



Louisiana Christian University Physical Therapist Assistant Program

Student Handbook 2026-2027

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Introduction

This handbook has been developed to inform stakeholders of the Physical Therapist Assistant Program of its policies and procedures concerning students. Students are encouraged to familiarize themselves with this manual. It is intended to supplement the Louisiana Christian University Catalog and Student Handbook and to provide guidelines to the students as they progress through the curriculum. The handbook will be updated as necessary.

Program History

The development of the Division of Allied Health at Louisiana Christian University including a Physical Therapist Assistant Program was initiated in an effort to address a dramatic shortage of healthcare professionals in Louisiana, especially in its rural communities, most of which had been designated Medically Underserved Areas (MUAs) and Health Professional Shortage Areas (HPSAs). This shortage was exacerbated by the effects of Hurricanes Katrina and Rita in 2005. Louisiana Christian University has been a leader in higher education for over one hundred years and through the consultation and support of the Louisiana Hospital Association (LHA), Rural Health Coalition (RHC), Louisiana Christian University Allied Health Taskforce, and health professionals across Louisiana a grant proposal was submitted and approved by the state of Louisiana. This grant gave Louisiana Christian University the financial resources necessary to develop an allied health division, the 11th Division of Louisiana Christian University, which would include a Physical Therapist Assistant program.

The program received initial accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE) in April 2010 and graduated its first class of students May 2010. Since initial accreditation, the program has continued to develop through a comprehensive assessment and revision process facilitated by program faculty in an effort to meet current expectations of the healthcare community and to incorporate current educational standards. The program's accreditation was reaffirmed by CAPTE in December 2026 through December 2036.

Program Accreditation

The Louisiana Christian University Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Relationship to Institutional Policies and Procedures

This handbook is subordinate to and consistent with the Louisiana Christian University Faculty and Student Handbooks. PTA program policies and procedures are developed to the extent that such policies and procedures are:

- Consistent with and complimentary to institutional policies and procedures
- More stringent, and not less stringent, than institutional policies and procedures
- Used to augment and not replace or serve as an alternative to policy and procedure manuals of the institution
- Used to address program specific issues not already addressed by institutional policies and procedures

Degree Awarded

Students who complete the Physical Therapist Assistant (PTA) program at Louisiana Christian University are awarded an **Associate of Applied Science Degree**.

Mission of the Institution

Louisiana Christian University is a Christ-centered community committed to academic excellence where students are equipped for the lives of learning, leading, and serving.

Mission of the Program

The mission of the Louisiana Christian University Physical Therapist Assistant Program is to provide an environment and opportunity in which the three strands of the PTA curriculum are woven into a tapestry representing the PTA career.

The strands of the tapestry are: program supports the mission of Louisiana Christian University to prepare

- **Christian Service** - *The Physical Therapist Assistant Associate of Applied Science Degree graduates for Christian service. The program seeks a diverse population of students who will utilize their talents and gifts in their growth as physical therapist assistants who reflect Christ in their work. Program faculty, through various learning experiences provided throughout the curriculum, thrives to cultivate within each student a spirit of altruism and reverence for those entrusted to their care and to serve as a Christian role model/compassionate healthcare provider to the physical therapy profession and community at large.*
- **Competencies** - *Design and delivery of the program's curriculum encourages a high standard of scholarship and clinical performance reflective of the institution's mission and heritage of academic excellence. Through facilities of the institution and clinic with emphasis on technology and communication, opportunities are provided for engagement in learning*

activities in which students acquire knowledge of physical therapy, develop clinical competencies, and gain an understanding of one's role as a PTA working under the direction and supervision of a physical therapist.

- ***Life-long education*** - *Life-long appreciation for and furthering of education within the Physical Therapist Assistant career will inspire a commitment to achievement of advanced knowledge, skills, and abilities for excellence in provision of care under the direction and supervision of a physical therapist and will assist in creating, anticipating, and responding to an evolving health care system and new responsibilities.*

Program Philosophy

The Louisiana Christian University Physical Therapist Assistant (PTA) Program subscribes to and supports the mission, philosophies, values, and goals of Louisiana Christian University and the accreditation standards established by the Commission on Accreditation in Physical Therapy Education. The Louisiana Christian University PTA faculty and students recognize the intrinsic value and right to optimal health. These rights and values are embraced in the three- fold strands of the PTA curriculum which are: Christian service, competencies relative to a Physical Therapist Assistant career, and a lifelong commitment to learning and career development. The PTA Program at Louisiana Christian University is committed to the highest standards of ethics, professionalism, and academic excellence. The stakeholders of the PTA Program believe the PTA Program must provide a variety of didactic and clinical learning experiences which support the acquisition of knowledge, skills, and behaviors necessary to practice safely and effectively under the direction and supervision of a physical therapist in order to become a vital member of the health care team.

Program Goals/Student Learning Outcomes

PTA Goal 1: Develop and maintain qualified faculty dedicated to teaching excellence and integrating faith in the classroom

PTA Goal 2: Enhance and improve student success from application to completion

PTA Goal 3: Advance academic quality and ensure a quality, relevant educational experience to prepare students for the physical therapy assistant profession

PTA Goal 4: Foster relationships with students within a community of learning involving students and faculty

PTA Goal 5: Maintain CAPTE requirements for program outcomes

Student/Graduate Goals

1. (*Communication*) Exhibit effective verbal, non-verbal, and written communication necessary to obtain as well as convey information, instruction and/or education to patients, caregivers, other members of the healthcare team, and the community.
2. (*Interventions and Accountability*) Incorporate technical skills, knowledge of physical therapy

theory, and the knowledge of the utilization of fiscal and human resources into a meaningful, effective, and accountable treatment process under the direction and supervision of the physical therapist. This process facilitates the delivery of cost-effective quality patient care and attainment of established treatment goals.

3. (*Adaptability*) Demonstrate the ability to adapt to a dynamic health care environment while remaining aware of one's responsibility and accountability to the patient, Physical Therapy profession, and the community.
4. (*Professional Role Development*) Promote awareness of his/her career role development and lifelong learning opportunities through career advancement, degree advancement, and continuing education.
5. (*Professional Practice*) Provide care as a member of the physical therapy profession within the context of a Christian philosophy and standard of ethics in the provision of health care that fosters tolerance for cultural and religious diversity and facilitates ethical choices in professional practices.
6. (*Collaboration*) Demonstrate the ability to collaborate with members of the healthcare team and others in the profession of physical therapy, to actively promote the profession and contribute to societal well-being.

*Distinguishing factor between the "student" and the "graduate" is the expectation that the student is practicing to master while graduates are expected to practice.

Program Objectives

Louisiana Christian University's PTA program is committed to students who, upon completion of the program, are able to:

Objectives for Goal 1 (Communication)

Exhibit effective verbal, non-verbal, and written communication necessary to obtain as well as convey information, instruction and/or education to patients, caregivers, other members of the healthcare team, and the community.

- A. Effectively and competently communicate both verbally and non-verbally, in a culturally sensitive manner within the client base and professional community as measured by the PTA Clinical Performance Instrument and observations conducted by instructors.
- B. Listen actively and attentively to understand what is being communicated by others in order to better respond to what is being communicated as measured by the PTA Performance Instrument and observations conducted by instructors.

Objectives for Goal 2 (Intervention and Accountability)

Incorporate technical skills, knowledge of physical therapy theory, and the knowledge of the utilization of fiscal and human resources into a meaningful, effective, and accountable treatment process under the direction and supervision of the physical therapist. This process facilitates the delivery of cost-effective quality patient care and attainment of established treatment goals.

- A. Interventions
 - 1) Review the plan of care established by the physical therapist prior to initiating interventions.

- 2) Responsibly provide directed interventions established by the physical therapist in a safe manner, minimizing risk to patients, self, and others.
- 3) Recognize when an intervention is inappropriate due to changes in the patient's status, respond appropriately and report to the physical therapist.
- 4) Provide instruction to patient/client, family members, and caregivers to achieve patient/client goals and outcomes described in the plan of care established by the physical therapist.
- 5) Follow established procedures and respond effectively to patient/client and environmental emergencies in any practice setting.

B. Accountability

Louisiana Christian University's PTA program is committed to students who, upon completion of the program, are able to:

- 1) Demonstrate an understanding of levels of authority and responsibility; planning, time management, supervisory process, performance evaluations, policies, and procedures; fiscal considerations for physical therapy providers and consumers; and continuous quality improvement as verified by program assessment activities conducted by core faculty.
- 2) Adhere to federal, state, and institutional regulations as evidenced by the PTA Clinical Performance Instrument.
- 3) Act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of Physical Therapist Assistant as evidenced by the PTA Clinical Performance Instrument.

Objectives for Goal 3 (Adaptability)

Demonstrate the ability to adapt to a dynamic health care environment while remaining aware of one's responsibility and accountability to the patient, Physical Therapy profession, and the community.

Louisiana Christian University's PTA program is committed to students who, upon completion of the program, are able to:

- A. Demonstrate ethical standards which will indicate their responsibility to client, profession, institution, and the community at large by abiding by relevant ethical codes and standards.
- B. Adhere to institutional policies and procedures which were adopted in order to provide optimal health care to clients.
- C. Identify questionable ethical situations and will report violations in a timely manner.
- D. Demonstrate citizenship and social responsibility by utilizing reporting procedures for persons dealing with physical, emotional, substance, and sexual abuse.
- E. Identify the role of social agencies and advocacy groups and mechanisms that impact legislation/regulations.

Objectives for Goal 4 (Professional role Development)

Promote awareness of his/her career role development and lifelong learning opportunities through career advancement, degree advancement, and continuing education.

Louisiana Christian University's PTA program is committed to students who, upon completion of the program, will continue:

- A. Participation in career development based on self-assessment, performance appraisals, work setting, and special interests.
- B. Immersion in physical therapy practices and research-based techniques.
- C. Participation in organizations and activities that promote physical therapy.
- D. Demonstrating reliability in meeting normal job responsibilities such as attendance, punctuality, and following directives as well as ensuring the safety, privacy, and confidentiality of patients/clients.

Objectives Goal 5 (Professional Practice)

Provide care as a member of the physical therapy profession within the context of a Christian philosophy and standard of ethics in the provision of health care that fosters tolerance for cultural and religious diversity and facilitates ethical choices in professional practices. Louisiana Christian University's PTA program is committed to students who, upon completion of the program, are able to:

- A. Place patient/client needs above PTA's self-interests by regularly displaying generosity as evidenced by the use of time and effort to meet client/patient needs and demonstrating willingness to change his/her schedule in order to meet patient needs.
- B. Exhibit care and compassion by responding to all aspects of the patient's care. (biological, cultural, and social)
- C. Demonstrate empathy and compassion in dealing with all clients.
- D. Promote active involvement of the patient in his/her care by actively listening to the individual's needs and supporting the patient's participation in physical therapy care.
- E. Identify, respect, and act with consideration in a nonjudgmental manner even when the patient/client's beliefs and values conflict with his/her system.
- F. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers, and payers as articulated in the Guide for Conduct of the Physical Therapist Assistant and the Standards of Ethical Conduct for the Physical Therapist Assistant.

Objectives Goal 6 (Collaboration)

Demonstrate the ability to collaborate with members of the healthcare team and others in the profession of physical therapy, to actively promote the profession and contribute to societal well-being.

Louisiana Christian University's PTA program is committed to students who, upon completion of the program, are able to:

- A. Describe the physical therapists and other team members' expertise, background, knowledge, and values to facilitate collaboration in the delivery of care.

- B. Participate in an APTA organization and recognizes its relationship to the physical therapy profession.

Faculty Goals

1. Faculty will engage in institutional opportunities for faculty development
2. Faculty will enhance teaching skills, techniques, and instructional methods to embrace evolving changes in higher education for student engagement in the learning
3. Faculty will advance knowledge in contemporary physical therapy practice
4. Faculty may engage in clinical practice within settings that align directly with the curriculum each faculty member is teaching
5. Faculty will participate in opportunities to develop Christian thinking and enhance faith integration
6. Faculty will demonstrate competence and compliance to meet program and curriculum needs

Admissions Policies

Admissions Criteria

The Louisiana Christian University PTA program selects a maximum of 22 students each year to enroll in the ***technical education component*** of the program (20 new applicants and 2 returning students). To ensure that the PTA program enrolls students who reflect its mission and goals, the preferred applicant to the program will give evidence of and/or demonstrate the following:

- **Successful academic record as evidence by a minimum GPA of 2.5 in all university coursework pursued and a grade of “C” or better in all prerequisite courses at the time of submission of application in February.** The courses Human Anatomy and Physiology I and II with laboratories (BI 231-234) must be taken within 5 years of application to the technical portion of the program. Applicants who have successfully completed A&P outside of the 5-year window, will be required to audit the lecture and laboratory courses to satisfy admission requirements.
- **The application average GPA in all sciences courses completed at the time of application will be factored into the overall application score as well.** Applicants must submit with the application packet official transcripts from each/every university/university attended. Due to the competitive nature of the application process, ***a higher overall GPA will garner a higher score in the GPA categories on the Selection Rating Form thereby increasing the likelihood of the applicant being accepted to the program.***
- **A record of observational/work experience that reflects a commitment to the profession of physical therapy and acquisition of knowledge related to the roles and responsibilities of the physical therapist and physical therapist assistant-** Minimum of 30 *observational* hours in **two** different settings with **two** different licensed physical therapists (total of 60+ hours of observation). ***Again, due to the competitive nature of the application process, additional hours garner a higher score on the Selection Rating Form increasing the applicant's chance of being accepted.*** Hours may be paid or voluntary and must be completed *prior* to submission of the application process and documented on ***Documentation of Observation Forms*** provided in the application packet.

- **Oral communication skills that reflect logic and clarity.** Applicants who meet the minimum criteria (minimum of 2.5 GPA with a “C” or better in all prerequisite coursework and ≥30 hours observational experience in two different physical therapy settings) ***at the time of application submission*** will be extended an opportunity to engage in the interview process. The Admissions Committee will assess the applicant’s ability to communicate orally. Interviews of qualified applicants will be scheduled with the Program’s Admissions Committee.
- **Ability to meet the essential requirements of the program.** Prospective PTA students must demonstrate, with or without appropriate academic adjustments or

reasonable modifications to policies and practices (see Disability Accommodations below), the ability to perform at least the functions listed in the **Essential Requirements Form** safely, reliably, and efficiently, in compliance with legal and ethical standards while enrolled in the technical phase of the PTA program. The PTA Program at Louisiana Christian University is in agreement with and adheres to the university's policy noted below on accommodations for individuals with disabilities:

"A student that qualifies under the Americans with Disabilities Act or Section 504 of the Re-habilitation Act of 1973 and who desires modifications or accommodations should contact the Director of the Program to Assist Student Success (PASS) at 487-7629 for information and guidance."

All students admitted to the program will be offered the opportunity and encouraged to alert faculty to any diagnosed/documented limitations that might impact their accessibility to and completion of the program. Any student who identifies or displays limitations with any of the above-mentioned skills, should work with PTA faculty to determine realistic and acceptable accommodations or ways to compensate, so that the student can have potential for success in the program. Accommodations used in the program will be structured to be consistent with situations the student could expect in the clinical work environment.

- **Personal characteristics necessary to meet the Program goals** as evidenced by **Reference Evaluation Forms** completed by 3 non-family members and Clinical Observation Forms completed by licensed physical therapists with whom hours of observation are completed.
- **Background Check and Drug Screening-** The Joint Commission, which accredits healthcare facilities across the country, enforced background screening beginning September 2004 and has set requirements for students in the healthcare field to complete the same background check as hospital employees. A criminal history may also disqualify one from becoming licensed as a physical therapist assistant in the state of Louisiana. A background investigation and drug screening must be completed prior to acceptance into the Louisiana Christian University Physical Therapist Assistant Program. Applicants are responsible for the payment of \$123.00 to cover the cost of their background investigation and drug screening which must be conducted by **CastleBranch®**. Instructions related to completion of the background check and drug screenings are provided on the program's application and a link to **CastleBranch®** is provided on the program's webpage.

Admission to Louisiana Christian University does not constitute admission to the PTA program's technical education courses. In addition to meeting general university admission requirements, meeting the admission requirements to the technical education portion of the PTA curriculum is mandatory. Applicants must submit a completed application packet including but not limited to all items noted above by the

2nd Monday of February in order to be considered for admission. Applications are available on the program's website.

Selection Process

The **goal of the admissions process** is to ensure the selection of students who exhibit both personal and academic readiness for the technical portion of the PTA program and who consistently demonstrate a commitment to physical therapist assisting as their chosen career.

The selection process occurs in two phases and is described below:

Phase 1:

Phase 1 involves verification by program faculty that the applicant meets the academic standards for the program (minimum 2.5 cumulative GPA and a grade of "C" or better in all prerequisite courses and all anatomy and physiology courses taken within 5 years of application submission) as well as the requirements related to observational experience within the physical therapy clinical environment. Applicants are required to acquire a minimum of 30 hours of observational experience in two different physical therapy settings (minimum of 60 hours total) under the direction of a physical therapist. Hours may be paid or volunteer and must be completed prior to the application process and documented on the program's Clinical Observation Forms provided in the application packet. Additional requirements for phase 1 of the program include a mandatory advising meeting (in person or through phone conversation) with a program faculty member and timely submission of a completed program application. Applicants who meet the requirements for phase 1 are allowed to progress to phase 2.

Phase 2:

During phase 2, applicants who successfully progress through phase 1 of the admissions process are interviewed by program faculty in early March. An interview score for each applicant is determined using the program's Admissions Interview Rubric which is provided on the program's website. Applicants' interview scores as well as those related to academic history (cumulative and science GPAs), observational experience (number of hours and performance ratings by the PT), and assessment of various aspects of the applicant's disposition by personal references are used to calculate the application score via the program's Selection Rating Form which is also provided on the program's website. Although a minimum GPA and number of hours of observation are required for applicants to be considered for admission, they are informed by faculty during individual advising sessions and through the program's website and application that GPAs and total number of observational hours greater than the minimum required will garner more points on the applicant's Selection Rating Form thereby increasing his/her potential for being accepted to the technical phase of the program.

No minimum application score is required in phase 1 of the process as this phase is intended to identify qualified applicants. Application scores of qualified applicants

determined through phase 2 are utilized to rank the applicants in order to select the strongest candidates for the program. Applicants with the top 20 application scores are selected to enroll in the technical portion of the program. Some applicants selected for admission are accepted provisionally if he/she is enrolled in prerequisite courses in the Spring semester. Full acceptance to the program is contingent on completion of those prerequisites with a grade of "C" or better. Individuals with the 21st and 22nd highest scores are selected as alternates to the program and will be invited to enroll in the program should any of the applicants in the top 20 who are provisionally accepted fail to meet the minimum academic requirements during the Spring semester prior to matriculation into the program. All applicants are notified in writing of program faculty's decision regarding each applicant within 2 weeks of the interview process. Applicants not accepted into the program are provided an opportunity to meet with a member of the program faculty for advising on ways to improve their potential for admission in the future.

Minimum Physical, Intellectual/Communication, and Behavioral/Emotional Standards of Performance (Essential Requirements)

Physical Therapist Assistant Program students must demonstrate, with or without appropriate academic adjustments or reasonable modifications to policies and practices (see Disability Accommodations policy above), the ability to perform at least the functions listed below safely, reliably, and efficiently, in compliance with legal and ethical standards while enrolled in the technical phase of the PTA program.

I. Physical Capabilities:

Students seeking to participate in the PTA program must:

- A. Be able to safely bend, lift, twist, push, pull, and transfer up to 200 lbs. to assist in moving a patient from one surface to another, using proper transfer techniques.
- B. Be able to move quickly in an emergency situation to protect the patient.
- C. Be able to stand for prolonged periods during didactic work (2-10 hours).
- D. Have the physical and emotional capacity to work a 40-hour week while on clinical rotations.
- E. Be able to safely and effectively resist, guide, facilitate or inhibit movement of another person's body part(s) to elicit a desired outcome.
- F. Possess the ability to occasionally push, pull, hold, manipulate, extend, rotate, kneel, and stoop in a manner necessary to safely and effectively engage in patient care activities.
- G. Have the manual dexterity to safely grasp and manipulate small objects.
- H. Be able to push and pull at least 50 pounds and manually adjust equipment found in a clinical setting.

- I. Possess the visual acuity necessary to see notes written on a whiteboard, videos, and slide show/overhead presentations, set, and read dials or displays on modality equipment, and view/observe a patient 20-30 feet away.
- J. Gather visual information from patients regarding movement, posture, body mechanics and gait to compare to normal standards as well as gather visual cues from the patient regarding tolerance of interventions.
- K. Demonstrate auditory acuity necessary to respond quickly to an auditory timer or verbal patient responses.
- L. Possess the ability to detect changes in patient's muscle tone, skin quality, joint play, temperature, and kinesthesia.

II. Intellectual and Communication Abilities:

Students seeking to participate in the PTA program must:

- A. Possess the ability to think critically in order to identify and solve problems; identify cause/effect relationships; to apply reading, lecture, and laboratory information to case study preparation, to employ effective teaching, learning and test taking strategies.
- B. Be able to collect, interpret, remember, and utilize data regarding patients to appropriately and safely make decisions in the clinical environment.
- C. Adjust the patient's daily treatment within their plan of care when necessary and report necessary changes to the supervising therapist.
- D. Follow directions accurately and efficiently, seeking clarification where necessary.
- E. Speak and express clearly in the English language; information to peers, faculty, patients, their families, and other health care providers; to explain conditions and procedures and teach home programs.
- F. Comprehend information and exercise sound judgment in the classroom and clinic.
- G. Exercise appropriate interpersonal skills to work collaboratively; interact professionally, to establish a rapport with patients, colleagues, and classmates; to resolve conflicts; with individuals from a variety of social, emotional, cultural, and intellectual backgrounds; maintain confidentiality in all interactions.

III. Behavioral and Emotional Standards:

Students seeking to participate in the PTA program must:

- A. Be flexible to adjust to a constantly changing and rigorous full-time schedule.
- B. Possess the ability to manage stress appropriately.
- C. Be able to show compassion to patients and their families regardless of their race, ethnic, or socioeconomic background and to place the patient's need above his/her own.
- D. Be able to accept and positively utilize constructive criticism.
- E. Maintain good health and appropriate hygiene.
- F. Cooperate as a team member of a team; develop positive and effective relationships with faculty, clinicians, peers, and patients.

- G. Be willing to participate in laboratory activities including but not limited to serving as simulated patient while dressed in lab attire which allows for visualization and palpation of anatomical landmarks, joints, muscles, etc.

IV. Additional Requirements upon acceptance into the technical phase of the PTA Program:

- A. Students may be required to complete one or more clinical rotations at an out-of-town site. Transportation and housing will be the responsibility of the student.
- B. Student will be required to submit to random drug screenings if program faculty deems necessary secondary to suspicious student behavior.
- C. Students must have a history and physical completed by a physician or nurse practitioner. History and physicals are offered free of charge on the Louisiana Christian University campus and can be scheduled through the Health Services office at 487-7750.
- D. In addition to the immunizations required for admission to Louisiana Christian University (MMR, varicella, tetanus), student enrolled in the PTA program are required to complete the following immunizations:
 - Hepatitis B Series with titer 3 months following last injection
 - Hepatitis B titer if series completed in the past if low must repeat the series
 - TB skin test (Annually)
 - Rubella titer
 - Varicella Zoster titer
 - Tetanus (T-dap) within in last 10 years
 - Hepatitis C titer (may be required upon individual clinical facility request)
- E. Maintenance of CPR certification throughout duration of program as evidenced by valid CPR card is required (**American Heart Association**).
- F. Successfully complete all coursework in the technical portion of the program with a grade of “C” or higher as well as comply with all other progression policies.
- G. Maintain health and professional liability insurance throughout the duration of the Program.

Students should familiarize themselves with and commit to the “Principles for Academic Success in the PTA Program” outlined in Appendix A of this handbook. All students must be prepared to invest the time and effort required to progress successfully through the program as well as to pass the National Physical Therapy Examination required for licensure. Prior to enrollment in the program, it is imperative that each student ensure that she or he has the necessary resources (e.g., time, family/friends, transportation, and finances) available in order to meet the requirements of the program.

Non-Discrimination Policy

The PTA Program at Louisiana Christian University is in agreement **with and adheres to the university's policy 801.1 noted below on non-discrimination in regard to its admissions process.**

Louisiana Christian University accepts applications for admission from students of accredited secondary schools and students transferring from accredited universities Louisiana Christian University "prohibits unlawful discrimination without regard to race, color, age, sex, national origin, disability status, genetics, protected veteran status or any other characteristic protected by federal, state or local laws."

Disability Accommodations

The PTA Program at Louisiana Christian University is in agreement with *and* adheres to the university's policy noted below on accommodations for individuals with disabilities:

"A student that qualifies under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and who desires modifications or accommodations should contact the Director of the Student Success Center (SSC) at 487-7629 for information and guidance."

All students admitted to the program will be offered the opportunity and encouraged to alert faculty to any diagnosed/documentated limitations which might impact their accessibility and completion of program. Any student who identifies or displays limitations with any of the program's required skills listed above, should work with PTA faculty to determine realistic and acceptable accommodations or ways to compensate, so that the student can have potential for success in the program. Accommodation used in the program will be structured to be consistent with situations the student could expect in the clinical work environment.

(See Appendix B: Request for Accommodations)

Curriculum Plan

The program's mission, philosophy, goals, and objectives (student learning outcomes) serve as the foundation for the curriculum plan which seeks to prepare students for their role as physical therapist assistants working under the direction and supervision of physical therapists. The curriculum is based on a 1+1 model framework. The first year of the program includes the general education (pre-requisite) component designed to provide students with foundational knowledge and skills necessary for success in the second year of the program. Year two of the program is considered the technical component and includes PTA specific didactic (lecture/laboratory) and clinical practicum courses. During this year, a typical week consists of class and lab Monday through Thursday 8:30 a.m. to 4:30 p.m. Optional open laboratory sessions are provided on Friday mornings. Students engage in full-time clinical experiences at the end of the Fall and Spring semesters and throughout the final Summer semester (3 weeks, 5 weeks, and 7 weeks).

Woven throughout the general education components of the curriculum are the elements of the program mission: Christian service, professional competencies relative to the PTA career, and life-long appreciation of learning and career development. Also embedded throughout the curriculum are themes based on the American Physical Therapy Association's *Values-based Behaviors for the Physical Therapist Assistant* that facilitate the development of PTAs with the capacity to utilize the technical skills and exhibit behaviors acquired in the program to perform Christian service in the clinical setting. Those themes include altruism, caring and compassion, continuing competence, duty, integrity, PT/PTA collaboration, responsibility, and social responsibility. To further reinforce the aforementioned themes, full-time Louisiana Christian University students are required to participate in the institution's Spiritual and Cultural Enrichment Program of the University which exists to support the total development of students, enrich learning beyond the classroom, and foster Christian community, educational experiences, fellowship, renewal, and the celebration of individual and group achievement.

Both the academic and clinical components of the curriculum focus on development of entry-level skill in all required competencies as well as a level of clinical decision making necessary to safely and effectively work as an entry-level PTA. Lecture courses convey knowledge while the laboratory portion of courses provides opportunities to apply knowledge and practice to become proficient in the performance of required assessment and intervention techniques. The clinical component of the program provides an environment for students to assimilate the knowledge and skills obtained in the didactic component of the curriculum to an actual patient with true problems in the clinical setting. The three clinical practicum courses are sequenced within the curriculum and their content organized such that students have the opportunity to practice those skills in which he/she has been assessed to be competent and safe in performing in the previous semester. The clinical component also provides students an opportunity to develop appropriate professional behaviors.

Throughout the curriculum, the themes of life-long learning and career development are emphasized. Beginning in general education courses, such as Computer Technology for Allied Health Professions and English composition, continuing through the technical portion of the curriculum, students are equipped with tools to facilitate the process of life-long learning and career development. Those tools include such things as proficiency in the use of technology for research and study to maintain and expand knowledge and skills based on evidence and for presentation development. The ability to effectively utilize self-assessments of professional core values and skills, and appreciation for involvement in professional organizations, and a desire to engage in community service are also skills and dispositions fostered throughout the curriculum. Students are made aware of obligations in terms of participation in career development activities in the course, Transition to Career. An appreciation for life-long learning and career development is further facilitated through mentoring by clinical instructors in full-time clinical learning experiences.

Students must familiarize themselves with the PTA curriculum. Louisiana Christian University PTA students pursue an Associate of Applied Science degree in Physical Therapist Assisting. The Physical Therapist Assistant Program curriculum consists of 30 hours of prerequisite or general education coursework followed by 45 hours of technical education.

Outline of PTA Curriculum

ASSOCIATE OF APPLIED SCIENCE DEGREE IN PHYSICAL THERAPIST ASSISTING TOTAL OF 75 HOURS	
General Education Courses (30 hours) Hrs Fall Semester College Connection (CC 100) 1 First Aid and CPR (HP 203)1 Composition (EN 101).....3 Human Anatomy and Physiology I (BI 231 & 232)4 Mathematics (MA 111)3 Religion (RL 105)3 Total Credit Hours for Semester 15 Spring Semester Chem Principles for Allied Health/Nursing (CH 131 &132)4 Human Anatomy and Physiology II (BI 233 & 234)4 Developmental Psychology (PY 230)3 Modern Communication (CA 150)3 Computer Technology for Allied Health (CS 140).....1 Total Credit Hours for Semester 15 Total Credit Hours for General Education 30	Technical Education Courses (45 hours)..... Hrs 1st Term Summer Term (8 weeks) Intro to Physical Therapy (PT 201)..... 2 Clinical Kinesiology and Anatomy (PT 202)..... 6 Total Credit Hours for Semester 8 Fall Semester (16 weeks) Physical Therapy Procedures (PT 203) 3 PT Intervention for the Orthopedic Client (PT 204) 5 Principles of Physical Agents and Massage (PT 205)..... 4 PTA Clinical Practicum I (3 weeks) (PT 206) 2 Total Credit Hours for Semester 14 Spring Semester (16 weeks) Clinical Neurorehabilitation/Motor Control (PT 207)..... 6 PTA Seminar (PT 208)..... 3 Path. Cardiovascular and Multisystem Involvement (PT209)..... 3 PTA Clinical Practicum II (5 weeks) (PT 210)..... 4 Total Credit Hours for Semester 16 2nd Summer Term (8 weeks) PTA Clinical Practicum III (7weeks) (PT 211) 6 Transition to the PTA Career (PT 212) 1 Total Credit Hours for Semester 7 Total Credit Hours for Technical Education..... 45

General Education Component (1st year)

The first-year general education coursework is designed to prepare program students to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills.

- **College Connection (CC100/CC 102)** is required for all students enrolling in LCU with fewer than 26 credit hours or under 23 years of age and is intended to connect them to all aspects of campus life, promote academic success at LCU, and support career goals afterward which are essential to success in the program.
- **First Aid and CPR (HP100)** is intended to enable the student to provide basic first aid care for victims of all ages. It also provides students with an opportunity to obtain certification in standard first aid and CPR which is required for enrollment in the technical portion of the curriculum and is essential for participation in clinical education.
- **English Composition (EN101)** is included as a general education course to develop the student's ability to express his or herself in written form which is essential for success in the technical education courses in the preparation of reports and presentations as well as for documentation and correspondence in a future capacity as a PTA.
- **Human Anatomy and Physiology Lecture and Lab I and II (BI231-234)** are essential general education courses as they provide students with vital foundational knowledge related to human anatomy and physiology which will be built upon throughout the technical education component.
- **Chemical Principles for Allied Health and Nursing Lecture and Lab (CH131 and 132)** is included in the general education courses as it provides foundational knowledge of biological processes discussed in the technical portion of the curriculum. It also facilitates development of strong critical thinking and study skills which are essential to student success in the technical portion of the curriculum
- **University Algebra (MA111)** is required as it also facilitates development of strong critical thinking and study skills which are essential to student success in the technical portion of the curriculum
- **Survey of the Bible (RL105)** is included as a general education course as it is a requirement in the central curriculum for all LCU graduates. It is also included in order to introduce Christian doctrine. The program seeks a diverse population of students who will share their talents and gifts in their growth as physical therapist assistants through Christian service by: developing a spirit of altruism and healing --- with reverence and love for all of life with all of those entrusted to their care; by serving as a Christian role model/compassionate health care provider to the physical therapy profession and community at large. Embedded throughout the curriculum are themes that facilitate the development of a PTA with the capacity to

utilize technical skills and exhibit behaviors developed in the program to perform Christian service in the clinical setting. Those themes include but are not limited to altruism, compassion and caring, cultural competence, integrity, and social responsibility.

- **Developmental Psychology (PY230)** is included in the general education component of the curriculum as it seeks to provide students with an understanding of the psychological development of persons through their lifespan as well as an understanding of the major theories of human development. The course also seeks to help students understand the development of the self and the social context and advance a student's ability to think analytically, logically, creatively, and critically, and utilize a variety of approaches to problem solving. Lastly, the course seeks to encourage personal development, as well as the development of skills and abilities to pursue meaningful careers, life-long learning, and service to God and others which are concepts very relevant to the program's mission. All course themes noted above assist students in being better prepared to engage in all professional relationships including the patient/PTA relationship in a meaningful and effective manner.
- **Modern Communication (CA 150)** is included in the general education component of the curriculum to facilitate development of a student's ability to communicate orally which is a vital skill in the clinical environment.
- **Computer Technology for Allied Health (CS140)** seeks to facilitate development of basic skills in the use of software applications including Microsoft Word, Excel, PowerPoint, and Access which are essential skills for success in the technical education courses as students are required to prepare various reports and presentations.

Technical Education (2nd year)

1st Term (8 weeks):

- **Introduction to Physical Therapy (PT201):** This course is designed to lay the foundation for the development of the PTA through an understanding of standards for ethical conduct and standards of practice (APTA's *Guide to PT Practice*), development of the ability to utilize appropriate medical terminology in the clinical setting, becoming proficient at documentation, acquiring the skills necessary to communicate in an effective and culturally sensitive manner in the clinical setting, and attaining the research skills necessary to remain current in the field of physical therapy and assist in the preparation of professional presentations. The concept of integration of a Christian worldview in the practice of physical therapy is explored. Students are encouraged to identify his/her personal worldview as well. (2 credit hours, 30 total contact hours)

- **Clinical Kinesiology and Anatomy (PT202):** Clinical Kinesiology and Anatomy is a *lecture and laboratory course* focused on the study of human musculoskeletal and neuromuscular anatomy with emphasis on major bones, bony landmarks, joint anatomy, and origin/insertion/action/innervations of selected muscles. Introduction to and application of physics principles, musculoskeletal anatomy, and muscle physiology to the biomechanics of human motion and normal posture/gait on a regional basis is also addressed in this course. Goniometry and manual muscle testing are introduced in the course as well. (6 credit hours, 30 lecture contact hours, 120 laboratory contact hours)

2nd Term (16 weeks- 13 weeks of Didactic and Laboratory coursework followed by 3-week Clinical Experience)

- **Physical Therapy Procedures (PT203):** Procedures in Physical Therapy is a lecture and laboratory course that focuses on the fundamentals of selected patient care activities, data collection, wound management/infection control, and environmental safety in the physical therapy setting. The course is also intended to facilitate student acquisition of entry level skills related to data collection, wound care procedures, infection control procedures, and patient handling techniques. Laboratory activities will also promote development of skills necessary to appropriately and effectively communicate with patients, family members, and/or other member of the healthcare team in regard to procedures practiced. (3 credit hour, 15 lecture contact hours, 60 laboratory contact hours)
- **PT Interventions for the Orthopedic Client (PT204):** This lecture and laboratory-based course covers the pathophysiology, etiology, clinical signs and symptoms, and medical and physical therapy management of a variety of orthopedic and soft-tissue related injuries or pathologies on a regional basis most often treated in the clinical setting. (5 credit hour, 30 lecture contact hours, 90 laboratory contact hours)
- **Principles of Physical Agents and Massage (PT205):** Physical Agents and Massage is a lecture and laboratory-based course that is intended to educate the physical therapist assistant student about a variety of physical agents/therapeutic modalities utilized in the clinical setting. The principles of physics employed as well as the indications and contraindications of each modality are discussed. Therapeutic massage is also introduced including its physiological effects, indications/contraindications, and techniques. Laboratory activities seek to promote clinical decision making and proficiency of application of various modalities and massage techniques by the student. (4 credit hours, 30 lecture contact hours, 60 laboratory contact hours)
- **PTA Clinical Practicum I (PT206) (3 weeks):** This Level I clinical experience provides supervised planned learning opportunities for students to apply basic physical therapy principles and techniques under the direction of a physical therapist or physical therapist assistant in the setting of an acute hospital, inpatient rehabilitation, or skilled nursing facility. Basic techniques include but are not limited to: patient safety, patient set up, transfer training, gait training, measuring

vital signs, administration of modalities, assessing range of motion and muscle strength, instruction on therapeutic exercise, and proper documentation in the medical charts. Through reflective journaling, students will be challenged to identify how his/her personal value system/worldview facilitates conduct that reflects practice standards that are legal, ethical, and safe and delivery of care in a compassionate and altruist manner in the clinical environment. (*120 clinical hours*)

3rd Term (16 weeks-11 weeks of didactic and laboratory coursework followed by 5-week clinical experience)

- **Clinical Neurorehabilitation and Motor Control (PT 207)** Clinical Neurorehabilitation and Motor Control is a two-part lecture/laboratory course. Part one links the structure and function of the central, peripheral, and autonomic nervous systems with functional aspects of human movement and posture and discusses the influences of neurological pathways on muscle tone, sensation, reflexes, coordination, and balance. Part two of the course involves application of the knowledge acquired in part one to the treatment of patients with selected neurological conditions. Laboratory activities will focus on instruction in, and practice of interim assessment and treatment techniques commonly utilized by the licensed PTA in the treatment of patients with selected neurological pathologies. Case studies will also be utilized in the laboratory setting to facilitate critical thinking in the selection and implementation of appropriate interim assessments and/or therapeutic interventions. (*6 credit hours, 45 lecture contact hours, 90 laboratory contact hours*)
- **PTA Seminar (PT208):** PTA Seminar is a course designed to introduce students to a variety of topics and areas of treatment including but not limited to amputation, prosthetics, orthotics, burns, geriatrics, women's health, aquatic therapy, examination of functional status, PTA in the home health setting, examination of the environment, and physical therapy's role in prevention, health, and wellness. Students utilize knowledge obtained in the course to develop and implement a prevention program within the community. (*3 credit hours, 45 lecture contact hours*)
- **Pathology of Cardiovascular and Multisystem Involvement (PT209):** This course focuses on principles and techniques of therapeutic exercise in the management of patients with various cardiovascular, pulmonary, and other chronic disease processes with emphasis on the application of selected exercise interventions. Patient/family involvement and education to facilitate functional outcomes is also addressed. (*3 credit hours, 30 lecture contact hours, 30 laboratory contact hours*)
- **PTA Clinical Practicum II (PT210) (5 weeks):** This course is a supervised learning experience in a selected physical therapy setting in which previously taught information is integrated under the supervision of clinical physical therapist or physical therapist assistant. This course is designed to teach students the necessary skills for physical therapy patient care and to build on the skills and knowledge learned in PTA 206. These skills include but are not limited to active, passive, and resistive exercise programs, as well as continued practice in the delivery of

modalities, gait training, transfer training, proper documentation, and overall patient safety. Students will also learn the fundamentals of clinical education by providing an in-service to the therapy staff on a topic that is agreed upon by the student and clinical instructor. Through reflective journaling, students will be challenged to identify how his/her personal value system/worldview facilitates conduct that reflects practice standards that are legal, ethical, and safe and delivery of care in a compassionate and altruist manner in the clinical environment. Students will also begin to engage in preparation for the program's comprehensive exit exam and/or the NPTE during the course. (200 clinical hours)

4th Term (8 weeks- 7-week clinical experience followed by 1-week didactic coursework)

- **PTA Clinical Practicum III (PT211) (7 weeks):** This course is a supervised learning experience in a selected physical therapy setting in which previously taught information is integrated under the supervision of clinical physical therapist or physical therapist assistant. This course builds on the skills learned and exercised in PTA 210. This course focuses on the collection and interpretation of clinical data and includes exposure to various testing devices and treatments for balance, coordination, and strength. Students are expected to adjust patient treatment plans based on the test results and to communicate these to the clinical instructor for the purpose of modifying the treatment plan. The student will also provide daily patient and caregiver education as related to treatment as well as provide an in-service to the therapy staff on a topic that is agreed upon by the student and the CI. Through reflective journaling, students will be challenged to identify how their personal value system or worldview facilitates conduct that reflects practice standards that are legal, ethical, and safe and delivery of care in a compassionate and altruist manner in the clinical environment. Students will also continue to engage in exam preparation activities. (280 clinical hours)
- **Transition to the PTA career (PT212) (1 week):** This course is designed to further facilitate students' transition from the academic setting to the clinical environment as a member of the healthcare team. *Transition to Career as a PTA* expounds on topics introduced in the course, *Introduction to Physical Therapy* including utilization of the APTA's *Guide to Physical Therapist Practice*, Louisiana Physical Therapy Board's Practice Act, and APTA's *Standards of Ethical Conduct for the Physical Therapist Assistant*. Preparation for the PTA NPTE will be incorporated in the course as well. Students will be encouraged through reflection and discussion, to identify the impact of his/her worldview on future work as a PTA. Students will also be provided the opportunity to explore avenues of career development, ways to contribute to the profession, and opportunities for life-long learning. The program's comprehensive exit exam is administered as part of this course; students who are unsuccessful on the NPTE in July will be required to take and successfully pass the exit exam. (1 credit hour, 15 lecture contact hours)

Louisiana Christian University PTA program reserves the right to revise the curriculum and educational policies for continued development of a program of academic excellence.

At the beginning of each course, students are provided with a syllabus which includes but is not limited to a course description with objectives, attendance requirements, teaching methods, content outline, learning activities, assessment methods, and grading scale.

Progression Through the Program

The PTA Program is designed to be completed by one student cohort per year in lockstep fashion, beginning to end, according to a preset schedule. Satisfactory progression with the cohort is necessary to maintain one's position in the program.

Satisfactory progression through the program is dependent upon compliance with the following objectives:

- 1) **Students must conform to the Code of Student Conduct** as stated in the Louisiana Christian University Student Handbook, PTA Student Behavioral Expectations, as outlined on pages 30-33 of this handbook, as well as the Standards of Ethical Conduct for the Physical Therapist Assistant set forth by the American Physical Therapy Association (**Appendix C, Standards of Ethical Conduct**). Students who fail to display the desired disposition outlined by the PTA Student Behavioral Expectations will be subject to disciplinary action at the program and/or divisional level. Students must also comply with all institutional and program policies related to academic integrity. Disciplinary action will be determined based on the nature and severity of the violation and may include dismissal from the program (See section on PTA Student Behavioral Expectations for specific policy on discipline). Those students found to be in violation of the Louisiana Christian University Code of Student Conduct shall be subject to disciplinary procedures at the institutional level as well.
- 2) **Earn a grade of "C" or better in all didactic courses within the technical component of the program as well as score $\geq 77\%$ on all practical examinations in order to progress through the program.**
 - a) Students must **be assessed as being safe and competent in all required skills in order to be allowed to progress from the didactic portion of the curriculum to the clinical practicum courses each semester.** The Student Competency and Safety Skills List is a comprehensive list of all skills that students are required to perform competently and safely prior to engaging in clinical courses. The list is provided to students during the fall semester of the technical component of the program (**Appendix D: Student**

Competency and Safety Skills List). The skills list includes the critical safety elements which are mandatory elements of various skills. All skills are categorized according to the course in which students are to demonstrate competence. Students are encouraged to maintain a personal copy of the list. The program's process for determining students are competent and safe in the skills identified by the program is evolving and multi-step. The process is outlined below.

- b) An informal initial step in the verification of student competence is completion of a skills checklist based on peer review. Students are paired in the laboratory sessions in order to practice and refine specific skills. Students are advised to provide one another with sufficient feedback to facilitate progress toward competence.
- c) A student's ability to appropriately select and utilize required data collection and intervention techniques in the clinical setting is further determined through successful completion of required coursework including achievement of a grade of C or better on all practical examinations and average course grade of C or better which includes all graded assignments, written exams, and practical exams. The majority of skills in which students are required to demonstrate competency and safety are incorporated in and assessed through practical examinations. Those skills in which faculty are unable to assess through practical examinations are assessed through written examinations and assignments. Students must pass or demonstrate understanding of each skill taught during the semester including critical safety elements before being allowed to progress to the clinical education portion of the program.

3) Critical Safety Elements:

For Laboratory practical Examinations and Laboratory Checklists the following are identified as Critical Safety Elements that must be performed to avoid automatic failure of the Exam/Checklist:

- a) Introduction of oneself as an intern to the patient/gain patient consent for treatment
- b) Identification of patient by two methods (last name, last four, DOB, wristband)
- c) Patient positioning and draping
- d) Perform transfers and gait techniques with a gait belt at all times
- e) Lock wheelchair/bed; castor wheels forward on wheelchair before transfer
- f) No patient on rolling stools
- g) Sign documentation as a PTA student

In addition to critical safety elements listed above, critical elements specific to course content have been identified for individual courses. All critical safety elements for a

course are included on the course syllabus provided to students at the beginning of each semester.

****Failure to comply with all critical safety elements involved in performance of individuals skills will result in automatic termination of the practical examination. Students will receive remediation and will be allowed to retake the exam. Also, if a student fails to achieve a score of 77% or greater on the practical examination, he or she will receive remediation and re-test. On the second attempt, the maximum score that can be earned is 85%. If the critical safety elements are not complied with or the students achieve a score that is less than 77% on the second attempt, the student will be provided remediation and a third and final attempt with a maximum score of 77%. Should the student fail to comply with the critical safety elements or score below 77% on the third and final attempt, he/she will fail the course with a grade of "F" and will not continue in the technical program. Please see the dismissal policy in this handbook.**

4) Earn a grade of "C" or better in all Clinical Practicum courses (see the Clinical Handbook for clinical grading procedures)

5) Complete a program exit exam or successfully pass the National Physical Therapy Examination (NPTE). Program students are required to complete all program coursework successfully and pass a program exit exam scheduled in PT 212 to graduate. All students are required to register and sit for the NPTE in July of the final semester. Students who pass the NPTE in July will be exempt from the program exit exam scheduled in PT 212 Transition to Career. Students who do not meet the minimum required threshold for passing the NPTE in July will be required to successfully complete the program exit exam in the capstone course PT 212 Transition to Career. In an effort to ensure students maximally prepare for the second attempt of the NPTE and graduate from the LCU PTA Program, students taking the exit exam should focus on scoring at or above the mean score for all candidates nationwide taking the Scorebuilders On-line Advantage: academic version. Students will be notified prior to administration of the examination as to the current average for all candidates/required threshold. **Passing the program's comprehensive exit exam does not guarantee success on the NPTE.** It is the graduate's responsibility to continue to prepare for the NPTE following graduation to ensure his/her own success. Students who are required to take the exit exam due to failure of the NPTE will receive a grade based on their

performance which will be factored into the overall grade for PT 212 (see PT 212 syllabus).

Upon student request, individual student performance analysis for the exit exam will be utilized to guide remediation efforts by faculty for those students who fail to meet the required threshold on the first attempt. Those students who do not meet the minimum score will be assisted in formulation of an individualized study plan (remediation agreement) and will also be provided appropriate remediation by program faculty. Program faculty will be available to the student to address questions related to specific content during the period of remediation; however, it is the responsibility of the student to adhere to the plan.

Dismissal/Withdrawal from the Program

If a student withdraws from a course for any reason or is dismissed from the program secondary to academic or clinical deficiencies (fails to attain at least a C- 77% in a program didactic course or is unsuccessful on a third attempt to pass a skills practical examination, or consistently demonstrates unsafe behavior in the clinical environment) the student may petition in writing for permission from the PTA Program Director to reapply for the next cohort. Re-admission is not guaranteed as only two seats in each cohort are reserved for returning students.

Students dismissed from the program who choose to reapply must submit a written request to return to the program director and meet with program faculty to identify areas of weakness in order to develop a plan of action to enhance his/her potential for future success in the PTA program as well as the profession of physical therapy. The plan of action may include but may not be limited to acquisition of additional observational hours in a specific clinical area, documentation of self-assessment/personal reflection, completion of assignments relevant to the student's identified area of weakness, and/or auditing of previously passed program courses to reinforce the student's knowledge base. The plan of action is formulated into a student-faculty agreement containing all specified student objectives, required actions, deadlines, and faculty assessments. The signed agreement is maintained in the student's file in the PTA program office. The two students who progressed farthest through the technical education phase of the program will be given priority readmittance (though not guaranteed) to the program contingent upon he/she satisfying all requirements outlined in the student-faculty agreement as assessed by program faculty. Upon reentry into the program, the student must retake the course previously failed as well as audit all other program courses.

There will be only **one** opportunity for re-admittance into the PTA program following withdrawal from or failure of a course. Failure of a clinical internship is treated as a failed class and therefore the above process will apply. Repeating and auditing courses may have financial aid implications. Students dismissed from the program due to an academic

deficiency in a single course will be allowed to remain in and complete the other didactic courses for that semester. Upon dismissal from the program on the student's second and final attempt, they will be referred to the Office of Student Development for career testing to determine more suitable major.

Students dismissed from the program due to the aforementioned conditions will be notified in writing by the Program Director immediately following posting of final grades or upon an unsuccessful third attempt of a practical examination. Students have a right to file a final grade appeal according to the *Academic Appeals Procedure* outlined in the ***Louisiana Christian University Student Handbook***.

Upon submission of final grades to the Office of the Registrar following the Fall and Spring semesters, the program director will submit names and ID numbers for program students who failed a didactic course in the semester and will not be permitted to progress to the Clinical Practicum course for the given semester. The Director of the Business Office will reimburse the student the tuition for the Clinical Practicum course. The Office of the Registrar will also be notified that the student will not be allowed to enroll in the Clinical Practicum in order to ensure the course does not appear on the student's transcript.

Graduation Requirements

- A. Completion of all required coursework with a minimum grade of a "C" in each course
- B. Minimum cumulative grade point average of 2.0
- C. Earn a passing score on the program's exit exam (PT212) or successfully passing the NPTE in the last summer semester.
- D. Satisfy all Spiritual and Cultural Enrichment requirements as mandated by the institution and the program

Academic Advising

Each student is assigned a faculty advisor in the PTA program. The advisor will assist the student in planning schedules, identifying prerequisites, and understanding the curriculum. The student cannot register for courses without the signature of an advisor. Each student will be advised prior to pre-registration. Students on academic probation or those performing poorly in a program technical education course are responsible for ***monthly compulsory advising*** with program faculty (See section on Student Retention). All students are encouraged to consult the Program Director whenever an academic need arises.

Student Retention

Louisiana Christian University, as an institution, and the PTA program consider student retention a top priority. One of the most effective parts of a comprehensive student retention effort is effective faculty advising. Program faculty meet regularly with students to ensure that they are aware of the support mechanisms available and to assess the

student's progress. Students who fail an exam are **required** to schedule a meeting with the course instructor within 3 days of notification of failed exam to review exam grade, to determine strategies for future success in the course, and to engage in self-assessment of previous exam preparation patterns. In consultation with faculty, students will formulate a written plan for exam preparation for the remainder of the semester. The written plan must be submitted to the course instructor and signed by both the student and course instructor.

The strong commitment of program faculty to student retention is further evidenced through the policies outlined previously in this handbook related to the process for students being readmitted to the program and formulation of student-faculty agreements to that end.

Louisiana Christian University has established the Student Success Center (SSC) for students with learning disabilities who need additional assistance with their education or those without disabilities need assistance in a specific course. The professional staff of SSC, as well as student tutors, support students in their academic endeavors. It is incumbent upon the student to inform the SSC Office of documentation of their disability and/or need for additional assistance with their education. The SSC Office develops a plan, notifies instructors of modifications/accommodations, and monitors student progress. SSC students are paired with a mentor who assists and enables as needed.

The diligence of the university to retain students is further evidenced by recent formulation and implementation of an Institutional Retention Action Plan which involves identification of students "at risk", communication and intervention, and advising.

General Academic/Exam Policies

Written Examinations:

1. Students are expected to be on time for all classes and exams. Students arriving late for an exam will not be allowed extra time. The course instructor is authorized to assign a grade of zero to those arriving more than 15 minutes late for an examination.
2. Students are not allowed to leave the examination room once the examination has begun. Students are advised to take care of personal needs prior to the start time of the exam.
3. If a student feels he or she must miss an examination due to illness or personal difficulty, they must speak directly with the instructor prior to the beginning of the examination. The instructor will determine if the excuse is acceptable. If the excuse is acceptable, a make-up examination will be scheduled prior to the next class meeting. If the excuse is deemed unacceptable by the course instructor, the student will be expected to take the examination at the scheduled time or a grade of zero will result.

4. No personal belongings will be allowed at the student's table or desk during testing. All personal belongings, including **cell phones and smart watches**, should be left at the front of the classroom or placed in student lockers prior to testing.
5. **No hats or visors of any kind shall be worn at any time.**

Laboratory Practical Examinations:

1. Clinical attire is required for practical examinations (lab coats with program name badges and scrubs; tennis shoes) in order to create a professional environment during testing.
2. Students are prohibited from discussing the examination with fellow classmates following completion of the exam. Those students caught discussing the exam will receive a grade "F" for the exam.
3. Students should arrive at the program office 15 minutes prior to his/her scheduled practical time.
4. Students must be prepared to remain in the testing room following his/her exam in order to serve as the "patient" for the next scheduled student.

Quizzes:

1. Quizzes may be announced or unannounced. It is the responsibility of the student to be punctual for all scheduled classes, as some quizzes are given at the start of class and may be in the form of oral questioning. Make-up of missed quizzes due to tardiness or absence is at the discretion of the course instructor. If make-up is allowed, the quiz must be made-up before the next class.

Written Assignments:

1. Students are expected to submit assignments on time.
2. Written **Assignments must be typed and double-spaced unless other instructions are given by the instructor.**
3. Assignments will be graded for content and correct use of written language.
4. It is at the discretion of the instructor to either penalize late assignments through deduction of points for each day when the assignment is late or give a grade of zero for the assignment. Students should refer to individual course syllabi for policy on late assignments.
5. The definition of plagiarism should be remembered when preparing written papers. Questionable academic integrity will be dealt with according to the policies stated in the ***Louisiana Christian University Student Handbook***.
6. Written work required by clinical courses is to be submitted to the clinical instructor on dates and times specified by the instructor. Failure to submit written clinical assignments will be dealt with at the discretion of the instructor or as specified in the course syllabus.

Make-up Exams:

Planned tests will be given on scheduled days only. Make-up tests will be considered only in exceptional circumstances (i.e., student illness with doctor's excuse, death in immediate family etc.)

1. Make-up tests may be given only at the discretion of the faculty.
2. If a student qualifies for a make-up test, the faculty giving the test will determine the type of test to be given.
3. Arrangements must be made by the student with the course instructor as early as possible before the time of the scheduled test.
4. Failure to comply with the stated criteria forfeits the student's privilege of taking a make-up test.
5. A zero test score is given for a test not taken.

Exam grades will not be given to students by telephone or text message. Requests of this type could potentially compromise student confidentiality.

Class/Clinical Attendance

It is the philosophy of the PTA program faculty and clinical instructors that attendance is critical in order to obtain all didactic material, observe and practice laboratory skills, demonstrate knowledge of course components, implement skills/knowledge in the clinical environment, as well as demonstrate professional behavior.

To simulate the clinical environment, students will be required to "clock in" and "clock out" each class day by signing a class roster maintained at the front of the PTA laboratory. This roster will be utilized by program faculty to report attendance in Jenzabar.

Attendance in all lecture classes and laboratory sessions is expected. The following guidelines have been established by the PTA program faculty and approved by the Administrative Council of Louisiana Christian University. Failure to attend classes (unexcused absences) may lower final grades as follows:

<i>3 hrs. lecture</i>	<i>grade lowered up to one full letter grade</i>
<i>6 hrs. lecture</i>	<i>grade lowered up to two full letter grades</i>
<i>9 hrs. lecture</i>	<i>grade lowered up to three full letter grades</i>
<i>1 lab session</i>	<i>grade lowered up to one full letter grade</i>
<i>2 lab sessions</i>	<i>grade lowered up to two full letter grades</i>
<i>3 lab sessions</i>	<i>grade lowered up to three full letter grades</i>

Tardiness is viewed as an absence and is not acceptable. Two episodes of arriving late or leaving early count as an absence in a 3-hour lecture.

Process for student absence or tardiness:

1. Notify the instructor as soon as possible before the day of absence OR contact the instructor as soon as it is known that an absence will take place; requests must be made for prior approval.
2. Should an absence be unplanned (illness) the student **MUST** speak with the PTA program secretary and then request to leave a voicemail for the instructor including a phone number where the student can be contacted.
3. Upon return to class, it is the student's responsibility to meet with the instructor and request missed assignments.

Excused Absences:

Absences due to emergencies, communicable illness, death of a close friend or family member, circumstances beyond the control of the student (e.g., natural disasters, traffic accident, road construction, ice). In the event of a planned absence, the student must submit a "Request for Excuse" form as soon as possible. The forms are available in the Program office upon request. Submission of a "Request for Excuse" form does not guarantee that the absence will be excused. Each request will be considered individually by program faculty.

After any unexcused absence, 2 excused absences or 2 incidences of tardiness, the student may be required to meet in person with PTA faculty and the Associate Vice President of the School of Nursing and Allied Health, Shaina Goudeau PT, DPT MSPT, MEd to formulate a behavioral contract. The behavioral contract will include the reason(s) for absences, student's overall attendance record, and objectives related to attendance that the student must meet within a designated timeframe in order to avoid additional disciplinary action which may include dismissal from the program. The student's signature on the contract will indicate he or she agrees to the terms of the agreement. A copy of the contract will be maintained in the students' file in the Program office as well as a copy provided to the student.

See Clinical Attendance Policy in the *Clinical Handbook* for Information/rules concerning clinical affiliation.

1. Each student is required to attend class/clinical. **Unexcused absences from clinics are unacceptable** and may result in failure of the course. The faculty member of record may schedule additional learning experiences to meet stated course objectives in clinical for excused absences.
2. Tardiness is treated as an absence unless an excuse is accepted by the instructor.

3. If a student is sent home by the instructor secondary to professional/behavioral issues, the student will have an excused absence for that day.
4. After one unexcused absence, an attendance violation warning will be issued. An additional unexcused absence following a warning may result in the student being dropped from the course.

Communications

It is the desire of program faculty to establish and maintain open lines of communication with students. To that end, a schedule of individual faculty office time is provided to program students each semester via course syllabi. Students are encouraged to contact faculty with concerns or needs in order that they may be resolved in a timely and effective manner to facilitate student success in the program.

GroupMe messaging may also be utilized by program faculty to communicate course announcements/information. Students without the ability to send or receive text messages or who choose not to receive messages should notify the program office in order to establish an alternative form of communication with faculty.

Students are responsible for accessing the university Learning Management System on a regular basis to receive updated information in the individual courses.

Students must check their campus email account on a regular basis as this is the primary method in which important campus information including but is not limited to individual spiritual/cultural credit status, registration information, and the Wildcat Weekly newsletter is disseminated.

Students must immediately notify the administrative assistant in the PTA program office and the Registrar's office at Louisiana Christian University in the event of a change in address and /or telephone number. Following graduation students are advised to provide their updated contact information to the Alumni Office at Louisiana Christian University as well as the PTA Program. Students are required to complete the *Student Current Data Form* **(See Appendix E: Student Current Data Form)** upon matriculation into the program and are encouraged to provide updates as indicated.

Students are also encouraged to subscribe to the campus emergency notification system. Upon matriculation into the program, students receive instructions on how to subscribe.

Privacy and Confidentiality

The PTA program abides by the policies regarding confidentiality and retention of student records outlined in the *Louisiana Christian University Student Handbook*. PTA Program student advising, application, academic, and medical records are all maintained by the

program director and academic coordinator of clinical education in the PTA Program office in secure locations and are only made available to authorized individuals in accordance with institutional policy. Also, any student information obtained during laboratory session while the student is serving as a patient simulator will be treated as private and confidential and will be maintained appropriately as such by program faculty and students. Student workers employed by the program are not allowed to view student records which are deemed private and confidential. In addition, the PTA program considers all communication with and about students regarding their academic and clinical performance confidential and maintains all records of it as such. Student consultations are held privately in locations such as PTA faculty offices or the PTA Program conference room.

PTA Student Behavioral Expectations

As it is the mission of the Louisiana Christian University Physical Therapist Assistant program to educate future healthcare providers “who will share their talents and gifts in their growth as physical therapist assistants through Christian service by developing a spirit of altruism and healing ---- with reverence and love for all of life with all of those entrusted to their care and by serving as a Christian role model/compassionate health care provider to the physical therapy profession and community at large”, students enrolled in the program must demonstrate the ability to reflect that mission. The Bible succinctly defines the attributes or “fruit” that should be evident as one serves as a Christian role model in any capacity including as a compassionate healthcare provider. The “fruit of the Spirit” as described in Galatians 5:23 is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control. Program faculty acknowledge that accomplishment of the program mission is an on-going process. Opportunities for personal and spiritual growth are woven throughout the program curriculum.

Though personal and spiritual growth is encouraged and facilitated throughout the program, a basic level of student conduct is required. ***In addition to the general behavioral expectations expressed in the Louisiana Christian University Student Code of Conduct (pages 79-101 of the Louisiana Christian University Student Handbook available the LCU website), the expected disposition of the Louisiana Christian University PTA program student requires demonstration of the following behavior:***

Respect for the dignity and worth of others:

Physical therapist assistant students should treat others in a respectful manner, regardless of differences. Respect for the dignity and worth of the person is demonstrated by:

- Basic courtesy in interactions with others/consistently speaking and behaving in ways that show respect (instructors, peers, visitors to program, etc.)

- Paying attention to the individual recognized by the instructor to speak in the classroom
- Refraining from behaviors which interfere with the learning process in the classroom including but not limited to:
 - Random talking
 - The use of cell phones including sending and receiving text messages while in class, laboratory, or clinical environments is prohibited. It is the expectation of program faculty that students attend to personal business during break time. Students should advise family and friends to contact the program office at (318) 487-7162 if they need to reach the student during scheduled class time. Only emergency messages will be delivered to students during scheduled class time. Interruptions with personal calls during class will not be tolerated and can lead to disciplinary action.
 - Taking individual breaks from class
- Accepting instructor's constructive analysis of one's behavior that has not met the expectations and goals of the PTA program.

Respect for Importance of Human Relationships:

Physical therapist assistant students demonstrate the importance of human relations when they:

- Form and sustain positive working relationships with others including instructors, peers, clinical staff, and patients
- Demonstrate respect for and consideration of others
- Accept responsibility for their own behavior when interacting with others
- Manage their own personal stress and problems in ways that do not interfere with professional relationships with their colleagues, instructors, and especially clients and staff of clinical agencies

Demonstration of Ethical and Moral Professional Behavior:

Students are also expected to conduct themselves in a manner consistent with the *Standards of Ethical Conduct for the Physical Therapist Assistant* set forth by the **American Physical Therapy Association** both in the academic and clinical setting (***See Appendix C: Standards of Ethical Conduct***). This includes maintenance of *confidentiality in regard to protected health information obtained from patients or human subjects* used in demonstrations or practice for educational purposes, **or** any *private information* regarding clinical sites obtained during clinical affiliations.

Students who demonstrate behaviors inconsistent with any of the expectations outlined above will be subject to disciplinary action as this may inhibit success in the program, professional development, and create an environment not conducive to learning for other

students. Program faculty will immediately notify a student of unacceptable behaviors and meet with the student. If the faculty determines through the meeting that the student may have emotional or personal problems that contribute to the student's inability to meet the required behavioral expectations, the student will be advised of such problems and may be required to sign a behavioral contract to remediate unacceptable behaviors and attitudes. During the meeting, faculty ask students to reflect on their behavior and to engage in self-assessment and to recognize consequences of non-compliance. If behavioral issues do not improve, the student is ineligible for progression. Non-compliance with the remediation contract could also impact the possibility of future re-admittance to the program. The PTA program reserves the right to dismiss any student who conducts themselves in an unethical or illegal manner without counseling depending on the nature and severity of the violation.

Social Media

Online communication through social media and networking is a recognized form of daily communication. The LCU PTA Program has expectations for responsible, professional, and ethical behavior with this form of interaction/expression (communication). The following guidelines are intended to clearly define program expectations for appropriate student behavior related to social media and to protect the privacy and confidentiality of patients, fellow students, faculty/staff, and clinical educators.

Social media includes but is not limited to:

- Social networking sites such as Facebook, LinkedIn
- Video and photo sharing websites such as Instagram, YouTube, SnapChat, TikTok
- Microblogging sites such as Twitter
- Weblogs and online forums or discussion boards
- Any other websites or online software applications that allow individual users to post or publish content on the internet

LCU PTA Students are expected to understand and abide by the following guidelines for use of social media:

- "Private" social networking is non-existent as posts may be copied or forwarded by others and posts may be retrieved years after the original post was made.
- Understand that as part of entering a profession, students will interact with individuals who reflect a diverse set of customs, values, and points of view. As a professional, caution should be used to not only avoid obviously offensive comments (ethnic slurs, defamatory comments, personal insults, obscenity, etc.) but also to demonstrate proper consideration of privacy and of topics that may be considered objectionable or inflammatory, such as politics and religion.

- Students are prohibited from initiating “friend-requests” (or the like) with faculty, clinical instructors, or other staff of facilities to which they have been assigned. Students are also prohibited from initiating or accepting friend requests from patients/clients of those clinical facilities.
- A violation of the privacy of a patient, guest, instructor, clinical affiliate, university faculty/staff member or classmate is extremely serious. This includes violations to HIPAA and FERPA policies and additionally may include disclosure of confidential information related to business practices of clinical affiliates. Such behavior may result in failure of a clinical practice course, dismissal from the program, and potentially place the student at risk of legal liability.
- Students utilizing social media should make ***absolutely no reference to patients, clinical sites, or clinical instructors***, even if names are not given or if the student attempts to remove identifying information from the comment.
- Posting/publication/distribution of pictures, audio or video of patients, clinical affiliate facilities/instructors/staff, university facilities/faculty/staff classmates/guests is prohibited unless the student receives written permission from the subject(s), clinical affiliate, and the Program/university.
- Students should use discretion when selecting the appropriate time and place for utilizing social media so as not to interfere with classroom instruction/learning or clinical experience performance. For example, posting “status updates” during class or during the clinical day from a smart phone is prohibited.
- Remember that all entries should be made with respect toward others and with conscious forethought concerning your professional reputation as entries are often at the mercy of interpretation based on individual perspective. In an effort to outline expected conduct in the use of social media, APTA has created a position titled, “Standards of Conduct in the Use of Social Media”. All students are strongly urged to view APTA’s document at:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsConductSocialMedia.pdf

Violations of the social media policy are considered professional behavior violations and will result in Programmatic Counseling and if appropriate, a disciplinary referral.

THIS POLICY MAY BE UPDATED AT ANY TIME WITHOUT NOTICE AND EACH TIME A USER ACCESSES A SOCIAL NETWORKING SITE, THE NEW POLICY WILL GOVERN USAGE, EFFECTIVE UPON POSTING. To remain in compliance, it is suggested that you review the Policy, as well as the other website policies, at regular intervals. By continuing to post any

content after such new terms are posted, you accept and agree to any and all such modifications to this Policy.

The Louisiana Christian University PTA Program utilizes social and other forms of media for marketing and public relations purposes. Photos of program students are used for those purposes only with student consent. Program students are provided with an opportunity to consent to or decline the use of his/her photo for program marketing on the Student Current Data Form **(See Appendix E: Student Current Data Form)**.

Smoking

Louisiana Christian University, because of her Christian heritage, is committed to the health and well-being of students. The promotion of wellness permeates the philosophy and mission of the university and is reflected in campus health programs.

The use of tobacco products will be immediately discouraged, and all Louisiana Christian University buildings will be smoke-free environments.

Guidelines:

1. Smoking and/or tobacco use will be strongly discouraged by the university administration and staff. Health programs will be designated to address the risks of tobacco use.
2. All campus buildings will have posted signs declaring those buildings smoke-free environments.
3. Smoking and/or tobacco use will not be permitted near the entrances of any campus buildings, nor on walk and traffic ways. Limited smoking will be permitted only in designated outdoor areas.

(Please refer to the Louisiana Christian University Student Handbook for information related to possible disciplinary actions for violation of the guidelines noted above.)

All clinical agencies are non-smoking. Students who smoke are reminded to be considerate of non-smokers around them and to follow guidelines related to smoking in each clinical facility and educational institution.

Alcoholic Beverages and Illegal Drugs

Alcoholic Beverages:

Louisiana Christian University prohibits the possession, consumption, or distribution of alcoholic beverages on the campus and at any activity off campus that is sponsored by any University organization, department, or group, or by any individual in the name of any University organization, department, or group. Students and their guests may not have alcoholic beverages in their residence hall, classrooms, vehicles, or in their possession on

campus at any time for any purpose. Containers (e.g., bottles, cans, or boxes) that have contained or are designed to contain alcoholic beverages are prohibited on campus. Empty alcoholic containers will be considered evidence that a violation has occurred. Students who enter University property and/or facilities or operate a motor vehicle while under the influence of, or after the consumption of alcohol (as determined by university personnel) are subject to judicial proceedings. The ability of a university representative to smell alcohol on a student's breath is considered evidence of being under the influence of alcohol. Group penalties for violation of this regulation may include the revocation of the organizational charter and/or judicial action against the students involved. Students may not attend/host private parties where alcohol is served.

Any individual present where a violation of this policy is in progress, whether in actual possession of alcohol or not, may be subject to disciplinary action. (See the Louisiana Christian University Student Handbook for the Student Code of Conduct Violation Process)

Illegal Drugs:

The University prohibits the possession, consumption, distribution, manufacture, or sale of (1) illegal drugs and (2) drug paraphernalia. Illegal substances are defined as those that have the capacity to alter a person's mood, behavior, or thoughts, and substances that are taken without prescription or medical authorization. Drugs include, but are not limited to marijuana, any narcotic, central nervous system stimulant, hallucinogenic chemicals, anabolic steroid, barbiturate, prescription medication, or schedule I, II, III, IV, or V drugs as defined by state law. The term "paraphernalia" refers to implements employed in the use or abuse of drugs. Any violation of the drug policy will subject a student to judicial procedures and sanctions and possible prosecution under the law. If the amount meets Louisiana's state threshold for a felony, the student will be turned over to the local authorities and possibly arrested. To ensure a drug-free campus, the University will routinely use a narcotic detecting dog in all areas of the campus. A mandatory drug screen is a program requirement upon acceptance. In addition, if the instructor or university has reason to suspect that a student is under the influence, an additional drug screen will be requested. "Suspicion" or "reason to believe" includes common behaviors and symptoms routinely associated with a person under the influence. Refusal to submit to be tested or to have person or property searched will receive consequences for the offense in question. Students who test positive or are found in possession of illegal substances will be required to pay for drug testing and/or the services of the narcotic detecting dog. (See the Louisiana Christian University Student Handbook for the Student Code of Conduct Violation Process). If a student is required by the university to submit ongoing drug testing, the student will be responsible for payment of the laboratory fees. If the student refuses the drug screen, dismissal from the program will occur.

*****SAFE HARBOR -Any student who voluntarily seeks help through the Louisiana Christian University Counseling Office or a Student Support Services Staff member for alcohol or drug abuse prior to being charged with a violation of this policy will not be***

subject to the University judicial process. The Student Support Services staff will help the student obtain appropriate assessment and treatment in a confidential manner. Students may contact the LCU Counseling Office at 318-487-7420 or 318-487-7134 for further information or referral.

Prescription Drugs

Taking any prescription drug that alters mood or thought process must be reported to the Program Director before class and/or clinical assignment via the *Student Current Data Form* (***See Appendix E: Student Current Data Form***). This notification allows staff to identify any potential risk or safety problem for the student and/or patient. Failure to report such medication indicates poor judgment and will result in disciplinary intervention to determine the student suitability to continue in the program.

Spiritual and Cultural Enrichment (SCE) Program

Full-time students of Louisiana Christian University are required to participate in the Spiritual and Cultural Enrichment (SCE) Program. As stated in the Louisiana Christian University Student Handbook (pages 56-57), The SCE Program “exists to aid in the transformational process of a student both spiritually and physically.” The program also contributes to the mission of the PTA program to provide an environment and opportunity in which the three-fold strands of the PTA curriculum are woven into a tapestry representing the PTA career with the first strand being Christian service.

PTA program students should familiarize themselves with the University policies for the SCE Program in the LCU Student Handbook as failure to comply with the policies may affect student progress through the PTA program. Due to clinical obligations in the spring semester, PTA program students have a 20% reduction in requirements for the spiritual and cultural credits and will be advised of specific requirements prior to the start of the semester.

Student Health

The Physical Therapist Assistant Program complies with the policies of health care set forth by the university. (See the LCU Student Handbook for specific health services available on-campus.)

Upon acceptance to the PTA program, all students must submit documentation of compliance with the *following* health requirements no later than the *first day of classes* (unless otherwise specified):

The students must complete the following health related requirements and must be completed at the student's expense. These must be completed upon admission to the program. Documentation of the health-related requirements will be maintained in the student's file in a secured location in the PTA program office. The program cannot release copies of these forms to any third party due to confidentiality issues unless the ***Student Information Release form*** is signed and on record in the PTA office. The form can be found in the PTA Clinical Handbook. Privacy and confidentiality standards in accordance with HIPAA and FERPA will be maintained by program faculty in the release of any student information. It is highly recommended that each student maintain the originals of all of these forms and keep them in a readily available place. Some clinical sites may require additional background checks, TB skin tests, immunization/titers or drug screenings which will be at the expense of the student. **See Student Medical Form (Appendix M of the Clinical Handbook) for documenting the following requirements:**

- **A Health History and Physical Examination Form (Clinical Handbook, Appendix N)** completed by a physician (satisfactory physical examination report and completed health history to ensure students possess a health level sufficient to meet the performance standards necessary to complete the PTA program). Physical examination forms completed *by a physician or nurse practitioner* **and** student health history form completed *by the student* are to be submitted to the PTA program's ACCE prior to enrollment in the program. The Program Director must be notified by the health care provider if there are health concerns documented which may limit the student's ability to safely participate in laboratory and clinical portions of the curriculum. (See Clinical Handbook Appendix L for the *Health History and Physical Examination Forms*.)
- A copy of the student's **current** CPR certification card (American Heart Association required)
- A copy of certificate of completion of the Hepatitis B series, or the titer, or a signed waiver declining series
- Tetanus Toxoid injection proof in the last ten years (T-dap)
- PPD tests results or chest X-ray if PPD is positive. (Annual requirement, clinical sites may require PPD every 6 months)
- Proof of immunization to Varicella and to Measles, Mumps and Rubella. A titer for MMR is required.
- Influenza vaccine is highly recommended each year

- It is required by the PTA program that each student have medical health insurance and that a copy of the current insurance card be provided to the PTA program office to be maintained in the student file. Please be advised that some clinical sites request that students have insurance in order to do a clinical rotation at that site.

Additional Health Considerations:

- Pregnancy is a normal condition in the human being. It is not an illness, and it is not treated as such. However, due to the vulnerability of pregnancy, there are certain activities that the individual must be cleared to do. The PTA program in no way attempts to define restrictions but leaves this determination to the attending physician. **(See Appendix F: Policy for Pregnant Students)**.
- Poor health may affect performance. It is recommended that all students practice health habits such as **maintaining adequate rest and weight control**. ***Absenteeism due to illness requires a written statement from the attending physician or the campus health services office for an excused absence.***
- In the event that a student requires emergency services while involved in any on or off-campus educational experience, the course or clinical instructor will be responsible for ensuring necessary services are available. The cost of the emergency services will be the responsibility of the student. A current individual Emergency Form must be filed with the Administrative Assistant in the PTA Department. **(See Appendix E: Student Current Data Form)** It is the responsibility of the student to keep this form updated/current.
- Documentation via signature on the **Verification of Receipt of the Student Policy Manual** signifies that the student has received and understands the PTA Program's **policies on safety** including its policies *Safety in Dealing with Body Substances and Hazardous Materials*.
- Students and other individuals participating as subjects or as patient-simulators during laboratory and clinical experiences **must** have record of ***informed consent*** on file in the Program office prior to engaging in any of the activities including but not limited to consent for videotaping, audiotaping, photographing, or imaging for instructional purposes. **(Appendix I: Informed Consent Form for Participation in Laboratory Activity: Student)**

Student Safety

Student safety and security is a primary concern of Louisiana Christian University and the Physical Therapist Assistant Program. As stated in the Louisiana Christian University

Student Handbook, security is a community responsibility requiring the cooperation and responsibility of all members of the University family. Students are encouraged to familiarize themselves with all safety and security policies outlined below:

Campus Safety Procedures:

Louisiana Christian University's campus safety and security policies and procedures including medical and fire emergencies, emergency evacuation plan, school closing, illness, safety escort program, and parking and traffic regulations can be found on pages 62-71 of the university handbook. Students are strongly encouraged to sign up for Wildcat Alerts to receive text messages concerning campus emergency announcements. Students should be aware that a security officer is on duty and available to persons on campus at all times and can be reached at 308-6505 (Cell) or 487-SAFE/7233 (Office).

Program faculty will be responsible for providing immediate emergency response should a program student or program volunteer/simulator sustain an injury or present with any other type of medical emergency during an on-campus learning experience. Basic life support will be provided as appropriate until EMS can respond. An automated external defibrillator (AED) is accessible within close proximity to program facilities. Students should alert program faculty to any known allergies or medical conditions upon enrollment via the required history and physical examination. In the event of student, faculty, or visitor injury on campus, an incident report should be completed after medical evaluation/care has been appropriately administered (within 24 hours of the incident). **(See Appendix G: PTA Program Incident Report)**

Safety in Dealing with Body Substances and Hazardous Materials:

Students who experience exposure to any potentially infectious or hazardous materials through such mechanisms as mucous membrane, non-intact skin, or airborne inhalation require specific follow-up. It is the responsibility of the individual to report the incident to the instructor and seek medical evaluation/care as soon as possible (preferably within one hour). The course instructor will attend to the student's exposure to a hazardous chemical in the laboratory setting according to the Materials Safety Data Sheet (if applicable) for the hazardous materials housed in the PTA program laboratories. The student's instructor will assist the student in completing the PTA program's **incident report form** **(See Appendix G: PTA Program Incident Report)** after medical evaluation/care has been completed, but within 24 hours of the incident. Students are required to provide proof of health insurance prior to engaging in any laboratory or clinical experiences.

Safety regulations regarding use of equipment in the program laboratory

See guidelines for Laboratory Experience in this handbook

Safety of student when in the role of subjects or patient-simulators

See guidelines for Laboratory Experience in this handbook

Safety of student interactions in the classroom and laboratory settings

See excerpts from the Louisiana Christian University Faculty Handbook below regarding faculty/student interactions in the classroom and laboratory settings:

2.7.1 Professional Ethics

Professional ethics at Louisiana Christian University derive from the application of Biblical principles to the faculty member's relationship to the University and include relationships with students, the profession, and the community. Absolute honesty, evenness of temperament, and discretion in everything, whether off campus or on, is of extreme importance to the reputation of the University.

- **Relationship to the Students**

Faculty members have an ethical obligation to present themselves as mentors and instructors, to lead students in the pursuit of truth through academics in the classroom, to lead them to an understanding of values through the integration of Biblical truth, and to aid them in the search for the practical application of that truth. In relation to students outside the classroom, faculty members have an ethical obligation to present an example of Christian comportment in accordance with Biblical principles and University policies. In counseling with students, the faculty member has an ethical obligation to keep the confidentiality of the student; except when that information is in violation of university regulations or civil laws, or if the safety and welfare of the student, other persons, or property is in question.

2.7.2 Personal Conduct

Faculty members are expected to conduct themselves at all times in accordance with the highest standards of Christian morality. Any faculty member who engages in or advocates engagement in immoral acts or lifestyles will be subject to immediate dismissal. Some examples of acts and lifestyles deemed immoral by the University are participation in sexual relations outside of marriage, adultery, homosexuality, incest, and sexual abuse of children.

2.7.3 Sexual Harassment

Sexual harassment is defined as repeated and unwelcome sexual advances which interfere with an individual's work or academic environment, or as coercive behavior which threatens an employment or academic reprisal or promises rewards contingent upon obtainment of sexual favors.

*See Louisiana Christian University Student Handbook **Code of Student Conduct***

Safety of Student Participating in off-campus experiences:

As a part of the comprehensive learning experience of the PTA program, students may be required to travel to clinical sites off campus, scheduled off-campus laboratories, observational experiences, field trips or service-learning programs.

To ensure the safety of students as well as that of all others involved in the off-campus learning experience, the following policies exist:

- Students are provided with instructions and guidelines prior to any off-campus experience in accordance with the Louisiana Christian University Policy on Field Trips ***(See Appendix H: Louisiana Christian University Policy on Fieldtrips)***
- Students must be aware that all HIPPA regulations related to patient privacy and confidentiality apply to all off-campus experiences. Any breach of HIPPA regulations will result in programmatic counseling and possible disciplinary action.
- In most cases, students will be responsible for their own transportation to off-campus experiences.
- Students are required to familiarize themselves with the safety policies and procedures of the clinical site with which they are affiliated.
- If a student is injured or becomes ill while participating in an off campus learning experience, he/she is to notify the supervising faculty and follow the University policy for reporting illnesses.
- *Please see the Louisiana Christian University PTA Program Clinical Handbook for policy on reporting student illness or injury during a clinical experience (clinical practicum course).*

Student Medical Emergency During Off-Campus Learning Experiences

It is the intent of the Louisiana Christian University PTA Program to promote high quality care and safety for clients, students, academic staff and clinical staff, therefore, the policy of the PTA program is that in the event of an accident or illness of a Louisiana Christian University student, instructor, or faculty member participating in the education program for the clinical laboratory experience at the facilities of the agency or participating in the program through an off campus experience, the agency (or facility representative) shall arrange for immediate emergency care, but shall not be responsible for any of the costs involved in such emergency care, follow-up care, or hospitalization, unless such accident or illness was caused by the negligent act or omission of the officers, directors, or employees of the agency, or those acting by or through them.

Guidelines For Laboratory Experience

Student/Volunteer Informed Consent

Student and other individuals participating as subjects or as patient-simulators during laboratory and clinical experiences **must** have record of ***informed consent*** on file in the Program office prior to engaging in any of the activities. Any videotaping, audio taping, photographing, or imaging of students or other individuals for instructional purposes will be performed only after the ***informed consent*** has been signed. Informed Consent forms that have been signed will remain active throughout the student's enrollment in the PTA Program or until otherwise revoked. The signed forms will be maintained by the Program Director in a locked file cabinet. **(See Appendix I: Informed Consent Form for Participation in Laboratory Activity: Student)**

Treatment of Volunteers

When a volunteer is acting as a simulated patient, the student and instructor will introduce themselves to the volunteer and provide appropriate explanation of the procedure. The volunteer **must** sign an **Informed Consent Form for Participation in Laboratory Activity** prior to being treated. The student and instructor will conduct themselves professionally and shall afford the volunteer the same respect and courtesy as patients in the clinical setting including but not limited to maintaining all information/records related to the volunteer patient simulators as private and confidential. **(See Appendix J: Informed Consent Form for Participation in Laboratory Activity-Volunteer)**

Laboratory Dress Code

Laboratory attire is required for **all** classes and skill demonstration in which the student will play the role of a simulated patient. Appropriate lab dress for men include: black shorts and clean white t-shirts or approved program t-shirts. Women are required to wear black shorts and a sports bra covered by a clean white t-shirt or an approved program t-shirt. All shorts must reach **at least** mid-thigh in length. Tennis shoes are required for participation in laboratory as well. Hair should be styled at all times in such a way to provide access to the neck and upper back and to not interfere with laboratory activities/patient care. Students should be advised that failure to comply with the laboratory dress code will negatively affect his/her grade in the course.

Laboratory Equipment Use and Safety

The use of program equipment is restricted to the PTA program faculty and the students enrolled in the PTA Program. Students are to be aware that use of lab equipment is at their own risk. During designated "open lab time" equipment requiring electricity will not be used (exception: hi/low tables) unless a program faculty or staff member is present. The use of the equipment by unauthorized individuals is expressly prohibited and may result in disciplinary action.

Laboratory equipment maintenance is a collaborative effort between the PTA program faculty and Patterson Medical/Sammons Preston. Patterson Medical/Sammons Preston will perform annual safety inspection of all patient related electrical equipment including electrical leakage analysis, performance output testing and calibrations. The PTA Program's full-time laboratory assistant is responsible for scheduling and overseeing the annual inspections.

PTA program faculty and students are responsible to ensure safe operation of equipment by doing the following:

- Visual inspection of equipment for damage and current inspection sheets
- Pre-check equipment prior to use
- If inspection sheets are not current, inform the lab instructor or program director and do not use the equipment

When a piece of equipment malfunctions:

- Attend to the immediate needs of the subject
- Report the incident to your lab instructor in filling out an incident report (if appropriate)
- Remove the equipment from the area and label it as "out of service" utilizing a designated red tag provided by the program administrative assistant
- The program director will be responsible for contacting Patterson Medical/Sammons Preston as needed for equipment repair or additional inspections

Student Medical Conditions

It is solely the students' responsibility to notify the course instructor of medical conditions, which may prevent safe participation in a demonstration, lab experience, skills check, and/or laboratory practical. This should be done during the first week of classes or as soon as a condition becomes apparent. These situations will be addressed on a case-by-case basis.

Student Conduct in Laboratory

The PTA program laboratory sessions are generally very active and involve a large number of students doing a variety of activities. It is important that all students be attentive to the activities that are done and the process needed for labs. Students are expected to conduct themselves as though they are in the clinical setting as a means of developing appropriate professional behavior and to ensure the safety of all participants in the lab setting. Loud talking, joking, use of foul language, or any disruptive behavior will lead to dismissal of student from the lab session and possible disciplinary action.

Because many of the labs involve activity and use of space, it is important that all students strictly adhere to procedures for using program equipment and supplies as well as lab

clean-up and maintenance. All students are responsible for returning equipment and supplies to their appropriate location prior to leaving the laboratory each day. All anatomical models should be reassembled prior to end of lab session. Students are also required to wipe the surface of their treatment table with a designated cleaning cloth each day at the end of the lab period. Participation in the maintenance of the laboratory fosters professional development and enhances the overall safety of the lab environment; therefore, individual student participation in lab maintenance will be monitored and incorporated into course grades.

During laboratory sessions students should make sure that they are aware of where all supplies and equipment belong so that they are able to put these supplies away. Students should also make sure that they are aware of how to use equipment and supplies properly before doing so. Students should utilize their time effectively based on the assignments and input given by the instructor. There will be an automatic deduction of points for misplaced laboratory supplies, incorrect or improper use of equipment, or poor utilization of time. The instructor will notify the student when points have been deducted.

Miscellaneous Laboratory Rules

- Treatment tables must remain covered with clean white sheets at all times
- Students are to remove their shoes when utilizing the treatment tables and floor mats
- Each student is required to clean the treatment area and equipment upon completion of use
- All equipment must be returned to the shelf, cabinet, etc., where it is usually stored
- All established safety rules must be adhered to when various pieces of equipment are used
- To ensure the students' privacy and to protect them against any embarrassment, no unauthorized visitors will be permitted in the PTA lab during class sessions.
- To ensure students' safety, it is recommended that, when practicing in the lab, they do so in the company of at least one other PTA student and with the door closed.
- **No food or drink is permitted in the classroom and/or laboratories. Ample break time will be provided.**

Use of Laboratory Learning Resources

Students have open access to all learning resources in the PTA program laboratory. Learning resources are intended to enhance the educational experience and all students are encouraged to utilize them. All materials are to be used within the laboratory. Removal of material from the lab will result in loss of privilege. ***There is to be NO use of electrical modalities unless a faculty member is present.***

The above guidelines should be strictly adhered to in all PTA courses. Any questions about the above should be brought to the immediate attention of the instructor or program director.

Licensure

Graduates from the Physical Therapist Assistant Program at Louisiana Christian University are qualified to apply to the Louisiana Physical Therapy Board for permission to complete the examination for licensure. Program graduates must pass the National Physical Therapy Examination (NPTE) in order to work as licensed PTAs. The PTA program curriculum is designed to prepare students to work as licensed PTAs which require optimal preparation of students for success on the exam. In addition to ensuring exam content is covered in the didactic portion of the curriculum, program students will engage in the following examination preparation activities:

- Louisiana Christian University PTA students complete the didactic portion of the PTA curriculum and enter into the second of three full-time clinical practicums in early April each year. In an effort to facilitate continued and consistent student immersion in academic content and early initiation of examination preparation following completion of didactic work in April, a licensure exam prep course will be provided in April as part of the clinical practicum II course. Required assignments will also be incorporated into the courses clinical practicum II and III to facilitate compliance with established study plans formulated during the exam prep course.
- Students will be required to take a baseline examination at the end of spring semester prior to matriculating to the second clinical internship. The baseline exam serves to gauge student knowledge in various topics of the PTA curriculum. This examination will guide students in preparing an individualized study plan to improve in areas of deficiencies and serve as an introductory method of improving test taking strategies and application of knowledge toward entry level competencies that will be covered on the NPTE. While the baseline examination does not hold a numerical value associated with any specific course grade, there will be assignments related to the results in an effort to remediate areas of deficiencies. These assignments will be submitted for a numerical grade and be reflected in the course Clinical Practicum II (PT 210). It is required that the student perform an item analysis of the examination to determine areas of weakness and rationale for missed questions (i.e., test taking mistake, knowledge, etc.); students must document their findings and present this documentation along with a study plan through CANVAS.
- Finally, students who do not pass the NPTE in the final summer semester will be required to take a comprehensive exam in a mock testing environment during the course Transition to Career. **Students should strive to achieve a minimum score reflective of the national average at the time of examination.** Based on the

student's performance, a grade will be assigned which will then be averaged in with all course assignments to result in a final grade for the course PT212. Students will be notified one week prior to administration of the examination as to the current average for all candidates. ***Passing the program's comprehensive exit exam does not guarantee success on the NPTE. It is the responsibility of the program graduate to continue to comply with his/her individualized study plan upon graduation to ensure success on the NPTE in October.***

- As evidenced above, students are provided opportunities within and outside of the PTA curriculum to prepare for the examination. ***It is the responsibility of the individual student to make the best of every opportunity provided to prepare for this crucial examination.***

As stated on its website, the Louisiana Physical Therapy Board is legislatively mandated to license and regulate the physical therapists and physical therapist assistants who wish to work in Louisiana. The Board is mandated to interpret the scope of practice for physical therapy, write regulations, and discipline licensees who have violated the law. The most important function of the Board is to protect the citizens of Louisiana.

The Board has prescribed conditions which may preclude an applicant from taking the licensing examination including:

1. Conviction of any violation of law other than minor traffic violations
2. Conviction of violating any state or federal narcotics laws
3. Rejection of application for licensure in another state
4. Failure of drug screen

Work Outside of the Program

The PTA program faculty of Louisiana Christian University recognizes that students may find it necessary to obtain part-time employment. It is the desire of the faculty that those students who wish to do so will be able to achieve their educational goals and maintain scholastic requirements in addition to meeting financial needs. To facilitate this process, the faculty recommends that students work no more than 16 hours per week. Work will not be considered **an extenuating circumstance for academic deficiencies**. Academic learning experiences take priority over employment schedules; therefore, it is expected that work schedules will not interfere with schedule changes in class or clinical experiences. ***(See Appendix A: Principles for Success)***

Professional Activities and Attire

As a student physical therapist assistant, one has both privileges *and* responsibilities. Because of enrollment in the PTA program the student will be expected to fulfill vocational expectations. Opportunities are provided throughout the program for students to attend career fairs, workshops, seminars, etc. with the faculty and to prepare and provide

presentations to peers. Attendance of the events provides students with opportunities to *both network and investigate employment opportunities*.

Students are expected to dress professionally when engaging in the professional activities noted above. Professional attire includes but may not be limited to the following:

- Slacks or skirt/dress (no shorter than 2" above knees)
- Button-down or polo-type shirts
- No jeans, shorts, or rompers
- No t-shirts unless worn as undergarment
- No sneakers or flip-flops
- Dressy sandals may be permitted in some situations with faculty approval
- No low-cut blouses
- Students should be particularly mindful of proper hygiene and grooming practices when preparing for professional activities
- Students should use colognes, perfumes, or scented lotions sparingly being mindful of allergies and sensitivities of others

Student Representation

The faculty encourages student participation and input into all matters relevant to the Physical Therapist Assistant Program. A student representative will be elected yearly by their peers to serve on the Program's Advisory Committee and to attend various School of Allied Health and Nursing meetings to provide input regarding various aspect of the Program from the student body's perspective. It is the student representatives' duty to keep their peers informed of pertinent matters discussed in meetings.

Transportation

Additional responsibilities of PTA students include providing their own transportation to and from clinical sites, field trips, and other off-campus educational experiences. Although every effort will be made to place each student at clinical sites most convenient to him/her, this cannot be guaranteed as the availability of the appropriate number of sites may be insufficient in the immediate area to accommodate all students.

Financial Aid

Louisiana Christian University offers comprehensive financial aid packages. A majority of our students receive scholarships, and many receive aid from a number of other sources. The Financial Aid Office at LCU is dedicated to helping students and their families obtain assistance from every possible source. Additional information may also be accessed at <http://www.lcuniversity.edu/finances/financial-aid>

Student Expenses

Physical Therapist Assistant students will have expenses in addition to the regular tuition, fees, and textbooks and other charges identified in the Louisiana Christian University Catalog. Students may anticipate expenses for but not limited to:

- Uniforms (scrubs/lab attire): cost will vary
- Lab coat with insignia: \$33-\$45
- Name badge: \$20
- Travel: will vary depending on location of clinical site assignment
- Background check/drug screening: \$123
- CastleBranch Compliance Tracker: \$55
- Liability insurance: \$25
- Hepatitis B vaccination: \$60 for each injection (3 total)
- Hepatitis B titer: \$15-\$31
- TB skin test: \$12
- Rubella titer: \$15
- Varicella titer: \$15
- Tetanus: \$37
- Printed course notes: \$90
- Required licensure examination review course: \$200
- PEAT Exam: \$110
- Testing fees: \$50
- Physical Examination: *Free of charge if scheduled through Louisiana Christian University's Health Services Office.*
- Clinical tools for laboratory: \$100
- Cost for postage for CPI documentation: \$45

Educational and Clinical Facility

The Physical Therapist Assistant Program is currently housed in the *Guinn Religious Education Center*. The following is a description of the on-campus facilities utilized by the program:

- The program's main laboratory/classroom, room 110, has been designated as the program's *Orthopedics and Physical Agents Laboratory* and has been effectively configured to house all necessary lab equipment utilized in the courses *Clinical Kinesiology and Anatomy*, *PT Interventions for the Orthopedic Client*, *Physical Therapy Procedures* and *Principles of Physical Agents and Massage*. The room's shape and space accommodate twelve treatment tables and other essential laboratory equipment. The space is also utilized as the program's main classroom area equipped with a projector and screen. Room 114/115, previously used as a religion classroom, has been converted into the program's Neurorehabilitation and

Cardiovascular Laboratory which houses such equipment as parallel bars, treadmills, treatment mats, and stairs/steps utilized in the courses *Physical Therapy Procedures*, *Clinical Neurorehabilitation/Motor Control*, and *Pathology of Cardiovascular and Multisystem Involvement*. The room is also utilized as the skills testing center for the program.

- A classroom in close proximity to the program laboratories, room 116, is utilized by the program for written examinations.
- An Olympic-size pool located on campus is utilized by the program for an aquatics laboratory session during the course *Principles of Physical Agents and Massage*.
- A state-of-the-art fitness center on campus is utilized by the program for instructional purposes including laboratory activities for the course *PT Interventions for the Orthopedic Client*. The James and Mary Baker Health and Wellness Center are a 33,000 square foot fitness facility which is known as the Louisiana Athletic Club and provides one of the finest student recreation spaces in the state. Amenities include: a four-lane lap swimming pool, a pool for therapy and exercise classes, a gymnasium, and areas for free weights and stationary exercise equipment, an aerobic studio, racquetball courts, walking track and childcare area. CHRISTUS Cabrini Healthplex, the 23,000 square foot health care portion of the facility, consists of physicians' offices, clinical and educational space including a physical therapy clinic.
- The PTA program has access to the Louisiana Christian University Athletic Training Room for laboratory activities including but not limited to hydrotherapy/whirlpools. The PTA program also utilizes the washer and dryers housed in this area.
- The PTA program also has access to a state-of-the-art nursing laboratory which contains a simulated hospital setting including hospital beds for use during the course *Physical Therapy Procedures* laboratory sessions involving transfer training, bed mobility, and equipment involved in the acute care setting.
- Computer laboratory in Cavanaugh Hall is utilized by the program for testing purposes. Students must comply with all established computer lab rules.
- Numerous facilities in Louisiana and surrounding states are involved in providing clinical education in a variety of settings including but not limited to acute, outpatient, home health, inpatient rehabilitation, skilled nursing facilities, and the school system. A list of established clinical sites is available to authorized individuals upon request in the PTA program office.

Policy on Complaints

Christ instructs us in scripture as to how we are to communicate with one another related to grievances we have with others. Students and other stakeholders of the program are encouraged to follow the example provided in scripture if they have a complaint about the program by first going directly to the person involved (e.g., course instructor/faculty member, fellow student, clinical instructor) in an effort to address the complaint. If satisfactory resolution of the situation is not achieved, the individual is encouraged to submit their complaint about the PTA program on the Complaint Form provided on the program's website as well as an appendix in both the PTA Student and Clinical Handbooks (**See Appendix K: PTA Program Complaints Form**). All complaints submitted to the PTA program that fall outside due process will be reviewed by the program director who will seek to *appropriately respond* to the complaint at the program level. Those individuals seeking to submit a complaint about the PTA program are encouraged to do so with the aforementioned complaint form. *If the issue cannot be adequately addressed at the program level or the complaint involves the PTA Program Director*, the Vice President of Academic Affairs will be notified of the complaint. The focus of the resolution of complaint process will be to determine how the complaint might be resolved and used constructively in the assessment and improvement of the program and its ability to achieve program objectives thus safely and effectively serving the community.

Depending on the nature of the complaint, the complainant will receive a written response from the program director or the Associate Vice President of the School of Nursing and Allied Health, Shaina Goudeau PT, DPT, MSPT, MEd detailing resolution of the complaint or, when necessary, offered to meet privately with the Program Director to discuss the resolution process within 30 business days from submission of the complaint.

Complaints received by the PTA program from various sources including clinical education sites, employers of graduates, and the general public are maintained by the Program Director in a private and confidential manner (in a locked file cabinet housed in the office of the PTA program director) and are made available for viewing only by authorized individuals including but not limited to those involved in the performance improvement activities of the program (i.e., Academic Coordinator of Clinical Education, other PTA faculty, University Administration). *Records of complaints will be maintained in a secured, private file in the PTA program office for five years.*

No Retaliation Statement

Complaints will be kept confidential as possible, and the investigation will be as little disruptive as possible. However, no adverse action, such as but not limited to, intimidation, threats, punishment, creation of a hostile or uncomfortable environment, will to be tolerated or taken against any faculty member, staff, or student for filing a complaint unless the complaint or report is deliberately false.

To ensure that every person who files a complaint is acting in good faith, disciplinary action may be applied to those who have repeatedly filed false or unreasonable complaints

against the program and are proven to have been intentionally lying, falsifying evidence, acting maliciously or for personal benefit.

APPENDICES

Appendix A: Principles of Academic Success for the PTA Program Student

1) Study Planning

- a) Time Management-getting organized/make study schedule
- b) Students should study 2-3 hours per week for every credit hour (lecture or laboratory). PTA Program students take ~8-12 credit hours per semester therefore **a minimum of 24-36 hours/week of class/exam preparation is expected.** Class/exam preparation should include but is not limited to content review (notes), reading, preparation of specific class assignments/homework, practice of clinical skills, and review of anatomical models.
- c) Although attendance of open laboratory sessions is not mandatory, program faculty strongly advise students to take advantage of these valuable opportunities to prepare for examinations. A member of the program faculty is available throughout the session for individual or group remediation of skills and/or course content. Program faculty members are also readily available by phone or email to address student questions related to course content or clinical skills.
- d) A weekly study schedule should be established. Study time must be planned. The following are various principles to consider when creating a study schedule
 - i) Utilize pockets of time during the day.
 - ii) Limit socializing times to be rewards for achievement of study/milestones.
 - iii) Put your schedule on your calendar and include all exam and assignment dates.
 - iv) Allow time for extracurricular activities and recreation.
 - v) Reevaluate schedule as needed and adapt to mealtimes, exercise, and other commitments.
 - vi) Identify Time Wasters. (Procrastination, Excessive socialization, Distractions)
 - vii) Students should keep in mind that although the commitment of time and effort to meet the expectations of the PTA program may seem difficult and, at times, excessive, it is a temporary commitment and should be considered an investment in one's future career as a licensed PTA.

Example Study Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-12:00 Lecture/Lab	8:30-10:40 Lecture/Lab	8:30-12:00 Lecture/Lab	8:30-10:40 Lecture/Lab	Open lab time 8:00-12:00	9-12 and 2-4 pm Study	
1:00-4:30 Lecture/Lab	11:00-12:00 Study 1:00-4:30 Lecture/Lab	1:00-4:30 Lecture/Lab	1:00-4:30 Lecture/Lab	1:00-4:00 Study		
6:30-9:30pm Study	6:30-9:30pm Study	6:30-9:30pm Study	6:30-9:30pm Study			1-5 pm Study
Study Time:						
3 hours	4 hours	3 hours	3 hours	7 hours	5 hours	4 hours
STUDY HOURS = 29						

2. Readings

- Read before lecture/small group using objectives outlined on course syllabi, to familiarize yourself with the content. Highlight or take notes.
- Read as soon as possible after lecture/small group to further clarify and review objectives not covered in lecture.
- All** objectives are testable even if not covered in lecture.
- Pre-reading strategies:
 - Read the chapter title
 - Read the introduction and summary
 - Read all headings
 - Look at key words
 - Examine all graphic aides
 - Read the summary
 - Bring textbooks to class

3. Notetaking

- Attend all lectures
- Arrive on time

- c. Listen actively
 - i. Focus attention on the speaker by looking at the instructor
 - ii. Ask questions and listen for answers
 - iii. Sit in front of the room if you have trouble seeing, hearing, or concentrating
 - iv. Sit up straight
 - v. Listen for the main ideas
 - vi. Pay attention to key words that signal important ideas
 - vii. Mentally summarize the information
 - viii. Pay extra attention at the beginning and end of classroom lectures; that's where the important points are introduced and summarized
- d. Keep an organized notebook
- e. Use abbreviations and shorthand
- f. Make a distinction between major and minor points perhaps by indenting
- g. Cues for determining what's important
 - i. Ideas written on the board
 - ii. Verbal tips: Instructor may use words such as important, chief, significant, or key instructor may say the information will be on the test (T)
 - iii. Enumerations and terminology: If instructor presents information saying, "first, second," etc.
 - iv. Subtle cues: louder voice, repeating an idea, pausing for you to write, overhand gesturing
 - v. End of lecture: listen and take notes right up to the last word. Do not pack up until it is over.

4. Reviewing your Notes

- a. Soon after lecture, review your notes for completeness. You may need to see another student's notes and have him/her explain them.
- b. Some students find it useful to re-write notes. The active process of writing helps to reinforce learning.

5. Audio Taping/Recording

- a. If you learn best by hearing (auditory learning), consider recording
- b. Recording should **not** be used as a primary source. It should be used to clarify/add to notes
- c. You can replay and hear the lecture again
- d. You can review your notes and fill in any blanks
- e. You prepare for the exam by listening while you are working at home or driving

6. Studying

- a. When studying, write, speak aloud, and read; use all your senses
- b. Study before meeting with study groups. Groups should be used to quiz each other, not to initially study content. Study groups should be working groups, not social groups
- c. Take breaks (5 minutes); average concentration time is 20-25 minutes
- d. Do not study specifically for multiple choice tests. Ask “why?” when studying material
- e. Material learned just before sleep may be remembered longer and better, therefore, study the night before a test. Don’t cram.

7. Organization and Emphasis

- a. Categorize material and make charts for you to compare and contrast material
- b. Use handouts and study guides to guide your study
- c. Link clinical experiences/patient examples to lecture content
- d. Record examples and situations given with lecture content
- e. Use memory techniques: index cards, acronyms (COPD, TLC, PEARL), alphabetical order (Purpose, Quality, Radiates, Severity, Time), image (pink puffer, blue bloater)
- f. Reorganize your notes: make cheat sheets, synthesize it, and pull it together
- g. Write out quizzes on the notes to test yourself

8. Test Taking Strategies

- a. To maximize one’s concentration during test taking, students should strive to get a good night’s sleep before the test and eat breakfast
- b. Students should arrive early for the test to reduce anxiety but should refrain from discussing examination material with fellow students as this may lead to confusion, frustration, and increased anxiety
- c. During the test:
 - i. Follow directions – erase well, do not mark two answers
 - ii. Answer all questions. Do not leave any blanks on the answer sheet
 - iii. Pace yourself
 - iv. Answer questions you know first. Skip those you don’t know and go back to the unanswered questions later
- d. Choosing the correct answer:
 - i. Read each question carefully. Underline or circle key words, i.e., “inappropriate”, “least”, “all except”, “most importantly”, “priority”, “first”, so that you know exactly what the question is asking
 - ii. Read all the choices (distractors) carefully and eliminate obvious incorrect answers
 - iii. Some distractors (responses, choices) may be mixed with some right and some wrong parts; therefore, read carefully

- iv. Read the question as written, do not rewrite it or read into it. Avoid saying to yourself, “what if...” or “suppose”
- v. Anticipate the answer. Cover up the choices (distractors) and give your own answer. IF your answer is not there, re-read the question
- vi. Do **NOT** change answers without a very good reason. Usually, your first instinct is correct.

*** Diagnostic Grid for Recording Test Taking Records**

Error Categories	Test I	Test II	Test III	Test IV	Items wrong per error category
1. Did not recognize or remember subject matter					
2. Did not understand subject matter.					
3. Did not recognize item idea.					
4. Did not recognize rationale or principle for correct answer.					
5. Missed key word.					
6. Did not read all distractors carefully.					
7. Did not understand question.					

8. Read into question.					
9. Used incorrect rationale for selecting response.					
10. Changed the answer.					
11. Other					
TOTAL ITEMS WRONG PER TEST					

Sides, Marian and Calilles, Nancy, **Strategies for Effective Test-Taking**

Appendix B: Request for Accommodation

Louisiana Christian University Physical Therapist Assistant Program

REQUEST FOR ACCOMMODATION

☐ In accordance with the Americans with Disabilities Act, I _____

Need the following special accommodations to complete the Physical Therapist Assistant Program:

☐ Check here if no special accommodations to complete the program are needed.

I understand that it is my responsibility to disclose any special needs. Without appropriate disclosure and documentation of need, accommodation cannot be provided.

Student Signature

Date

Appendix C: APTA's Standards of Ethical Conduct for the Physical Therapist Assistant

STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT HOD
[Amended HOD SO6-00-13-24; HOD 05-91-06-07; Initial HOD 06-82-04-80] [Standard]

Preamble:

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health, and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice of consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard 1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard 2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard 3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard 4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative, or other authority (e.g.: patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard 5: Physical therapist assistants shall fulfill their legal and ethical obligations.

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety. 57

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard 6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard 7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

Standard 8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured. 58

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Retrieved from

[Link to APTA policies page](#)

Appendix D: Student Competency and Safety Skills List

Louisiana Christian University PTA Program

Competency and Safety Skills List 2026-27

Critical Safety Skills:

- A. Introduction of oneself as an intern to the patient
- B. Identification of patient by two methods (last name, last four, DOB, wristband)
- C. Patient positioning and draping
- D. Perform transfers and gait techniques with a gait belt at all times
- E. Lock wheelchair/bed; castor wheels forward on wheelchair before transfer
- F. Hand washing/rubbing prior to patient care
- G. Sign all documentation as a student physical therapist assistant

*****Additional safety elements may be identified on individual course syllabi as well as Laboratory Session Checklists, but the critical safety elements listed above are mandatory for all courses.***

General Skills:

- A. Documentation with SOAP format
- B. Patient/Family/Caregiver Education
- C. Standard precautions and infection control
- D. Body Mechanics
- E. Interpretation of PTs plan of care to determine appropriate interventions
- F. Effective utilization of interim assessment data to determine patient's response to treatment in order to modify, progress, or cease interventions as well as to determine appropriate timing and nature of consultation with supervising PT
- G. Ensure safety of self and others in the provision of care in all situations

Clinical Practicum I (PT 206):

CLINICAL KINESIOLOGY AND ANATOMY (PT202)

Assessment:

- A. Determines postural alignment and position
- B. Recognizes alignment of trunk and extremities at rest and during activities
- C. Describes chest wall expansion and excursion
- D. Describes gait deviations and their effect on gait and locomotion

Intervention:

- A. Posture awareness training

PHYSICAL THERAPY PROCEDURES (PT203)

Assessment:

- A. Measures standard vital signs
- B. Measures girth
- C. Describe the safety, status, and progression of patients during gait
- D. Abide by weight bearing precautions
- E. Measure for assistive or adaptive devices and equipment
- F. Confirms fit of assistive devices and equipment
- G. Select appropriate assistive device based on assessment
- H. Observe and describe skin characteristics
- I. Recognizes normal and abnormal integumentary changes
- J. Recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma
- K. Recognizes viable versus nonviable tissue
- L. Administers standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain
- M. Wheelchair assessment and fitting/confirmation of fit
- N. Recognizes and monitors responses to positional changes and activities
- O. Recognizes absent or altered sensation

Interventions:

- A. Positioning of patient to prevent interruptions in integumentary integrity
- B. Body mechanics training
- C. Bed mobility and transfer training
- D. Gait and locomotion training
- E. Assistive device/equipment training
- F. Provide wheelchair management/mobility
- G. Sterile techniques
- H. Passive range of motion
- I. Application and removal of dressing or agents
- J. Identification of precautions for dressing removal
- K. Provision of patient education related to injury prevention during bed mobility, transfer, and gait/wheelchair mobility and use of devices and equipment
- L. Provision of patient education related to integumentary protection
- M. Adjustment of equipment in the acute care setting isolation techniques

PT INTERVENTIONS FOR THE ORTHOPEDIC CLIENT (PT 204)

Assessment:

- A. Observe presence or absence of muscles mass
- B. Recognizes normal and abnormal joint movement

- C. Recognize normal/abnormal muscle length
- D. Functional range of motion
- E. Assess muscle strength via manual muscle testing
- F. Active and passive range of motion (goniometry)
- G. Performance of orthopedic special tests to aid in identification of impairment

Intervention:

- A. Postural stabilization activities
- B. Range of motion exercises
- C. Stretching exercises
- D. Strength, power, and endurance training for head, neck, limb, and trunk
- E. Active assistive, active, and resistive exercises including concentric, dynamic/isotonic, eccentric, isometric, and low-level plyometrics
- F. Standardized, programmatic, complementary exercise approaches
- G. Mechanical motion devices
- H. Peripheral joint mobilizations (Grade I & II)
- I. Administration of prescribed oxygen during interventions

PRINCIPLES OF PHYSICAL AGENTS AND MASSAGE (PT205)

Assessment:

None

Intervention:

- A. Therapeutic massage
- B. Soft tissue mobilization
- C. Edema management including but not limited to compression therapies
- D. Cryotherapy
- E. Electrotherapeutic agents
 - a. Electrotherapeutic delivery of medications
 - b. Neuromuscular electrical stimulation
 - c. Electrical stimulation of tissue repair
 - d. Functional electrical stimulation
 - e. High voltage pulsed current
 - f. Transcutaneous electrical nerve stimulation
- F. Hydrotherapy
- G. Thermotherapy
- H. Ultrasound
- I. Traction
- J. Athermal agents
- K. Biofeedback

Students must demonstrate competence and safety in the performance of the following skills prior to engaging in Clinical Practicum II (PT210) and Clinical Practicum (PT211):

CLINICAL NEUROREHABILITATION AND MOTOR CONTROL (PT207)

Assessment:

- A. Recognize changes in the direction and magnitude of patient's state of arousal, mentation, and cognition
- B. Recognize and describe change in muscle tone
- C. Identify the presence or absence of developmental reflexes, associated reactions, or abnormal tone
- D. Reflex testing/sensory testing
- E. Activities of daily living
- F. Recognizes righting and equilibrium reactions
- G. Assess functional muscle strength
- H. Grade balance and coordination (general)
- I. Perform standardized balance testing
- J. Recognizes gross motor milestones
- K. Recognizes fine motor milestones

Intervention:

- A. Developmental activities training
- B. Movement pattern training
- C. Neuromuscular education/reeducation
- D. Balance and coordination training

PTA SEMINAR (PT208)

Assessment:

- A. Ensure alignment and fit of orthotic devices, braces, and/or splints
- B. Identifies the individual's and caregiver's ability to care for the device
- C. Recognizes changes in skin condition while using devices and equipment
- D. Recognizes safety factors while using the device
- E. Inspects the physical environment and measures physical space
- F. Recognizes safety and barriers in home, community, and work environments
- G. Administers standardized questionnaires to patients and others

Intervention:

- A. Adaptive device training
- B. Delivery of patient education related to awareness training during self-care and home management
- C. Prosthetic and Orthotic training (including braces, protective and supportive devices)

PATHOLOGY OF CARDIOVASCULAR AND MULTISYSTEM INVOLVEMENT (PT209)

Assessment:

- A. Observes and monitors thoracoabdominal movement and breathing patterns with activity
- B. Recognizes cyanosis
- C. Recognizes activities that aggravate or relieve edema, pain, dyspnea, or other symptoms
- D. Describes cough and sputum characteristics

Intervention:

- A. Aerobic conditioning/endurance conditioning or reconditioning
- B. Breathing exercises and coughing techniques
- C. Repositioning of patient to improve respiratory function
- D. Movement efficiency and energy conservation training
- E. Relaxation strategies

Appendix E: Student Current Data Form: 2026-2027 Cohort

Term: _____

Name: _____ Date: _____

Social Security Number: _____ Date of Birth: _____

Phone Number: _____ Cell: _____

Email Address: _____

Home Address: _____

City: _____ State: _____ Zip: _____

In case of emergency notify: _____

Phone: _____ Cell: _____

Relationship: _____

Allergies: _____

Current Medications: _____

The Louisiana Christian University PTA Program utilizes social and other forms of media for marketing and public relations purposes. Photos of program students are used for those purposes only with student consent.

☐

I hereby consent to my photos being used by the Louisiana Christian University PTA Program for marketing and public relations purposes.

☐

I hereby prohibit the use of my photos by the Louisiana Christian University PTA Program for the purpose of marketing and public relations purposes.

Appendix F: Policy for Pregnant Students

Background:

Pregnancy is a normal condition in human beings. It is not an illness, and it is not treated as such. However, due to the vulnerability of pregnancy, there are select activities that the individual must be cleared to do. The PTA program in no way attempts to define restrictions but leaves this determination to the attending physician.

Policy:

In accordance with beliefs about wellness and beliefs that pregnancy is normal, being pregnant does not automatically stop one's progression in the curriculum. However, to continue with full activities the pregnant individual must submit a document from her physician stating that she may participate in all activities.

Students whose pregnancy may require absences from any clinical activities are directed to the Student Policy Manual for full policy on attendance.

Guidelines:

- A. The student's clinical faculty and the PTA program are to be notified of the student's suspected pregnancy.
- B. Within six weeks of a suspected pregnancy, the student must submit a clearance document from the attending physician. Students must provide the physician with the required standards of performance for the program and receive either clearance to perform at the required level or recommend reasonable modification to requirements from the physician in writing.
- C. Pregnant students are again reminded of the importance of using "Universal Precautions"
- D. Any vaccine containing a live virus such as MMR, polio, and pneumococcal vaccines are deferred for pregnant students until after delivery.

References:

Centers for Disease Control. Recommendations for prevention of HIV transmission in health-care settings. Mor-bidity and Mortality Weekly Report, 36 (S-2).

Louisiana Christian University Division of Nursing (2007). Student policy manual. Pineville, LA.

Murray, S. & McKinney, E. (2006) *Foundations of maternal-newborn nursing* (4th ed.). St. Louis: Saunders

Appendix G: PTA Program Incident Report

**Louisiana Christian University
Physical Therapy Assistant Program
Incident Report**

(Please return completed form to the PTA Program Office)

Part 1: Claimant Information

Name: _____
(last, first, middle initial)

(Please circle): Male/Female

(Please circle those that apply): Student/Employee/FT/PT

Street Address: _____ City: _____

State: _____ Zip: _____

Phone: _____ Date of Birth: _____

Social Security Number: _____

Name of Spouse: _____ Number of dependents: _____

Job Title: _____ Supervisor: _____

Part 2: Accident Information

Date of Incident: ____/____/____ Time of incident: ____:____ Place of incident: _____

Exact location where injury occurred: _____

Specific description of incident and how it occurred: _____

Action taken or treatment given (if applicable): _____

Safeguards provided to prevent the incident: _____

Referred to: _____ by whom: _____

Signature of person involved: _____

Signature of PTA Program faculty: _____

Part 3: Witnesses to Incident

Name: _____ Name: _____

Address: _____ Address: _____

Phone: _____ Phone: _____

Person filling report: _____ Date: _____

Part 4: Waiver (if applicable)

I, _____ decline treatment.

Signature of person involved: _____ Date: _____

Signature of PTA Program faculty: _____ Date: _____

Appendix H: Louisiana Christian University Policy on Fieldtrips

Appendix GG of the Louisiana Christian University Faculty Handbook on Policy Fieldtrips

Louisiana Christian University POLICIES AND PROCEDURES

THIS REPLACES

ORIGINATOR: Administrative Council FILE: 139

DISTRIBUTION: LCU Faculty DATE: 08/13/08

SUBJECT: Policy on Field Trips Page: 1 of 2

Background:

Field trips and classes scheduled off campus assist the professor in integrating the classroom experience with events away from campus. To protect students, to avoid personal risk to students and to clearly state the position of the University on such involvement, the following policy will be in effect.

Policy:

Students who are participating in an event or activities as part of a requirement for a specific class or event off campus do so as a voluntary act and at their own risk.

Guidelines:

- A. University insurance covers participants in an off-campus event only when the event is an approved University sponsored activity under the supervision of a staff or faculty member.
- B. A student choosing to take part in an approved off-campus activity relieves the University of responsibility in the event of an accident caused by negligence on the part of the student.
- C. The University prefers that University owned vehicles be used if possible, however if personal vehicles are used, the staff or faculty supervising the event must submit to the Vice President for Business Affairs, prior to departure, the names of the individuals riding in the vehicles, vehicle license numbers, names of drivers, names of drivers' insurance companies, drivers' policy numbers, and a copy of the drivers' licenses. The date and time of departure and return must also be listed.
- D. In the event a university van is used, the driver must have a Chauffeurs license and follow the procedures listed in the Louisiana Christian University Policy 380.5 - "Policy on Authorization to Drive 15 Passenger Van and Automobiles."
- E. Participants who separate themselves from the main body of the group and suffer accident or injury while on their own is not covered by university insurance.
- F. Individuals who take part in university-sponsored trips but are not affiliated with the institution as students or employees are not covered by university insurance.

- G. Each student must complete and sign a "General Release Form" that is to be kept on file by the person supervising the trip (forms attached). The supervisor should carry these forms on the trip.
- H. A memorandum should be sent to the Vice President for Academic Affairs stating the purpose of the trip, the name of each student participating, and an agenda for the trip listed. The memorandum should request permission for the students to make up work that they may miss during the field trip and should be turned in five (5) days before the trip is scheduled so that the members of the faculty may be notified.

Verification of Medical Coverage:

Name of Teacher: _____

Name of Class: _____

Activity: _____

Name of Student: _____

I understand that the above-described activity is connected with the academic program of Louisiana Christian University. I also understand that I/my child will be traveling off campus for this activity and verify that I/my child is covered under the following medical insurance in the event of an emergency.

Name of Insured: _____

Name of Insurance company: _____

Group Number: _____

Identification Number: _____

Name of contact in the event of an emergency: _____

Telephone of emergency contact: _____

Signature of student: _____ Date: _____

Signature of Parent/guardian: _____ Date: _____

Teacher: _____ Date: _____

Waiver of Medical Insurance Coverage:

Name of Teacher: _____

Name of Class: _____

Activity: _____

Name of Student: _____

This is to state that: _____ is not covered under any medical insurance policy.

Louisiana Christian University has permission to take this person to the nearest medical facility for treatment in the event of an emergency.

Name of emergency contact: _____

Telephone of emergency contact: _____

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

Teacher signature: _____ Date: _____

Appendix I: Informed Consent Form for Participation in Laboratory Activity: Student

I, the undersigned student, or volunteer, understand that participation in the PTA program at Louisiana Christian University is on a voluntary basis. Furthermore, it is my responsibility to have a complete health examination prior to participation including all necessary medical clearance for participation in laboratory activity. I also understand it is my responsibility to provide for my own medical insurance.

I understand that there are inherent risks in engaging in therapeutic training activities either as a simulated patient or as a PTA, including, but not limited to, shortness of breath, sweating, muscle strain, broken bones, blisters, and in rare circumstances, possible death. I further accept responsibility for ensuring my participation is at a level appropriate for my health and fitness level.

In an effort to further assist in the educational processes of the PTA program, I hereby consent to videotaping, audio taping, photographing, or other imaging of myself with the understanding that any material obtained will be used for instructional purposes only. In signing this consent form, I affirm that I have read this form in its entirety. In consideration for being allowed to participate in this Physical Therapist Assistant program, I agree to be used as a simulated patient in laboratory and to assume the risk of such participation. I further agree to hold harmless Louisiana Christian University and staff members from any and all claims, suits, losses, or related causes of action for damages including, but not limited to such claims that may result from my injury, during, or arising in any way from, the program.

Student/Volunteer Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix J: Informed Consent Form for Participation in Laboratory Activity: Volunteer

In agreeing to receive care provided by the Louisiana Christian University Physical Therapist Assistant program and to use the facilities provided therefore by the students and /or faculty of said program, I fully understand, acknowledge, and agree to the following:

- A. The activities in which I will engage as part of the treatment provided by the PTA program and the physical therapy activities and equipment I may use as a part of that treatment have inherent risks, dangers, and hazards and such exists in my use of any equipment and my participation in these activities;
- B. My participation in such activities and/or use of such equipment may result in injury or illness including, but not limited to bodily injury, disease, strains, fractures, partial and/or total paralysis, death, or other ailments that, could cause serious disability;
- C. These risks and dangers may be caused by the negligence of the representatives or students of the Louisiana Christian University PTA program, the negligence of the participants, the negligence of others, accidents, breaches of contract, or other causes. By my participation in these activities and for use of equipment, I hereby assume all risks and dangers and all responsibility for any losses and/or damages whether caused in whole or in part by the negligence or the conduct of the representatives or students of the Louisiana Christian University PTA program, or by any other person. I, on behalf of myself, my personal representatives, and my heirs, hereby voluntarily agree to release, waive, discharge, hold harmless, defend, and indemnify the Louisiana Christian University PTA program and their representatives and students from any and all claims, actions or losses for bodily injury, property damage, wrongful death, loss of services or otherwise which may arise out of my use of any equipment or participation in these activities. I specifically understand that I am releasing, discharging, and waiving any claims or actions that I may have presently or in the future for the negligent acts or other conduct by the representatives or students of the Louisiana Christian University PTA program.

I HAVE READ THE ABOVE WAIVER AND RELEASE AND BY SIGNING BELOW CONSENT TO TREATMENT. IT IS MY INTENTION TO EXEMPT AND RELIEVE LOUISIANA CHRISTIAN UNIVERSITY, THE PTA PROGRAM, ITS FACULTY, AND ITS STUDENTS FROM LIABILITY FOR PERSONAL INJURY, PROPERTY DAMAGE OR WRONGFUL DEATH CAUSED BY NEGLIGENCE OR ANY OTHER CAUSE.

Name (print): _____ Date of birth: _____

Signature: _____ Date: _____

Witness: _____ Date: _____

In an effort to further assist in the educational processes of the PTA program, I hereby consent to videotaping, audio taping, photographing, or other imaging of myself with the understanding that any material obtained will be used for instructional purposes only.

Signature: _____ Date: _____

Witness: _____ Date: _____

Appendix K: Complaint Form

Louisiana Christian University Complaint Form

Date: _____

Complainant Name: (optional, but required for response): _____

Complainant contact info (optional, but required for response): _____

Description of complaint:

For University Use Only:

Reviewer(s) of complaint: _____

Date reviewed: _____

Action(s) taken and date of action:

Complaints will be kept confidential as possible, and the investigation will be as little disruptive as possible. However, no adverse action, such as but not limited to, intimidation, threats, punishment, creation of a hostile or uncomfortable environment, will to be tolerated or taken against any faculty member, staff, or student for filing a complaint unless the complaint or report is deliberately false.

To ensure that every person who files a complaint is acting in good faith, disciplinary action may be applied to those who have repeatedly filed false or unreasonable complaints against the program and are proven to have been intentionally lying, falsifying evidence, acting maliciously or for personal benefit.

Appendix L: Verification of Receipt of PTA Student Handbook 2026-2027

I have read all of the Louisiana Christian University Physical Therapist Assistant Program Student Handbook and consider myself responsible for each of the following content areas of this handbook.

- Δ Minimum Physical, Intellectual/Communication, and Behavioral/Emotional
- Δ Standards of Performance
- Δ Non-Discrimination Policy
- Δ Disability Accommodations
- Δ Student Health
- Δ Licensure
- Δ Financial Aid
- Δ Student Expenses
- Δ Curriculum Plan
- Δ Educational And Clinical Facility
- Δ Academic Advising
- Δ Testing/Grading System
- Δ Class/Clinical Attendance
- Δ Guidelines for Laboratory Experience
- Δ Essential Functions
- Δ Student Safety
- Δ PTA Student Behavioral Expectations
- Δ Social Media
- Δ Progression, Withdrawal/Dismissal from the Program/Due Process
- Δ Student Retention
- Δ Policy on Complaints
- Δ Privacy and Confidentiality
- Δ Testing
- Δ Written Work
- Δ Communications
- Δ Student Employment
- Δ Student-Faculty Relations
- Δ Computer Laboratory Fac
- Δ Smoking
- Δ Alcoholic Beverages and Illegal Drugs
- Δ Prescription Drugs
- Δ Professional Activities and Attire
- Δ Transportation
- Δ Spiritual and Cultural Enrichment (SCE) Program

Student Signature: _____ Date: _____

Appendix M: Filing a Complaint with CAPTE

CAPTE has a mechanism to consider formal complaints about the PTA program that allege a program is not in compliance with one or more of CAPTE's Standards and Required Elements or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures:

- If the complainant is involved with an institution/program grievance subject to formal due process and procedure, CAPTE requires that the process be completed prior to initiating CAP-TE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.
- If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria (or Standards and Elements, as appropriate) and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s).

CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the program may not be in compliance with the Standards and Required Elements or the statements listed above.

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.
- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit

and that the pro-gram is out of compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate) or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate). CAPTE cannot force a pro-gram into any specific resolution of the situation that resulted in the complaint.

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703-706-3245 or accreditation@apta.org