested Category (circle): A B C D E F

☐ Check this box if this activity entailed advocacy for the profession (examples include representing the profession, supporting our professional associations, attending training in advocacy and legislative events).

DPT student signature Date

* By signing, I acknowledge that I am requesting PDUs for an activity I participated in that is/was NOT part of any other DPT requirements (courses, course projects, etc).

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPROVED:

Director of Clinical Education (DCE) Signature Date

PDUs Approved: ☐
University of Wisconsin-Milwaukee  
Doctor of Physical Therapy Program  
Professional Development Unit (PDU) – Scholarly Product Verification Form

Student name: ___________________________  Semester in Program:  Fall  
Spring  Year:  1  2

Scholarly product (circle):  
Abstract  Poster  Presentation

Title:

Authors (in order of submission):  

Source (conference, journal):

Date of submission or presentation:

Please check the appropriate box to identify the calculation of PDUs

<table>
<thead>
<tr>
<th>Product</th>
<th>1st author</th>
<th>Non-first and multiple authors</th>
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</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>1 PDU</td>
<td>0.5 PDUs</td>
</tr>
<tr>
<td>Poster/Presentation</td>
<td>2 PDUs</td>
<td>1 PDU</td>
</tr>
<tr>
<td>Manuscript</td>
<td>3 PDUs</td>
<td>1.5 PDUs</td>
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PDUs Requested

DPT student signature  
* By signing, I acknowledge that I am requesting PDUs for a scholarly product I contributed to and I verify that is/was did not meet a DPT course requirement.

Faculty mentor signature  
* By signing, I acknowledge that I agree with this student’s portrayal of his/her contribution to this scholarly product.

APPROVED:

Director of Clinical Education (DCE) Signature  
PDUs Approved:

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### Professional Development Unit (PDU) – Semester PDU Summary Form

**Student name: ________________________________**
**Semester in Program: Fall Spring Year: 1 2**

#### Category A* – Professional Conferences/Seminars/Workshops (1 PDU/hour attended) – Maximum of 10 PDUs

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Title of Conference/Seminar/Workshop</th>
<th># of CEUs provided</th>
<th># of PDUs attained</th>
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#### Category B – Leadership Involvement with PT Associations - Maximum of 10 PDUs

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<th>Date(s)</th>
<th>Name of Association</th>
<th>Description of Involvement</th>
<th># of PDUs attained</th>
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#### Category C* – Professional Service - Maximum of 10 PDUs

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<th>Date(s)</th>
<th>Description of Activity</th>
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<th># of PDUs attained</th>
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#### Category D Research Involvement - (PDUS for product verified) - Maximum of 10 PDUs

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#### Category E – Miscellaneous Professional Activities - Maximum of 10 PDUs

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#### Category F – Community Service – Maximum of 10 PDUs

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<th>Description of Activity</th>
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<th># of PDUs attained</th>
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Total #
PDUs:

Signed (DPT student): ________________________________
Date: ____________________

----- Submit Summary of 15 PDUs to program NO LATER than 12PM/Noon on the Friday of the second to last week of classes for the semester. -----

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