School of Allied Health Professions

JOSEPH M. McCULLOCH, Ph.D., DEAN

Appointed to the Deanship on April 1, 2004

Appointed to the Health Sciences Center Faculty on January 1, 1982

Telephone Number: (318) 813-2900

Faculty Academic Rank: Professor of Physical Therapy

The Louisiana State University Health Sciences Center at Shreveport School of Allied Health Professions website: http://www.medcom.lsuhscshreveport.edu/ah

ADMINISTRATION

JOSEPH McCULLOCH, Ph.D.
Dean

DENNIS WISSING, Ph.D.
Assistant Dean for Academic Affairs

TONY LUCE, M.B.A.
Assistant to the Dean

KIMBERLY H. CARMEN, M.Ed.
Director of Academic Services/Admissions/Records

ADMINISTRATIVE COUNCIL

JOSEPH McCULLOCH, Ph.D.
Dean, Chairman

ROBERT A. BARISH, M.D., M.B.A.
Chancellor, Ex-Officio

THOMAS POWELL, Ph.D.
Head of the Department of Rehabilitation Sciences

DENNIS WISSING, Ph.D.
Assistant Dean for Academic Affairs and
Head of the Department of Clinical Sciences

DAVID IRWIN, Ph.D.
Head of the Department of Clinical Services

FACULTY DELEGATE ASSEMBLY

CHRISTINE WRIGHT, Ph.D., OTR
Assistant Professor, Occupational Therapy
President

STEPHANIE BLACKBURN, MHS, MT, (ASCP)
Instructor, Clinical Laboratory Science
Vice-President

SHARON SANDERS, MA, CCC-A
Instructor, Communication Disorders

CLIFTON FRILOT, Ph.D.
Assistant Professor, Physical Therapy

ROBERT BAYE, MPAS,PA-C
Assistant Professor, Physician Assistant

GAYLA YOUNGBLOOD, PsyD
Clinical Assistant Professor, Children's Center

HISTORY

The School of Allied Health Professions was established by the Board of Supervisors April 2, 1970, and became operational July 1, 1970. From its inception through 1976, the School was located only on the New Orleans campus. In 1977, The School was expanded to include a second campus in Shreveport. Degree programs in Cardiopulmonary Science, Medical Technology and Communication Disorders were offered. In the early 1980s, the Occupational and Physical Therapy departments initiated expansion programs in Shreveport and in 1994, a Physician Assistant program was begun.

On March 25, 2004, the Louisiana Board of Regents granted approval for the LSU Health Sciences Center in Shreveport to establish a School of Allied Health Professions separate and distinct from New Orleans. At present, the School comprises three departments: Clinical Sciences, Rehabilitation Sciences and Clinical Services. The Department of Clinical Sciences consists of the baccalaureate degree programs in Cardiopulmonary Science, Clinical Laboratory Science and Physician Assistant. The Department of Rehabilitation Sciences is comprised of the graduate degree programs in Communication Disorders, Occupational Therapy and Physical Therapy. The Department of Clinical Services consists of the Children's Center and the Student/Faculty Clinic, both service units.

All educational programs of the School have been approved by the appropriate State agencies and are fully accredited by the appropriate credentialing body.

CALENDAR

May 2010 (Summer Semester)

Monday 24 - Orientation program for new students
Deadline for payment of tuition and fees

Tuesday 25 - Classes begin

Monday 31 - Memorial Day holiday observed

June 2010

Tuesday 1 - Final day for adding courses for credit and converting Spring 2010 I grades to letter grades

Friday 4 - Final day for dropping courses or resigning from the University without receiving a grade of W

July 2010

Monday 5 - Independence Day observed

Friday 16 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Friday 30 - Classes end

August 2010

Monday 2 - Final examination period begins

Friday 6 - Semester ends

Wednesday 11 - Grades due in the Office of Student Affairs

Saturday 14 - Commencement

August 2010 (Fall Semester)

Monday 23 - Deadline for payment of tuition and fees

Tuesday 24 - Classes begin

September 2010

Monday 6 - Labor Day holiday observed

Tuesday 7 - Final day for adding courses for credit and converting Summer 2010 I grades to letter grades

Friday 10 - Final day for dropping courses or resigning from the University without receiving a grade of W

October 2010

Monday 11 - Columbus Day observed

November 2010

Friday 19 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Wednesday 24 - Thanksgiving holiday begins 5 p.m.

Monday 29 - Classes resume

December 2010

Friday 3 - Classes end

Monday 6 - Final examination period begins

Friday 10 - Semester ends

Friday 17 - Grades due in the Office of Student Affairs

January 2011 (Spring Semester)

Monday 10 - Deadline for payment of tuition and fees

Tuesday 11 - Classes begin

Monday 17 - Martin Luther King Jr.'s birthday observed

Tuesday 25 - Final day for adding courses for credit and converting fall 2009 I grades to letter grades

Friday 28 - Final day for dropping courses or resigning from the University without receiving a grade of W

March 2011

Monday 7 - Mardi Gras holiday observed

April 2011

Friday 8 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Thursday 21 - Spring Holiday begins 5 p.m.
Classes end

Tuesday 26 - Final examination period begins

Friday 29 - Semester ends

May 2011

Friday 6 - Grades due in the Office of Student Affairs

Saturday 28 - Commencement

May 2011 (Summer Semester)

Monday 23 - Tuition & Fees due
Orientation program for incoming students

Tuesday 24 - Classes begin

Monday 30 - Memorial Holiday observed

Tuesday 31 - Final day for adding courses for credit and converting spring 2011 I grades to letter grades

June 2011

Friday 3 - Final day for dropping courses or resigning from the University without receiving a grade of W

July 2011

Monday 4 - Independence Day observed

CALENDAR

Friday 15 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Friday 29 - Classes end

August 2011

Monday 1 - Final examination period begins

Friday 5 - Semester ends

Wednesday 10 - Grades due in the Office of Student Affairs

Saturday 13 - Commencement

August 2011 (Fall Semester)

Monday 22 - Deadline for payment of tuition and fees

Tuesday 23 - Classes begin

September 2011

Monday 5 - Labor Day holiday observed

Tuesday 6 - Final day for adding courses for credit and converting Summer 2010 I grades to letter grades

Friday 9 - Final day for dropping courses or resigning from the University without receiving a grade of W

October 2011

Monday 10 - Columbus Day observed

November 2011

Friday 18 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Wednesday 23 - Thanksgiving holiday begins 5 p.m.

Monday 28 - Classes resume

December 2011

Friday 2 - Classes end

Monday 5 - Final examination period begins

Friday 9 - Semester ends

Friday 16 - Grades due in the Office of Student Affairs

January 2012 (Spring Semester)

Monday 9 - Deadline for payment of tuition and fees

Tuesday 10 - Classes begin

Monday 16 - Martin Luther King Jr.'s birthday observed

Tuesday 24 - Final day for adding courses for credit and converting fall 2009 I grades to letter grades

Friday 27 - Final day for dropping courses or resigning from the University without receiving a grade of W

February 2012

Monday 20 - Mardi Gras holiday observed

April 2012

Thursday 5 - Spring Holiday begins 5 p.m.
Classes end

Tuesday 10 - Classes resume

Friday 13 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Monday 23 - Final examination period begins

Friday 27 - Semester ends

May 2012

Friday 4 - Grades due in the Office of Student Affairs

Saturday 26 - Commencement

May 2012 (Summer Semester)

Monday 21 - Tuition & Fees due
Orientation program for incoming students

Tuesday 22 - Classes begin

Monday 28 - Memorial Holiday observed

Tuesday 29 - Final day for adding courses for credit and converting spring 2011 I grades to letter grades

June 2012

Friday 1 - Final day for dropping courses or resigning from the University without receiving a grade of W

July 2012

Wednesday 4 - Independence Day observed

Friday 13 - Final day for resigning from the University and/or dropping courses without receiving failing grades

Friday 27 - Classes end

Monday 30 - Final examination period begins

August 2012

Friday 3 - Semester ends

Wednesday 8 - Grades due in the Office of Student Affairs

Saturday 11 - Commencement

EDUCATIONAL PHILOSOPHY AND OBJECTIVES

The School of Allied Health Professions subscribes to the philosophy of the LSU System which has a three-fold purpose: Developing to the highest level the intellectual and professional capacities of citizens through resident instruction; enriching instruction and establishing new frontiers through research and scholarship; and providing all Louisianans with information useful to advancing the State's economy and culture. The School of Allied Health Professions recognizes that total health care of the community, State and the Nation must increasingly draw upon personnel, talents and skills of a broad range of disciplines. Therefore, programs for the education of allied health professionals must not only incorporate an understanding of, and appreciation for their own field, but also the fields of medicine and nursing. A comprehensive acquaintance with the cultural and physical heritage and bodies of knowledge which will assist the student in living a productive, humanitarian, and successful life in society is deemed important. The School recognizes its obligation to develop educational programs in the allied health professions compatible with this philosophy and striving for the highest level recognized as being justifiable in terms of the roles and responsibilities its graduates will assume.

The primary objective of the School is to increase the supply, at the undergraduate and graduate levels, of a variety of patient-oriented health professionals in the State of Louisiana and to meet the need for health services and future teachers in health-educational programs. The training for any health profession can best be accomplished in a health-oriented environment such as the Health Sciences Center. This environment will permit the physician, nurse, allied health professional, and the student an opportunity to see the patient, as a team, thus developing sound working relationships requisite to educating the student for a role of leadership. Because of the close relationship developed with other undergraduate campuses of the LSU System, a strong core curriculum is available from which students can obtain a basic foundation and general understanding of various fields of allied health. This will permit students to sample a broad spectrum before final selection of a specific field and admission to the School of Allied Health Professions. The School provides vital public health and human services through direct patient/client care, and support for families. Health care services are provided through the Health Sciences Center. Human services for clients with developmental disabilities and their families are provided by the Children's Center in Shreveport. A further objective of the School is to develop and maintain programs of investigative studies and research within the allied health disciplines. The School will also assume a position of leadership in providing a mechanism to promote development of programs to meet the continuing educational needs of allied health professionals in Louisiana.

ADMISSION AND REGULATIONS

GENERAL ADMISSION POLICIES

1. Admission to the various programs of the School is by competitive application.
2. Preference will be given to Louisiana residents. Information regarding establishing LA residency may be obtained by the Office of the Registrar or on their website at www.lsuhscshreveport.edu/registrar.
3. Attainment of an acceptable grade point average will be stressed. Please refer to the program for the required entering grade point average.
4. Applicants must also meet requirements and technical standards established by the respective programs. See program sections for these special requirements.
5. Accepted applicants must furnish a completed Student Health Service Medical History and Physical Examination Form prior to, but before, registration. Forms are distributed to accepted students in their admission packets by the Office of Student Affairs.
6. If an applicant is not accepted for a particular program the applicant must submit a new application, application fee and official transcripts each year in which the applicant desires to be considered for admission.
7. Should transcripts/records be in a language other than English, an official English (course-by-course) detailed evaluation provided by a Foreign Credentials Evaluation Service must also be included. Hand-written documents are NOT ACCEPTABLE.
8. International students who qualify as residents of Louisiana should send all credentials to the Office of Student Affairs to have their academic records reviewed prior to the date they intend to apply.
9. All applicants who are non-native speakers of English, regardless of previous language of instruction, are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 500 written, 213 for computerized must be attained on the TOEFL. TOEFL is not offered at this institution thus, arrangements should be made to take the test at another college or university. Results of TOEFL should be sent directly to the School of Allied Health Professions by the testing officials prior to the application deadline.
10. Accepted students are required to pass a drug screen and criminal background check prior to matriculation.
11. Students pursuing a baccalaureate degree from the School may be required to take the Collegiate Assessment of Academic Proficiency Exam (CAAP) once enrolled. Students performing unsatisfactorily in any of the six modules may be required to remediate.

POLICY ON ACADEMIC BANKRUPTCY

The School of Allied Health Professions adheres to a policy of academic bankruptcy. The intent of this policy is to allow those individuals who have interrupted their academic careers for three consecutive years to resume their academic careers.

The following conditions apply to this policy:

1. Applicants must request academic bankruptcy in writing from the program to which they are applying.
2. The applicant must not have attended a college/university for at least three years prior to reapplying for admission.
3. All college/university credit earned prior to the three-year period will be forfeited, and therefore not considered in calculating the applicant's grade point average nor used to meet prerequisite courses.

METHOD OF APPLICATION

An application form may be obtained from the website at http://www.medcom.lsuhscshreveport.edu/ah or by contacting the Office of Student Affairs of the School in Shreveport for each of the programs – Cardiopulmonary Science, Clinical Laboratory Sciences, Communication Disorders, Occupational Therapy, Physical Therapy, and Physician Assistant. Each application must be accompanied by the required application fee.

Two copies of each applicant's official transcripts should be mailed directly from the Registrar's Office of each college/university attended to the Office of Student Affairs. Additional transcripts may be required by the program to which the applicant is applying.

The nature of the various educational programs in the School requires that certain admission policies and regulations differ for each program. Specific application procedures are given in the sections devoted to each of the programs of the School.

ACCEPTANCE DEPOSIT

Upon notification of acceptance, a $150.00 non-refundable acceptance deposit is required. This acceptance fee will be credited toward the first semester's tuition.

REGISTRATION

All students are expected to comply with the general Health Sciences Center provisions governing registration and payment of tuition and fees by appropriate term dates as established in the Academic Calendar.

ATTENDANCE

Students are expected to attend all scheduled course-related class meetings, clinical and laboratory sessions in each course. Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Determination of the number of absences which may be interpreted as excessive is determined separately by each program.

EXAMINATIONS

Examinations may be written, oral, practical, or a combination of all three types. A student may be excluded from any examination for excessive absence, regardless of the cause, at the discretion of the department head or program director. A student may also be excluded for failure to pay fees. The department head or program director has the option to re-examine any student at any time or give any additional test or tests other than those regularly scheduled with the object of arriving at a more accurate evaluation of the student's academic performance.

GRADING SYSTEM

The School of Allied Health Professions employs a letter grading system (A, B, C, D, F, I, P, S, and U). The grades of A, B, and C indicate satisfactory undergraduate work, with A being the highest grade given. D indicates work that is passing, but below the minimum quality expected.

- An F grade indicates failure in a course.
- The I grade is recorded for a student whose work is satisfactory but, for reasons beyond the student's control, is incomplete at the time grades for the course are reported.
- The P grade indicates a Pass.
- The S grade indicates satisfactory performance.
- The U grade indicates unsatisfactory performance

All students will be notified of their academic standing at the end of each academic semester by the Office of Student Affairs and Records. The grade point average is derived by dividing the total number of quality points by the total number of hours attempted.

An A has the value of 4 quality points, B=3 quality points, C=2 quality points, D=1 quality point, and F=no quality points. Thus, a 2.0 ratio is equivalent to a C average.

An I grade will be converted to F unless it is removed during the next regular semester in which the student is in residence in the LSU System prior to the deadline for adding courses for credit as indicated in the Academic Calendar.

GRADING AND EVALUATION OF PERFORMANCE

In determining the final grade to be assigned for a student at the end of a course, all important attributes of each student's performance in the course are considered. This includes not only cognitive attributes, but also non-cognitive attributes such as behavior, interpersonal relationships, attitude toward course work, and other factors, which, in the opinion of the faculty, are important to the student's future role as an allied health professional.

UNDERGRADUATE SCHOLASTIC REQUIREMENTS

1. The minimum scholastic requirement for course work is a grade of C. In courses designated Pass/Fail or Satisfactory/ Unsatisfactory a grade of Pass or Satisfactory is required to be in good academic standing.
2. A minimum semester and cumulative professional LSUHSC-S GPA of 2.0 must be maintained.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a non-prerequisite course the student must satisfactorily complete the course when next regularly offered.
2. If an unacceptable grade is recorded in a course designated as a prerequisite course the student will be informed that he / she must satisfactorily complete the prerequisite course before continuing the program sequence.
3. Students may not participate in clinical, fieldwork, or preceptorship courses until all prerequisite course work has been completed successfully.
4. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
5. Students who fall from 1-10 quality points below a 2.0 cumulative professional LSUHSC-S GPA will be placed on scholastic probation.
6. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative professional LSUHSC-S GPA is achieved. Students who do not meet this requirement will be dismissed from the School.
7. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
8. Students who fail to attain a minimum 2.0 cumulative and/or semester professional LSUHSC-S GPA in two consecutive semesters will be dismissed from the School.
9. Students who fall more than 10 quality points below a 2.0 cumulative professional LSUHSC-S GPA will be dismissed from the School.
10. Students on scholastic probation are not eligible for graduation.
11. Students must complete the professional program in a specified period of time. (Time frame is determined by each program).
12. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
13. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

GRADUATE PROFESSIONAL SCHOLASTIC REQUIREMENTS

1. A minimum cumulative LSUHSC-S GPA of 3.0 is required for graduation.

2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise approved by the program. In courses designated Pass/Fail or Satisfactory/ Unsatisfactory a grade of Pass or Satisfactory is required.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a non-prerequisite course the student must satisfactorily complete the course when next regularly offered.
2. If an unacceptable grade is recorded in a course designated as a prerequisite course the student will be informed that he/she must satisfactorily complete the prerequisite course before continuing the program sequence.
3. Students may not participate in clinical, field work, or preceptorship courses until all prerequisite course work has been completed successfully.
4. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
5. Students who fall from 1-10 quality points below a 3.0 cumulative LSUHSC-S GPA will be placed on scholastic probation.
6. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative LSUHSC-S GPA is achieved. Failure to meet this requirement will result in dismissal from the School.
7. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
8. Students who fail to attain a minimum 3.0 cumulative and/or semester professional LSUHSC-S GPA in two consecutive semesters can be dismissed from the School.
9. Students who fall more than 10 quality points below a 3.0 cumulative LSUHSC-S GPA will be dismissed from the School.
10. Students on scholastic probation are not eligible for graduation.
11. Students must complete the program in a specified period of time. (Time frame to be completed by each program).
12. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
13. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

DEAN'S LIST

Full time undergraduate students (minimum 12 semesters hours) in good academic standing (minimum cumulative professional LSUHSC-S GPA of 2.0) who complete all work attempted during a Fall and/or Spring semester with a minimum 3.5 GPA will be placed on the Dean's List.

DRESS AND PROFESSIONAL APPEARANCE

As future health professionals, students are expected to maintain appropriate standards of dress, grooming and appearance. A dress and grooming code is provided to all students in the School on the first day of enrollment. Additional requirements may be imposed in some programs for reasons of health, safety, or public relations. All students must comply with the applicable dress and grooming standards of the School and their program, as they would with any other University regulation. Copies of the dress and grooming code are available from the Office of Student Affairs, the Student Handbook, and individual programs.

SPECIAL STATUS STUDENTS

Special status students are defined as students who are not matriculated for purposes of pursuing a full program directly leading to the award of a degree. Appropriate credits earned while in special-student status may later be applicable toward a degree, at the discretion of the Department head and/or program director.

Special status students may be registered upon written authorization of the head of the Department and/or program director in which they seek enrollment. Department heads and/or program directors may waive grade-point average requirements and course-prerequisite requirements and for special status students, at their discretion.

Special Status Students must:

1. Make application for admission to the School and the program.
2. Pay the application fee and such other tuition and fees as are required by the program, the School, the Health Sciences Center, and the LSU System
3. Supply the required official transcripts of all post-secondary education completed or under way at the time of application
4. Complete the student health physical form and return to Student Health Services by the required date for the entering semester and
5. Meet all other requirements for maintaining satisfactory progress, for attendance, and for completion of course work.

Registration as a special status student does not guarantee future acceptance and admission as a regular, degree-seeking student. Special-status students are not eligible to receive any federal financial assistance.

AUDITING COURSES

Students regularly enrolled in the School of Allied Health Professions may be admitted to classes as auditors by obtaining written permission from the instructor of the course. Auditors must pay a non-refundable fee which shall be consistent with the "Regular Semester" and "Summer Term" fees as established by the Health Sciences Center. The fee for students enrolled for combined credit and audit courses will be assessed in accordance with total hours scheduled.

Auditors will not receive Health Sciences Center credit for any course audited and may not change from audit to credit after registering for the course. In order to receive Health Sciences Center credit, the course must be taken on a for-credit basis.

LEAVE OF ABSENCE

A short leave of absence may be granted in case of illness or other emergency at the discretion of the Dean, with the explicit understanding that, prior to the beginning of the leave, the student will arrange with the faculty concerned to make up to their satisfaction all the work the student will miss. In addition, all necessary forms must be filed and departmental clearances must be validated by the Office of Student Affairs before leave can be finalized.

WITHDRAWALS

Students who for legitimate reasons are unable to return to their program at the opening of any semester or who for acceptable reasons must discontinue their enrollment during the academic year must contact the Office of Student Affairs to complete the required paperwork before leaving the Health Sciences Center. Failure to complete the withdrawal process will result in a block on the student's academic record.

STUDENTS WITH DISABILITIES

The School of Allied Health Professions seeks to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act by providing reasonable accommodations to students with documented disabilities. Students must register with the Office of Student Affairs to request disability-related accommodations, and are responsible for providing documentation of a disability. Costs associated with documentation of a disability are the responsibility of the student. For further information, contact the Office of Student Affairs.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

Each program within the School of Allied Health Professions has established requirements pertaining to the statues of satisfactory academic progress. Specific details are delineated by each program in this catalog/bulletin.

STUDENT CONDUCT, DISMISSALS AND APPEALS

The School of Allied Health Professions has an established policy and procedures relative to student conduct. Students are provided a copy of the document entitled "LSUHSC School of Allied Health Professions Policy and Procedures Relating to Student Conduct, Dismissals and Appeals" at the time of enrollment. Copies of this document may be obtained through the student's program, the Office of Student Affairs, the Student Handbook or the Assistant Dean for Academic Affairs.

STUDENT GRADE APPEALS

The student is responsible for initiating the appeals process for a final course grade within thirty days after the beginning of the next semester (as defined by the academic calendar). This appeals process is for final course grades only; students who wish to appeal grades received for examinations, quizzes, laboratories, or clinical-practicum experiences, must resolve their appeals within their own program or departments. The instructor of record will have the final authority for assignment of grades in all program or departmental courses and activities.

The following procedure for appealing a final course grade is to be followed:

The student should meet with the faculty member concerned to discuss the situation and attempt to arrive at a solution. Although each may have an advisor present, under most circumstances the meeting will be more productive if only the student and the faculty member are present. If an administrative officer (program director, department head, dean, or assistant dean for academic affairs) is the faculty member who assigned the grade which is being appealed, that person should be excused from the appellate process. The administrative officer will be replaced by a faculty member appointed ad hoc by the Dean, Associate Dean for Academic Affairs or the Chancellor, as appropriate. If a solution is reached which requires changing a final grade in an official LSU System record, the faculty member must comply with all University System regulations and procedures necessary to accomplish the change.

If the matter is not resolved between the student and the faculty member, and the student chooses to pursue an appeal, the student shall make a written request to the program director (or an individual appointed by the Dean if the program director is the grade awarding individual) asking for a meeting with the program director (or Dean's appointee) and faculty member. The written request should clearly state the purpose of the meeting and should list the faculty member's name; however, it should not go into detail as to the justification for the appeal. The program director (or Dean's appointee) shall arrange a meeting within 14 working days from the date of receipt of the request. At this meeting, both the student and the faculty member may be accompanied by an advisor. At the close of the meeting, or within seven working days thereafter, the program director (or Dean's appointee) shall render a decision. If a decision is made at the close of the meeting, it is to be given orally to all present with written summary placed in both the student and office file. If the matter is taken under advisement, the program director (or Dean's Appointee) shall inform all parties of the decision in writing within 14 working days. If the decision reached requires change in an official record, the faculty member must comply with all regulations and procedures necessary to accomplish the change.

If the student is not satisfied with the decision reached, the student may appeal to the Dean of the School. The student's appeal must be in writing and must contain the following information: 1) An explanation of the complaint; 2) the relief requested; 3) and a specific statement of the reasons supporting the relief sought. Upon receipt of the request, the Dean will forward copies of the request for an appeal to the program director (or Dean's appointee) and faculty member concerned, who must reply within 14 working days with an individual written statement supporting their previous actions. When the program director (or Dean's appointee) and faculty member's replies have been received, the Dean may take one of the following actions:

1. Decide the question on the basis of the written appeal and the faculty member's and department head's written replies.
2. Meet with all parties concerned, who may be accompanied by advisors if desired, and, after discussion, reach a decision.
3. Refer the appeal to a hearing panel for its recommendation.

If the Dean, or his/her designee, chooses to convene a hearing panel, the Dean will appoint a chairperson and three faculty members. The Dean, or his/her designee, may also appoint to the panel one or two students. The panel will conduct a hearing to elicit facts from the concerned parties. After deliberation, the panel will make its recommendation in writing to the Dean within seven working days. Copies of the recommendation and the Dean's final decision must be given to all parties. Regardless of the method used, the Dean must make a decision within thirty working days from the date of receipt of the student's appeal. The decision must be written, listing the reasons supporting the decision; copies must be given to all parties. If the decision requires change in an official record, the faculty member must comply with all regulations and procedures necessary to accomplish the change. The decision of the Dean shall conclude the matter.

If any party to the appeal seeks resolution of the matter through any agency outside the Health Sciences Center, whether administrative or judicial, the Health Sciences Center shall have no obligation to continue the appeal process, subject to constraints of law. If any party to the appeal believes that a serious procedural error occurred or that there was an abuse of discretionary authority in reaching the Dean's decision, that person may file with the Associate Dean for Academic Affairs a written petition for review. This petition, which must be filed within seven working days after receipt of the hearing panel's decision, must contain a complete statement of the alleged serious procedural error, or examples of abuses of discretionary authority complained of, and also must contain reasons for the relief sought. The petition must be accompanied by all documents produced in the appeal. Copies should be sent to all parties to the appeal and to the Dean. The Associate Dean for Academic Affairs or his/her designee shall decide within 14 working days after receipt of the petition whether further action should be taken. In reaching this decision, this official may ask other parties to the appeal to make written reply to the request for a review or these parties, on their own, may make a written reply. If the decision is reached that a review is not justified, the student and all other parties will be so notified in writing. If the Associate Dean for Academic Affairs decides to respond favorably to the petition for review, this official will hold a formal meeting with all parties and their advisors, if desired, and reach a decision based on discussions at this meeting, as well as on all written materials furnished. Once a decision is reached, the Associate Dean for Academic Affairs will notify all parties, plus the Dean, of the decision. The decision of the Associate Dean for Academic Affairs shall conclude the matter.

REQUIREMENTS FOR GRADUATION

The student must have fulfilled all requirements of each course, and have maintained at least the minimum scholastic requirements established by the program.

The student must be registered in the semester of anticipated graduation and pay the appropriate diploma fee.

The student must have met all financial obligations to the LSU System at least ten days prior to graduation.

The student must attend commencement ceremonies, unless excused, in writing, by the Dean.

STUDENT FINANCIAL AID

A complete detailing summary of all provisions governing financial aid available to Allied Health Professions students may be found in the general sections of this publication under the heading "Student Financial Aid."

STUDENT ACTIVITIES AND SERVICES

There is a Student Government Association of the School of Allied Health Professions, with representatives elected from each class of each program of the school. Students in the school also participate in the Health Sciences Center Intramural Sports Program and in the student sections of various scholarly and professional organizations.

AWARDS AND HONORS

Outstanding graduates and students are recognized each year. One or more outstanding students is recognized from each program.

The Chancellor's Award - A cash award is presented annually to high-ranking graduating student who has done the most to promote the Health Sciences Center and the School before the public. Selection is made by a committee of the faculty appointed by the dean. This award was established by the chancellor of the Health Sciences Center in 1977.

The Dean's Award - A cash award is presented to the graduate who in the opinion of the faculty "represents the highest ideals of the School of Allied Health Professions."

Recognizing that outstanding achievement in the allied health professions is not always totally determined solely by academic-course grades, these awards serve to recognize the qualities of professionalism, skill, ethical conduct and motivation, in addition to scholastic achievement.

DEGREES WITH HONORS

Baccalaureate degrees are awarded *summa cum laude* to students whose quality point average falls within the range of 3.960 to 4.000, *magna cum laude* to students whose quality point average falls within the range of 3.860 to 3.959, and *cum laude* to students whose quality point average falls within the range 3.760 to 3.859. Scholastic honors are based on the overall quality point average for all course work attempted in pursuing the degree.

CURRICULA

GENERAL

The degree programs in the School of Allied Health Professions represent a blend of basic, clinical and social sciences. All degree programs are structured to present the basic principles, concepts and philosophies of the field of specialization, yet are flexible to allow for individual student capabilities and interests. The general goal of the school is to provide the student with the educational opportunities to develop as a professionally competent health practitioner and teacher. To the extent possible, common learning experiences will be provided for all students registered in the School of Health Professions with students in the other professional schools of the Health Sciences Center. It is anticipated that such an approach will improve the eventual working relationships within the health field as well as the delivery of health services.

The pre-professional courses of the various curricula are completed on the undergraduate campuses of the LSU System or at other accredited colleges and universities. Those students planning to transfer from colleges and universities outside the LSU System should consult with the head of the program or an appropriately designated representative of the School of Allied Health Professions concerning the pre-professional requirements. This should be accomplished early in the student's pre-professional education period.

BACHELOR OF SCIENCE DEGREE PROGRAMS

CARDIOPULMONARY SCIENCE

(Respiratory Care and Cardiovascular Technology)

Diana Merendino, M.H.S.
Program Director

The Program of Cardiopulmonary Science provides professional preparation in the allied health specialties of respiratory care and cardiovascular technology. The Cardiopulmonary Science program at LSU Health Sciences Center is accredited by the Committee on Accreditation for Respiratory Care (CoARC). The education of cardiopulmonary science prepares students to provide care to neonatal, pediatric, and adult patients with cardiopulmonary disease, administer diagnostic tests, therapeutic agents and techniques, and the operation and maintenance of the instrumentation and equipment involved in these procedures. With a firm background in anatomy, physiology, chemistry, pharmacology, and clinical medicine, the graduate is prepared to exercise judgment and accept responsibility in performance of diagnostic and therapeutic procedures in the care of the cardiopulmonary patient. In addition, the baccalaureate cardiopulmonary science graduate is a potential teacher or supervisor in cardiovascular technology and respiratory care departments. Graduates are eligible to earn professional credentials in Respiratory Care and Cardiovascular Technology along with acquiring a license to practice respiratory care in the State of Louisiana.

MINIMUM REQUIREMENTS FOR ADMISSION

Admission to the Bachelor of Science Degree Program in Cardiopulmonary Science is on a competitive basis. Satisfactory completion of the minimum requirements identified below is required.

1. Satisfactory completion of listed prerequisite courses (as part of the 60 semester credits specified), or their equivalent, based upon the program faculty's acceptance of equivalency. Applicants should have a cumulative grade point average of 2.5 (on a 4.0 scale) or higher for all prerequisite courses.
2. The applicant is advised to visit one or more facilities, which employ respiratory therapists and cardiovascular technologists to talk with the specialists and to gain knowledge of the field and demonstrate an interest in it. Names of such facilities and persons with whom appointments may be made are available from the Program upon request.
3. Students who hold baccalaureate degrees may earn a second bachelor's degree in cardiopulmonary science provided that they: (a) complete all requirements (including subject requirements) for the second degree; and (b) meet all quality point and grade requirements applicable to the second degree.

Prerequisite Courses

(Subject to revision)	Hours
English Composition	6
Humanities *	9
Social / Behavioral Sciences **	6
Mathematics	6
Chemistry / Lab	4
Biology / Lab	4
Human Anatomy / Lab	4
Microbiology / Lab	4
Physics / Lab	4
Consecutive Science Elective	4
Science Elective ***	3
Art Elective ****	3
Computer Literacy	3
TOTAL	60

* Humanities: English Literature, Technical Writing, Advanced Composition, Foreign Language, History, Speech, Communications, Philosophy, or Religious Studies.

** Social / Behavioral Sciences: Psychology, Sociology, Economics, Geography, Anthropology and Political Science.

*** Science Elective: 7 hours of science electives are mandated with a course / lab being consecutive courses. Recommended courses include Human Physiology, Organic Chemistry.

**** Art Elective: Art, Dance, Music, or Theater.

TECHNICAL STANDARDS

In addition to proven academic ability and other relevant personal characteristics, the Program of Cardiopulmonary Science expects all applicants for admission to possess and be able to demonstrate the skills, attributes and qualities set forth below, without unreasonable dependence on technology or intermediaries.

Physical Health: A cardiopulmonary science student must possess the physical health and stamina needed to perform the various procedures, therapies, and other related activities in each of the program's courses, both didactically and clinically.

Intellectual Skills: A cardiopulmonary science student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. A cardiopulmonary science student must have the intellectual ability to solve problems. A cardiopulmonary science student must possess the ability to comprehend three dimensional and spatial relationships.

Motor Skills: A cardiopulmonary science student must have sufficient use of motor skills to carry out all necessary procedures, both those involved in learning the fundamental sciences and those required in the hospital and clinical environment. This includes the ability to participate in relevant educational exercises and to extract information from written sources.

Communication: A cardiopulmonary science student must have sufficient use of the senses of speech, hearing and vision to communicate effectively with patients, teachers, and peers in both oral and written forms.

Sensory Abilities: A cardiopulmonary science student must have sufficient use of the senses of vision, hearing, touch and smell to observe effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavioral Qualities: A cardiopulmonary science student must possess emotional health sufficient to carry out the tasks above, and must have good judgment, and must behave in a professional, reliable, mature and responsible manner. A cardiopulmonary science student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. A cardiopulmonary science student must possess appropriate motivation, integrity, compassion and a genuine interest in caring for others.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

The following requirements pertaining to the status of satisfactory academic progress apply to all students enrolled in the Cardiopulmonary Science Program:

In order to achieve the status of satisfactory academic progress the student must satisfy the following minimum standards:

1. Maintain a grade-point average that is consistent with the academic standards set by the School of Allied Health Professions. (A minimum letter grade of "C" or "P" in all didactic and clinical course work).
2. Satisfactorily complete the required number of credit hours per semester established by the program.
3. Satisfactorily complete all course work required for graduation in not more than four calendar years. Individual programs may specify different time lines.

Students' academic progress will be reviewed by the program once per academic semester and if necessary, counsel the student on their status. Students are expected to be aware of their academic standing throughout the semester.

The names of those students who have not achieved the status of satisfactory academic progress will be forwarded to the Assistant Dean of Academic Affairs, Director of Student Affairs and Director of Financial Aid for appropriate action.

Appeals may be made in accordance with the procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."

Note: Course descriptions given, and the curriculum and other requirements described for this program are subject to revision, modification, and/or change following the publication of this Catalog/ Bulletin.

METHOD OF APPLICATION

Procedures for applying for admission to the Cardiopulmonary Science Program are as follows:

1. Potential applicants are encouraged to contact the program director prior to making application to discuss the program, prerequisite courses, and opportunities for Cardiopulmonary Science graduates. On-site tours of the health sciences center are available by contacting the program director
2. An application for admission to the Cardiopulmonary Science Program may be obtained at http://www.medcom.lsuhscshreveport.edu/ah or by calling the Office of Student Affairs and Records at 318-813-2902.
3. A completed application must be submitted by February 15 of the year the applicant plans to start the program. This date is subject to change. Applicants are encouraged to contact the program director for confirmation of the application due date.
4. Two copies of official transcripts must be sent directly to the Office of Student Affairs and Records by the application deadline date.
5. All applicants will participate in an admissions interview and the action taken by the Admissions Committee will be forwarded in writing to the applicant.
6. Accepted applicants are expected to notify the program in writing as to whether or not they plan on enrolling in the program by a date noted in their acceptance letter.

CARDIOPULMONARY SCIENCE CURRICULUM

Departmental coding for the professional courses in cardiopulmonary science is as follows: ANAT: Anatomy; CPSC: Cardiopulmonary Science; PHYSIO: Physiology

	Hours
Summer Semester (Following Sophomore Year)	
CPSC 3100 Respiratory Care Fundamentals I	1
CPSC 3122 Human Anatomy	4
CPSC 3123 Human Physiology	4
	9
Fall Semester (Junior Year)	
CPSC 3200 Respiratory Therapy Fundamentals	3
CPSC 3210 General Pharmacology	3
CPSC 3220 Cardiopulmonary Physiology	3
CPSC 3250 Clinical Applications & Procedures I	2
CPSC 3262 Clinical Seminar I	1
	12
Spring Semester (Junior Year)	
CPSC 3300 Neonatology and Pediatrics	3
CPSC 3310 Clinical Application & Procedures II	2
CPSC 3320 Cardiopulmonary Pathophysiology I	3
CPSC 3330 Cardiopulmonary Diagnostics I	2
CPSC 3342 Critical Care Concepts I	2
CPSC 3362 Clinical Seminar II	1
	13
Summer Semester (Junior Year)	
CPSC 3400 Clinical Application & Procedures III	3
CPSC 3332 Cardiopulmonary Diagnostics II	1
CPSC 4160 Cardiopulmonary Rehabilitation & Home Care	2
	6
Fall Semester (Senior Year)	
CPSC 4050 Cardiopulmonary Pathophysiology II	3
CPSC 4062 Cardiovascular Diagnostics	6
CPSC 4080 Clinical Applications & Procedures IV	3
CPSC 4072 Clinical Seminar III	1
	13
Spring Semester (Senior Year)	
CPSC 4152 Cardiopulmonary Specialty Topics	3
CPSC 4170 Clinical Applications & Procedures V	2
CPSC 4180 Professional Development in the Health Sciences	4
CPSC 4190 Introduction to Research	3
	12
Summer Semester (Senior Year)	
CPSC 4204 Internship	6
	6

NOTE: In that the above-listed Health Sciences Center courses form the professional component of the major, no grade below a C is acceptable. The coursework in any courses in which the student receives less than a C must be repeated, and a grade of C or higher earned, before the sequence can be continued.

7. Accepted students will be required to pass a criminal history background check and a drug screening before enrolling into the program.
8. Once accepted the student will receive additional information about the Cardiopulmonary Science Program prior to enrolling.

COURSE DESCRIPTIONS

CPSC 3100 Respiratory Care Fundamentals. 1 Credit. Lecture & laboratory course designed to introduce students to various aspects of respiratory therapy. Course content includes a review of medical terminology along with discussions related to ethical and legal issues encountered in the allied health sciences, HIPAA training, body mechanics and positioning, assessing vital signs, orientation to the cardiopulmonary science curriculum, professional credentials, and professional expectations for the students.

CPSC 3122 Human Anatomy. 4 Credits. Lecture / laboratory course of study on cell, tissue, organ and body system structures and prosection of human cadaver with emphasis on structures and functions of the cardiopulmonary system.

CPSC 3123 Human Physiology. 4 Credits. Lecture/ laboratory course of study on normal physiological functions of cell, tissue, and organ systems with emphasis on the body's maintenance of homeostasis.

CPSC 3200 Respiratory Therapy Fundamentals II. 3 Credits. Lecture/laboratory course covering general principles of respiratory-care modalities and techniques. This is a continuation of CPSC 3100.

CPSC 3210 General Pharmacology. 3 Credits. A general overview of pharmacologic agents the respiratory therapist will encounter in the clinical setting. Emphasis will be placed on pharmacologic agents effecting the cardiopulmonary system.

CPSC 3220 Cardiopulmonary Physiology. 3 Credits, This course presents a detailed analysis of cardiopulmonary physiology. The emphasis is placed on structure and function of the cardiopulmonary system. Clinical application to enhance and understanding of the normal cardiopulmonary function will be presented when appropriate.

CPSC 3250 Clinical Applications & Procedures I. 2 Credits. Clinical instruction in respiratory care procedures. Emphasis is placed on routine patient care, including such modalities as cardiopulmonary resuscitation, airway management, oxygen therapy, use of medicated aerosols, humidity devices and bronchial hygiene techniques.

CPSC 3262 Clinical Seminar I. 1 Credit. This case-based, student led discussion course allows the respiratory care student the opportunity to apply theory to clinical practice. Emphasis will be placed on bridging concepts learned in CPSC 3200 and 3250.

CPSC 3300 Neonatology and Pediatrics. 3 Credits. Lecture series designed to cover the development of the cardiopulmonary system from embryo to puberty. Emphasis includes the diagnosis and treatment of various cardiopulmonary disorders of the infant and pediatric patient.

CPSC 3310 Clinical Application and Procedures II. 2 Credits. A continuation of the lecture-laboratory course CPSC 3342, which introduced the concepts of advanced respiratory care medicine. Emphasis is placed on clinical application of advanced

concepts, care and assessment of the adult patient with critical illness, monitoring and implementation of life-support systems, and care and assessment of the emergency department patient.

CPSC 3320 Cardiopulmonary Pathophysiology I. 3 Credits. This course reviews cardiopulmonary disease processes and how diagnoses and treat common disorders. Emphasis shall be placed on patient assessment and clinical management of disease entities.

CPSC 3330 Cardiopulmonary Diagnostics I. 2 Credits. Lecture/laboratory course covering basic instrumentation and diagnostic techniques employed in assessment of pulmonary function, metabolic studies, and noninvasive and invasive diagnostic techniques.

CPSC 3332 Cardiopulmonary Diagnostics II. 1 Credit. This course emphasizes the theory and interpretation of the 12 lead electrocardiogram and other non-invasive cardiac tests.

CPSC 3342 Critical Care Concepts I. 2 Credits. Lecture/laboratory course providing the respiratory care student with advanced respiratory skills in the care of the adult patient with critical illness. Emphasis is placed on care of the patient on life-support systems, care of the patient in the emergency department, and care of the post surgical patient.

CPSC 3362 Clinical Seminar II. 1 Credit. This case-based, student led discussion course allows the respiratory care student the opportunity to apply advanced respiratory care theory to clinical practice. Emphasis will be placed on bridging concepts learned in CPSC 3342 and 3310.

CPSC 3400 Clinical Application and Procedures III. 3 Credits. Clinical instruction in advanced respiratory care procedures. Emphasis is placed on adult and neonatal critical care procedures. This course includes completing American Heart Association's Advanced Cardiac Life Support course.

CPSC 4050 Cardiopulmonary Pathophysiology II. 3 Credits. A continuation of CPSC 3320 with emphasis on cardiovascular disease processes and how these entities affect cardiovascular functions. Emphasis shall be placed on patient assessment and clinical management of each disease entity.

CPSC 4062 Cardiovascular Diagnostics. 6 Credits. A lecture/laboratory course designed to introduce the student to various diagnostic cardiovascular procedures, including echocardiography, cardiac auscultation, nuclear cardiology, and cardiac catheterization. Major emphasis is placed upon ultrasound physics as well as two-dimensional, M-mode, and Doppler echocardiograph techniques.

CPSC 4072 Clinical Seminar III. 1 Credit. A lecture-discussion course focusing on preparing the CPS student for professional examinations in respiratory care. In addition, this course will apply problem-based learning strategies for studying advanced topics in respiratory care.

CPSC 4080 Clinical Applications & Procedures IV. 3 Credits. Clinical instruction in respiratory care, education, cardiovascular diagnostic procedures. Emphasis is placed on echocardiography, cardiopulmonary stress testing, electrocardiography, basic cardiac catheterization techniques. Assisting with clinical instruction of respiratory care students, and caring for the patient requiring long-term respiratory care.

CPSC 4152 Cardiopulmonary Specialty Topic. 3 Credits. The course allows additional clinical instruction in area of student's choice with program director approval. Areas for additional clinical instruction to include: adult, pediatric, neonatal respiratory care, echocardiography, managerial / educational processes and clinical rotations with Department of Pulmonary and Critical Care Medicine.

CPSC 4160 Cardiopulmonary Rehabilitation and Home Care. 2 Credits. Lecture/laboratory course designed to introduce students to the care of chronically ill patients. Discussions will focus on the delivery of cardiopulmonary services for hospital-based cardiopulmonary rehabilitation programs, extended care facilities, and home care. Topics include clinical exercise testing, exercise prescriptions, clinical practice guidelines for management of patients who require long term Respiratory Care (e.g., oxygen therapy, bronchodilator therapy, mechanical ventilation, etc.).

CPSC 4170 Clinical Applications & Procedures V. 2 Credits. Course is to provide clinical instruction in diagnostic and theraputic techniques utilized in cardiopulmonary medicine. The student will be assisting with the clinical instruction of students in the advanced respiratory care setting of the intensive care unit.

CPSC 4180 Professional Development in the Health Sciences. 4 Credits. Lecture / laboratory course provides an overview of health management, education, professionalism and ethics for the respiratory care provider. Emphasis is placed on preparing the cardiopulmonary science student for various employment opportunities.

CPSC 4190 Introduction to Research. 3 Credits. Lecture course to discuss the basic principles of research to include IRB processes, basic statistical analysis, research design and review of the clinical research to support evidenced based medicine.

CPSC 4204 Internship 6 Credits. Planned clinical practicum at the advanced level in a special field of interest in cardiopulmonary science Prerequisite: Consent of the program direction.

CLINICAL LABORATORY SCIENCES

PROGRAM IN MEDICAL TECHNOLOGY

Lynda Britton, Ph.D.
Program Director

The Program of Clinical Laboratory Sciences offers a curriculum leading to a bachelor of science degree in medical technology. Pre-professional curricula which prepare a student for application to the program are offered on various campuses at other colleges and universities throughout the state. The medical technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119, phone: 843-939-3597.

Medical technologists (clinical laboratory scientists) perform analytical tests on blood and body fluids. As vital members of the health care team, they provide information necessary for the prevention, diagnosis, and treatment of disease. Clinical laboratory science is a profession requiring precise and accurate evaluation techniques and keen problem-solving and judgment skills. Blending the basic sciences and medicine, medical technologists may specialize in disciplines such as hematology, immunology, microbiology, chemistry, molecular, or blood banking. Medical technologists may practice in hospitals, independent commercial laboratories, clinics, physicians' offices, blood banks, public health departments, ambulatory care centers, industry, and other settings.

Students accepted into the curriculum in medical technology may enter only after successfully completing all prerequisite courses. The curriculum in medical technology at the Health Sciences Center begins three times a year (May, August, and January) and lasts for 14-16 months, which includes four months in a affiliated clinical site. The student is awarded a Bachelor of Science degree in medical technology upon completion of the curriculum and is eligible to take national certifying exams in medical laboratory science. Upon successful completion of a national certification exam, the graduate is eligible for state licensure.

Minimum Requirements For Admission

Admission to the program in medical technology is on a competitive basis. Students must have attained a grade point average (GPA) of 2.5 or greater (4.0 scale) for all applicable college courses taken prior to the date of application. A grade of D or F in any prerequisite course is not accepted and the course must be repeated until an acceptable grade is achieved. Grades in repeated courses are not deleted in the determination of GPA. Other factors considered for admission are science/math GPA, last 30 hours completed GPA, interview, knowledge of the profession and recommendations. It is recommended that applicants tour a clinical laboratory prior to interview. Class size per year is approximately 24. Louisiana residents are given preference; however, out-of-state applications may be considered. In addition, applicants must be able to master certain technical standards (visual, motor, communication and behavioral skills) that are described in the next section.

Minimum prerequisites for admission include satisfactory completion (prior to the date of registration) of the courses listed below or their equivalent (as determined by the departmental faculty). In addition, international students must take a minimum of 6 hours in science courses and 6 hours in English composition in a U.S. college or university.

Prerequisite Courses

(Subject to revision)	Hours
English (Composition)	6
English (2000 level or above)	3
Chemistry (General Lecture and Laboratory)	8
Chemistry (Organic) OR Biochemistry	3
Mathematics * (Algebra or above)	6
Biology (Lecture and Laboratory for Science Majors)	8
Microbiology (Lecture and Laboratory)	4
Science Elective **	3
General Electives ***	13
Humanities	6
Humanities (2000 Level or above)	3
Social Science	6
Art Electives ****	3
TOTAL	72

* Algebra and statistics recommended (statistics must be from math department).

** Recommend upper level biological sciences or chemistry, anatomy or physiology, pathogenic microbiology, biochemistry or molecular biology.

*** Recommend communications, technical writing, education, or management.

**** Taken from music, art, dance, theater, or fine arts.

Note: See “GENERAL ADMISSION POLICIES” of the School of Allied Health Professions for further requirements and procedures relating to admissions.

TECHNICAL STANDARDS FOR MEDICAL TECHNOLOGY

Technical Standards (Essential Functions) are the non-academic standards that a student must be able to master to participate successfully in the MT/CLS program and become employable*. Examples of this program’s essential functions are provided below. If you are not sure that you will be able to meet these essential functions, please consult with the Admissions Chair for further information and to discuss your individual situation.

Visual and Observation Skills: A student in the MT/CLS program must possess sufficient visual skills and skills of observation to perform and interpret laboratory assays, including the ability to:

- Observe laboratory demonstrations in which lab procedures are performed on patient samples (i.e. body fluids, culture materials, tissue sections, and cellular specimens).
- Characterize the color, consistency, and clarity of biological samples or reagents.
- Use a clinical grade binocular microscope to discriminate among fine differences in structure and color (i.e. hue, shading, and intensity) in microscopic specimens.
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor.
- Recognize alarms.

Motor and Mobility Skills: A student must possess adequate motor and mobility skills to:

- Perform laboratory tests adhering to existing laboratory safety standards.
- Perform moderately taxing continuous physical work. This work may require prolonged sitting and/or standing, over several hours and some may take place in cramped positions.
- Reach laboratory benchtops and shelves, patients lying in hospital beds or patients seated in specimen collection furniture.
- Perform fine motor tasks such as pipetting, inoculating media, withdrawing a blood sample from a patient, handling small tools and/or parts to repair and correct equipment malfunctions, and transferring drops into tubes of small diameter.
- Use a computer keyboard to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information.

Communication Skills: A student must possess adequate communication skills to:

- Communicate with individuals and groups (i.e. faculty members, fellow students, staff, patients, and other health care professionals) verbally and in recorded format (writing, typing, graphics, or telecommunication).

Behavioral Skills: A student must possess adequate behavioral skills to:

- Be able to manage the use of time and be able to systematize actions in order to complete professional and technical tasks within realistic constraints.
- Possess the emotional health necessary to effectively apply knowledge and exercise appropriate judgment.
- Be able to provide professional and technical services while experiencing the stresses of task-related uncertainty (i.e., ambiguous test order, ambivalent test interpretation), emergent demands (i.e. “stat” test orders), and distracting environment (i.e., high noise levels, crowding, complex visual stimuli.)
- Be flexible and creative and adapt to professional and technical change.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury

to patients, self, and nearby individuals.

- Adapt to working with unpleasant biological specimens.
- Support and promote the activities of fellow students and of health care professionals. Promotion of peers helps furnish a team approach to learning, task completion, problem solving, and patient care.
- Be honest, compassionate, ethical, and responsible. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate her or his own performance, accept constructive criticism, and look for ways to improve (i.e. participate in enriched educational activities). The student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Show respect for individuals of different age, ethnic background, religion, and /or sexual orientation.
- Exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. (For example, visible tattoos and body piercing, other than ears, are not considered professional appearance.

*Certain disabilities may limit employment opportunities. Moreover, immunocompromised individuals may put themselves at personal risk due to exposure to infectious agents that occurs in all aspects of the laboratory.

METHOD OF APPLICATION

Students must apply approximately 2 months in advance of anticipated enrollment (See www.medcom.lsuhscshreveport.edu/ah for deadline details). Procedure for applying for admission to the Bachelor of Science degree program in medical technology is as follows:

1. An Application for Admission form may be obtained by downloading an application at www.medcom.lsuhscshreveport.edu/ah.
2. The Application must be completed and returned to the Office of Student Affairs on or prior to the published deadline for admission to the program.
3. Applicants must have transcripts sent to the Office of Student Affairs from all colleges and universities attended by the application deadline and to include all courses completed. Current enrollment in any remaining courses will allow conditional acceptance into the program. An additional transcript is required at the end of the current semester to verify successful completion of these remaining courses.
4. Recommendations are required from science department faculty of the institution previously attended, or professional experience.
5. A personal interview will be scheduled by the Program's Admissions Committee.
6. Notification of action taken by the Admissions Committee will be sent in writing to all applicants no later than 60 days prior to the first day of class.
7. Applicants who have been accepted into the program are expected to notify the them in writing if, for any reason, they wish to withdraw as an accepted applicant (i.e., change in plans, or failure to complete all prerequisites.)
8. Applicants who have been notified that they were not accepted, but who meet minimum requirements, will be retained on the waiting list until classes begin that year. If one of the accepted applicants withdraws prior to registration, an individual on the waiting list may be accepted.

SCHOLASTIC REQUIREMENTS

Scholastic requirements for all SAHP undergraduate programs are listed in the general section of this catalog/bulletin. Students must complete the 15 month curriculum in medical technology in no more than 32 months after initial enrollment or the student will be dismissed from the program. If making a grade less than C in a course will prevent a student from meeting the 32 month requirement, the student will be dismissed from the program.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

The following requirements pertaining to the status of satisfactory academic progress apply to all students in the Program of Clinical Laboratory Sciences.

In order to achieve the status of satisfactory academic progress, the student must meet the following minimum standards:

1. Satisfy the scholastic requirements listed above and in the SAHP general section of this catalog/bulletin.
2. Satisfactorily complete the required number of credit hours per semester established by the Program.

The program will review students' academic progress after completion of each semester. The names of those students who receive financial aid and have not achieved the status of satisfactory academic progress will be forwarded to the Director of Financial Aid for appropriate action. Students in this category may request that their progress be re-evaluated more than once per academic year. Appeals may be made in accordance with the procedures set forth in the section of this catalog/bulletin entitled "Student Academic Appeals".

OTHER INFORMATION

1. The faculty of the program makes clinical affiliate assignments. Once an assignment is made, it is final. Students whose entry into the four-month clinical affiliate phase is delayed because of failure to meet scholastic requirements will be given a clinical affiliate assignment based on space availability. This clinical affiliate assignment may not immediately follow the completion of didactic courses. Full-time student status in the School of Allied Health Professions is maintained throughout the program. Part-time status may be considered on an individual basis.
2. Registration and payment of all University fees will be completed for each semester during the program.

COURSE DESCRIPTIONS

MTEC 3107 Introduction to Immunology. 3 Credits. Study of the structure, synthesis and functions of antibodies, antigen -antibody interaction, and cell-mediated and humoral immunity. Hypersensitivity and tumor immunity will also be covered as well as an introduction to immunologic diseases.

MTEC 3131 Professional Skills in Clinical Laboratory Science 1. 1 Credit. A lecture/laboratory introduction to the role of the medical technologist as a member of the health care team. This introductory course includes test taking skills and time management. Includes theory and practical experience for basic laboratory skills in laboratory safety, use and care of the microscope, and use of laboratory equipment and measuring devises.

MTEC 3132 Professional Skills in Clinical Laboratory Science 2. 1 Credit. A continuation of MTEC 3131. Includes theory and practical experience for laboratory skills including phlebotomy, laboratory mathematics, and Quality Control/Assurance. Also, included: basic skills for effective teaching in the clinical laboratory with emphasis on instructional objectives, learning styles, and exam item composition.

MTEC 4105. Clinical Parasitology/Mycology. 2 Credits. Lecture and laboratory exercises on the classification and identification

of medically important parasites and fungi including epidemiology, pathology and morphology of infective and diagnostic forms.

MTEC 4102 Clinical Microscopy. 2 Credits. Lectures, discussions, demonstrations and laboratory exercises focusing on the anatomy, physiology, and pathology of the urinary tract, with emphasis on concepts related to the formation, distribution, and function of urine and body fluids and their physical, chemical and cellular composition in health and disease.

MTEC 4200 Laboratory Personnel Management. 1 Credit. Lectures and practical exercises in laboratory personnel management including the development of managerial thought, managerial leadership/role, employee motivation, interpersonal communication, interview skills.

MTEC 4202 Laboratory Operations Management. 1 credit. Lectures and practical exercises in laboratory operation management including laws and accrediting standard regulating laboratories, laboratory information systems, compliance, and evolving healthcare systems.

MTEC 4203 Research in Clinical Laboratory Science. 1 credit. Lectures and projects in clinical laboratory research including statistical analysis, research design, evidence-based medicine and outcomes-based research, evaluation and application of published studies to clinical laboratory science.

MTEC 4120 Clinical Chemistry Laboratory. 3 Credits. Discussions, demonstrations and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical chemistry laboratory. Includes principles of instrumentation and methods of laboratory quality control.

MTEC 4153 Clinical Hematology Laboratory. 2 Credits. Discussion, demonstration and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical hematology laboratory. Includes principles of instrumentation and methods of laboratory quality control.

MTEC 4122 Clinical Immunohematology Laboratory. 2 Credits. Lectures, discussions, demonstrations, and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures and interpretation of general and advanced techniques as applied in the clinical immunohematology laboratory. Stresses importance of laboratory quality control in transfusion practices. Concurrent registration in MTEC 5111.

MTEC 4125 Clinical Microbiology Laboratory. 1 Credit. Discussions, demonstrations, and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques in the isolation and identification of clinically significant bacteria. Concurrent registration in MTEC 5104.

MTEC 4143 Diagnostic Hemostasis. 2 credits. A lecture and laboratory class that focuses on normal and abnormal hemostasis. This course is also designed to familiarize the student with the principles, procedures, application, and interpretation of coagulation techniques.

MTEC 5120 Introduction of Molecular Diagnostic Techniques. 3 credits. Lectures, discussions, demonstrations, and laboratory exercises designed to familiarize the student with the principles and clinical applications of nucleic acid-based molecular testing and virology in the clinical laboratory.

MTEC 5152 Clinical Hematology. 3 Credits. Lectures on

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The professional courses leading to the Bachelor of Science Degree are as follows:

Summer Semester

	Hours
MTEC 4102 Clinical Microscopy	2
MTEC 3107 Introduction to Immunology	3
MTEC 3132 Professional Skills in Clinical Laboratory Science II	1
MTEC 4105 Clinical Parasitology/Mycology	2
MTEC 3131 Professional Skills in Clinical Laboratory Science I*	1
MTEC 4200 Laboratory Personnel Management	1
	9-10

Fall Semester

MTEC 4122 Clinical Immunohematology Laboratory	2
MTEC 4125 Clinical Microbiology Laboratory	1
MTEC 5104 Clinical Microbiology	4
MTEC 5109 Clinical Chemistry	4
MTEC 5111 Clinical Immunohematology	2
MTEC 3131 Professional Skills in Clinical Laboratory Science*	1
MTEC 4203 Research in Clinical Laboratory Science	1
MTEC 4143 Diagnostic Hemostasis	2
	16-17

Spring

MTEC 4120 Clinical Chemistry Laboratory	3
MTEC 5120 Introduction to Molecular Diagnostics	3
MTEC 5152 Clinical Hematology	3
MTEC 4153 Clinical Hematology Laboratory	2
MTEC 3131 Professional Skills in Clinical Laboratory Science*	1
MTEC 4202 Laboratory Operations Management	1
	12-13

Clinical Practicum Courses

MTEC 4137 Clinical Chemistry Instrumentation Practicum	2
MTEC 4144 Clinical Special Chemistry Practicum	1
MTEC 4138 Clinical Serology & Immunology Practicum	1
MTEC 4133 Clinical Microscopy Practicum	1
MTEC 4145 Clinical Parasitology & Mycology Practicum	1
MTEC 4131 Clinical Hematology Practicum	3
MTEC 4132 Clinical Immunohematology Practicum	3
MTEC 4135 Clinical Microbiology Practicum	4
	16
TOTAL	54

Students will begin Clinical Practicum courses following successful completion of pre-requisite MTEC courses. Clinical Practicum courses are scheduled as follows:

April – July
Aug – December
Jan – April

* indicates additional course required for students entering this semester.

normal function and morphology of the blood and bone marrow, and theoretical aspects of blood cell development and function. Emphasis is placed on recognition of the development and clinical significance of malignant and nonmalignant pathological changes occurring in disease states. Included will be evaluation and interpretation of available laboratory methods.

MTEC 5104 Clinical Microbiology. 4 Credits. Lectures on the physiology, metabolism, and pathogenesis of medically important bacteria with emphasis on their isolation and identification in the clinical laboratory.

MTEC 5109 Clinical Chemistry. 4 Credits. Lectures and laboratory exercises on the physiology and pathology of the major organ systems and their chemical constituents with emphasis on the principles of analytical techniques, instrumentation, and methodology used in the clinical chemistry laboratory in the investigation of pathological changes occurring in disease states.

MTEC 5111 Clinical Immunohematology. 2 Credits. Lectures on the theories and principles of antigen-antibody reactions as applied to blood-banking techniques with emphasis on cell-typing, crossmatching, and compatibility problems.

MTEC 4131 Clinical Hematology Practicum. 3 Credits. Discussions, demonstrations and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical hematology and coagulation laboratories. Includes principles of instrumentation and methods of laboratory quality control.

MTEC 4132 Clinical Immunohematology Practicum. 3 Credits. Discussions, demonstrations and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of general and advanced techniques as applied in the clinical immunohematology laboratory. Stresses importance of laboratory quality control in transfusion practices.

MTEC 4135 Clinical Microbiology Practicum. 4 Credits. Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques in the isolation and identification of clinically significant bacteria.

MTEC 4137 Clinical Chemistry Instrumentation Practicum. 2 Credits. Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of general and advanced instrumentation in the chemistry laboratory. Stresses quality control and assurance.

MTEC 4140. Special Topics in Medical Technology. 1-3 Credits. With the consent of the Department Head, a student may elect to take this course on subjects of current interest in one of the special areas of medical technology. The content area may vary from year to year. The amount of credit a specific topic carries will be stated at registration. Pass/Fail.

MTEC 4144 Clinical Special Chemistry Practicum. 1 Credit. Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual, advanced, and automated procedures in the special chemistry laboratory. Stresses quality control and assurance.

MTEC 4138 Clinical Serology and Immunology Practicum. 1 Credit. Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual, advanced, and automated techniques as applied in the clinical serology/immunology laboratory.

MTEC 4133 Clinical Microscopy Practicum. 1 Credit. Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of general and advanced techniques as applied to urinalysis and body fluid laboratories. Includes principals of instrumentation and methods of laboratory quality control.

MTEC 4145 Clinical Parasitology and Mycology Practicum. 1 Credit. Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of general and advanced techniques as applied in the clinical laboratory.

REHABILITATION SCIENCES

Speech-Language Pathology Program

Thomas W. Powell, Ph.D.
Head of the Department and Program Director

The Program in Speech-Language Pathology confers the Master of Communication Disorders (MCD) degree. The Program provides both academic and clinical education in speech-language pathology, and is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA; http://www.asha.org).

The MCD degree is the entry-level degree for a career in speech-language pathology. Speech-language pathologists identify and treat children and adults with speech and language problems such as delayed language, stuttering, aphasia, voice, and articulation problems, as well as cognitive and swallowing problems. Speech-language pathologists work in a variety of settings, including hospitals, clinics, schools, universities, industry, governmental agencies, and private practice.

The Speech-Language Pathology Program occupies the Mollie E. Webb Speech and Hearing Center, which is located at 3735 Blair Street in Shreveport, LA. The Center houses classroom facilities, a computer laboratory, a speech science laboratory, an augmentative and alternative communication laboratory, a reading room, a student study area, and departmental offices. The clinical facilities include six rooms for speech-language assessment and treatment, an audiologic test suite, a hearing aid fitting room, a classroom for young children with communication disorders, a wide range of testing and treatment materials, and clinical office spaces. The faculty consists of five speech-language pathologists and one audiologist. The program has clinical affiliations with numerous hospitals, medical facilities, and educational institutions throughout Louisiana. Students have many educational and clinical opportunities, including some that are available only in medical centers and metropolitan areas.

Qualified applicants, regardless of undergraduate major, begin study during the summer semester. The length of the program varies depending upon the clinical and course load that is carried by the individual student; however, most students complete all requirements for the master's degree in six semesters of full-time study (i.e., two calendar years, inclusive of summers). Upon graduation, a student will have completed the appropriate academic and clinical practicum requirements for state licensure in the state of Louisiana (http://www.lbespa.org) and certification by ASHA.

The Speech-Language Pathology Program hosts open houses for potential students, typically in late January or early February. For additional information regarding the program, please do not hesitate to contact Dr. Powell at (318) 632-2015 or by e-mail speech@lsuhsc.edu. Please consider a campus visit to meet the faculty and students, and to learn more about our graduate program in speech-language pathology.

REQUIREMENTS FOR ADMISSION

The Program in Speech-Language Pathology welcomes applications from individuals with diverse backgrounds. A baccalaureate degree from an accredited institution is required; however, the undergraduate degree need not be in the communication sciences and disorders. Transcripts must show successful completion of courses in psychology (or another social science), biological science, physical science, and mathematics. Course work in these areas is required for ASHA certification, and limited deficits may be remediated during the graduate program.

Intellectual curiosity, a desire to learn, and strong critical thinking skills are perhaps more important for success in the program than the undergraduate major. Individuals without an undergraduate degree should be aware that the Program coordinates a 3-2 program in conjunction with the Psychology Department at Centenary College of Louisiana. This program enables highly motivated individuals to complete an undergraduate degree in psychology (through Centenary) and a graduate degree in speech-language pathology (through LSU Health Sciences Center) in five years. Interested individuals are encouraged to contact Dr. David Stafford at Centenary College (318-841-7269) or Dr. Thomas Powell at LSU Health Sciences Center (318-632-2015).

To be considered for admission to the graduate program in speech-language pathology, applicants must have an undergraduate cumulative grade point average (GPA) of 3.0 or higher and a combined GRE score of at least 800 (verbal + quantitative). Admission to the program is competitive; meeting minimum admission requirements does not guarantee admission. The admissions committees will convert the GRE and GPA to z-scores and the applicant will be rank-ordered based on this conversion. Letters of recommendation and the applicant's Statement of Intent will be reviewed by faculty and used to adjust the rank-order as appropriate. The Program in Speech-Language Pathology, in accordance with LSUHSC-S policy on page 24, gives preference to applicants who are residents of Louisiana. Successful applicants to the program will be required to participate in a mandatory drug screening and criminal history background check.

Up to nine hours of graduate credit earned at another accredited institution may be transferred. There is no automatic transfer of credit towards a graduate degree; transfer credit is subject to the approval of the Department Head/Program Director, with input from faculty. Graduate work completed at another school may be accepted for not more than nine semester hours of credit toward the minimum requirement of 36 semester credit hours. Transfer credit will not be approved for any course with a grade of C or lower. Graduate credit is never accepted for courses taken on a pass/fail basis.

TYPES OF ADMISSION

Students admitted to the Program in Speech-Language Pathology are granted regular admission. With the approval of the Department Head/Program Director, students not seeking a degree, but who wish to take coursework, may be granted special student status. Special status students are not permitted to enroll in clinical practicum; enrollments in certain courses are restricted to individuals who have been granted regular admission. Special status students desiring admission to the degree-granting program will be considered as part of the competitive admissions process. No more than nine hours of credit earned as a special status student may be counted toward the degree following regular admission to the program.

METHOD OF APPLICATION

Application packets may be downloaded from the Program's web page: www.medcom.lsuhscshreveport.edu/ah

For admission, applicants are required to submit:

- Completed application form
- Non-refundable application fee ($50.00)
- Personal statement (brief narrative of career goals)
- Résumé/curriculum vitae
- Certified scores from the Graduate Record Examination (GRE) (taken within five years of the application deadline)
- Two official transcripts from each college or university attended
- Two letters of recommendation

The application deadline is March 1st of each year; the program begins in the summer semester.

Applicants will be notified of acceptance status in a timely manner. Most notification letters are sent within 10 days of the application deadline and all decisions are finalized within six weeks. Registration and payment of all LSU System fees will be completed at the School of Allied Health Professions at the beginning of each semester or term. Note: See "GENERAL ADMISSION POLICIES" of the School for further requirements and procedures relating to admissions.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

See standards for the SAHP graduate professional scholastic requirements listed elsewhere in this catalogue. In addition to these general requirements, the Program in Speech-Language Pathology has the following requirements.

1. The student must satisfactorily complete all requirements for graduation in not more than four calendar years. This requirement may be waived only under extreme circumstances. A written request must be made through the Department Head, for approval by the Dean.
2. A grade of C or lower in clinical practicum (SPATH 6701, 6702, 6703, 6704, or 6705) is considered unsatisfactory and will result in clinical probation. A student who receives a grade of C or lower will be allowed to enroll in clinical practicum for one semester during which the student may be required to follow specialized remedial procedures. Continuation in the program following an additional C in clinical practicum (consecutive or non consecutive) must be approved by the Department Head Program Director. If the student's clinical practicum grade falls below C, clinic hours accumulated for that semester will not be counted toward the clinic hours required for ASHA certification.
3. Students' academic progress will be reviewed by academic advisors and the Department Head. The names of those students who have not achieved satisfactory progress for two or more semesters will be forwarded to the Director of Financial Aid for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."

ACADEMIC AND EMPLOYMENT WORKLOADS

The usual full-time academic load in the Program is 9 to 15 semester hours during fall and spring semesters; and 6 to 9 during the summer semester. Students with outside commitments may

not be able to enroll full-time. It is the responsibility of the student to be available for classes, clinical practicum, and other scheduled activities that may occur anytime from 8:00 AM to 8:00 PM Monday through Friday and, occasionally, on the weekend or during semester breaks. Activities may include attendance at professional conferences or seminars.

TECHNICAL STANDARDS

In addition to the general requirements for admission to the Program in Speech-Language Pathology, applicants must be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries. Effective use of assistive technology may be used to meet these standards. If you are uncertain about your abilities to meet these technical standards, consult the coordinator of admissions (Dr. Hayes; 318-632-2015) for further information and to discuss your individual situation.

Sensory:

A student in the SLP program must possess sufficient visual and auditory skills – as well as skills of observation to evaluate, interpret, and treat communication deficits effectively. These skills include the ability to:

1. Identify deviant articulation.
2. Recognize abnormal voice characteristics.
3. Identify characteristics of dysfluency.
4. Recognize oral and written language disorders in the areas of semantics, pragmatics, syntax, morphology, and phonology.
5. Read and comprehend text, numbers, tables, and graphs.

Motor and Mobility Skills:

A student must possess adequate motor and mobility skills to:

1. Manipulate testing and treatment materials.
2. Perform moderately taxing continuous physical work. This work may require prolonged sitting and/or standing.
3. Use a computer keyboard and mouse to operate laboratory instruments.
4. Access transportation to all clinical and academic placements.

Communication:

A student must possess adequate communication skills to:

1. Communicate professionally and effectively with individuals and groups (i.e., faculty members, fellow students, staff, clients, and other health care professionals).
2. Communicate professionally and effectively in recorded format (writing [e.g., SOAP notes, diagnostic and treatment reports], typing, graphics, and/or telecommunication).

3. Demonstrate proficiency in English for both oral and written communication.

Behavioral Skills:

A student must possess adequate behavioral skills to:

1. Manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic constraints.

2. Demonstrate the emotional health necessary to apply knowledge effectively and to exercise appropriate judgment.

3. Be flexible and creative in order to adapt to professional and technical change and function in new and stressful environments (e.g., provide co-treatment in noisy area, conduct testing or treatment in a hospital ward, deal with client temper tantrums, and provide rapid turn-around for diagnostic results).

4. Recognize potentially hazardous situations and proceed safely to minimize risk of injury to clients, self, and nearby individuals.

5. Support and promote the activities of fellow students and of health care professionals in an effort to facilitate a team approach to learning, task completion, problem solving, and client/patient care.

6. Demonstrate honesty, compassion, ethics, and responsibility, upholding the ASHA Code of Ethics, and the LSUHSC School of Allied Health Professions' Policy and Procedures Relating to Student Conduct, Dismissals and Appeals.

7. Show respect for individuals with disabilities and for individuals of different age, ethnic background, race, religion, and/or sexual orientation.

SPEECH-LANGUAGE PATHOLOGY CURRICULUM

The curriculum ensures compliance with all requirements for Louisiana state licensure and ASHA certification. The program of study will consist of no fewer than 36 credit hours (exclusive of clinical practicum) and must be consistent with current licensure and certification standards:

KNOWLEDGE

Each student must demonstrate knowledge of the nature of speech, language, hearing, communication disorders and differences, and swallowing disorders including etiologies, characteristics, and correlates. Specific knowledge must be demonstrated in the areas of articulation, fluency, voice, language, hearing, swallowing, cognitive, social aspects, and communication modalities.

SKILLS

Each student must accrue at least 400 clock hours of supervised clinical experience in the practice of speech-language pathology (25 hours of directed observation; 375 hours of direct client/patient contact). Prevention, assessment, and treatment services are provided to a diverse clientele. Skills must be demonstrated in the domains listed above under the heading of "knowledge."

ASSESSMENT

The Program's assessment plan is consistent with ASHA certification requirements. At the end of the first year, students submit a portfolio documenting attainment of specified knowledge and skills. At the conclusion of the program, students must pass a comprehensive examination.

The typical plan of study for an individual without previous coursework in the communication sciences and disorders (CSD) is outlined below. Individuals with an undergraduate degree in CSD may substitute certain courses, if compliance with ASHA standards is documented. A personalized knowledge and skills acquisition (KASA) form is used to track each student's progress.

academic year	program completion	PRAXIS pass rate	graduate employment
2009	91%	100%	100%
2008	83%	100%	100%
2007	75%	100%	100%

THESIS OPTION

Speech-Language Pathology is a complex and rapidly changing field. As such, there is a great need for a strong basic research foundation upon which clinical practice can be established. In addition, applied research is needed to evaluate and improve clinical practices.

The Program in Speech-Language Pathology offers a thesis option to help address this need for basic and applied research. The thesis option allows interested students to develop their research skills through a project that culminates in an original contribution to

the scientific literature that is of publishable quality. Students who plan to pursue a Doctor of Philosophy (PhD) should consider the thesis option as doctoral programs may require a thesis or its equivalent. Interested students are encouraged to contact the Department Head/Program Director early in their course of study to discuss the possibility of pursuing the thesis option.

COURSE DESCRIPTIONS

SPATH 5000 Survey of Communication Disorders. 3 Credits. A survey of the normal and abnormal processes in communication (including articulation, voice, fluency, language, hearing) and swallowing.

SPATH 5100 Introduction to Graduate Study. 1 Credit. An orientation to graduate education emphasizing higher-order learning (i.e., application, analysis, synthesis, and evaluation). Topics include academic conduct, computer-assisted literature retrieval, scholarly writing, and APA style conventions.

SPATH 5132 Applied Speech Measurement. 3 Credits. Bases of speech and voice production with an emphasis on instrumental approaches to clinical appraisal. Laboratory experiences highlight acoustic, physiologic, and psychoacoustic measurement procedures.

SPATH 5134 Clinical Linguistics and Psycholinguistics. 3 Credits, An introduction to the scientific study of language, this course presents an overview of linguistic terminology and subsystems, sociolinguistics, and psycholinguistics, with emphasis on normal aspects of language acquisition. Implications of linguistic theory for the practice of speech-language pathology will be emphasized.

SPATH 5200 Clinical Phonetics and Phonology. 3 Credits. Articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for nonnormal speech. Overview of normal aspects of articulation and phonology including coarticulation, segmental and nonsegmental phonology, and phonological acquisition. Includes laboratory exercises.

SPATH 5201 Clinical Audiology. 3 Credits, Introduction to the etiologies influencing hearing loss and current audiological assessment procedures. This course will focus on screening techniques for use in various settings with different age groups and on understanding the impact of varying degrees and configurations of hearing loss on speech and language.

SPATH 5203 Aural Rehabilitation. 3 Credits. This course will focus on the habilitation/rehabilitation of individuals with hearing impairments. Varying procedures and rationales for management in a variety of settings will be discussed. Psychological, social, and educational aspects of hearing impairment in children and adults will be addressed.

SPATH 5204 Pediatric Language Disorders. 4 Credits, Varying types of language impairment that are found in preschoolers and school-aged children are addressed. The course covers standardized and non-standardized assessment procedures, intervention techniques, and models of collaboration with teachers, special educators, related service providers, and families.

SPATH 5208 Aphasia and Related Disorders. 3 Credits. Survey of acquired language and cognitive disorders in adults. Topics include anatomic bases, etiology, terminology, classification, and social implications. Assessment and documentation procedures are reviewed. Treatment approaches and their efficacy are described.

SPATH 5342 Articulation and Phonological Disorders. 3 Credits. Overview of speech sound production disorders and their etiology in children. Procedures for the assessment and phonological analysis of child speech. Treatment approaches, with emphasis on the establishment, generalization, and maintenance phases.

SPATH 5491 Issues I in Speech-Language Pathology. 1 Credit, Study of ethics and speech-language pathology standards including education, licensure, certification, accreditation, and supervision.

SPATH 5492 Issues II in Speech-Language Pathology. 1 Credit, Contemporary issues including professional liability, malpractice, advocacy, service delivery, workforce/employment, health care legislation/financing, as well as emerging issues.

SPATH 5493 Issues III in Speech-Language Pathology. 1 Credit, Evidence-based practice: finding, assessing, using, and communicating evidence; applying evidence to clinical practice.

SPATH 6028 Geriatric Intervention. 3 Credits, The purpose of this course is to provide an understanding of communication changes, communication disorders, and service delivery options from a gerontological perspective. An overview of direct services offered to communicatively impaired older adults and ancillary or support services will be given. Treatment strategies addressing environment, significant others, and associated professional services will be covered.

SPATH 6100 Research in Communication Disorders. 3 Credits, Study of research in speech-language pathology: ethics, locating and using information, qualitative and quantitative designs, critically appraising evidence, reporting and disseminating research. Foundation and understanding of evidence-based practice and research utilization. Application of research to clinical decisions.

SPATH 6130 Neuroscience. 3 Credits, The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.

SPATH 6200 Advanced Phonetic Description. 1 Credit, Advanced study of articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for nonnormal speech. Includes laboratory exercises.

SPATH 6201 Anatomy and Physiology of Speech and Hearing. 3 Credits, Anatomy and physiology of the systems involved in speech, language, swallowing, and hearing. The nervous, respiration, phonatory-articulatory, and auditory systems are addressed through classroom, independent learning and laboratory experiences.

SPATH 6204 Motor Speech and Related Disorders. 3 Credits, This course will focus on motor speech disorders (e.g., dysarthria and apraxia of speech). The neuroanatomy and neurophysiology underlying these disorders will be explored. The assessment, diagnosis, and treatment of motor speech disorders will be approached from both theoretical and clinical perspectives.

SPATH 6206 Infant Intervention. 3 Credits, Assessment, intervention, and parental training for at-risk infants will be covered. The course will focus on the management of infants at risk and include clinical experiences in short-term neonatal intensive care, long-term infant programming, interdisciplinary evaluations, referral procedures, and intervention. Training will be provided in home programming, classroom and individual intervention. Parental acceptance stages and relevant support efforts will be discussed.

SPATH 6210 Fluency Disorders. 2 Credits. The theoretical foundations of dysfluent behavior will be reviewed. Differential diagnosis and principles of therapeutic techniques for children and adults will be studied. Current relevant issues in this area will be discussed.

SPATH 6212 Voice and Related Disorders. 3 Credits. This course addresses the nature, course, evaluation, and treatment of voice and related disorders in children and adults.

SPATH 6214 Diagnosis and Evaluation in Speech-Language Pathology. 3 Credits. The diagnostic process as it pertains to all speech-language pathology disorders will be presented. The course covers application of evaluation principles and methods of both formal and informal measurement in speech-language pathology.

SPATH 6224 Augmentative Communication. 3 Credits. This course will explore the assessment and treatment of persons requiring nonspeech communication.

SPATH 6298 Independent Study-Speech Pathology. 1-3 Credits. This course enables students to explore an area of interest with faculty guidance. May be repeated for a total of 6 credit hours. Requires program director approval.

SPATH 6300 Cultural and Linguistic Diversity. 2 Credits. Overview of regional and social dialects, linguistic variation, and multilingualism. Issues related to the assessment, analysis, and differentiation of communicative differences and disorders. Ethical and professional principles guiding culturally appropriate management of communication disorders.

SPATH 6462 Seminars in Speech-Language Pathology. 1-3 Credits. Seminar will address a variety of topics in speech-language pathology. Topics may vary each semester. May be repeated for credit when the topic is different.

SPATH 6464 Seminars in Language Disorders. 1-3 Credits. Seminar will address a variety of topics in language disorders. Topics may vary each semester. May be repeated for credit when the topic is different.

SPATH 6466 Seminars in Speech Disorders. 1-3 Credits. Seminar will address a variety of topics in speech disorders. Topics may vary each semester. May be repeated for credit when the topic is different.

SPATH 6468 Seminars in Basic Human Communication Processes. 1-3 Credits. Seminar will address a variety of topics in basic human communication processes. Topics may vary. May be repeated for credit when the topic is different.

SPATH 6544 Dysphagia. 1-3 Credits. Lectures will cover anatomy and physiology of the normal swallow, abnormal physiological and anatomical conditions leading to dysphagia, and assessment and treatment strategies for swallowing disorders.

SPATH 6546 Cleft Palate and Craniofacial Disorders. 2 Credits. Symptomology, etiology, assessment, and treatment of communication disorders associated with cleft palate and craniofacial syndromes. Multidisciplinary management including medical and dental care.

MASTER OF COMMUNICATION DISORDERS PROFESSIONAL ENTRY LEVEL CURRICULUM

		Hours
Summer Semester (First Year)		
SPATH 5100	Introduction to Graduate Study	1
SPATH 5200	Clinical Phonetics and Phonology	3
SPATH 6201	Anatomy and Physiology of Speech & Hearing	3
		7
Fall Semester (First Year)		
SPATH 5134	Clinical Linguistics & Psycholinguistics	3
SPATH 5201	Clinical Audiology	3
SPATH 5208	Aphasia and Related Disorders	3
SPATH 5342	Articulation & Phonological Disorders	3
SPATH 6100	Research in Communication Disorders	3
		15
Spring Semester (First Year)		
SPATH 5132	Applied Speech Measurement	3
SPATH 5203	Aural Rehabilitation	3
SPATH 5204	Pediatric Language Disorders	4
SPATH 5491	Issues I in Speech-Language Pathology	1
SPATH 6204	Motor Speech Disorders	3
SPATH 6701	Practicum I in Speech-Language Pathology	1
		15
Summer Semester (Second Year)		
SPATH 5492	Issues II in Speech-Language Pathology	1
SPATH 6300	Cultural and Linguistic Diversity	2
SPATH 6544	Dysphagia	2
SPATH 6702	Practicum II in Speech-Language Pathology	1
		6
Fall Semester (Second Year)		
SPATH 5493	Issues III in Speech-Language Pathology	1
SPATH 6214	Diagnosis and Evaluation in SLP	3
SPATH 6224	Augmentative Communication	3
SPATH 6703	Practicum III in Speech-Language Pathology	1
Elective		1-3
		9-11
Spring Semester (Second Year)		
SPATH 6210	Fluency Disorders	2
SPATH 6212	Voice and Related Disorders	3
SPATH 6704	Practicum IV in Speech-Language Pathology	1
SPATH 6900	Summative Assessment in SLP	1
		7
	TOTAL	59-61

SPATH 6552 Language Measurement. 3 Credits. Qualitative and quantitative approaches to language assessment. Interview, behavioral observation, and informal assessment techniques, including computer-assisted analysis of language transcripts. Standardized testing, with emphasis on psychometric issues in test selection, administration, and interpretation. Includes proficiency and laboratory experiences.

SPATH 6554 Language Learning/Language Disorders in School-Age Children. 3 Credits. This course covers diagnostic and treatment issues pertinent to older children with language and/or language learning disorders, including models of collaboration with teachers and families. Reading and writing disorders (types, causation, and assessment/treatment) will be a focus.

SPATH 6600 Supervision in Communication Disorders. 3 Credits. Survey of models, techniques, and styles of clinical supervision in speech-language pathology. Competencies for effective and ethical clinical supervision. Differential objectives and challenges of supervising paraprofessionals, student clinicians, clinical fellows, and credentialed professionals.

SPATH 6676 Thesis in Communication Disorders. 1-6 Credits. Research project culminating in an original contribution to the scientific literature that is of publishable quality. Approval of the student's thesis committee is required prior to enrollment. This course may be repeated for credit, although no more than 6 credit hours will count to the degree. Students must be registered for thesis credit every semester until the thesis is finished.

SPATH 6701 Practicum I in Speech-Language Pathology. 1 Credit. Supervised on-site clinical experiences for speech-language pathology students.

SPATH 6702 Practicum II in Speech-Language Pathology. 1 Credit. Supervised on-site clinical experiences for speech-language pathology students.

SPATH 6703 Practicum III in Speech-Language Pathology. 1 Credit. Supervised off-site clinical experiences for speech-language pathology students.

SPATH 6704 Practicum IV in Speech-Language Pathology. 1 Credit. Supervised off-site clinical experiences for speech-language pathology students.

SPATH 6705 Practicum V in Speech-Language Pathology. 1 Credit. Supervised clinical experiences for speech-language pathology students.

SPATH 6900 Summative Assessment in Speech-Language Pathology. 1 Credit. Structured activities in preparation for comprehensive and PRAXIS examination in speech-language pathology. Includes self evaluation, review of key topics, and strategies for taking the examinations. Practice problems and constructive feedback are provided.

OCCUPATIONAL THERAPY

Lucinda Murray, OTD, LOTR
Program Director

The Program of Occupational Therapy offers a graduate degree leading to a Master of Occupational Therapy (MOT). The Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220 [301] 652-2682).

Occupational therapy enables people to do the day-to-day activities that are important to them despite impairments, activity limitations, or participation restrictions. Occupations are another name for these day-to-day activities. Occupations are goal-directed pursuits that typically extend over time, have meaning to the performer, and involve multiple tasks. Occupational performance areas consist of work/ productive, activities of daily living, and play/leisure activities. In therapy, a holistic philosophy is employed to assist individuals across the life span whose function has been impaired by disease, injury, or disorders of a physical, mental, or social nature. Occupational therapists, through their interventions, enable people to regain health as well as function. Intervention involves therapeutic use of meaningful and purposeful occupations, adaptation of environments and processes, promotion of health and wellness, and use of assistive technology and ergonomic principles. Employment opportunities for occupational therapists are available in a variety of institutional, (e.g., inpatient hospitals, nursing facilities), outpatient (e.g., outpatient clinics, partial hospitalization), and home community settings (home care, schools, day-care centers, wellness centers).

Completion of the Master of Occupational Therapy (MOT) program prepares a graduate to practice occupational therapy. Twenty-seven months is needed to complete a total of 90 semester hours of coursework on-campus at the Health Sciences Center in Shreveport, and off-campus at practice sites within and out of the state. Included in these semester hours are six months of Level II Fieldwork. All Level II Fieldwork must be completed within 24 months following completion of didactic course work. The student must satisfactorily complete all requirements for graduation in no more than four calendar years.

Graduates of the Master of Occupational Therapy Program are eligible to sit for the national certification examination for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT). Following successful completion of this exam, the graduate will be an Occupational Therapist, Registered (OTR). This national certification is a prerequisite to obtaining a license to practice occupational therapy in most states, including Louisiana. Felony conviction may affect graduate's ability to sit for NBCOT certification examination or attain licensure.

National Board Certification in Occuational Therapy (NBCOT) Test Results				
	Graduates	First-time Test Takers	Students Who Passed	Annual Pass Rate
2007	16	16	14	87.5%
2008	15	15	15	100%
2009	12	12	12	100%
Total	43	43	41	95%

REQUIREMENTS FOR ADMISSION

Admission to the Master of Occupational Therapy (MOT) Program is on a competitive basis. Preference is given to residents of Louisiana. Requirements for admission are listed below. Meeting the following requirements does not guarantee admission into the program.

1. Completion of a baccalaureate degree from an accredited college or university.
2. Completion of the Graduate Record Examination (GRE) with a minimum score of 800 (math and verbal) and 4.0 on the analytical writing. The GRE must be taken within the past five years.
3. Completion of prerequisite courses prior to enrollment in the program:

Prerequisite Courses

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Anatomy with Anatomy Lab ------------------  4
Physiology --------------------------------  3
 (Lab is strongly recommended,
 but not required)
Physics with Physics Lab ------------------  4
Chemistry (General or Inorganic) ----------  3
Statistics (Inferential) ------------------  3
Abnormal Psychology -----------------------  3
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Human Development Through Lifespan * ------  9
Sociology --------------------------------  3
                                   TOTAL 26-32
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* 3 credits if covered in one semester course; 9 credits if three semester courses are needed to cover the lifespan, meaning birth through aging and all developmental domains.

Strongly Recommended Courses (but not required):
English Composition, Medical Terminology, Public Speaking, and Technical Writing

4. Applicants must acquire a minimum of 20 hours of verified contact with one registered occupational therapist, (OTR). Additional observation hours in other areas of clinical practice are advisable.
5. Applicants must have a minimum overall cumulative grade point average (GPA) of 2.8 (based on a 4.0 scale) for their undergraduate degree, and a GPA of 3.0 for prerequisite courses.
6. A grade of "C" or better is required for all prerequisites.
7. Completion of an application is required. Completion of an essay, other written work, or an interview may be required.
8. Computer literacy is required of all students in the program. Specifically, students are expected to be proficient in word processing, spreadsheet management, internet navigation, and e-mail procedures.
9. CPR Certification must be valid while enrolled in the program, but is not required for application to the program.

Special consideration may be given to a student who does not meet the minimum requirements, but is able to present evidence deemed by the faculty to indicate that an exemption is warranted. For example, a student has a GPA of 3.9 in prerequisite courses, a GPA of 2.3 in his or her undergraduate degree, and has an above average score on the GRE.

SCHOLASTIC REQUIREMENTS AND STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

Refer to general section for the School of Allied Health Professions under Graduate Professional Scholastic Requirements and Provisions for Academic Progression.

STUDENT EMPLOYMENT STATEMENT

Due to the demands of the curriculum, students are discouraged from seeking outside employment.

METHOD OF APPLICATION

Procedures for applying for admission to the Master of Occupational Therapy Program are as follows:

1. The application form for admission to the Programs, may be obtained from on line at www.medcom.lsuhscshreveport.edu/ah.
2. Applications are available late June. Completed applications are due no later than December 15th (Those who wish to apply to both the New Orleans and Shreveport programs must see New Orleans criteria for application to that program as their deadlines may differ).
3. The application packet is due on December 15th. Official transcripts must be sent directly to the Office of Student Affairs in Shreveport, by all colleges and universities attended. Official GRE scores must be sent to the Office of Student Affairs (GRE school code 6431 and department code 0618).
4. Notification of the action taken by the Admissions Committee will be sent in writing to all applicants.
5. Accepted applicants are expected to notify the Department in writing as to whether or not they plan on enrolling in the program.
6. Students will be required to pass a criminal history background check and a drug screening before enrolling into the program.

APPLICANT ADVISING

Informational sessions are conducted for individuals interested in applying for admission. These group sessions include an orientation to the Occupational Therapy Program and information on admissions procedures. Persons interested in attending an informational session should contact the Program of Occupational Therapy for specific dates and times.

Program in Occupational Therapy
LSU Health Sciences Center
1501 Kings Highway
Shreveport, LA 71130
(318) 813-2950
pclint@lsuhsc.edu

TECHNICAL STANDARDS FOR OCCUPATIONAL THERAPY

Technical standards are the requirements that an individual must be able to perform in order to succeed as an occupational therapist. Upon completion of the Master of Occupational Therapy Program at Louisiana State University Health Sciences Center, a graduate will be expected to perform all technical standards. Therefore, as a student in the Occupational Therapy Program, one will be required to participate in activities that will prepare him or her to perform all technical standards. If accommodations are needed by a student in order to perform the technical standards, he or she must notify the program director after being accepted into the program.

The major function of an Occupational Therapist (OTR) is to provide occupational therapy services, including assessment, intervention, program planning and implementation, discharge planning related documentation, and communication.

Technical standards for an entry-level occupational therapist are as follows:

1. Communicates effectively. Communicates and collaborates with other team members, individuals, family members, or caregivers.
2. Interacts well with others.
3. Performs services in a timely fashion. Responds to requests for service and initiates referrals when appropriate. Schedules and prioritizes own workload.
4. Observes and documents the performance of others. Screens individuals to determine the need for intervention. Monitors the individual's response to intervention.
5. Obtains and interprets data necessary for intervention planning and intervention.
6. Formulates and implements intervention plans based on evaluation findings. Develops and coordinates intervention plans, including goals and methods to achieve stated goals. Implements intervention plans directly or in collaboration with others. Modifies plans as needed.
7. Develops interventions that are appropriate for the individual's environment. Adapts environment, tools, materials, and activities according to the contextual needs of the individual. Develops appropriate home and community programming to support performance in natural environments.
8. Determines the appropriate time to terminate treatment or refer to other services. Terminates services when maximum benefit is

received and formulates discontinuation and follow-up plans.

9. Documents services as required. Maintains records required by practice setting, third party payors, and regulatory agencies.
10. Functions according to the AOTA Code of Ethics (AOTA, 2007) and Standards of Practice (AOTA, 2008) of the profession.
11. Maintains treatment area, equipment, and supply inventory.
12. Follows policies and procedures required by the setting.
13. Provides educational services. Provides in-service education to team members and/or the community. Provides supervisory services, if needed. Supervises occupational therapy practitioners, students, and/or other staff performing services.
14. Performs program evaluation. Performs continuous quality improvement activities and program evaluation using predetermined criteria.
15. Identifies personal strengths and weaknesses. Monitors own performance and identifies supervisory needs.
16. Participates in professional growth activities. Identifies and pursues own professional growth and development. Participates in professional and community activities.

COURSE DESCRIPTIONS

ANAT 6522 Human Anatomy. 5 Credits. Lectures of cell, tissue, organ and body-systems structure, and dissection of human cadaver with emphasis on structure and function of neuromuscular and skeletal systems.

PHYSIO 6523 Human Physiology. 4 Credits. Lectures cover physiology of cell, tissue, organ and body systems with emphasis on physiological changes associated with selected pathological conditions. Laboratory demonstrations focus on observation and measurement of function in the body systems, using videotapes and animal experiments.

OCCT 6525 Applied Anatomy. 2 Credits. Lectures, demonstrations and labs are designed to complement Allied Health Human Anatomy. Fundamental concepts involving surface anatomy; identification of anatomical landmarks, manual muscle testing, and palpation of joints and muscles, human movement analysis, and conditions that influence the functions of movements will be emphasized.

OCCT 6513 Occupational Performance Across the Lifespan. 3 Credits. This course provides a foundation for evaluation and intervention across the lifespan. Focus is on occupational performance and participation in activity. Interaction of person, environment and occupation provides the fundamental basis for understanding the value of activity and the need to facilitate participation in activity at any point across the lifespan.

OCCT 6511 Concepts of Occupation. 4 Credits. This course focuses on the history, philosophy, and sociopolitical influences on the profession to provide foundational concepts and tools for occupational therapy practice. Occupation-based theoretical frameworks will be presented as well as common models for practice. Guidelines for occupational therapy practice will be addressed to assist students in integrating core concepts with the occupational therapy process.

OCCT 6519 Interactive Reasoning. 3 Credits. An intense study of the client-centered collaborative relationship. Therapeutic use of self, interview skills, communication styles, professional/personal values, family systems, sociocultural influences, and group process will be explored through group discussion, experiential learning and client interviews.

OCCT 6523 Medical Conditions. 2 Credits. This course consists of lectures by therapists and physicians on the etiology, symptomology and medical management of selected medical conditions including the respective role of occupational therapy.

OCCT 6535 Therapeutic Occupations and Activities. 3 Credits. This course explores the meaning and use of occupations and activities as therapeutic media. The analysis of activity, according to the Occupational Therapy Practice Framework (AOTA, 2002), is covered as a basis for the appropriate selection, grading, and adaptation of therapeutic occupations in relationship to treatment goals through out the lifespan. Lecture, experiential teaching methods and Problem Based Learning formats will be used to enhance the student's understanding and practical application of therapeutic occupations and activities.

ANAT 6533 Neuroanatomy. 3 Credits. A study of anatomy of the central and peripheral nervous systems with emphasis on structures commonly involved in pathological conditions that impact function.

OCCT 6613 Occupational Therapy for Orthopedics. 5 Credits. Orthopedic conditions across the lifespan will be addressed. Specific orthopedic evaluations, treatment techniques, splinting procedures and modalities will be emphasized. Occupational performance for activities of daily living in work, play/leisure, self care across the lifespan is the focus of lectures and labs.

OCCT 6625 Occupation Based Practice I: Early Life through Adolescence. 4 Credits. This course covers major theoretical frameworks, concepts, and models of practice used in occupational therapy evaluation and treatment of infants/children through adolescence. The effects of disease or disorder on occupational performance will be introduced. An emphasis will be placed on the use of occupation as a therapeutic medium, patient/family education and training, analysis of abnormal movement patterns, and intervention.

OCCT 6631 Occupational Therapy Applications I: Early Life through Adolescence. 3 Credits. Students will apply treatment interventions that will address impairments, activity limitations, and participation restrictions as they relate to occupational performance. Clinical reasoning skills will be utilized to make educated decisions regarding selection of appropriate evaluation and treatment methods using a client centered approach. Problem based learning and laboratory experiences will provide opportunities for students to enhance their understanding of these concepts.

OCCT 6641 Clinical Reasoning I. 2 Credits. This course focuses on basic clinical reasoning concepts to assist students in understanding the narrative approach to interaction with patients/clients. Level I fieldwork is an integral part of this course to provide an arena for the integration of clinical reasoning concepts and occupational therapy practice. Interactive journal assignments provide students with the opportunity to dialogue in writing on an individual basis with an instructor.

OCCT 6771 Clinical Evaluation and Assessment. 2 Credits. This course provides a foundation for selecting and administering Occupational Therapy evaluation tools to assess occupational performance and participation in diverse populations across the lifespan. Students will develop a basic understanding of how to select, administer, and interpret Occupational Therapy evaluations based on the needs of the client and relate the results to treatment planning.

OCCT 6733 Clinical Reasoning II. 2 Credits. The course focus is with clients who have occupational performance deficits as a result of physical, emotional, psycho social issues, environmental

or task demands. Principles of documentation, reimbursement and legislative issues are introduced. Client-centered FWE I opportunities support classroom principles with an emphasis on documentation. Instructors will provide individual and course seminar opportunities.

OCCT 6721 Occupation Based Practice II: Adult. 3 Credits. This course provides an occupation-based theoretical foundation for the O.T. process, including assessment, intervention, and discharge planning for adults (young adult through mid-adult) with neurological and/or psychosocial problems that interfere with occupational performance. The course includes lectures and labs related to occupational and social functioning in activities and adult participation in societal roles. Students will use clinical reasoning skills to make educated decisions regarding selection of appropriate treatment methods and use of effective clinical techniques considering each patient's needs and desired outcomes. Laboratory experiences will provide opportunities for students to practice selected evaluation and treatment methods.

OCCT 6731 Occupational Therapy Applications II: Adult. 2 Credits. This course is designed to provide opportunities to apply concepts learned in the Occupation-Based Practice II course. Labs are related to the experiential aspects of adults with physical, cognitive, and/or psychosocial problems. PBL cases are related to the integration of adult psychosocial and physical dysfunction content.

OCCT 6661 Scholarly Inquiry I. 4 Credits. This course introduces qualitative and quantitative research methods applicable to evidence-based practice in occupational therapy. Students will develop entry-level skills for writing research proposals including development of the background and rationale, literature review, study design, interpretation of data, and data analysis. Students will participate in faculty directed research projects in order to gain hands-on experience.

OCCT 6817 Management in Occupational Therapy. 3 Credits. Information will be presented on current health care policy issues, factors that influence the issues and resultant effect on the provision of occupational therapy services. Other topics will include: regulatory systems, reimbursement mechanisms and appeals, credentialing, professionalism, career development, ethical resolution of conflict and client advocacy.

OCCT 6761 Scholarly Inquiry II. 1 Credit. This course covers concepts of inferential statistics including standard error, tests of significance, type I and II errors, and selection of appropriate statistical tests. Students will develop skills needed to design basic clinical research and to critically interpret professional literature.

OCCT 6821 Occupation Based Practice III: Older Adult. 4 Credits. This course provides an occupation based theoretical foundation for assessment, intervention and discharge planning for the mid-adult through older adult. Psychosocial and physical problems that interfere with occupational performance will be emphasized. Students will use clinical reasoning skills to make decisions regarding treatment methods and clinical techniques.

OCCT 6831 Occupational Therapy Applications III: Older Adult. 3 Credits. This course is designed to provide opportunities to apply concepts learned in the Occupation-Based Practice III course. Assessment and treatment principles addressing physical, cognitive and/or psychosocial issues for the older adult will be the focus of experiential learning.

OCCT 6819 Community Based and Specialized Practice. 3 Credits. The focus of this course is on specialized areas of practice and community-based practice. Specialized practice areas to be addressed may include: work-related practice, assistive technology & pain management. Students learn various models of community practice and how to create job opportunities in emerging areas of occupational therapy practice. Each student will spend three hours per week in a community setting for Level I Fieldwork.

OCCT 6833 Clinical Reasoning III. 2 Credits. This course was designed to complement the physical and psychosocial aspects

MASTER OF OCCUPATIONAL THERAPY CURRICULUM

	Hours
Summer Semester (First Year)	
ANAT 6522 Human Anatomy	5
PHYSIO 6523 Human Physiology	4
OCCT 6525 Applied Anatomy	2
	11
Fall Semester (First Year)	
OCCT 6513 Occupational Performance Across the Lifespan	3
OCCT 6511 Concepts of Occupation	4
OCCT 6519 Interactive Reasoning	3
OCCT 6523 Medical Conditions	2
OCCT 6535 Therapeutic Occupations and Activities	3
ANAT 6533 Neuroanatomy	3
	18
Spring Semester (First Year)	
OCCT 6613 Occupational Therapy for Orthopedics	5
OCCT 6625 Occupation Based Practice I: Early Life through Adolescence	4
OCCT 6631 Occupational Therapy Applications I: Early Life through Adolescence	3
OCCT 6641 Clinical Reasoning I	2
OCCT 6661 Scholarly Inquiry I	4
	18
Summer Semester (Second Year)	
OCCT 6733 Clinical Reasoning II	2
OCCT 6721 Occupation Based Practice II: Adult	3
OCCT 6731 Occupational Therapy Applications II: Adult	2
OCCT 6761 Scholarly Inquiry II	1
OCCT 6771 Clinical Eval & Assessment	2
	10
Fall Semester (Second Year)	
OCCT 6817 Management in Occupational Therapy	3
OCCT 6861 Scholarly Inquiry III	3
OCCT 6821 Occupation Based Practice III: Older Adult	4
OCCT 6831 Occupational Therapy Applications III: Older Adult	3
OCCT 6819 Community Based and Specialized Practice	3
OCCT 6833 Clinical Reasoning III	2
	18
Spring Semester (Second Year)	
OCCT 6911 Fieldwork Experience Level II	9
	9
Summer Semester (Third Year)	
OCCT 6913 Fieldwork Experience Level II	6
	6
Any Semester	
OCCT 6413 Independent Study	1-3
TOTAL	90-93

of treatment of adult clients in a variety of settings. Documentation/ reimbursement as well as ethical and legislative issues related to the treatment of adult clients are addressed in the seminar portion of this course.

OCCT 6861 Scholarly Inquiry III. 3 Credits. This course is designed to teach the student how to collect, evaluate, and interpret professional literature to demonstrate competency as an evidence-based practitioner and proficiency in writing evidence-based reviews.

OCCT 6911 Fieldwork Experience Level II. 9 Credits. This fieldwork provides an in-depth experience in delivering occupational therapy services to clients. Students are supervised in a practice setting full time (40 hours per week) for 1-4 months.

OCCT 6913 Fieldwork Experience Level II. 6 Credits. This fieldwork provides an in-depth experience in delivering occupational therapy services to clients. Students are supervised in a practice setting full time (40 hours per week) for 1-4 months.

OCCT 6413 Independent Study. 1-3 Credits. Prerequisite: Consent of the department. The course credit, content, written objectives, and evaluation criteria will be jointly established by the student and instructor. These may be documented in writing and placed in the student's file by the tenth day of the semester or summer term. This course can be retaken for maximum of six semester hours credit.

Note: In addition to costs for fees and required items listed in the sections of HEALTH SCIENCES CENTER FEES AND TUITION of the School, other expenses may be incurred by students while enrolled in Fieldwork Experience II in off campus health care and community facilities. Each student is required to purchase individual malpractice insurance during this time period, for instance. These expenses are the responsibility of the individual student and should be anticipated.

MASTER OF PHYSICIAN ASSISTANT STUDIES PROGRAM

Kim Meyer, MPAS, PA-C
Program Director

PROGRAM DESCRIPTION

The LSUHSC Physician Assistant program is the only such program in the LSU System. It consists of a continuous 27-month academic and clinical experience, which begins during the summer semester. Upon successful completion of the program, the graduate is awarded a Master of Physician Assistant Studies degree. The mission of the LSUHSC PA program is to train highly competent primary care physician assistants to serve the citizens of Louisiana.

The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Incorporated.

The physician assistant is a health care professional who is academically and clinically prepared to provide healthcare services with under the supervision of a doctor of medicine. The functions of the physician assistant include performing diagnostic, therapeutic, preventive and health maintenance services in any healthcare setting. Services performed by physician assistants include but are not limited to the following:

Evaluation: Initially approaching a patient of any age group in any setting to elicit a detailed and accurate history, perform an appropriate physical examination, delineate problems, and record and present the data.

Monitoring: Conducting rounds in acute and long-term inpatient care settings, developing and implementing patient management plans, recording progress notes and assisting in the provision of continuity of care in office-based and other ambulatory care settings.

Diagnostics: Performing and/or interpreting common laboratory, radiologic, cardiographic and other routine diagnostic procedures used to identify pathophysiologic processes.

Therapeutics: Performing routine procedures such as injections, immunizations, suturing and wound care, managing simple conditions produced by infection or trauma, participating in the management of more complex illness and injury, prescribing medications, and taking initiative in performing evaluation and therapeutic procedures in response to life-threatening situations.

Counseling: Instructing and counseling patients regarding compliance with prescribed therapeutic regimens, normal growth and development, family planning, situation adjustment reactions and health maintenance.

Referral: Facilitating the referral of patients to the community's health and social service agencies when appropriate.

The first 12 months of the curriculum includes intensive didactic education taught by the LSUHSC faculty of Basic and Clinical Sciences and Allied Health Professions. The clinical phase of the program includes 15 months of clinical rotations throughout the State of Louisiana. Upon graduation from the Physician Assistant program, graduates are eligible for licensure as a Physician Assistant by state licensing boards and are also eligible to take the Physician Assistant National Certification Examination (PANCE).

COMPETENCIES FOR PROGRAM COMPLETION

Upon completion of the PA Program, graduates should understand and be able to meet the Competencies for the Physician Assistant Profession as published jointly by the AAPA and NCCPA. These include:

Medical Knowledge

Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Physician assistants are expected to:

- understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- identify signs and symptoms of medical conditions
- select and interpret appropriate diagnostic or lab studies
- manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities
- identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
- identify appropriate interventions for prevention of conditions
- identify the appropriate methods to detect conditions in an asymptomatic individual
- differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data
- appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis
- provide appropriate care to patients with chronic conditions

Interpersonal & Communication Skills

Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must dem-

onstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
- appropriately adapt communication style and messages to the context of the individual patient interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- apply an understanding of human behavior
- demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
- accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

Patient Care

Patient care includes age-appropriate assessment, evaluation and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient- centered care
- demonstrate caring and respectful behaviors when interacting with patients and their families
- gather essential and accurate information about their patients
- make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- develop and carry out patient management plans
- counsel and educate patients and their families
- competently perform medical and surgical procedures considered essential in the area of practice
- provide health care services and education aimed at preventing health problems or maintaining health

Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- responsiveness to the needs of patients and society
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- self-reflection, critical curiosity and initiative

Practice-Based Learning and Improvement

Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- obtain and apply information about their own population of patients and the larger population from which their patients are drawn
- apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- apply information technology to manage information, access online medical information, and support their own education
- facilitate the learning of students and/or other health care professionals
- recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

Systems-Based Practice

Systems-based practice encompasses the societal, organizational and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part. Physician assistants are expected to:

- use information technology to support patient care decisions and patient education
- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide more effective, efficient patient care
- use the systems responsible for the appropriate payment of services

MINIMUM REQUIREMENTS FOR ADMISSION

Admission to the Physician Assistant program is on a competitive basis. Satisfactory completion of the minimum requirements identified below is required. Strong preference is given to applicants who are or will be Louisiana residents one year prior to the first day of class in May of each year. Meeting the following requirements does not guarantee an interview and/or admission into the program.

Prerequisite Courses

Anatomy - human or comparative with a lab (or part I of A&P only if A&P II is also taken)..... 4

Physiology - general or human (or A&P II - 4 credits only if A&P I is also taken)..... 3

Microbiology - must be at or above a sophomore level (200 or 2000 level)..... 4

Chemistry - general or inorganic or organic with labs..... 8

Junior or senior level Biology electives - course must have a BIO course name and number.... 8

Statistics - bio, psyc, math or business course number..... 3

Medical Terminology..... 3

- Prerequisite coursework must be completed before the student begins the program. Evidence of this is due in the Office of Student Affairs by May 15, following the application deadline. All credit hours must be obtained from an accredited college or University. If an applicant is accepted to the program and fails to successfully complete their prerequisite course work before their class begins, they will forfeit their slot in that class. They will be required to reapply for admission if desired.

- At the time of application, applicants must have a minimum cumulative undergraduate grade point average of 2.9 (based upon 4.0) for an application to be considered. All undergraduate courses taken (including repeated courses), except those in which grades of "W" are recorded, are included in the computation of the GPA, regardless of policies of the sending institution.

- Applicants must have obtained a minimum of 80 hours of medical experience dealing directly with patients before the application deadline. The PA program must be able to be verbally confirm the hours with an institutional representative or individual with whom the experience was obtained. The program strongly recommends that a portion of these hours be spent shadowing more than one practicing physician assistant. The PA program does not arrange for shadowing experiences for prospective applicants.

- The sum of the applicant's verbal and quantitative GRE score must be 800 or greater. There is no minimum writing score, but a score higher than 4.0 is advised.

- As admission to the Physician Assistant program is highly competitive, a significantly higher overall GPA may be required in order for an applicant to be selected for the interview process. Though there is no minimum prerequisite Math/Science GPA, it is computed and weighed in admission decisions.

- Applicants must be able to master certain technical standards (visual, motor, communication and behavioral skills) that can be found in this section and application materials.

- Some applicants are invited for an interview. Those invited for interviews will be expected to have a basic understanding of the duties and responsibilities of a physician assistant.

- An essay, a group activity, or other written work may be required in conjunction with and on the same day as the interview.

- Due to the variety of education programs and curriculum, the LSUHSC Physician Assistant program avoids awarding credit for any courses previously taken at other Physician Assistant or Allied Health programs. This includes medical school coursework. The only exception occurs if the student has attended an Allied Health program at this institution (LSUHSC - Shreveport) within the last 24 months. In this instance, credit received for similar course work may be granted at the discretion of the program director.

- Due to the wide variety of experiential learning that can occur prior to admission and the program's emphasis on producing a product geared toward Primary Care medicine, the LSUHSC Physician Assistant program avoids awarding credit or advanced placement for any previous work or job experience. In general, all course work must be completed, without exception. This is true also of prerequisite course work.

METHOD OF APPLICATION

Procedures for applying to the Master of Physician Assistant Studies program are as follows:

1. Application materials may be obtained by downloading them from our website at www.medcom.lsuhscshreveport.edu/ah.
2. Application materials will be available late June through October for the class entering each summer.
3. All materials must be completed and returned to the Office of Student Affairs by October 30. (This is not a postmark deadline!)
4. Applications will be evaluated based on GPA, math/science GPA, GRE verbal score, GRE quantitative score, GRE writing score, application quality, healthcare experience quality and quantity, and essay.
5. Generally, all applicants will be notified in writing of their application status by December 15th.
6. Interviews are held during December and January. Due to the large number of applicants interviewed, alternative interview times are difficult to schedule and might not be available.
7. An admission committee makes decisions regarding student admissions. This committee consists of program faculty and administrators. The program director and Dean of the School of Allied Health Professions approve the final decision of the admissions committee. Once the final decision has been made and approved by the program director, the committee's disposition will be mailed to all interviewees before the end of March.
8. Applicants who receive an offer of admission are expected to notify the program in writing, of their acceptance of the offer. The deadline for this will be delineated in the notification of acceptance. Any applicant who fails to respond by the deadline will forfeit their slot.
9. Applicants who are not accepted into the program are welcome to contact the program after April 1st to set up a counseling time if they wish to discuss ways in which they may improve themselves for future applications. Suggestions given at these sessions are not a guarantee of future acceptance.
10. Accepted applicants will be required to pass a criminal history background check and a drug screening prior to enrolling into the program.
11. Each accepted applicant must sign a copy of the Technical Standards and return them to the program acknowledging their intent and ability to abide by them.

ADVISING FOR POTENTIAL APPLICANTS

The Physician Assistant program offers individual counseling sessions throughout the year. These appointments are offered with various program faculty members. To schedule a date and time, please contact the program director at (318) 813-2921. Information sessions are given at the program and are open to the public. These are scheduled approximately twice a year. Notices of dates and times are on the website. Attendance at these sessions is not required for admission. However, attendance is suggested to ensure the applicant is up-to-date on changing prerequisites and requirements. The applicant is held responsible for knowing program prerequisites and requirements.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

The following requirements pertaining to the status of satisfactory academic progress apply to students enrolled in the Physician Assistant program.

1. Maintain a grade point average that is consistent with the graduate scholastic standards of the School of Allied Health Professions.
2. All didactic courses must be taken in the sequence found elsewhere in this description. All didactic course work must be successfully completed before the student may move into the clinical year.
3. A student must also successfully complete a summative evaluation that tests their didactic knowledge and clinical skills knowledge before progressing to the clinical year. This exam can be written, oral, practical, or a combination of the three and is administered at the end of the didactic year.
4. The program does not offer remediation for its didactic courses. During the didactic year, the program considers the course work in each didactic semester to be absolute prerequisites to courses offered in successive semesters. Therefore, if an unacceptable grade is recorded in any didactic course, the student must

satisfactorily complete the remediation plan designed by program faculty as outlined in the PA student handbook prior to continuing in the program sequence. This remediation plan will require the student to repeat most, or all, of the program curriculum from the beginning.

5. A policy regarding the Clinical Year is made available to students before they embark on their clinical rotations. If an unacceptable grade is earned in a clinical rotation, the rotation must be repeated. This will inevitably delay completion of, and graduation from, the program.
6. If an unacceptable grade is earned in the clinical preceptorship, it must be repeated before completion of the program. The student must take responsibility for setting up a new preceptorship. As the preceptorship occurs at the end of the clinical phase, this will inevitably delay completion of, and graduation from, the program.
7. As a requirement for accreditation, every student must successfully complete a summative evaluation in the summer semester prior to graduation. The summative evaluation tests their didactic and clinical knowledge. This exam can be written, oral, practical, or a combination of the three.
8. All courses including those designated as didactic, clinical and preceptorship may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the school.
9. Students are subject to scholastic probation and dismissal based on GPA requirements set forth for graduate students in the School of Allied Health Professions. Students on scholastic probation are not eligible for graduation from the program.
10. Students dismissed from the program must reapply to the program to be considered for readmission. Readmission and conditions of readmission are at the discretion of the program director.

In order to achieve the status of satisfactory academic progress, the student must meet the following minimum standards:

1. Satisfy the scholastic requirements listed above and in the SAHP general section of this catalog/bulletin.
2. Satisfactorily complete the required number of credit hours per semester established by the Program.

The Program will review students' academic progress after completion of each semester. Names of those students who have not yet achieved the status of satisfactory academic progress will be forwarded to the Director of Financial Aid for appropriate action. Students in this category may request that their progress by reevaluated more than once per academic year.

Appeals may be made in accordance with procedures set forth in the section of the catalog/bulletin entitled Student Academic Appeals.

SCHOLASTIC REQUIREMENTS

1. The minimum scholastic requirement for course work is a grade of "C" or better. In courses designated "Pass/Fail", a grade of "Pass" is required to maintain good academic standing.
2. A minimum semester and cumulative professional GPA (for course work taken at LSUHSC) of 3.0 must be maintained.

TECHNICAL STANDARDS OF THE PHYSICIAN ASSISTANT PROGRAM

In addition to proven academic ability and other relevant personal characteristics, the LSUHSC Shreveport School of Allied Health Professions, Physician Assistant Program expects all applicants for admission to possess and be able to demonstrate the skills, attributes and qualities set forth below without unreasonable dependence on technology or intermediaries. If accommodations are needed by a student in order to perform the technical standards, he or she must notify the Office of Student Affairs after being accepted into the program.

Physical Health: A physician assistant student must possess the physical health and stamina needed to carry out the program of medical education.

Intellectual Skills: A physician assistant student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. A physician assistant student must have the intellectual ability to solve problems. A physician assistant student must possess the ability to comprehend three-dimensional and spiral relationships.

Motor Skills: A physician assistant student must have sufficient use of motor skills to carry out all necessary procedures, both those involved in learning the fundamental sciences and those required in the hospital and clinical environment. This includes the ability to participate in relevant educational exercises and to extract information from written sources.

Communication: A physician assistant student must have sufficient use of the senses of speech, hearing and vision to communicate effectively with patients, teachers and peers in both oral and written forms.

Sensory Abilities: A physician assistant student must have sufficient use of the senses of vision, hearing, touch and smell to observe effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavioral Qualities: A physician assistant student must possess emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature, ethical and responsible manner. A physician assistant student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. A physician assistant student must possess appropriate motivation, integrity, compassion and a genuine interest in caring for others.

COURSE DESCRIPTIONS FOR DIDACTIC YEAR COURSES

ANAT 6522 Human Anatomy. 5 credits. Lecture/lab course covering cell, tissue, organ, and body systems structure, and dissection of human cadavers with emphasis on structure and function.

PHYSIO 6523 Human Physiology. 4 credits. Lecture based course covering physiology of the cell, tissue, organ and body systems with emphasis on physiological changes associated with selected pathological conditions.

PYAS 6550 Patient Evaluation. 2 credits. Lecture/lab course for in-depth instruction in medical history taking. Learners will practice soliciting, organizing, and interpreting the entire medical history from patients of all ages, cultures, socioeconomic levels, and disabilities.

PYAS 6551 PA Professions. 1 credit. An introduction to the Physician Assistant profession including the origin of the PA concept, PA profession and LSU PA program history, PA development, PA practice laws and future trends in the PA profession.

PYAS 6554 Pathology. 2 credits. Lecture based course that centers around the study of disease, its causes, mechanisms and effects on the body with emphasis on how disease manifests clinically.

PYAS 6552 Clinical Diagnostics. 3 credits. Lecture/lab course with three components: radiologic study ordering and

interpretation, ECG ordering and interpretation, and laboratory study ordering, performance, and interpretation. This course provides skills in ordering and interpreting lab values from chemistry, hematology, immunology, microbiology, parasitology, virology, genetics, and mycology testing. Basic ECG and x-ray interpretation skills are introduced in preparation for clinical externships.

PYAS 6553 Physical Diagnosis. 3 credits. Lecture/lab course building on skills learned in Patient Evaluation and teaching physical examination and documentation on patients of any age, disability, culture, or socioeconomic level. Hands on patient learning will occur throughout the course.

ANAT 6533 Neuroanatomy. 3 credits. Lecture/lab course that presents a study of anatomy of the central and peripheral nervous systems with emphasis on structures commonly involved in pathological conditions resulting paralysis, incoordination, or loss of function.

PYAS 6555 Clinical Medicine I. 7 credits. Lecture/lab course (part 1 of 2) that covers the principles of evaluation and management of general medical conditions in a systems-based approach. Discussions incorporate prerequisite and co-requisite knowledge of pathophysiology, patient evaluation, and diagnostic medicine in order to reach appropriate patient assessments.

PYAS 6556 Clinical Medicine II. 8 credits. Lecture/lab course providing a continuation of Clinical Medicine I. The principles of evaluation and management of general medical conditions are studied in a systems-based approach. Discussions incorporate prerequisite and co-requisite knowledge of pathophysiology, patient evaluation, and diagnostic medicine in order to reach appropriate patient assessments.

PYAS 6557 Pharmacology. 6 credits. Lecture based course that presents basic pharmacology principles with emphasis on drug classification, mechanism of action, utilization, medication selection, and side effects in the treatment of disease processes. Lectures focus on the clinical pharmacologic treatment of disease processes.

PYAS 6558 Clinical Practice Issues. 2 credits. Lecture based course that covers appropriate use of International Classification of Diseases (ICD) and Current Procedural Terminology (CPT) coding of patient encounters, obtaining hospital credentials and privileges, adherence to state and national laws and guidelines related to clinical practice, and professionalism.

COURSE DESCRIPTIONS FOR CLINICAL YEAR COURSES

PYAS 6559-6561, 6564-6568, 6571-6574 Clinical Externship. 3 credits each. 12 clinical rotations each 4 weeks in length. Externships consist of clinical experience in a variety of clinical settings. This practicum is designed to provide clinical reinforcement of the didactic curriculum content presented during year one of the student's education. Students are expected to integrate didactic knowledge and clinical experience in the development of clinical competencies that are expected of program graduates. Externships also provide the students with an opportunity to understand healthcare finance, medico-legal issues, professionalism, interpersonal communication, and other principles inherent in the patient-healthcare provider relationship. Students can expect clinical experience in the following disciplines: Family Medicine, Internal Medicine, Pediatrics, Prenatal Care and Gynecology, General Surgery, Emergency Medicine, Radiology and Psychiatry/Behavioral Medicine. Students will also have the opportunity to choose three different elective rotations to explore subspecialty medicine and surgery. The Physician Assistant program offers its clinical courses through affiliated hospitals that are public and private institutions located throughout the state. A complete list of these affiliations is posted on the LSUHSC legal affairs website.

PHYSICIAN ASSISTANT CURRICULUM SEQUENCE

	Hours
Summer I Semester (First Year)	
ANAT 6522 Human Anatomy	5
PHYSIO 6523 Human Physiology	4
PYAS 6550 Patient Evaluation	2
PYAS 6551 PA Professions	1
	12
Fall I Semester (First Year)	
ANAT 6533 Neuroanatomy	3
PYAS 6552 Clinical Diagnostics	3
PYAS 6553 Physical Diagnosis	3
PYAS 6554 Pathology	2
PYAS 6555 Clinical Medicine I	7
	18
Spring I Semester (First Year)	
PYAS 6556 Clinical Medicine II	8
PYAS 6557 Pharmacology	6
PYAS 6558 Clinical Practice Issues	2
	16
Summer II Semester (Second Year)	
PYAS 6559 Clinical Externship	3
PYAS 6560 Clinical Externship	3
PYAS 6561 Clinical Externship	3
PYAS 6562 Research Methods I	1
PYAS 6563 Seminar	1
	11
Fall II Semester (Second Year)	
PYAS 6564 Clinical Externship	3
PYAS 6565 Clinical Externship	3
PYAS 6566 Clinical Externship	3
PYAS 6567 Clinical Externship	3
PYAS 6568 Clinical Externship	3
PYAS 6569 Seminar	2
PYAS 6570 Research Methods II	2
	19
Spring II Semester (Second Year)	
PYAS 6571 Clinical Externship	3
PYAS 6572 Clinical Externship	3
PYAS 6573 Clinical Externship	3
PYAS 6574 Clinical Externship	3
PYAS 6575 Clinical Ethics	1
PYAS 6576 Seminar	2
PYAS 6577 Research Methods III	2
	17
Summer III Semester (Third Year)	
PYAS 6578 Masters Project	3
PYAS 6579 Preceptorship	6
	9
Total hours for degree	102

FAMILY MEDICINE

This block of time can encompass both inpatient and outpatient duties encountered in a Family Medicine setting. Students will be expected to demonstrate ability to elicit and record necessary data for a comprehensive patient work-up, the ability to order necessary diagnostic studies, formulate a patient management plan for patient problems, and the ability to counsel patients and/or their caregivers/guardians on health maintenance matters. Students should expect to

care for patients ranging from infants to senior adults. Students may be located in rural and/or urban environments.

INTERNAL MEDICINE

This block of time can encompass both inpatient and outpatient duties encountered in an Internal Medicine setting. Students will be expected to demonstrate ability to elicit and record necessary data for a comprehensive patient work-up, the ability to order necessary diagnostic studies, formulate a patient management plan for patient problems, and the ability to counsel patients and/or their caregivers/ guardians on health maintenance matters. Students should expect to care for patients ranging from young adults to senior adults. Students may be located in rural and/or urban environments.

PEDIATRICS

This block of time can encompass both inpatient and outpatient duties encountered in the care of newborn to teenage patients. Students will be expected to demonstrate ability to elicit and record necessary data for a comprehensive patient work-up, the ability to order necessary diagnostic studies, formulate a patient management plan for patient problems, and the ability to counsel patients and/ or their parents on health maintenance matters. Students may be located in rural and/or urban environments.

PRENATAL CARE AND GYNECOLOGY

This block of time can encompass both inpatient and outpatient duties encountered in the care of healthy female patients in pre-, peri- and post-maternity states. Students will be expected to demonstrate ability to elicit and record necessary data for a comprehensive patient work-up, the ability to order necessary diagnostic studies, formulate a patient management plan for patient problems, and the ability to counsel patients on health maintenance matters. Students may be located in rural and/or urban environments.

GENERAL SURGERY

This block of time can encompass both inpatient and outpatient duties encountered in a surgical environment. Emphasis is on surgical treatment of various conditions and necessary pre- and post-operative care required in these patients. Students will be expected to assist in all operative procedures and duties delegated by the supervising surgeon. Students may be located in rural and/or urban environments.

EMERGENCY MEDICINE

This block of time encompasses duties one would encounter in an active emergency department. Emphasis is placed on learning and performing procedures required in the emergency setting and the necessity of rapid evaluation of emergency patients. Students may be located in rural and/or urban environments.

RADIOLOGY

This block of time requires the student to actively participate in the interpretation of imaging studies of all organ systems. Students may also participate in radiologic procedures and interventional radiology.

PSYCHIATRY

This block of time can encompass both inpatient and outpatient duties encountered in a psychiatry and/or behavioral medicine environment. Emphasis is on primary healthcare and mental healthcare for those carrying DSM-IVR diagnoses.

SELECTIVE ROTATIONS

These blocks are chosen by the student from subspecialties of Internal Medicine or Pediatrics such as cardiology, endocrinology, gastroenterology, intensivist specialties (MICU), or urology. The student must choose two different disciplines. The student will be assigned a geographic location based upon the current availability of clinical sites.

ELECTIVE ROTATIONS

This block may be chosen by the student from any discipline of medicine. It must be different from any other discipline they will take, including required and selective rotations. It is recommended that the student use this time to complete a well-rounded clinical experience. The student will be assigned a geographic location based upon the current availability of clinical sites.

PYAS 6563, 6569, 6576 Seminar. 2 credits. One seminar course is taken each semester of the clinical (second) year of PA school. This discussion-based course meets one day each month when students return from clinical externships. Students present clinical cases, reflect on clinical experiences, and prepare for the next clinical experience.

PYAS 6575 Clinical Ethics. 1 credit. This is an in-depth discussion-based course covering medical ethical principles and issues.

PYAS 6562 Research Methods I. 1 credit. This course is designed to increase student proficiency in searching and interpreting medical literature in preparation for the capstone project. Each learner will be assigned a mentor for the Research Methods course sequence to individually assist in research skill development.

PYAS 6570 Research Methods II. 2 credits. This course directs the topic selection, approval, and initial literature search for the Capstone project.

PYAS 6577 Research Methods III. 2 credits. In this course learners will continue their capstone project by analyzing literature and formulating conclusions and recommendations for evidence-based practice in the evaluation and management of the disease studied.

PYAS 6578 Master's Project. 3 credits. This course provides opportunity for completion of the capstone project that was initiated in Research Methods I and II. The conclusion of the project will evaluate the sum of the literature to make recommendations regarding the application and utility of the information in an evidence-based practice. The project must be presented to the class and faculty orally and must be submitted in a written form of publishable quality.

PYAS 6579 Preceptorship. 6 credits. A clinical externship intended to be completed in the practice setting of a prospective physician employer. The preceptorship may be fulfilled in a discipline of the student's choosing after approval by the program. Duties may include extended clinical care hours, emergency and hospital call, and community responsibilities as deemed appropriate by the supervising physician.

PYAS 6580 Independent Study. 1-3 credits. An elective independent study course in which the physician assistant student will pursue a topic relevant to their current course of study. Students are assigned a faculty mentor to work with on the study.

PHYSICIAN ASSISTANT PROGRAM EXPENSES

The Physician Assistant student may have additional expenses that are not required by other Allied Health programs. This includes, but is not limited to, the cost of certain required medical instruments, the cost of housing for 4-8 week rotations throughout Louisiana, exam fees and fees for membership to professional organizations such as the American Academy of Physician Assistants and the Louisiana Academy of Physician Assistants.

PHYSICAL THERAPY

Sharon Dunn, Ph.D., PT, OCS
Program Director

The Program in Physical Therapy currently offers an entry level Doctor of Physical Therapy (DPT) degree program for persons interested in becoming a physical therapist. Students planning to apply to the entry-level program should consult the Program in Physical Therapy website at www.medcom.lsuhscshreveport.edu/ah for the most current information pertaining to the program format and application process.

Students desiring to apply to the program are strongly urged to attend one of the Informational Sessions, which are held several times a year on the Shreveport LSUHSC campus. Interested students should contact the Program to find out the dates of the Informational Sessions or visit our website at www.medcom.lsuhscshreveport.edu/ah.

The entry level program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). The DPT curriculum consists of nine consecutive semesters of full-time didactic and clinical course work, which begin in the summer term.

Upon satisfactory completion of the curriculum, the student may take the licensing examination to practice physical therapy and apply for full membership in the American Physical Therapy Association.

SCHOLASTIC REQUIREMENTS

See the general section of the School of Allied Health Professions in this catalog for graduate scholastic requirements. Appeals may be made in accordance with the procedures set forth in the section of this catalog/bulletin entitled, “Student Academic Appeals.” Further academic requirements for students enrolled in the Program are outlined in the Program in Physical Therapy Policy Statement. In order to be eligible to continue enrollment in the curriculum, the student must satisfy all School, Departmental, and Programmatic academic requirements.

REQUIREMENTS FOR ADMISSION

Admission to the Entry-level Doctor of Physical Therapy degree program is competitive and preference is given to Louisiana residents. In order to be considered for admission, the applicant must:

1. Satisfactorily complete (grade of “C” or better) the following courses prior to the summer term for which the student is applying:

Prerequisite Courses

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English Composition ---------------------------- 6
 Technical Writing or Exposition --------------- 3
Chemistry ------------------------------------- 8
 (Laboratory based for science majors)
Biology / Zoology ----------------------------- 8
 (Laboratory based for science majors)
Physics --------------------------------------- 8
 (Laboratory based for science majors)
Advanced Biology ------------------------------ 3
 (Recommended: Histology, Cell Biology)
Anatomy --------------------------------------- 3
 (Recommended: Human Anatomy)
Physiology ------------------------------------ 3
 (Recommended: Human Physiology)
Mathematics ----------------------------------- 6
 (Algebra level or above)
Psychology ------------------------------------ 6
 (Recommended: Abnormal Psychology, Growth
 and Development)
Statistics * ---------------------------------- 3
 (Behavioral or Experimental)
Computer Science ** --------------------------- 3
 (Microcomputers, Programming)
Public Speaking ------------------------------- 3
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* Credits in Statistics may be used to meet Math requirements if taught in the Math Department.

** Credits in Computer Science above the Algebra level may be used to meet additional Math credits (if taught in Math Department) or Statistics requirement (if both Statistics and Computer Science are included in the course).

Note: The Program in Physical Therapy is not obligated to accept challenge credits in lieu of prerequisite courses.

2. Complete 60 clock hours of practical experience in physical therapy under the direct supervision of a licensed physical therapist by the time of application. Additional hours are suggested;
3. Hold a baccalaureate degree from a fully regionally or nationally accredited college or university by the date of expected matriculation into the Program in Physical Therapy;
4. Have a grade point average (GPA) of 3.2 or above in all undergraduate science courses. However, the grade trend of the applicant will be considered;
5. Submit scores from the general (verbal, quantitative, and written assessment portions) Graduate Record Examination (GRE), with a combined score of 800 (verbal + quantitative).

Acceptance is competitive and satisfaction of basic requirements does not guarantee admission. The admissions committee considers science grade-point average, quality of courses taken, GRE scores, documented experience in physical therapy, and interviews. The Program selects applicants it considers most qualified for the study and practice of physical therapy.

Admission requirements may change from year to year as modifications occur in the Program. Applicants are strongly urged to contact the Program annually to avoid the risk of not meeting admission requirements in the expected time frame.

TECHNICAL STANDARDS

The following technical standards are set forth so that the student will understand the essential eligibility requirements for participation and progression in the physical therapy curriculum. Standards cover interpersonal skills, communication, psychomotor skills, and cognitive skills. The ability to observe, evaluate, and treat a patient independently, while ensuring patient safety at all times is an expectation of the Program in Physical Therapy.

The purpose of this policy is to ensure that all physical therapy students are able to provide swift, safe, and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the technical standards of their positions with or without reasonable accommodation.

Technical Standards:

The following list of examples is not inclusive but merely provides examples:

Observation:

- Independently, the student must be able to observe a patient accurately. Assess gait deviation of patient 10 feet away.
- Observe patient's response, diagnosis, pallor, grimacing.
- Determine pressure ulcer stage and depth.
- Read degrees of motion on a goniometer.

Communication:

- Utilize verbal and nonverbal communication with patients and

care givers. Elicit information from patients and care givers for written history.

- Explain treatment procedures.
- Demonstrate exercise programs.
- Document client responses in the medical record.
- Establish rapport with the patient, caregivers, and colleagues.
- Apply teaching and learning theories and methods in health care and community environments.

Sensorimotor:

- Safely, reliably, and efficiently perform physical therapy assessments and treatments.
- Respond to a timer, emergency alarms.
- Discern breath sounds.
- Practice in an ethical and legal manner.
- Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, skin integrity, joint motion, wound status, coordination, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages, exertion of torque for manual muscle test grading, push/pull forces.
- Move from place to place and position to position.
- Perform physical therapy procedures with speed, strength, and endurance for handling self, classmates, and patients.
- Simultaneously, physically support activities and observe a patient with a disability.
- Coordinate verbal, manual, and gross motor skills.
- Perform gait assessment on level surfaces, outdoor terrain, curbs, steps, ramps.
- Assist with bed mobility and transfers from supine to sit, and sit to stand.
- Administer balance training, cardiopulmonary resuscitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, cardiopulmonary rehabilitation, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping and draping techniques, and dependent patient transfers.

Intellectual / Conceptual:

- The student must be able to problem solve rapidly and have the ability to learn and reason, and to integrate, analyze, and synthesize data concurrently in a multitask setting.
- The student must be able to comprehend three-dimensional relationships and understand the spatial relationship of structures.
- The student must be able to participate in scientific inquiry process.

The following list of examples is not inclusive but merely provides examples:

- Determine the physical therapy needs of any patient with a dysfunction.
- Demonstrate ability to apply universal precautions.
- Identify cause and effect relationships.
- Perform physical therapy differential diagnosis.
- Interpret patient responses.
- Make appropriate modifications to evaluations and treatment. Determine realistic short and long term goals for the patient.
- Recognize the psychological impact of dysfunction and disability.
- Integrate the needs of the patient and caregiver into the plan of care.
- Develop hypotheses; perform literature and clinical research; perform statistical analyses, develop discussion and conclusions.

Judgment:

- Students must be able to practice in a safe, ethical, and legal manner.
- Students must be able to respond to emergencies.
- Students must demonstrate management skills including planning, organizing, supervising, and delegating.

The following list of examples is not inclusive but merely provides examples:

- Complies with the American Physical Therapy Association Code of Ethics.
- Abides by LSU Health Sciences Center School of Allied Health Professions Policy & Procedures on Academic Misconduct.
- Complies with Louisiana State Board of Physical Therapy Examiner Practice Act and Rules and Regulations.
- Modifies procedures in a manner that is appropriate to the patient's status and desired goals.

Behavioral / Social:

- Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment, and the prompt and safe completion of all responsibilities.
- Students must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress.
- Students must possess empathy, integrity, and concern for others.

The following list of examples is not inclusive but merely provides examples:

- Assess a learner's ability to perform tasks. Identify cognitive and emotional needs of self and others.
- Establish rapport.
- Interact with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Demonstrate responsibility for lifelong professional growth and development.
- Overriding Behaviors Policy: Students must demonstrate professional behaviors, interpersonal skills and safety concerns.

DOCTOR OF PHYSICAL THERAPY PROFESSIONAL ENTRY LEVEL CURRICULUM

Summer Semester (First Year)

		Hours
ANAT 6522	Human Anatomy	5
PHYSIO 6523	Human Physiology	4
PHTH 7550	Functional Anatomy	1
		10

Fall Semester (First Year)

ANAT 6533	Neuroanatomy	3
PHTH 7551	Research I	1
PHTH 7552	Clinical Decision-making	3
PHTH 7553	Differential Diagnosis	4
PHTH 7555	Introduction to Patient Care	3
PHTH 7556	Clinical Procedures	1
PHTH 7567	Neuroscience I	2
		17

Spring Semester (First Year)

PHTH 7557	Biomechanics and Ergonomics	3
PHTH 7558	Clinical Orthopaedics	3
PHTH 7559	Research II	1
PHTH 7560	Evaluation of Patients with Locomotor Dysfunction	2
PHTH 7561	Physical Agents and Mechanical Modalities	3
PHTH 7562	Evaluation and Management of Patients with Musculoskeletal Disorders	3
PHTH 7563	Clinical Externship I	1
		16

Summer Semester (Second Year)

PHTH 7564	Manual Therapy I	2
PHTH 7565	Physiological Adaptation to Exercise and Nutrition	3
PHTH 7566	Research III	1
PHTH 7568	Clinical Externship II	1
PHTH 7554	Principles of Laboratory and Radiological Medicine	2
PHTH 7591	Therapeutic Exercise for Mobility, Function, and Performance I	1
		10

Fall Semester (Second Year)

PHTH 7569	Clinical Electrophysiology	3
PHTH 7570	Prosthetics and Orthotics	2
PHTH 7571	Evaluation and Management of Patients with Cardiopulmonary Disorders	2
PHTH 7572	Neuroscience II	3
PHTH 7573	Physical Therapy Across the Lifespan	3
PHTH 7574	Manual Therapy II	2
PHTH 7575	Clinical Externship III	1
		16

Spring Semester (Second Year)

PHTH 7576	PT Intervention for Selected Medical Conditions	3
PHTH 7577	Research IV	2
PHTH 7578	Pharmacology	2
PHTH 7579	Wellness	3
PHTH 7580	Evaluation and Management of Patients with Disorders of the Integumentary System	2
PHTH 7581	Neuroscience III	3
PHTH 7582	Clinical Externship IV	1
PHTH 7583	Educational Theory	2
		18

Summer Semester (Third Year)

		Hours
PHTH 7584	Women's Health	2
PHTH 7585	Business Administration and Marketing	3
PHTH 7586	Research V	1
PHTH 7590	Educational Practice	2
PHTH 7592	Therapeutic Exercise for Mobility, Function, and Performance II	1
		9

Fall Semester (Third Year)

PHTH 7587	Clinical Internship I	10
		10

Spring Semester (Third Year)

PHTH 7588	Clinical Internship II	10
		10

Any Semester

PHTH 7589	Independent Study	up to 3 cr

DEGREE TOTAL----------116-119

The following list of examples is not inclusive but merely provides examples:

Professional Behavior:

- Abides by APTA Code of Ethics and Standards of Practice.
- Self-evaluates/critiques own performance.
- Follows state practice act.
- Utilizes own resources before asking for help.
- Abides by institutional policies and procedures.
- Seeks constructive criticism for self -improvement.
- Projects professional image.
- Attends professional meetings.
- Utilizes feedback to modify behavior and for self-improvement.
- Accepts responsibility for actions and outcomes.
- Asks pertinent questions.
- Able to focus on tasks at hand without dwelling on past mistakes.
- Seeks assistance of instructor and/or peers to gain a better understanding of concepts learned.
- Sets up own schedule, sets priorities, and meets external deadlines.
- Identifies and utilizes resources for learning.
- Puts new information into practice.
- Collaborates with others.
- Accepts that there may be more than one answer to a problem.
- Coordinates schedule with others.
- Offers own thought and ideas.
- Sets realistic goals.
- Sets personal and professional goals.
- Keeps commitments.

Safety:

- Identifies and addresses potential and actual safety hazards.
- Reports unsafe conditions to appropriate personnel.
- Is able to assess physical and cognitive limitations of self and others and request assistance as necessary.
- Determines safety and operational status of equipment.

- Selects treatment interventions considering safety of patient at all times.
- Does not select treatment interventions in which: patient's, own, or others' safety is compromised
- Modifies evaluation and treatment based on patients' signs, symptoms, and response to treatment. Modifies: when safety of patients, others, or self is compromised; patient's discomfort exceeds levels necessary for procedure; patient's assistance is necessary, and he/she is no longer able to assist; equipment becomes faulty; procedure is not yielding results necessary for evaluating patient's physiologic, neuromuscular, and skeletal problems.

Communication and Interpersonal Skills:

- Demonstrates understanding of basic English (verbal and written) and writes legibly; uses correct grammar, accurate spelling, and expression.
- Recognizes voice quality and avoids vocal distractors; (e.g., song-singing, sighing, uh).
- Maintains eye contact.
- Summarizes verbal or written message clearly and concisely.
- Presents verbal or written messages with logical organization and sequencing, using accurate professional and/or lay terminology.
- Gives feedback constructively.
- Respects personal space of patients and others.
- Takes responsibility for mistakes and apologizes.
- Recognizes worth and dignity of each person as demonstrated in the following manner:
- Exhibits caring, maintains confidentiality; modifies response when appropriate; exhibits courtesy by using polite language; listening without interrupting; tone of voice, body language, and verbal expression.
- Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, and the institution.
- Evidences loyalty by supporting the institution in a positive way to peers, staff, and others.

Students are expected to demonstrate overriding behaviors in all courses and clinical experiences. Overriding behaviors will be assessed as part of all didactic courses, lab sessions, lab practical, and clinical science experiences. As students participate in the education program, academic and clinical faculty and the student's adviser will document problems that arise in overriding behaviors. The student will be given opportunities to demonstrate modifications of his/her behavior and faculty will assist where possible to facilitate strategies for this development.

When behaviors do not meet acceptable standards, depending on the nature and severity of the infraction, one or more of the following actions may be taken at the discretion of the Physical Therapy Program faculty:

Notify the student about inappropriate behaviors first orally, and then with a written warning. Problem behaviors will be discussed with the student's faculty adviser. If inappropriate behaviors are cited on subsequent occasions, faculty will discuss the incident at faculty meetings for action. Clinical or academic faculty may require remedial action on the part of the student as a contingency to continuing in the program or passing the course. The faculty may terminate a student from the program because of failure to meet the standards of the overriding behaviors in the academic or clinical settings.

STUDENT EMPLOYMENT STATEMENT

Due to the demands of the curriculum, students are discouraged from seeking outside employment.

METHOD OF APPLICATION

Accepted applicants are enrolled once a year in the summer term. The New Orleans and Shreveport programs have separate admissions. Prospective students may apply to one or both of the programs. If a student desires to apply to both programs, he/she must submit an application to each program.

Note: See "GENERAL ADMISSIONS POLICIES" of the School of Allied Health Professions for further requirements and procedures relating to admissions.

Application procedures are as follows:

1. In late June of the year prior to the date of desired admission, download an application packet from our website at www.medcom.lsuhscshreveport.edu/ah.
2. Submit the application packet by November 15.
3. Students interested in applying to the program are strongly urged to contact the program and to attend an Informational Session. Sessions are held several times each summer. Interested students should contact the Program to find out the dates of the Informational Sessions or visit our website at www.medcom.lsuhscshreveport.edu/ah.

CURRICULUM

The calendar of scheduled classes for the Program in Physical Therapy may vary from the School of Allied Health Professions calendar published elsewhere. Students should contact the Program Director for information concerning dates of holidays, the beginning/ending of the semester, and when classes begin/end, etc. The Program curriculum may change as modifications occur.

All courses in each semester are prerequisite for the following semester and for continued enrollment except those indicated as electives.

All courses are graded on a letter grade basis except for the Clinical Practice, Clinical Externship, and Clinical Internship courses (which are graded on a Pass/Fail basis).

Coding for the professional courses in physical therapy is as follows: PHTH: Doctor in Physical Therapy; ANAT: Anatomy; and PHYSIO: Physiology.

Clinical Affiliations

The Program affiliates with numerous clinical sites throughout the United States. Students in the program are provided with lists and information regarding approved clinical sites prior to clinical assignments.

Note: In addition to fees and costs for required items listed in the sections on HEALTH SCIENCES CENTER FEES AND TUITION and ADDITIONAL EXPENSES of the School of Allied Health Professions, students enrolled in Clinical Procedures courses who study at off-campus locations will incur further expenses, which should be anticipated.

COURSE DESCRIPTIONS

ANAT 6522 Human Anatomy. 5 Credits. A lecture and laboratory course which focuses on cell, tissue, organ and body system structures, and human cadaver dissection with emphasis on structure and function of neuromuscular and skeletal systems.

PHYSIO 6523 Human Physiology. 4 Credits. A lecture and laboratory course that focuses on the physiology of cell, tissue, organ, and body systems with emphasis on physiological changes associated with selected pathological conditions. Laboratory demonstrations focus on observation and measurement of function in the body systems.

PHTH 7550 Functional Anatomy. 1 Credit. A lecture and laboratory course in which students receive instruction in

arthrokinematics and biomechanical principles and theories. Emphasis is placed on surface palpation and kinesiology.

ANAT 6553 Neuroanatomy. 3 Credits. A study of the central and peripheral nervous systems with an emphasis on normal structure, function and neuronal connections.

PHTH 7551 Research I – Principles of Scientific Inquiry. 1 Credit. The first of five sequential courses designed to develop in the student those skills necessary to utilize and apply in practice current information from peer-reviewed literature; and to prepare the student to participate in clinical and/or experimental research activities. Emphasis in this course is on library science, levels of research, application of statistics, and critical reading of literature related to physical therapy practice.

PHTH 7552 Clinical Decision-making. 3 Credits. A critical exploration into basic legal, ethical, and psychosocial issues, which arise with delivery of health care such as confidentiality, informed consent, and health policy issues pertinent to physical therapy. In addition the student examines the standards that guide the profession and cultural, social, and psychological issues that influence clinical decisions.

PHTH 7553 Differential Diagnosis. 4 Credits. This course provides the foundation for all other systems-focused courses. The underpinning is provided with pathology and epidemiology. Students learn the principles of a screening examination and performance of a variety of tests and measures for the specific purpose of establishing a physical therapy diagnosis toward which treatment can be directed. Emphasis is placed on the ability to differentially diagnose, recognize conditions requiring referral, and engage in critical thinking skills.

PHTH 7554 Principles of Laboratory and Radiological Medicine. 2 credits. A study of basic laboratory and radiological findings that are pertinent to the physical therapy management of patients with a variety of diagnoses. Emphasis is placed on use of these tools in determining the appropriateness of physical therapy intervention.

PHTH 7555 Introduction to Patient Care. 3 Credits. A course of study which introduces basic clinical skills fundamental to physical therapy practice including patient interview skills, positioning, transfers, vital signs and manual muscle testing.

PHTH 7556 Clinical Procedures. 1 Credit. A laboratory course with focused clinical experiences throughout the semester with emphasis on practicing introductory patient/client-related skills and application of material presented in all concurrent courses.

PHTH 7557 Biomechanics and Ergonomics. 3 Credits. A study of biomechanics and how the science applies to normal human movement and common dysfunctions manifested following pathological, traumatic, or developmental insults. The relationships between changes in tissue and concomitant biomechanical adaptations are explored. Ergonomic relationships are presented as related to home, work, and play environments and activities.

PHTH 7558 Clinical Orthopedics. 3 Credits. A lecture and laboratory course that focuses on etiology, diagnosis, surgical management, and physical therapy intervention for a broad variety of musculoskeletal conditions.

PHTH 7559 Principles of Research II. 1 Credit. A continuation of research I with an emphasis on research design and synthesis of information for literature review.

PHTH 7560 Evaluation of Patients with Locomotor Dysfunction. 2 Credits. A lecture and laboratory course dealing with developmental, normal and pathologic gait. Focus is on diagnostic skills, using a variety of experimental and clinically applicable tests and measures.

PHTH 7561 Physical Agents and Mechanical Modalities. 3 Credits. A course of study dealing with operational physics, physiological action, and rationale for the use of various physical and mechanical agents such as light, sound, heat, cold, traction and compression.

PHTH 7562 Evaluation and Management of Patients with Musculoskeletal Disorders. 3 Credits. A course of study that examines the role of physical therapists in the evaluation and management of a variety of musculoskeletal conditions. Students learn to develop exercise programs that are tailored to patient needs and diagnoses.

PHTH 7563 Clinical Externship I. 1 Credit. (Previously termed Clinical Practice I) Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of professional behavior, communication skills and the practice of skills acquired during previous and concurrent semester courses.

PHTH 7564 Manual Therapy I. 2 Credits. The first of two courses addressing techniques of manual therapy in the management of musculoskeletal disorders. The primary emphasis in this course is on general principles of mobilization and treatment of peripheral joint and temporomandibular problems.

PHTH 7565 Physiological Adaptation to Exercise and Nutrition. 3 Credits. A lecture and laboratory course that focuses on principles of exercise, body composition analysis, strength and endurance training, and exercise prescription and how the body physiologically adapts in a variety of situations. Principles of nutrition and physiological response to changes in diet are also addressed.

PHTH 7566 Principles of Research III. 1 Credit. This third of five sequential research courses emphasizes application of skills covered in Research I and II, and includes development of a written research proposal in preparation for data collection and interpretation. Research design, data-collection, measurement, and analysis and interpretation of results are expanded upon. Issues related to tests and measurements in physical therapy practice will also be presented.

PHTH 7567 Neuroscience I. 2 Credits. A lecture and laboratory course that introduces selected neurologic disorders, examination of the neurologic system, diagnostic criteria, etiology, epidemiology, prognosis and clinical manifestations. Emphasis will be placed on clinical manifestations and their correlating neuroanatomical structures and functions. Relevance to physical therapy practice will also be covered.

PHTH 7568 Clinical Externship II. 1 Credit. (Previously termed Clinical Practice II) Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of skills acquired during previous and concurrent semester courses.

PHTH 7569 Clinical Electrophysiology. 3 Credits. A lecture and laboratory study of advanced concepts of electrophysiological evaluation and management techniques in physical therapy practice. The student develops skills necessary to apply and supervise safe application of electrotherapy.

PHTH 7570 Prosthetics & Orthotics. 2 Credits. An introduction to the evaluation and management of patients requiring orthotic or prosthetic interventions. Related topics include: etiology

and presentation of upper and lower extremity dysfunction, management of the diabetic foot, amputation, and the role physical therapy in an interdisciplinary orthotic/prosthetic clinic model. Emphasis is on evaluation, prescription, and pre- and post-device training; limited experiences in fabrication or splinting may be included.

PHTH 7571 Evaluation and Management of Patients with Cardiopulmonary Disorders. 2 Credits. A course of study that builds upon material presented in **Physiological Adaptation to Exercise and Nutrition**. Emphasis is placed on selection and performance of appropriate tests and procedures, which meet the standards of Physical Therapy management in cardiac and pulmonary disorders.

PHTH 7572 Neuroscience II. 3 Credits. A lecture and laboratory course that introduces the foundations of motor control and motor learning. The conceptual framework will be presented including the issues, theories, recovery of function and the framework for clinical practice as it relates to physical therapy practice will be covered.

PHTH 7573 Physical Therapy Across the Lifespan. 3 Credits. A course of study that addresses physical therapy intervention for individuals from birth into the geriatric years. Normal and abnormal development will be presented utilizing a variety of current models including systems, ecological, and dynamic action. Assessment and management strategies appropriate to the stage of development will be presented from a systems perspective.

PHTH 7574 Manual Therapy II. 2 Credits. A continuation of the study of principles learned in Manual Therapy I. The emphasis in this course is on techniques utilized in spinal mobilization.

PHTH 7575 Clinical Externship III. – 1 Credit. (Previously termed Clinical Practice III) Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of skills acquired during previous and concurrent courses.

PHTH 7576 PT Intervention for Selected Medical Conditions. 3 Credits. A lecture and laboratory course which addresses evaluation and management of patients with a variety of physical problems including spinal cord injury, stroke, traumatic brain injury, and other neuromusculoskeletal disorders. Psychological aspects of disease and disability are also presented.

PHTH 7577 Research IV. 2 Credits. This fourth of five sequential research courses emphasizes collection and interpretation of data in preparation for scholarly presentation.

PHTH 7578 Pharmacology. 2 Credits. A study of pharmacological agents and their effects on the musculoskeletal and neuromuscular system. Particular emphasis is placed of recognition of adverse reactions and side effects of various drugs.

PHTH 7579 Wellness. 3 Credits. Students examine various wellness models and the role played by physical therapists in coordinating wellness programs. A critical study to contemporary wellness protocols is conducted.

PHTH 7580 Evaluation and Management of Patients with Disorders of the Integumentary System. 2 Credits. A lecture and laboratory course that examines principles of burn and wound management including skills in debridement and dressing selection and application.

PHTH 7581 Neuroscience III. 3 Credits. A laboratory/case based course that integrates the motor control and motor learning techniques to cases pertinent to physical therapy. Specific techniques for consciousness, attention, stability, mobility and integration toward function will be presented with application to various diagnostic groups for management of tone, improvement of coordination, integration of sensorium and reflex integration.

PHTH 7582 Clinical Externship IV. 1 Credit. Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of skills acquired during previous and concurrent courses.

PHTH 7583 Educational Theory. 2 Credits. An overview and application of principles of learning in a variety of environments including classroom, laboratory and clinical settings.

PHTH 7584 Women's Health. 2 Credits. An examination of physical therapy issues related to specific concerns of women including pregnancy, post-partum conditions and urological rehabilitation.

PHTH 7585 Business Administration and Marketing. 3 Credits. A study of health care delivery and how the physical therapist can function effectively in the healthcare marketplace in a variety of settings. Tools for the ethical marketing of a physical therapy practice are also presented.

PHTH 7586 Research V. 1 Credit. The final segment of the research sequence where students formalize findings from their research and present both a comprehensive paper and platform or oral presentation.

PHTH 7587 Clinical Internship I. 10 Credits. A fifteen-week block of full time clinical practice in one or more settings. The practicum is designed to provide clinical reinforcement of the curriculum content presented during the two years of study.

PHTH 7588 Clinical Internship II. 10 Credits. A fifteen-week block of full time clinical practice in one or more settings. The practicum is designed to provide clinical reinforcement of the curriculum content presented during the two years of study and permit students to select an area of specialized interest in which to improve selected clinical skills.

PHTH 7589 Independent Study. 1-3 Credits. (elective) This course allows students to pursue a topic related to physical therapy beyond that covered in the graduate curriculum. Satisfactory completion of the course requirement will be accomplished through individualized, self-directed study. The topic will be based on student preference and faculty approval. A faculty advisor and the student will jointly determine goals, objectives and evaluation methods. May be repeated for credit with change in topic and permission of the Department Head. (Offered in all semesters)

PHTH 7590 Educational Practice. 1-2 Credits. Application of principles learned in PHTH 7583, Educational Theory. Students gain practical experience as a teaching assistant under faculty supervision.

PHTH 7591 Therapeutic Exercise for Mobility, Function, and Performance I. 1 Credit. This course will provide physical therapy students with the basic concepts and principles that guide the development and progression of appropriate therapeutic exercise interventions of patients and clients across the lifespan to remediate movement dysfunction.

PHTH 7592 Therapeutic Exercise for Mobility, Function, and Performance II. 1 Credit. This course will provide physical therapy students with the basic concepts and

principles that guide the development and progression of appropriate therapeutic exercise interventions of patients and clients across the lifespan to remediate movement dysfunction.

DEPARTMENT OF CLINICAL SERVICES

CHILDREN'S CENTER

DAVID L. IRWIN, Ph.D., CCC-SLP
Professor and Head of the Department and Director of Children's Center

The Department of Clinical Services assists and advocates for children and adults with special developmental, educational, or health needs and their families in achieving their fullest potential. The Children's Center interdisciplinary professional team implements clinical assessment, intervention, and advocacy services for children and families; provides clinical instruction and technical assistance to schools and other community providers; and participates in investigations of program efficacy. The Children's Center is dedicated to collaborating with others in the community, region, and state in developing and implementing community-based systems and supports to optimize children's futures. The Faculty Practice Clinic has faculty in the School of Allied Health Professions provide evaluation and treatment services for children and adults presenting a wide-range of medical and non-medical conditions.

The goals of the Department of Clinical Services are to:

- Provide interdisciplinary evaluations for children at risk for, with suspected, or with known special needs in development, education, mental health, or complex health function, incorporating best practices into the evaluation process.
- Include intensive, child specific collaboration with schools and families and follow-up activities in evaluation activities.
- Network with families and community agencies serving young children to implement results-focused intervention plans in natural environments.
- Provide consultative services and technical assistance to early childhood programs and educational agencies regarding best practices for children with special needs.
- Provide assistance to local education agencies in development and implementation of individualized education programs and individualized family service plans.
- Provide home-based and center-based training and counseling for parents and families.
- Continue research in areas related to children and families with special needs.
- Provide didactic and clinical teaching opportunities at graduate and undergraduate levels related to model programming for children with special needs.
- Provide high quality, community-based services for adults and children in the Faculty Practice Clinic in the School of Allied Health Professions

INTERDISCIPLINARY EVALUATION PROGRAM

The Children's Center, within the DCS, provides comprehensive interdisciplinary evaluations. These services are available to children throughout the State of Louisiana and the Ark-La-Tex. Children are referred by LSUHSC-S pediatricians, school system personnel, private pediatricians and allied health professionals, and by parents. Evaluations address the Louisiana Pupil Appraisal Handbook and can include interventions within the school setting as indicated by those guidelines. Interdisciplinary teams are constituted according to the child's individual needs, and these teams can include the following disciplines: medicine, psychology, marriage and family therapy, physical therapy, occupational therapy, speech/language therapy, audiology and education. The assessment teams also provide augmentative communication and assistive technology assessment and consultation. State of the art, family friendly arena assessments are implemented for younger children. Appointments are made by calling 318-813-2960 or visit the website at www.medcom.lsuhscshreveport.edu/ah and click on "Children's Center". Self-pay and third-party reimbursements are accepted within applicable guidelines.

INTERDISCIPLINARY THERAPIES OR INTERVENTION

The Children's Center interdisciplinary professional team also provides services to children experiencing frequently occurring childhood behavior and/or learning disorders. This aspect of Children's Center services provides assessment and diagnosis, school consultation, parent education, and community education opportunities, as well as limited treatment options for the target population. Children considered appropriate for this program demonstrate signs of learning disorders (such as dyslexia), attention and/or behavioral problems severe enough to impair function in school and home settings.

EARLY INTERVENTION SERVICES

Members of the clinical faculty provide direct intervention services to infants, toddlers, and preschool aged children. The DCS is a provider of early intervention services with the EarlySteps program, Department of Health and Hospitals. Individual and small group speech therapy, occupational therapy, physical therapy, and family counseling services are provided to children and families with established needs. Services are provided in the natural environment when possible. The Department collaborates with faculty from Mollie E. Webb Speech and Hearing Center and other Departments in the School of Allied Health Professions in order to provide these services.

PROFESSIONAL TRAINING PROGRAM

The Professional Training Program is coordinated with all service programs of the Department of Clinical Services. Education is provided to graduate and undergraduate students within departments of the School of Allied Health Professions, students in education, psychology, social work, and special education from area colleges and universities, as well as students and residents in the School of Medicine. Additional educational experiences are offered for students enrolled in courses that require observation of or participation in clinical /assessment activities such as those provided by Center faculty. Opportunities for clinical learning experiences vary as the array of clinical services expand. Faculty are approved as Trainers for the EarlySteps program with DHH. Other faculty continue to have teaching responsibilities in Curriculum Based Assessment.

FACULTY RESEARCH

A clear research agenda has been established for Children's Center as a primary function of the Center. Research into the outcomes of NICU graduates receiving comprehensive medical and developmental follow-up is ongoing in collaboration with other faculty in the Early Intervention Institute. Collaborative research projects are being developed with the Department of Pediatrics regarding the diagnosis of children and youth with Autism Spectrum Disorder (ASD).

FACULTY PRACTICE CLINIC

The Faculty Practice Clinic, a part of the Program in Physical Therapy, has full and part-time faculty within the School of Allied

Health Professions provide evaluation and treatment services to children and adults presenting needs for physical and occupational therapy and speech-language pathology/audiology services. Referrals are received from physicians and other community-based agencies. Self-pay and third-party reimbursements are accepted within applicable guidelines. Appointments are made by contacting 318-813-2970 for physical and occupational therapy. Please call 318-632-2015 for speech-language pathology and audiology services Monday thru Friday between the hours of 8:00-4:30 p.m. Please visit the website at http://www.medcom.lsuhscshreveport.edu/ah/ and click on "Clinical Services", then "Faculty Practice Clinic".

FACULTY DEVELOPMENT / PRACTICE MANAGEMENT PROGRAM

The Faculty Development and Practice Management Program provides education and training to LSUHSC-Shreveport students and residency programs in an effort to prepare Louisiana's future healthcare providers to better understand the business of healthcare. The education provided, which includes both didactic and practical training, is designed to increase retention of Louisiana-trained healthcare providers and improve their potential for providing quality healthcare in a successful and sustainable practice. The program also provides practice management technical assistance to the DCS, as well as other clinics of LSUHSC-Shreveport and the surrounding area.

MASTER OF PUBLIC HEALTH PROGRAM

PROGRAM DESCRIPTION

The Master of Public Health Degree Program is offered by Louisiana State University Shreveport (LSUS) and the Louisiana State University Health Sciences Center - Shreveport (LSUHSC-S) and includes 48 credit hours. The curriculum is specifically designed to prepare public health graduate students for careers in a public health setting. All students complete a five course core (15 credit hours) that addresses the five areas of core knowledge identified by the Council of Education for Public Health (CEPH) as essential for all MPH students to demonstrate. An additional 21 credit hours in public health related courses are also completed. The last phase of the program consists of a practicum (3 credit hours) which students are required to complete 200 hours of practicum experience and produce a structured report that describes, analyzes; and critiques the experience. Students have the option of completing a MPH Capstone project (3 credit hours) or Master's thesis (6 credit hours). Students who choose the MPH Capstone project will complete an additional six credits of electives. Students who choose to complete a thesis may waive one elective. In both the practicum and culminating experiences, students are under the supervision and guidance of faculty and field based practitioners.

ADMISSION PROCEDURES

Students initially apply to LSUS for admission to the program. In addition to the general university requirements for admission to graduate studies, as outlined in the university catalog, an applicant for admission to the Master of Public Health Degree program must meet the following requirements for unconditional admission:

• Have earned a Baccalaureate Degree from an accredited university or college and provide-official transcripts from all undergraduate and graduate institutions

• Provide a GRE or MCAT test score taken within last five years (applicants with M.D. or Ph.D. in a health related discipline in the U.S. do not have to take the GRE).

• Students must have a GRE score of at least 1000 on the combined verbal and quantitative portions

• Scores of 550 or better on the written version, or 213 or better on the computer-based version, of the Test of English as a Foreign Language (TOEFL) for international applicants. International students whose native language is English or who have attended a college or university in the United States for at least one year are not required to submit TOEFL scores, but must have acceptable scores on the General Test section of the GRE. International students who do not have suitable scores on the TOEFL and the verbal section of the GRE must write a brief essay. If the essay does not evidence the skills necessary for graduate-level work, the essay will serve as a placement tool into a scholarly writing course that will not be counted toward a graduate degree. Students must pass this course to continue in the program.

• Submit three letters of recommendation using the standardized MPH reference form.

• Submit a typewritten, personal narrative (2-3 pages) that is a profes-

MASTER OF PUBLIC HEALTH CURRICULUM

	Hours
Fall Semester (First Year)	
PUBH 701 Intro to Public Health and Health Disparities	3
PUBH 708 Principles of Epidemiology	3
PUBH 709 Principles of Biostatistics	3
	9
Spring Semester (First Year)	
PUBH 721 Research Methods	3
PUBH 713 Health Services Administration, Health Management and Policy	3
PUBH 712 Social and Behavioral Sciences in Public Health	3
	9
Summer Semester (First Year)	
PUBH 702 Public Health Law and Ethics	3
PUBH 707 Program Planning and Evaluation	3
	9
Fall Semester (Second Year)	
PUBH 706 Public Health Nutrition	3
PUBH 710 Environmental Health	3
PUBH Elective*	3
	9
Spring Semester (Second Year)	
PUBH 703 Public Health Leadership	3
PUBH 704 Biology and Public Health	3
PUBH Elective* or 798 (Thesis I)	3
	9
Summer Semester (Second Year)	
PUBH 780 Public Health Practicum	3
PUBH 781 Capstone or 799 (Thesis II)	3
	6
Total hours for degree	48

*Electives (6 hours required): PUBH 717, PUBH 718, PUBH 714, PUBH 705 OR PUBH 720

Prerequisites: PUBH 712, PUBH 780, PUBH 781, AND PUBH 798

sional statement consistent with the mission of the program.

• A personal interview is required.

Applicants who do not fulfill the requirements for unconditional admission into the MPH program may be considered for provisional admission.

COURSE DESCRIPTIONS

Public Health Core Areas

PUBH 713 Health Services Administration, Health Management, and Policy. 3 Credits. A review of health policy and management issues and their impact on organizing, financing, and delivery of public health and medical delivery systems.

PUBH 708 Principles of Epidemiology. 3 credits. An introduction to the skills needed by public health professionals to critically interpret the epidemiologic literature. Discusses measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of data analysis.

PUBH 709 Principles of Biostatistics. 3 Credits. A focus on statistical analysis in public health and health services administration. Topics include distributions, tests of significance and confidence levels, sample situations with special attention to those occurring in health education, and behavioral sciences.

PUBH 710 Environmental Health. 3 Credits. A review of environmental risk factors of disease. Topics include community air and water pollution, occupational health, hazardous waste, pesticides and food radiation protection including approaches to assessing, controlling, and preventing these hazards.

PUBH 712 Social and Behavioral Sciences in Public Health.3 Credits. This course will provide the student with concepts of community health education, health promotion and disease prevention; their association with social, behavioral, and physical sciences in relation to health maintenance, optimal health, disease prevention.

Program Required Courses

PUBH 701 Introduction to Public Health and Health Disparities. 3 credits. An introduction to the history of public health as well as the scope of services, politics, and budget of health care agencies at the federal, state, and local levels; evaluate the value and the implications of diversity (racial, ethnic, cultural, economic, and social) and the importance of cultural competency in addressing public health issues.

PUBH 702 Public Health Law and Ethics. 3 credits. An examination of both the legal powers and ethical perspectives and duties of the state that exist to assure the conditions for people to be healthy and the limits on that power to constrain the autonomy privacy, liberty, propriety, or other legally protected interests of individuals.

PUBH 707 Program Planning and Evaluation. 3 credits. A comprehensive study and application of established models for planning, implementing, and evaluating small and large scale health programs. Includes preparation to develop and plan with a particular emphasis on evaluation of community-based public health programs.

PUBH 704 Biology and Public Health. 3 credits. A review of current research and theory from molecular biology that has important implications for the current and future approach to public health. Provides understanding of the potential applications of genetic engineering to their health specialties.

PUBH 721 Research Methods. 3 credits. An overview of qualitative and quantitative research methods and techniques used in designing and conducting health research of community-based public health programs.

PUBH 703 Public Health Leadership. 3 credits. A review of concepts and theories of leadership, to present challenges from public health practices and research, and to discover personal leadership attributes. The content will include leadership theory as it relates to the person, organization, communities, and research.

PUBH 711 Public Health Seminar. 0 credits. This course is designed to provide an opportunity for students to be exposed to current topics in public health practice and research.

PUBH 780 Public Health Practicum. 3 credits. Supervised work experience in a public health-practice setting by participation in a structured practicum experience. Students are required to complete 200 hours of practicum experience, produce a written report of the experience, and produce a structured report that describes, analyzes, and critiques the practicum experience.

PUBH 781 Capstone. 3 credits. A written research project under the supervision of a faculty committee. The project is written in traditional academic style or in a journal manuscript format.

PUBH 798 Thesis I. 3 credits. Provides students with knowledge and skills to develop research questions, conduct literature review, plan for data collection, and develop a thesis proposal.

PUBH 799 Thesis II. 3 credits. Enables students to apply methods of research to the study of Public Health issues culminating in a monograph embodying research.

Program Electives

PUBH 717 Public Health Strategic Planning. 3 credits. A review of strategic planning for public health program delivery; exploring such topics as vision and mission, program design, including goals and objectives, basic assumptions, and program evaluations including design of outcome measurements and benchmarking.

PUBH 705 Principles of Health Promotion and Intervention. 3 credits. An overview of current issues and research associated with health promotion in the community, including the workplace and focusing on implementation and evaluation of the health promotion programs.

PUBH 718 International Health. 3 credits. An introduction to public health theory and practice in the context of developing countries. Topics include public health methods for analyzing the causes and patterns of disease in populations and the types of health concerns in developing countries.

PUBH 719 Health and Diseases Across Ages. 3 credits. An examination of the major issues related to the delivery of health care services to persons with disabilities; acute and chronic conditions of all ages.

PUBH 706 Public Health Nutrition. 3 credits. An introduction to the basic nutritional needs for public health programs with examination of the role of diet, health, and disease throughout the population, including weight control and fitness issues.

PUBH 714 Empowerment through Community Health Sciences. 3 credits. An introduction to the theory and practice of community organizations, including models and strategies of community organization and their application to health problems and health policy.

PUBH 720 Geographic Information Systems (GIS) in Public Health. 3 credits. The application of GIS in their public health career. Topics covered include mapping, development of geographical datasets, and data analysis from application of GIS in different disciplines of public health.