

LSU Health Sciences Center School of Allied Health Professions in New Orleans



# LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF ALLIED HEALTH PROFESSIONS IN NEW ORLEANS



## J.M. CAIRO, PH.D., DEAN

Appointed to the Deanship on July 1, 2003.

Appointed to the Health Sciences Center Faculty on July 1, 1979

Telephone Number: (504) 568-4246

Faculty Academic Rank: Professor of Cardiopulmonary Science

The Louisiana State University Health Sciences Center School of Allied Health Professions Web Site: <http://alliedhealth.lsuhscc.edu>.

## ADMINISTRATION

J.M. CAIRO, Ph.D., Dean

JOHN DOLAN, Rh.D.  
Associate Dean for Academic Affairs

PATRICIA SNYDER, Ph.D.  
Associate Dean for Research and Graduate Studies  
Head of the Early Intervention Institute

JAN T. JETER, Ph.D.  
Assistant Dean for Continuing Professional Development & Alumni Affairs

JOSEPH E. LASSALLE III, B.B.A.,  
Assistant Dean

JOAN B. DUCKWORTH, B.A.  
Director of Student Affairs

## ADMINISTRATIVE COUNCIL

J.M. CAIRO, Ph.D.  
Chairman

JOHN A. ROCK, M.D.  
Chancellor, Ex-Officio

JOSEPH M. MOERSCHBAECHER, III, Ph.D.  
Vice Chancellor, Ex-Officio

ANDREW A. PELLETT, Ph.D.  
Acting Head of the Department of Cardiopulmonary Science

JERRY L. CRANFORD, Ph.D.  
Head of the Department of Communication Disorders

ROBERT CROW, Ph.D.  
Director, Human Development Center,  
Head of the Department of Interdisciplinary Human Studies

JOHN DOLAN, Rh.D.  
Associate Dean

JAN T. JETER, Ph.D.  
Assistant Dean

LOUANN LAWRENCE, Dr.P.H.  
Head of the Department of Clinical Laboratory Sciences

STEPHEN LEIERER, Ph.D.  
Acting Head, Department of Rehabilitation Counseling

PATRICIA SNYDER, Ph.D.  
Associate Dean  
Head of the Early Intervention Institute

EVE TAYLOR, Ph.D.  
Head of the Department of Occupational Therapy

ELIZABETH WEISS, Ph.D.  
Head of the Department of Physical Therapy

ROBERT ROWE, M.H.S.  
Elected Member

## HISTORY

The School of Allied Health Professions was established by the Board of Supervisors April 2, 1970, and became operational July 1, 1970. Programs were offered on the New Orleans and Shreveport campuses until March 25, 2004 when the Board of Regents approved a plan to divide the campuses administratively. The School of Allied Health-New Orleans currently comprises the following departments: Cardiopulmonary Science, Clinical Laboratory Sciences which includes Medical Technology and Ophthalmic Medical Technology, Communication Disorders, Interdisciplinary Human Studies, Occupational Therapy, Physical Therapy, and Rehabilitation Counseling. Baccalaureate degrees (Bachelor of Science) are offered in Cardiopulmonary Science, Medical Technology, Ophthalmic Medical Technology, and Rehabilitation Services. The Department of Communication Disorders offers a Master of Communication Disorders degree, the Department of Occupational Therapy offers the Master of Occupational Therapy Degree, the Department of Physical Therapy offers a Master of Physical Therapy degree, and the Department of Rehabilitation Counseling offers the Master of Health Sciences degree in Rehabilitation Counseling. A Master of Health Sciences degree is offered for allied health professionals wishing to obtain graduate-level credentials in advanced clinical skills with an emphasis on generating research-based evidence to support and enhance clinical practices.

Planned program expansion includes the Department of Communication Disorders offering a Doctor of Audiology (Au.D.) degree and the Department of Physical Therapy offering a Doctor of Physical Therapy (DPT) degree.

All educational programs of the School have been approved by the appropriate State agencies and have received full accreditation by the appropriate credentialing body.

## CALENDAR, NEW ORLEANS

### May, 2004 (Summer Semester at New Orleans)

Monday 17 - Registration.  
 Tuesday 18 - Classes begin.  
 Tuesday 25 - Final day for adding courses for credit and converting spring 2004 I grades to letter grades.

### June, 2004

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

### July, 2004

Monday 5 - Independence Day Holiday Observed.  
 Friday 9 - Final day for resigning from the University and/or dropping courses without receiving failing grades.  
 Friday 23 - Classes end.  
 Monday 26 - Final examination week begins.  
 Friday 30 - Semester Ends

### August, 2004

Saturday 7 - Commencement.

### August, 2004 (Fall Semester at New Orleans)

Monday 23 - Registration.  
 Tuesday 24 - Classes begin.

### September, 2004

Monday 6 - Labor Day Holiday.  
 Tuesday 7 - Final day for adding courses for credit and converting summer 2004 I grades to letter grades.  
 Friday 10 - Final day for dropping courses or resigning from the University without receiving a grade of W.

### November, 2004

Wednesday 4 - Final day for resigning from the University and/or dropping courses without receiving failing grades.  
 Wednesday 24 - Thanksgiving Holiday begins 5 p.m.

### December, 2004

Friday 3 - Classes End  
 Monday 6 - Final examination week begins  
 Wednesday 8 - Semester ends  
 Thursday 9 - Commencement.

**January, 2005** (Spring Semester at New Orleans)

Monday	10 - Registration.
Tuesday	11 - Classes begin.
Monday	17 - Martin Luther King's birthday observed.
Wednesday	26 - Final day for adding courses for credit and converting fall 2004 I grades to letter grades.
Friday	28 - Final day for dropping courses or resigning from the University without receiving a grade of W.

**February, 2005**

Monday	7 - Mardi Gras holiday.
Tuesday	8 - Mardi Gras holiday.

**March, 2005**

Thursday	24 - Easter Holiday begins 5 p.m.
Monday	28 - Classes resume

**April, 2005**

Friday	8 - Final day for resigning from the University and/or Dropping courses without receiving failing grades
Friday	22 - Classes end.
Monday	25 - Final examination week begins.
Friday	29 - Semester Ends

**May, 2005**

Saturday	14 - Commencement.
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**May, 2005** (Summer Semester at New Orleans)

Monday	23 - Registration.
Tuesday	24 - Classes begin.
Tuesday	31 - Final day for adding courses for credit and converting spring 2005 I grades to letter grades.

**June, 2005**

Friday	106 - Final day for dropping courses or resigning from the University without receiving a grade of W
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**July, 2005**

Monday	4 - Independence Day holiday observed.
Friday	15 - Final day for resigning from the University and/or dropping courses without receiving failing grades.
Friday	29 - Classes end.

**August, 2005**

Monday	1 - Final examination week begins
Friday	5 - Semester ends.
Saturday	13 - Commencement.

**CHRONOLOGY**

Four people have served as Dean of the Louisiana State University Health Sciences Center School of Allied Health Professions since its establishment in 1970. The names of the former Deans, and their period of deanship follows:

John Lawrence Peterson, Ph.D. (1970-1975)

Stanley H. Abadie, Ph.D. (1975-1994)

John D. Dolan, Rh.D. (Acting) (1995-1996)

John R. Snyder, Ph.D. (1996-2003)

**EDUCATIONAL PHILOSOPHY AND OBJECTIVES**

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

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

# ADMISSION AND REGULATIONS

## GENERAL ADMISSION POLICIES

1. Admission to the various departments of the School is by competitive application.
2. Preference is given to Louisiana residents.
3. Attainment of an acceptable grade point average will be stressed. Please refer to the appropriate department for the required entering grade point average. Grade point averages are calculated on the basis of all courses taken, including those repeated.
4. Applicants must also meet requirements and technical standards established by the faculties of the respective departments. See Departmental sections for these special requirements.
5. Accepted applicants must furnish a completed Student Health Service Medical History and Physical Examination Form not more than 90 days prior to, but before, registration. Blank forms are available from the Office of Student Affairs.
6. If an applicant is not accepted for a particular program the applicant must submit a new application and related fees and materials each year in which the applicant desires to be reconsidered for admission.
7. Should transcripts/records be in a language other than English, an official English translation must also be included. Hand-written documents are NOT ACCEPTABLE. No one other than a school official can verify/certify an academic record and/or a translation from the same institution.
8. International students who qualify as residents of Louisiana should send all credentials to the department to which they are applying several months prior to the date they intend to apply.
9. All applicants who are non-native speakers of English, regardless of previous language of instruction, are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 500 must be attained on the TOEFL. TOEFL is not offered at this institution thus, arrangements should be made to take the test at another college or university. Results of TOEFL should be sent directly to the School of Allied Health Professions by the testing officials prior to the application deadline.
10. A resident alien or international student (F-1) must take a minimum of 6 hours in the basic sciences (at least one course must include a related laboratory experience) and 6 hours in English composition in an accredited United States college or university.

## POLICY ON ACADEMIC AMNESTY

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

The following conditions apply to this policy:

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

## METHOD OF APPLICATION

An application form may be obtained from the Office of Student Affairs of the School in New Orleans or downloaded from our website at <http://alliedhealth.lsuhscc.edu/> under each respective department –

Department of Cardiopulmonary Science, Department of Clinical Laboratory Sciences, Department of Communication Disorders, Department of Occupational Therapy, Department of Physical Therapy, and the Department of Rehabilitation Counseling in addition to the program in the Master of Health Sciences. Each application must be accompanied by the required application fee.

Two copies of each applicant's official transcripts shall be included in the self-managed application packet in a sealed and signed envelope from the Registrar's Office of each college/university attended or sent directly by the Registrar's Office to the LSU Health Sciences Center School of Allied Health Professions, Office of Student Affairs. Additional transcripts may be required by the department to which the applicant is applying.

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

## ACCEPTANCE DEPOSIT

Upon notification of acceptance, a \$50.00 non-refundable acceptance deposit is required. This acceptance fee will be credited toward the first semester's tuition.

## REGISTRATION

All students are expected to comply with the general Health Sciences Center provisions governing registration.

## ATTENDANCE

Students are expected to attend all scheduled appointments in each course. Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Determination of the number of absences which may be interpreted as excessive rests with the department.

## EXAMINATIONS

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

## GRADING SYSTEM

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

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

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

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

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

## GRADING AND EVALUATION OF PERFORMANCE

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

## UNDERGRADUATE SCHOLASTIC REQUIREMENTS

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

## Provisions for Academic Progression

1. If an unacceptable grade is recorded in a non-prerequisite course the student must satisfactorily complete the course when next regularly offered.
2. If an unacceptable grade is recorded in a course designated as a prerequisite course the student will be informed that he /she must satisfactorily complete the prerequisite course before continuing the program sequence.
3. Students may not participate in clinical, field work, or preceptorship courses until all prerequisite course work has been completed successfully.
4. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
5. Students who fall from 1-10 quality points below a 2.0 cumulative professional GPA will be placed on scholastic probation.
6. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative professional GPA is achieved. Students who do not meet this requirement will be dismissed from the School.
7. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
8. Students who fail to attain a minimum 2.0 cumulative and/or semester professional GPA in two consecutive semesters will be dismissed from the School.

9. Students who fall more than 10 quality points below a 2.0 cumulative professional GPA will be dismissed from the School.
10. Students on scholastic probation are not eligible for graduation.
11. Students must complete the professional program in a specified period of time. (Time frame is determined by each department).
12. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
13. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

## GRADUATE PROFESSIONAL SCHOLASTIC REQUIREMENTS

1. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory a grade of Pass or Satisfactory is required.

## Provisions for Academic Progression

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

## DEAN'S LIST

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

## DRESS AND PROFESSIONAL APPEARANCE

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

## SPECIAL STUDENTS

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

Special Students must:

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

Registration as a special student does not guarantee future acceptance and admission as a regular, degree seeking student.

## AUDITING COURSES

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

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

## LEAVE OF ABSENCE

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

## WITHDRAWALS

Students who for legitimate reasons are unable to return to their work at the opening of any semester or who for acceptable reasons must discontinue their work during the academic year will ordinarily be permitted to withdraw in good standing. It shall be the student's responsibility to complete all necessary documentation for withdrawal prior to leaving the Health Sciences Center.

Students who have withdrawn in good standing may apply for readmission on the basis of their status at the time of withdrawal. In general, students will not be considered for readmission if they have been absent for more than two consecutive years.

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

## STUDENT CONDUCT

The School of Allied Health Professions has a policy relative to student conduct. Students are responsible for obtaining a copy of the document entitled "*Policy and Procedures Related to Student Conduct*". Copies of this document may be obtained through the students' department, the Director of Student Affairs or the Associate Dean for Academic Affairs.

## STUDENT GRADE APPEALS

Appeals of final grades must be initiated by the student within thirty days after the beginning of the next academic year, semester or Summer term. The following procedure is to be followed:

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

If the matter is not resolved between the student and the faculty member, and the student wishes to pursue the appeal, the student shall make a written request to the head of the department in which the course was taught asking for a meeting with the department head and faculty member. The written request should clearly state the purpose of the meeting and should indicate the faculty member's name; however, it should not go into detail as to the justification for the appeal. The department head shall arrange a meeting within two weeks from the date of receipt of the request. At this meeting, both the student and the faculty member may be accompanied by an advisor. At the close of the meeting, or within seven days thereafter, the department head shall make a decision. If a decision is made at the close of the meeting, it is to be given orally to all present. If the matter is taken under advisement, the department head shall inform all parties of the decision in writing. If the decision reached requires change in an official record, the faculty member must comply with all regulations and procedures necessary to accomplish the change.

If the student is not satisfied with the decision reached, the student may appeal to the Dean of the School. The student's appeal must be in writing and must contain the following information: 1) An explanation of the complaint; 2) the relief requested; 3) and a specific statement of the reasons supporting the relief sought. The student may also request that a hearing panel be established to assist in reaching a decision. Upon receipt of the request, the Dean will forward copies to the department head and faculty member concerned, who must promptly reply with an individual written statement supporting their previous actions. Either may request that a hearing panel be convened. When the department head's and faculty member's replies have been received, the Dean may take one of the following actions:

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

If a hearing panel has been requested by the student, the faculty member, or the department head, the Dean will convene such a panel. Hearing panels to consider grade appeals will be appointed by the Dean or his/her designee and shall be composed of three faculty members selected by the Dean, or his/her designee with no more than two from the same department, and two students appointed by the student government president of the School. The Dean or his/her designee shall appoint a chairperson for the panel. The panel will conduct a hearing to elicit facts from the concerned parties. After deliberation, the panel will make its recommendation in writing to the Dean. Copies of the recommendation and the Dean's final decision must be given to all parties. Regardless of the method used, the Dean must make a decision thirty days from the date of receipt of the student's appeal. The decision must be written, listing the reasons supporting the decision; copies must be given to all parties. If the decision requires change in an official record, the faculty member must comply with all regulations and procedures necessary to accomplish the change.



If any party to the appeal seeks resolution of the matter through any agency outside the Health Sciences Center, whether administrative or judicial, the Health Sciences Center shall have no obligation to continue the appeal process, subject to constraints of law. If any party to the appeal believes that a serious procedural error occurred or that there was an abuse of discretionary authority in reaching the decision, that person may file with the Vice Chancellor for Academic Affairs a written petition for review. This petition, which must be filed within seven days after receipt of the decision in Step 3, must contain a complete statement of the alleged serious procedural error, or examples of abuses of discretionary authority complained of, and also must contain reasons for the relief sought. The petition must be accompanied by all documents produced in the appeal. Copies should be sent to all parties to the appeal and to the Dean. The Vice Chancellor for Academic Affairs shall decide within two weeks after receipt of the petition whether further action should be taken. In reaching this decision, this official may ask other parties to the appeal to make written reply to the request for a review or these parties, on their own, may make a written reply. If the decision is reached that a review is not justified, the student and all other parties will be so notified. If the Vice Chancellor for Academic Affairs decides to respond favorably to the petition for review, this official will hold a formal meeting with all parties and their advisors, if desired, and reach a decision based on discussions at this meeting, as well as on all written materials furnished. Once a decision is reached, the Vice Chancellor for Academic Affairs will notify all parties, plus the Dean, of the decision. The decision of the Vice Chancellor for Academic Affairs shall conclude the matter, subject to the right of the Chancellor to review the case. The Chancellor will consider the case only on the basis of a petition for review following the procedure outlined above. The appeals process described above is for final course grades only; students who wish to appeal grades received for examinations, quizzes, laboratories, or clinical-practicum experiences, must resolve their appeals within their own departments. The instructor of record will have the final authority for assignment of grades in all departmental courses and activities.

## REQUIREMENTS FOR GRADUATION

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

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

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

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

## ADDITIONAL EXPENSES

### Department of Communication Disorders

1. Anatomy and Physiology Laboratory Fee, Summer term, \$30
2. Multipurpose user's Fee for full-time students, \$75

### Department of Medical Technology

1. Laboratory fee (per year), \$250
2. Textbooks (per year), \$250-\$300.

## Department of Occupational Therapy

1. Students will be expected to purchase books, laboratory coats, uniforms, dissection kits and a variety of other laboratory materials during the first Summer term following enrollment, totaling approximately \$300
2. Subsequent semester costs for these materials will be approximately \$350 each semester.

## Department of Physical Therapy

Students will be expected to purchase books, laboratory coats, uniforms and other incidentals, totaling approximately \$300 each semester.

## FEE EXEMPTIONS

Regular graduate assistants are exempt from the University fee and non-resident tuition. Required fees will not be assessed personally from the federally-supported trainees nor from most fellowship holders, but will be charged against cost-of-education funds received from support of such programs. If in doubt about status as to fee exemptions, please inquire at the Office of Student Affairs.

## STUDENT AID

### SCHOLARSHIPS

#### David S. Lindberg Scholarship

The late Dr. David S. Lindberg served as Assistant/Associate Dean for Academic Affairs from 1974 to 1986. In his honor Mrs. Lindberg, family and friends have established a scholarship fund to assist outstanding full-time senior-level undergraduate students in the School of Allied Health Professions. The scholarship is awarded annually based on the highest grade-point average and economic need, and will rotate through the three academic undergraduate programs on a yearly basis.

#### Faculty and Alumni Scholarship

Faculty and alumni of the School established this scholarship to recognize outstanding full-time undergraduate and graduate students in the School of Allied Health Professions. The scholarship is awarded annually to one student in each department in New Orleans and Shreveport. The award is based on grade point average and economic need.

### Other Support

Some applicants who have served on active duty in the military services may be eligible to receive Veterans Administration assistance to help defray the costs of their educational programs in the School of Allied Health Professions. The educational programs also meet the requirements of the Division of Vocational Rehabilitation of the State Department of Education for those students meeting the qualifications.

A complete summary of all provisions governing financial aid available to students of the Health Sciences Center may be found elsewhere in this publication under the heading: TYPES OF STUDENT FINANCIAL AID AVAILABLE.

## EMPLOYMENT

Due to the exacting requirements of the various curricula in the School of Allied Health Professions, it is unwise for students to expect to meet their expenses by outside work. The School does not specifically forbid such additional duties but does discourage them. The departments, furthermore, reserve the right to indicate that such work be discontinued, if in their opinion, it interferes with the satisfactory completion of prescribed academic activities.

## STUDENT ACTIVITIES AND SERVICES

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

## AWARDS AND HONORS

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

The Chancellor's Award - A cash award of \$500 is presented annually to a high-ranking graduating student, in New Orleans who has done the most to promote the health sciences and the School before the public. Selection is made by a committee of the faculty appointed by the Dean. This award was established by the Chancellor of the Health Sciences Center in 1977.

Several other annual awards are offered by firms and individuals.

The Dean's Award - A cash award of \$500 is presented to the graduate who in the opinion of the faculty "represents the highest ideals of the School of Allied Health Professions."

Faculty Award for Outstanding Student in Communication Disorders

Donald L. Rampp Award for Clinical Excellence

Scottish Rite Award for Academic Excellence

John B. Bobear Award for Clinical Excellence (New Orleans)

The Ronald B. George Award for Clinical Excellence (Shreveport)

The Scholastic Award in Cardiopulmonary Science

The Faculty Award to the Outstanding Student in Cardiopulmonary Science

The Department Award for Scholastic Achievement and Leadership in Medical Technology

The Faculty Award to the Outstanding Student in Medical Technology

The J. Clyde Swartzwelder "C<sup>2</sup>" (Competence X Compassion) Award in Medical Technology

The Departmental Award for Leadership in Medical Technology

The Scholastic Achievement Award in Occupational Therapy

The John F. Burke Memorial Award in Physical Therapy

The Department of Physical Therapy Scholastic-Achievement Award

The Scholastic Award in Rehabilitation Counseling

The Faculty Award for Outstanding Student in Rehabilitation Counseling

Master of Health Sciences Faculty Award For Thesis Research

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

## DEGREES WITH HONORS

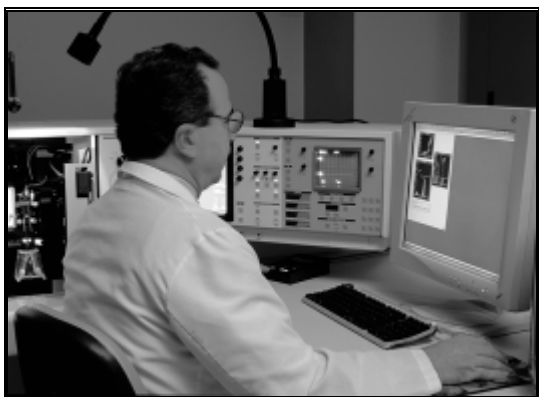
Baccalaureate degrees are awarded summa cum laude to students whose quality point average falls within the range of 3.960 to 4.000, magna cum laude to students whose quality point average falls within the range of 3.860 to 3.959, and cum laude to students whose quality point average falls within the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

## CURRICULA

### GENERAL

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

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



## CARDIOPULMONARY SCIENCE

**J. M. Cairo, Ph.D.**  
**Head of the Department**

The Department of Cardiopulmonary Science provides professional preparation in the allied health specialties of respiratory care and cardiovascular technology. The education of cardiopulmonary science students relates to the performance of diagnostic tests, the administration of therapeutic agents and techniques, the performance of cardiopulmonary resuscitation, and the operation and maintenance of the instrumentation and equipment involved in these procedures. With a firm background in anatomy, physiology, biochemistry, pharmacology, and clinical medicine, the graduate is prepared to exercise judgment and accept great responsibility in performance of diagnostic and therapeutic procedures. In addition, the baccalaureate cardiopulmonary science graduate is a potential teacher or supervisor in cardiovascular technology and respiratory care departments. Graduates are eligible to take registry examinations administered by the National Board for Respiratory Care thus enabling them to acquire a license to practice respiratory care in the State of Louisiana. Graduates are also eligible to take examinations administered by the American Registry of Diagnostic Medical Sonographers, leading to the credential of Registered Diagnostic Cardiac Sonographer, and by Cardiovascular Credentialing International, leading to the credential of Registered Cardiac Sonographer.

The Department of Cardiopulmonary Science also offers coursework leading to a Master of Health Science degree ( See MHS section).

### MINIMUM REQUIREMENTS FOR ADMISSION

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

1. Completion of not less than sixty (60) semester hours, or its equivalent, of acceptable credits prior to the date of registration.
2. Satisfactory completion of listed prerequisite courses (as part of the 60 semester credits specified), or their equivalent, based upon the Department faculty's acceptance of equivalency. Applicants should have a cumulative grade point average of 2.5 (on a 4.0 scale) for all prerequisite courses.
3. The applicant is advised to visit one or more facilities that employ respiratory therapists and cardiovascular technologists to talk with the specialists and to gain knowledge of the field and demonstrate an interest in it. Names of such facilities and persons with whom appointments may be made are available from the Department upon request.
4. Students who hold baccalaureate degrees may earn a second bachelor's degree in cardiopulmonary science provided that they: (a) complete all requirements (including subject requirements) for the second degree; and (b) meet all quality point and grade requirements applicable to the second degree.

**Prerequisite Courses**

	Semester Hours
(Subject to revision)	
English (Composition) -----	6
Humanities * -----	9
Chemistry (General and Laboratory) -----	8
Mathematics -----	6
(Algebra and Trigonometry)	
Biology -----	8
(General and Laboratory)	
Science Elective ** -----	3
Psychology (General)*** -----	6
Physics (General and Laboratory) -----	4
Microbiology -----	4
(Introductory and Laboratory)	
Art Electives **** -----	3
Computer Literacy -----	3
TOTAL	60

\* Humanities recommended: English Literature, Technical Writing, Advanced Composition, or Foreign Language.

\*\* Science Electives recommended: Human Anatomy and Physiology, Organic Chemistry, or Embryology.

\*\*\* Psychology courses should include General Psychology and advanced psychology course (e.g., Child Psychology). Students may choose to substitute a social science course for the advanced psychology course (e.g., Sociology).

\*\*\*\* Electives recommended: Music, Art, Dance, or Theater.

**TECHNICAL STANDARDS**

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

**Physical Health:** A cardiopulmonary science student must possess the physical health and stamina needed to carry out the program of health care education.

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

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

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

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

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

**CARDIOPULMONARY SCIENCE  
CURRICULUM**

Departmental coding for the professional courses in cardiopulmonary science is as follows: ANAT: Anatomy;

CPSC: Cardiopulmonary Science; PHYS: Physiology; SAHP: Allied Health Professions; ANAT: Anatomy

	Hours
<b>Summer Semester</b> (Following Sophomore Year)	
ANAT 3122 Human Anatomy -----	5
PHYS 3123 Human Physiology -----	4
CPSC 3100 Introduction to the Clinical Cardiopulmonary Sciences -----	1
	10

**Fall Semester** (Junior Year)

CPSC 3200 Respiratory Therapy Fundamentals ---	3
CPSC 3210 General Pharmacology -----	3
CPSC 3220 Cardiopulmonary Physiology -----	3
CPSC 3250 Clinical Applications & Procedures I	3
CPSC 3262 Critical Care Concepts I -----	2
	14

**Spring Semester** (Junior Year)

CPSC 3300 Neonatology and Pediatrics -----	3
CPSC 3310 Clinical Application and Procedures II	3
CPSC 3320 Pulmonary Pathophysiology -----	3
CPSC 3330 Pulmonary Diagnostic Tests -----	2
CPSC 3342 Critical Care Concepts II -----	2
	13

**Summer Semester** (Junior Year)

CPSC 3400 Clinical Application and Procedures 3	5
CPSC 3422 Critical Care Conference -----	1
CPSC 4182 Advanced Cardiac Life Support -----	1
CPSC 3500 Pulmonary Rehabilitation and Home Care-----	1
	8

**Fall Semester** (Senior Year)

CPSC 4022 Management, Education, and Evaluation of Cardiopulmonary Services -----	2
CPSC 4050 Cardiovascular Pathophysiology -----	3
CPSC 4062 Cardiovascular Diagnostic Techniques	6
CPSC 4072 Principles of Cardiac Electrophysiology -----	2
CPSC 4080 Cardiovascular Clinics I -----	3
CPSC 4230 Advanced Critical Care Conference ---	1
	17

**Spring Semester** (Senior Year)

CPSC 4204 Specialized Field Experience -----	8
CPSC 4206 Special Topics in Cardiopulmonary Science -----	3
CPSC 4222 Senior Thesis -----	2
	13

Animal models may be used for instruction and research purposes during certain CPSC classes. Students are not required to participate in the use of animals for research or instructional purposes, but are held responsible for the content of such courses.

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

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

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

1. Maintain a grade-point average that is consistent with the academic standards set by the Department.
2. Satisfactorily complete the required number of credit hours per semester established by the Department.
3. Satisfactorily complete all course work required for graduation in not more than eight calendar years. Individual programs may specify different time lines.

Students' academic progress will be reviewed by the Department once per academic year (the academic year will include any order of the Summer, Fall and Spring periods e.g.; Fall, Spring, Summer; Spring, Summer, Fall.)

The names of those students who have not achieved the status of satisfactory academic progress will be forwarded to the Director of Financial Aid for appropriate action. Students in this category may request that their progress be re-evaluated more than once per academic year.

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

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

## COURSE DESCRIPTIONS

**ANAT 3122 Human Anatomy. 5 Credits,**  
Lectures on cell, tissue, organ and body systems, structures, and dissection of human cadaver with emphasis on structure and function of the cardiovascular and respiratory systems.

**PHYS 3123 Human Physiology. 4 Credits,**  
Lecture/laboratory course covering general human physiology

**CPSC 3100 Introduction to the Clinical Cardiopulmonary Sciences. 1 Credit,** Lecture course designed to introduce students to various aspects of respiratory therapy and cardiovascular technology. Course content includes a review of medical terminology along with discussions related to ethical and legal issues encountered in the allied health sciences.

**CPSC 3200 Respiratory Therapy Fundamentals. 3 Credits,** Lecture/laboratory course covering general principles of respiratory therapy modalities and techniques.

**CPSC 3210 General Pharmacology. 3 Credits,**  
A study of the medications and drugs that affect cardiopulmonary function and the therapeutic agents used by pulmonary and cardiovascular health care professionals. Review of pathogenic and nonpathogenic microorganisms found in the respiratory system and which may contaminate respiratory therapy and diagnostic equipment.

**CPSC 3220 Cardiopulmonary Physiology. 3 Credits,**  
This course presents a detailed analysis of cardiopulmonary physiology. The emphasis is placed on structure and function and whenever possible clinical applications will be introduced to enhance an understanding of the normal cardiopulmonary system.

**CPSC 3250 Clinical Applications and Procedures I. 3 Credits,** Clinical instruction in respiratory care procedures. Emphasis is placed on routine patient care, including such modalities as ambient-oxygen therapy, use of aerosol, humidity devices and chest physical therapy.

**CPSC 3262 Critical Care Concepts I. 2 Credits,**  
A lecture/laboratory course preceding the clinical introduction to critical care techniques. The emphasis includes ventilation-support modalities, hemodynamics, metabolic monitoring and patient-management techniques.

**CPSC 3300 Neonatology and Pediatrics. 3 Credits,**  
Lecture series designed to cover the development of the cardiopulmonary system from embryo to puberty. Emphasis includes problems of the infant and newborn that affect cardiopulmonary function and techniques for diagnostic and therapeutic procedures.

**CPSC 3310 Clinical Applications and Procedures II. 3 Credits,** A continuation of the lecture/laboratory course CPSC 3342, which introduced the concepts of critical care medicine. Emphasis is placed on monitoring techniques, patient weaning and newer ventilatory support systems.

**CPSC 3320 Pulmonary Pathophysiology. 3 Credits,**  
This course is designed to review pulmonary disease processes and how these entities affect respiratory function. Emphasis shall be placed on patient assessment and clinical management of disease entities.

**CPSC 3330 Pulmonary Diagnostic Tests. 2 Credits,**  
Lecture/laboratory course covering basic instrumentation and diagnostic techniques employed in assessment of pulmonary functions.

**CPSC 3342 Critical Care Concepts II. 2 Credits,**  
Lecture/laboratory course that discusses intermediate and advanced critical care concepts and techniques. Emphasis is placed on adult/infant intensive care procedures and bedside metabolic monitoring.

**CPSC 3400 Clinical Applications and Procedures III. 5 Credits,** Clinical instruction in respiratory care procedures. Emphasis is placed on adult and neonatal critical care procedures.

**CPSC 3422 Critical Care Conference. 1 Credit,**  
This course utilizes hospital-based scenarios, emphasizing critical thinking to reinforce an understanding of critical care concepts.

**CPSC 3500 Pulmonary Rehabilitation and Home Care. 1 Credit,** Lecture/laboratory course designed to introduce students to the care of chronically ill patients. Discussions will focus on the delivery of services for hospital-based pulmonary rehabilitation programs, extended care facilities, and home care. Topics include clinical exercise testing, exercise prescriptions, clinical practice guidelines for management of patients who require long term respiratory care (e.g., oxygen therapy, bronchodilator therapy, mechanical ventilation, etc.).

**CPSC 4022 Management, Education, and Evaluation of Cardiopulmonary Services. 1 Credit,** An overview of administrative concepts and processes used in health care delivery, as well as topics pertaining to the development of educational skills. Emphasis will be placed on evaluation techniques in assessing appropriate use of cardiopulmonary modalities, physical plant design, personnel policies, fiscal management, quality improvement, curriculum development, and lesson plan production, presentation, and evaluation.

**CPSC 4050 Cardiovascular Pathophysiology. 3 Credits,**  
A review of cardiovascular disease processes and how these diseases affect cardiovascular function. Emphasis shall be placed on patient assessment and clinical management of each disease entity.

**CPSC 4062 Cardiovascular Diagnostic Techniques. 6 Credits,** A lecture/laboratory course designed to provide the student with a thorough knowledge of ultrasound physics and instrumentation and two-dimensional, M-mode, and Doppler echocardiography.

**CPSC 4072 Principles of Cardiac Electrophysiology. 2 Credits,** A lecture/laboratory course involving instruction in the recording and interpretation of 12-lead electrocardiograms, as well as, the techniques of Holter monitoring and cardiopulmonary stress testing.

**CPSC 4080 Cardiovascular Clinics I. 3 Credits,**  
Clinical instruction in cardiovascular diagnostic procedures. Emphasis is placed on echocardiography, cardiac stress testing, and electrocardiography.

**CPSC 4182 Advanced Cardiac Life Support. 1 Credit,**  
A lecture/laboratory course designed to review the most current American Heart Association (AHA) standards for advanced cardiac life support. Special emphasis is devoted to the recording and interpretation of electrocardiograms, pharmacologic interventions used in the treatment of cardiac emergencies, and airway management techniques used during cardiopulmonary resuscitation. Students must successfully complete an AHA approved Advanced Cardiac Life Support course.

**CPSC 4204 Specialized Field Experience. 8 Credits,**  
Planned clinical practicum at the advanced level in a specialized field of interest in cardiopulmonary science Prerequisite: Consent of Department Head.

**CPSC 4206 Special Topics in Cardiopulmonary Science. 3 Credits,** This is a companion course to CPSC 4204. Advanced didactic instruction is provided in a special topic of interest in cardiopulmonary science. Potential areas of instruction include noninvasive cardiovascular technology, cardiac catheterization, cardiopulmonary rehabilitation, adult critical care, neonatal/pediatric critical care, pulmonary diagnostics, and more.

**CPSC 4222 Senior Thesis. 2 Credits,**  
This course is centered on an extended-length paper written by each student pertaining to a topic of his/her choice in cardiopulmonary science. Both in- and out-of-class time will be provided to help guide the student and improve his or her research, writing, and presentation skills.

**CPSC 4230 Advanced Critical Care Conference. 1 Credit,** A series of lectures and case presentations designed to improve the student's critical thinking skills. The course will focus on the application of advanced patient assessment skills and laboratory data interpretation to aid the student in establishing a diagnosis and treatment plan for various disease states.



## CLINICAL LABORATORY SCIENCES

### PROGRAM IN MEDICAL TECHNOLOGY

**Louann Lawrence, Dr.P.H.**  
**Head of the Department**

**Patsy Jarreau, M.H.S.**  
**Program Director**

The Department of Clinical Laboratory Sciences offers a curriculum leading to a bachelor of science degree in medical technology at the LSU Health Sciences Center New Orleans campus. Pre-professional curricula which prepare a student for application to the program are offered on various campuses of the LSU System and at other colleges and universities throughout the state. The medical technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Avenue, Suite 670, Chicago, IL, 60631, phone: 773-714-8880.

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

Students accepted into the curriculum in medical technology may enter only after successfully completing all prerequisite courses. Beginning in Fall 2005, students may enter the curriculum in medical technology at the Health Sciences Center in New Orleans in either Fall or Spring semesters. Classes will no longer begin in May. The curriculum continues for 16 months and includes four months in one of the affiliated clinical sites. The student is awarded a Bachelor of Science degree in medical technology upon completion of the curriculum and is eligible to take national certifying exams in medical technology/clinical laboratory science. Upon successful completion of a national certification exam, the graduate is eligible for state licensure.

### Minimum Requirements For Admission

Admission to the program in medical technology is on a competitive basis. Students must have attained a grade point average (GPA) of 2.5 or greater (4.0 scale) for all applicable college courses taken prior to the date of application. A grade of D or F in any prerequisite course is not accepted and the course must be repeated until an acceptable grade is achieved. Grades in repeated courses are not deleted in the determination of GPA. Other factors considered for admission are science/math GPA, interview, knowledge of the profession, writing skills and recommendations. It is recommended that applicants tour a clinical laboratory prior to interview. In addition, applicants must be able to master certain technical standards (visual, motor, communication and behavioral skills) that are described in the next section. Class size is approximately 25 per year.

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

**Prerequisite Courses**

	Semester Hours
(Subject to revision)	
English (Composition)-----	6
English (2000 level or above) -----	3
Chemistry -----	8
(General Lecture and Laboratory)	
Chemistry (Organic) -----	3
Mathematics * -----	6
(College algebra or above)	
Biology -----	8
(Lecture and Laboratory for Science Majors)	
Microbiology (Lecture and Laboratory) ---	4
Science Elective ** -----	3
General Electives *** -----	12
Humanities -----	6
Humanities (2000 Level or above) -----	3
Social Science -----	6
Art Elective **** -----	3
TOTAL	71

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

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

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

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

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

**TECHNICAL STANDARDS FOR MEDICAL TECHNOLOGY**

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

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

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

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

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

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

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

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

- Be able to manage the use of time and be able to systematize actions in order to complete professional and technical tasks within realistic constraints.
- Possess the emotional health necessary to effectively apply knowledge and exercise appropriate judgment.
- Be able to provide professional and technical services while experiencing the stresses of task-related uncertainty (i.e., ambiguous test order, ambivalent test interpretation), emergent demands (i.e. "stat" test orders), and distracting environment (i.e., high noise levels, crowding, complex visual stimuli.)
- Be flexible and creative and adapt to professional and technical change.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.
- Adapt to working with unpleasant biological specimens.
- Support and promote the activities of fellow students and of health care professionals. Promotion of peers helps furnish a team approach to learning, task completion, problem-solving, and patient care.
- Be honest, compassionate, ethical, and responsible. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate her or his own performance, accept constructive criticism, and look for ways to improve (i.e. participate in enriched educational activities). The student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Show respect for individuals of different age, ethnic background, religion, and /or sexual orientation.
- Exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. (For example, visible tattoos and body piercing, other than ears, are not considered professional appearance. This includes tongue piercing.)

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

## MASTER OF HEALTH SCIENCES OPTION

Students applying to the professional program who already possess a bachelors degree, may choose to apply for the MHS Option / CLS Professional Program. While completing the MT/CLS professional curriculum, they may earn 15 hours in science courses that may be applied toward the MHS degree. The remaining MHS Core courses may be taken during evening hours after the graduate has begun to work in the profession. Additional admission requirements are: 2.7 overall GPA, 15 hours of science courses in addition to the prerequisite courses listed above, and successful completion of the Graduate Record Exam (GRE). For more information, see the Master of Health Sciences section in this Catalog.

## METHOD OF APPLICATION

Beginning in Fall 2005, classes will begin in Fall and Spring, therefore application deadlines will be April 30 for entry in Fall 2005 and August 30 for entry in Spring 2006. Procedure for applying for admission to the Bachelor of Science degree program in medical technology is as follows:

1. An Application for Admission form may be obtained on-line or by addressing a request to the Office of Student Affairs or the Department of Clinical Laboratory Sciences.
2. The Application must be completed and returned to the Office of Student Affairs no later than application deadlines listed above for admission to the program. Applications received after the deadline may be accepted, but they will be held for processing and consideration according to available space.
3. Applicants must have transcripts sent to the Office of Student Affairs from all colleges and universities attended to arrive no later than May 15 for Fall admission or September 15 for Spring admission. (Applications may be sent prior to sending transcripts.) Current enrollment in any remaining courses will allow conditional acceptance into the program. An additional transcript is required at the end of the semester in which prerequisite courses are completed to verify successful completion of these remaining courses.
4. Recommendations are required from science department faculty of the institution previously attended.
5. A personal interview will be scheduled by the Department's Admissions Committee.
6. Notification of action taken by the Admissions Committee will be sent in writing to all applicants no later than 60 days prior to the first day of class.
7. Applicants who have been accepted into the program are expected to notify the Department in writing if, for any reason, they wish to withdraw as an accepted applicant (i.e., change in plans, or failure to complete all prerequisites.)
8. Applicants who have been notified that they were not accepted, but who meet minimum requirements, will be retained on the waiting list until classes begin that year. If one of the accepted applicants withdraws prior to registration, an individual on the waiting list may be accepted.

## SCHOLASTIC REQUIREMENTS

Scholastic requirements for all SAHP undergraduate programs are listed in the general section of this catalog/bulletin. Students must complete the 14 month curriculum in medical technology in no more than 26 months after initial enrollment or the student will be dismissed from the program. If making a grade less than C in a course will prevent a student from meeting the 26 month requirement, the student will be dismissed from the program.

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

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

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

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

## OTHER INFORMATION

1. The faculty of the Department makes clinical affiliate assignments. Once an assignment is made, it is final. Students whose entry into the four-month clinical affiliate phase is delayed because of failure to meet scholastic requirements will be given a clinical affiliate assignment based on space availability. This clinical affiliate assignment may not immediately follow the completion of didactic courses. A list of clinical affiliate sites is available from the Department by request.
2. Full-time student status in the School of Allied Health Professions is maintained throughout the program. Part-time status will be available beginning in Fall 2005.
3. Registration and payment of all University fees will be completed for each semester during the program.
4. In addition to costs for fees and required items listed on HEALTH SCIENCES CENTER FEES AND TUITION and ADDITIONAL EXPENSES, students who are enrolled in clinical practicum courses may incur further off campus living expenses, which should be anticipated.
5. Students will be required to produce proof of the first of 3 immunizations for Hepatitis B on the first day of class.
6. Students will be required to pay \$250 in laboratory fees to cover such items as disposable supplies, laboratory coats, face shields, gloves, etc.



## CLINICAL LABORATORY SCIENCES, PROGRAM IN MEDICAL TECHNOLOGY CURRICULUM

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

### Summer Semester

	Hours	
MTEC 3101 Introduction to Hematology -----	2	
MTEC 3107 Introduction to Immunology -----	3	
MTEC 3112 Professional Skills in Clinical Laboratory Science -----	2	
MTEC 3121 Introduction to Hematology Laboratory -----	1	
MTEC 5119 Molecular Diagnostics and Genetics -----	2	
	10	

### Fall Semester

MTEC 4102 Clinical Microscopy -----	2
MTEC 4121 Clinical Hematology Laboratory ----	2
MTEC 4125 Clinical Microbiology Laboratory --	1
MTEC 5101 Clinical Hematology -----	3
MTEC 5104 Clinical Microbiology -----	4
MTEC 5128 Clinical Serology and Immunology --	2
MTEC 4134 Clinical Phlebotomy Practicum ----	1
	15

### Spring and Summer Semesters

MTEC 4105 Clinical Parasitology / Mycology---	2
MTEC 4118 Laboratory Management -----	2
MTEC 4120 Clinical Biochemistry Laboratory --	2
MTEC 4122 Clinical Immunohematology Laboratory	2
MTEC 5109 Clinical Biochemistry -----	4
MTEC 5111 Clinical Immunohematology -----	2
MTEC 4139 Multi-Disciplinary Case Studies / Management Problem Solving -----	1

### Clinical Practicum Courses

MTEC 4130 Clinical Chemistry/Immunology Practicum -----	4
MTEC 4131 Clinical Hematology/Microscopy Practicum -----	4
MTEC 4132 Clinical Immunohematology Practicum -----	3
MTEC 4135 Clinical Microbiology Practicum ---	5
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NOTE: All summer courses (MTEC 3101, 3107, 3112, 3121, 5119) are pre-requisites for the fall semester. All fall and spring courses (MTEC 4102, 4105, 4118, 4120, 4121, 4122, 4125, 5101, 5104, 5109, 5111, 5128) are pre-requisites for clinical practicum courses.

## MEDICAL TECHNOLOGY COURSE DESCRIPTIONS

**MTEC 3101 Introduction to Hematology. 2 Credits,**  
An introduction to the morphology and function of human blood and marrow, including hemostasis.

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

**MTEC 3112 Professional Skills in Clinical Laboratory Science. 2 Credits,** Introduction to the role of the medical technologist as a member of the health care team. Includes theory and practical experience in phlebotomy, laboratory safety, laboratory math, use and care of the microscope, and use of laboratory reagents and measuring devices. Basic skills for effective teaching in the clinical laboratory with emphasis on instructional objectives, learning styles, exam item composition, test-taking skills and time management are also included.

**MTEC 3121 Introduction to Hematology Laboratory. 1 Credit,** Introductory laboratory exercises in routine manual hematologic procedures. Concurrent registration in MTEC 3101.

**MTEC 4105. Clinical Parasitology/Mycology. 2 Credits,** Lecture and laboratory exercises on the classification and identification of medically important parasites and fungi including epidemiology, pathology and morphology of infective and diagnostic forms.

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

**MTEC 4118 Laboratory Management. 2 Credits,** Concepts of medical laboratory management to include the dynamics of leadership, competence and performance improvement, inventory control, interpersonal skills, professional ethics, quality management, laws and accrediting standards regulating laboratories, compliance and third-party reimbursement policies, public relations, principles of marketing and cost accounting, and utilization review. Also includes concepts and principles of research design and exercises in evaluation of published studies.

**MTEC 4120 Clinical Biochemistry Laboratory. 2 Credits,** Discussions, demonstrations and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical chemistry laboratory. Includes principles of instrumentation and methods of laboratory quality control. Concurrent registration in MTEC 5109.

**MTEC 4121 Clinical Hematology Laboratory. 2 Credits,** Discussion, demonstration and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical hematology and coagulation laboratories. Includes principles of instrumentation and methods of laboratory quality control. Concurrent registration in MTEC 5101. Prerequisites: MTEC 3101, 3121.

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

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

**MTEC 5101 Clinical Hematology. 3 Credits,**

Lectures on hematologic disorders, the morphology and function of the blood and bone marrow, and the significance of malignant and non-malignant pathological changes occurring in disease states. Includes the study of the mechanism and clinical evaluation of normal and abnormal hemostasis. Prerequisite: MTEC 3101, MTEC 3121.

**MTEC 5104 Clinical Microbiology. 4 Credits,**

Lectures on the physiology, metabolism, and pathogenesis of medically important bacteria and viruses with emphasis on their isolation and identification in the clinical laboratory.

**MTEC 5109 Clinical Biochemistry. 4 Credits,**

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

**MTEC 5111 Clinical Immunohematology. 2 Credits,**

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

**MTEC 5119 Molecular Diagnostics and Genetics, 2 Credits,**

Lectures, discussions, demonstrations, and laboratory exercises designed to familiarize the student with the principles and clinical applications of nucleic acid-based molecular testing in the clinical laboratory.

**MTEC 5128 Clinical Serology and Immunology. 2 Credits,**

Lectures, discussions, demonstrations, and laboratory exercises designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques as applied in the clinical serology/immunology laboratory. Prerequisite: MTEC 3107.

**MTEC 4130 Clinical Chemistry/Immunology Practicum. 4 Credits,**

Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures and interpretation of manual and automated, general and advanced techniques as applied in the clinical chemistry, immunology and serology laboratories. Includes principles of instrumentation and methods of laboratory quality control.

**MTEC 4131 Clinical Hematology/Microscopy Practicum. 4 Credits,**

Discussions, demonstrations and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated, general and advanced techniques as applied in the clinical hematology, coagulation, urinalysis and body fluids laboratories. Includes principles of instrumentation and methods of laboratory quality control.

**MTEC 4132 Clinical Immunohematology Practicum. 3 Credits,**

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

**MTEC 4134 Clinical Phlebotomy Practicum. 1 Credit,**

Provides the student an opportunity to acquire practical experience in phlebotomy techniques at an affiliated clinical site. Pass/Fail.

**MTEC 4135 Clinical Microbiology Practicum. 5 Credits,**

Discussions, demonstrations, and laboratory exercises performed in the clinical laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated techniques as applied in the microbiology laboratory. Includes methods of laboratory quality control.

**MTEC 4139 Multi-disciplinary Case Studies / Management Problem Solving. 1 Credit,**

A self-directed learning course, which provides students the opportunity to apply skills acquired from course work to clinical laboratory science practice and to demonstrate problem-solving, communication and presentation skills. Students will be required to gather data and present a clinical case study involving several laboratory disciplines and/or solve and present a laboratory management problem.

**MTEC 4140. Special Topics in Medical Technology. 1-3 Credits,**

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

## **CLINICAL LABORATORY SCIENCES**

### **PROGRAM IN OPHTHALMIC MEDICAL TECHNOLOGY**

**Herbert E. Kaufman, M.D.**  
**Program Director**

**Robin L. Cooper, C.O.M.T.**  
**Program Coordinator**

**Donald R. Bergsma, M.D.,**  
**Medical Director**

The School of Allied Health Professions in conjunction with the Department of Ophthalmology provide professional preparation leading to a bachelor of science degree in ophthalmic medical technology. The Program in Ophthalmic Medical Technology is housed administratively within the Department of Clinical Laboratory Sciences. Following successful completion of the curriculum, the graduate is eligible to test for national certification as a Certified Ophthalmic Medical Technologist (COMT), through the Joint Commission on Allied Health Personnel in Ophthalmology. This curriculum prepares candidates to assist the physician in the delivery of eye care through training in diagnostic testing procedures, observations, administration of therapeutic/diagnostic agents (under direct physician supervision), assessment procedures, emergency eye care, proper use, care and maintenance of ophthalmic equipment, and ophthalmic surgical assisting for common ocular surgical procedures. With a firm base of knowledge in anatomy and physiology, pathophysiology, optics, refractometry, pharmacology, perimetry and clinical practice, the graduate is well prepared to assist in all areas of ophthalmology. This is a full-time course of study and is designed to be completed in six consecutive semesters; part time students will not be admitted.

## MINIMUM REQUIREMENTS FOR ADMISSION

Admission to the ophthalmic technology program is on a competitive basis, with four positions to be filled each year. Satisfactory completion of the minimum requirements identified below is required.

1. Completion of 59 (fifty-nine) semester hours, or its equivalent, of acceptable credits prior to the date of registration.
2. Satisfactory completion of listed prerequisite courses (as part of the 59 semester credits specified), or their equivalent, based upon the Department faculty's acceptance of equivalency.
3. Applicants are advised and encouraged to visit ophthalmology clinics/practices and meet with ophthalmic medical assistants and other professionals in order to gain an understanding of the duties in a variety of settings. The Program will assist interested individuals in scheduling these visits. Inquiries should be directed to:
 

Robin Cooper, COMT.  
 2020 Gravier St. Suite B  
 New Orleans, La. 70112  
 (504) 412-1200 ext.1213
4. A minimum GPA of 2.5.
5. Deadline for application is mid February.

Acceptance is competitive and satisfaction of basic requirements does not guarantee admission. The admissions committee considers grade-point average, courses taken, experience, letters of recommendation and interviews and selects applicants it considers most qualified for the study and practice of ophthalmic technology. Admissions preference is given to Louisiana residents.

### Prerequisite Courses

(Subject to revision)	Semester Hours
English (Composition) -----	6
Humanities / Arts -----	9
Fine Arts (Theory) -----	3
Mathematics -----	6
(College level Algebra or above)	
Biology -----	4
(Laboratory based on Science Majors)	
Anatomy and Physiology -----	4
Statistics ** -----	3
General Microbiology -----	4
General Chemistry -----	4
General Physics -----	4
Social Science *** -----	9
Computer Sciences -----	3
<b>TOTAL</b>	<b>59</b>

\* Humanities recommended: Philosophy, Technical Writing, Literature, Speech/Communication, History. At least 3 hours must be at the Sophomore level or above.

\*\* Credits in statistics may be met through the Math or Psychology department, depending upon the department offering the course.

\*\*\* At least 3 hours must be Psychology (general or abnormal).

## TECHNICAL STANDARDS

Students admitted to the Ophthalmic Medical Technology Program at LSUHSC can be expected to complete the course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills, should seek assistance from an academic counselor or faculty advisor and Disabled Student Services concerning any flexibility in program requirements and possible accommodation through technical aids and assistance.

- Students must have excellent corrected visual acuity and the ability to see depth and color.
- Students must be able to speak, hear, and observe patients in order to ascertain information and perceive nonverbal communication.
- Students must be able to communicate in English effectively and efficiently in oral and written form in order to interact with patients and other health professionals.
- Students must have the ability to read in English charts, records, scales, small print, and handwritten notations.
- Students must have sufficient motor function to operate ophthalmic equipment, as well as execute movements required to provide general patient care.
- Students must possess the ability to move independently from room to room and maneuver in small/dimly lit spaces.
- Students must possess the ability to exercise good judgment, the capability to develop mature, sensitive and effective relationships with patients.
- Students must have the ability to assimilate knowledge acquired through lectures, discussion, and readings.
- Students must comprehend and apply basic arithmetic and algebraic skills.
- Students must comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
- Student must have the ability to maintain composure while managing multiple tasks simultaneously.
- Student must be able to recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.
- Student must be honest, compassionate, ethical, and responsible. Must be forthright about errors or uncertainty. Must be able to critically evaluate her or his own performance, accept constructive criticism, and look for ways to improve (i.e. participate in enriched educational activities). Student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Student must show respect for individuals of different age, ethnic background, religion, and/or sexual orientation.
- Student must maintain personal hygiene consistent with close personal contact associated with patient care.
- Student must be able to display attitudes/actions consistent with the ethical standards of the profession by conforming to appropriate standards of dress, appearance, language and public behavior.

- Students must possess the stamina to examine patients and attend lectures within the eight hour, normal work day, both in clinic and private practice settings, and complete requirements within the allotted 24 month period.

## CLINICAL LABORATORY SCIENCES, PROGRAM IN OPHTHALMIC MEDICAL TECHNOLOGY CURRICULUM

Summer Semester (Junior Year)	Hours
OPHT 3900 Introduction to Ophthalmic Medical Technology ----- (to include Instrument Maintenance)	2
OPHT 3902 Ocular Anatomy and Physiology ----	1
OPHT 3903 General Medical Knowledge and Terminology -----	1
OPHT 3916 Ophthalmic Optics -----	2
OPHT 3906 Glaucoma/Tonometry -----	1
OPHT 3991 Clinical Applications -----	3
<b>Fall Semester (Junior Year)</b>	
OPHT 3917 Medical Practice Concepts -----	1
OPHT 3907 Motility I -----	1
OPHT 3908 Ophthalmic Pharmacology -----	1
OPHT 3910 Perimetry -----	1
OPHT 3911 Ocular Emergencies -----	1
OPHT 3992 Clinical Applications -----	7
<b>Spring Semester (Junior Year)</b>	
OPHT 3912 Ophthalmic Photography -----	1
OPHT 3913 Contact Lens/Opticianry -----	1
OPHT 3914 Motility 2 -----	1
OPHT 3993 Clinical Applications -----	9
<b>Summer Semester (Senior Year)</b>	
OPHT 4914 Ophthalmic Surgical Assisting ----	1
OPHT 4916 Survey of Eye Diseases -----	1
OPHT 4918 Oculoplastics -----	1
OPHT 4991 Clinical Applications -----	6
<b>Fall Semester (Senior Year)</b>	
OPHT 4917 Neuro-ophthalmology -----	1
OPHT 4919 Special Testing -----	1
OPHT 4992 Clinical Applications -----	10
<b>Spring Semester (Senior Year)</b>	
OPHT 4993 Clinical Applications -----	12
OPHT 4994 Externship (field work) -----	3

NOTE: Course descriptions given, and the curriculum and other requirements described for this program are subject to revision, modification, and/or change following the publication of this catalog/bulletin. All courses are required with appropriate letter grade assigned at the completion of each semester. A list of current clinical affiliations can be obtained from the Program Coordinator's office.

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

The following requirements pertaining to the status of satisfactory academic progress apply to all students enrolled in the Program in Ophthalmic Technology.

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

- Maintain a grade point average which is consistent with standards set by the Program.
- Satisfactorily complete the required number of credit hours per semester as established by the curriculum guidelines.
- Satisfactorily complete all course work required for certification in no more than 4 (four) calendar years.

Students' academic progress will be reviewed each semester by the Program. Students who have not achieved satisfactory academic status will be placed on academic probation, failure to attain satisfactory academic progress for two consecutive semesters will result in dismissal.

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

## COURSE DESCRIPTIONS

**OPHT 3900 Introduction to Ophthalmic Technology.**

**2 Credits,** This course is designed to introduce the student to ophthalmic technology, including the role of the ophthalmic technologist, duties and responsibilities of the technologist, basic ocular examination techniques, measurement of visual acuities, basis lensometry, identification and usage of ophthalmic equipment, maintenance of ophthalmic examination lanes and ophthalmic equipment.

**OPHT 3902 Ocular Anatomy and Physiology. 1 Credit,**

This course is designed to give the student a detailed knowledge of the normal anatomy and physiology of the eye and orbit.

**OPHT 3903 General Medical Knowledge and Terminology. 1 Credit,**

This course is designed to give the student instruction in basic medical technology, a general overview of human anatomy and physiology, cardiopulmonary resuscitation for health professionals, and systemic illnesses.

**OPHT 3916 Ophthalmic Optics. 2 Credits,**

This course is designed to review physical and geometric optics and introduce the student to clinical optics as related to optical systems. We will discuss vergences, properties of lenses, focal planes, lens surface powers, spherocylindrical lenses, the conoid of Sturm, transposition, Snell's law of refraction, prisms, and the eye as an optical system. In addition, students will learn all phases of refractometry, including various techniques and equipment used.

**OPHT 3906 Glaucoma/Tonometry. 1 Credit,**

This course is designed to acquaint the student with the glaucoma and tonometry, including types, causes, and treatment of glaucoma as well as a variety of means with which to check intraocular pressures.

**OPHT 3991 Clinical Applications. 3 Credits,**

This is the introductory course in patient care procedures for ophthalmology patients. Students will observe examination techniques in various specialty clinics as performed by a member of the instructional staff. Many procedures will be observed, but emphasis will be placed on the learning of basic skills needed to begin patient examination, as listed below in Objectives. When possible, clinical applications will coincide with the didactic portions of the course. Students will be introduced to equipment and instruments associated with patient examination, assigned examination rooms to maintain, taught the basic procedures for information gathering in an examination, and become contributing members of the health care team. Return demonstrations of various tasks will be required at intervals during this course to ensure that objectives are being met.

**OPHT 3917 Medical Practice Concepts. 1 Credit,**

This course is designed to familiarize the student with legal and ethical obligations of medical personnel. In addition, it will also discuss principles of supervision and administration for the ophthalmic practice.

**OPHT 3907 Motility I. 1 Credit,**

This course is designed to acquaint the student with normal and abnormal binocular vision, including evaluation of motor and sensory status.

**OPHT 3908 Ophthalmic Pharmacology. 1 Credit,**

This course will explore, in detail, the various ophthalmic pharmaceuticals, indications for use, sites of action, side effects, proper instillation of agents, and various abbreviations used for medications and their schedules.

**OPHT 3910 Perimetry. 1 Credit,**

This course is designed to introduce the student to perimetry, including a background in the theory and development of visual field testing, various forms of visual field measurement, a review of the visual system, familiarization with equipment used in determination of visual fields, visual field analysis, and actual visual field testing on the various types of perimeters.

**OPHT 3911 Ocular Emergencies. 1 Credit,**

This course is designed to familiarize students with varying degrees of ocular emergencies, triage of patients, immediate interventions, long-term complications, and preventative measures.

**OPHT 3992 Clinical Applications. 7 Credits,**

This course is a continuation of OPHT 3991 with further instruction in patient care and examination techniques. The course will build on the newly acquired basic skills as well as introduce new tasks to be learned. More specific examination techniques will be observed, discussed, and return demonstrations given for these more advanced tasks. Students will begin to greet patients and start examinations under supervision, using the skills developed in OPHT 3991. Clinical applications will reflect, where possible, the didactic portions of the course.

**OPHT 3912 Ophthalmic Photography. 1 Credit,**

This course is designed to familiarize the student with the more common forms of ophthalmic photography. The student will receive lectures and hands-on training in fluorescein angiography, fundus, external and slit lamp photography.

**OPHT 3913 Contact Lenses/Opticianry and Lab.**

**1 Credit,** This course is designed to familiarize the student with contact lenses including types, fitting procedures, care and storage procedures, indications for use, complications and patient instruction, spectacle dispensing, ordering, and verification.

**OPHT 3914 Motility II. 1 Credit,**

This course is a continuation of Motility I, and acquaints the student with advanced motility problems. The diagnosis and treatment of amblyopia are also studied.

**OPHT 3993 Clinical Applications. 9 Credits,**

This course will continue to develop clinical skills and build on previous clinical courses. The student will begin to gain more specialized skills. New skills will be demonstrated and supervised by one or more members of the instructional faculty. Clinical applications and didactic portions of the course will coincide where possible. Return demonstrations will be required at various time during this course.

**OPHT 4914 Ophthalmic Surgical Assisting. 1 Credit,**

This course is designed to prepare the student as a sterile scrub assistant, sterile first assistant, and circulator for the more common ophthalmic surgical procedures.

**OPHT 4916 Survey of Eye Diseases. 1 Credit,**

This course is designed to familiarize the student with pathophysiological conditions of the globe and orbital region, encompassing both the more common conditions as well as some of the more exotic diseases.

**OPHT 4918. Oculoplastics. 1 Credit,**

This course is designed to familiarize the student with various aspects of oculoplastics including surgical interventions.

**OPHT 4991 Clinical Applications. 6 Credits,**

This course represents a continuation of the previous clinical experiences completed in the Junior year. Students will begin to develop autonomy in patient care. Basic skills will become more advanced. New tasks will be demonstrated first by a member of the instruction faculty, followed by student performance. When possible, didactic portions will coincide with clinical experiences in this course.

**OPHT 4917. Neuro-ophthalmology. 1 Credit,**

This course is designed to acquaint the student with those areas of the nervous system relating to the eye.

**OPHT 4919 Special Testing. 1 Credit,**

This course is designed to familiarize the student with special testing procedures not normally accomplished during routine ophthalmic examinations.

**OPHT 4992 Clinical Applications. 10 Credits,**

This course is a continuation of previous clinical experiences in patient care. The student will be required to perform at a high level of competence in all phases of ophthalmic technology. Didactics will decrease, as most of the didactic material will already have been presented. Emphasis will be placed on advanced supervision techniques, specialized testing techniques and autonomy.

**OPHT 4993 Clinical Applications. 12 Credits,**

This represents the final course in patient care experiences. Students are expected to act as full members of the health care team in all clinical areas. Students will use this semester to advance their skills in all areas and to become acquainted with private practices.

**OPHT 4994 Externship. 3 Credits,**

This four-week rotation will occur at the end of the second (senior) year after all course work has been completed. It will involve working in a private practice setting under the supervision of one of the Department of Ophthalmology part-time clinical faculty members. This externship will allow the student to see first hand what the duties, responsibilities and working conditions are like in private practice. Since our students will receive their training in an academic setting, this experience will allow them to see and participate in another environment.

## REHABILITATION COUNSELING

### Stephen J. Leierer, Ph.D. Acting Department Head

The Department of Rehabilitation Counseling is located in New Orleans and offers a Bachelor of Science degree in Rehabilitation Services (BS-RS) and a Master of Health Sciences degree (MHS-RC) in Rehabilitation Counseling. The BSRS program is a three-plus-one-and-one-half arrangement whereby the student completes three years of preparatory courses outside of the Health Sciences Center, followed by three semesters of courses and training at the Health Sciences Center and at selected clinical training sites. The MHS-RC program is a five semester, 60 credit hour program that is nationally accredited by the Council on Rehabilitation Education (CORE).

Students are admitted to both the BSRS and MHS-RC programs once a year, at the beginning of the Fall semester. Students interested in applying should contact the Office of Student Affairs at (504) 568-4254 to request an application for admission. Applications may be submitted after January 1<sup>st</sup>. They are reviewed by the admissions committee, starting in April. Applicants are accepted until the desired number of qualified candidates is reached. Preference will be given to students who provide evidence of experience with people with disabilities. In arriving at final admissions decisions, priority will be given to applicants who are residents of Louisiana. Preference will be given to students who provide evidence of experience with people with disabilities. In arriving at final admissions decisions, priority will be given to applicants who are residents of Louisiana. Students should consult the Department if they have any questions concerning prerequisites or preferred experience. Students anticipating special problems with or needing accommodations for the application and/or admission procedures should contact the Department for assistance.

### BACHELOR OF SCIENCE DEGREE IN REHABILITATION SERVICES

The BSRS program prepares graduates to work in public and private rehabilitation and human services agencies, such as rehabilitation centers, job training and placement programs, hospitals and transitional living facilities. Rehabilitation professionals are concerned with the psychological, social, vocational, and educational barriers experienced by persons unable to function as independently as possible because of a disability. The rehabilitation professional relies upon a variety of knowledge and skills in approaching these problems from both personal and environmental perspectives. While the program trains persons to work within the community-based human service system, it also trains them to be sensitive to the inadequacies of this system. The student will develop a professional expertise for working on a broad scope of rehabilitation problems. Students will also develop an inquisitive, searching, scientific, and sensitive attitude, one which allows them to take the best of the past and present in order to form the best for the future. Graduates of the Bachelor of Science program electing to pursue the Master of Health Sciences in Rehabilitation Counseling degree qualify for advanced standing in that program. Upon graduation students are eligible for licensure in Louisiana as a Licensed Rehabilitation Counselor (LRC).



## REQUIREMENTS FOR ADMISSION

The minimum grade point average for application to the BSRS program is 2.0 on a 4.0 system for all college courses attempted (including those repeated) prior to the date of enrollment. Successful applicants usually have GPAs above 2.5 and have demonstrated commitment to the profession by volunteer or work experience. Applicants to the program are also responsible for demonstrating satisfactory performance on the English and Math portions of the ACT or SAT.

Admission to the BSRS program is competitive. Satisfactory completion of the pre-requisite courses listed below is required. It is strongly recommended that applicants achieve a grade of "C" or better in all prerequisite courses.

### Prerequisite Courses \*

	Semester Hours
English Composition -----	6
English Electives -----	6
(Courses should emphasize business writing or expository writing)	
Art / Theater / Dance / Music -----	3
College Math -----	6
General/Introductory Psychology -----	3
Abnormal Psychology -----	3
(or approved substitute)	
Theories of Personality -----	3
(or approved substitute)	
Developmental / Child / Adolescent Psychology -----	3
Psychology Elective -----	3
(e.g., Social, Learning Experimental or Educational)	
Introductory Statistics -----	3
Introductory Sociology -----	3
Speech or Oral Communication -----	3
General Biology -----	3
Anatomy -----	3
Social Science Electives -----	12
Natural Science Electives -----	3
Humanities Electives -----	6
Additional Electives -----	<u>13</u>
<b>TOTAL</b>	<b>85</b>

\* If you encounter a problem enrolling in a pre-requisite course due to restrictions or policies of your home campus, contact the Rehabilitation Counseling Department (504-568-7315) for assistance in selecting an alternative course. An applicant may also submit a written request with a course description from the university's catalog to determine acceptance of an alternative course to the Department of Rehabilitation Counseling, Attention: Undergraduate Admissions Committee, 1900 Gravier Street, Room 8C1, New Orleans LA 70112-2262 or e-mail to dcathe@lsuhsc.edu.

\* The Department typically receives more applications for admission than it is able to accommodate. Candidates for admission are, therefore, encouraged to maintain an alternative degree option by following the general education degree requirements established by their respective universities in pursuing the Rehabilitation Counseling prerequisite course work.

Note: Hours in military science, non-academic physical education activity courses (e.g., sports skills, tennis, aerobic conditioning), or remedial education courses are not acceptable for satisfaction of any of the scholastic pre-requisites.

<b>Social Sciences Elective Group</b>
Anthropology, Economics, Geography, Health, Home Economics, Nursing (some courses), Political Science, Psychology, Social Work, Sociology, Special Education.
<b>Natural Sciences Elective Group</b>
Biology, Chemistry, Computer Science, Geology, Mathematics, Nursing (some courses), Physics, Zoology.
<b>Humanities Elective Group</b>
Fine Arts, Foreign Languages, History, Literature, Music, Philosophy, Religion, Speech, Theater

<b>REHABILITATION COUNSELING BACHELOR OF SCIENCE DEGREE IN REHABILITATION SERVICES CURRICULUM</b>	
<b>Rehabilitation Component</b>	
REHAB 4602 Rehabilitation Programs and Community Resources -----	3
REHAB 4604 Case Management and Individualized Rehabilitation Planning -----	3
REHAB 4611 Interpersonal Helping and Human Relationship Skills -----	3
REHAB 5601 Foundations of Rehabilitation Counseling -----	3
REHAB 5602 Medical Aspects of Disability -----	3
REHAB 5603 Psycho-Social Aspects of Disability -----	3
REHAB 5611 Foundations of Rehabilitation Counseling II -----	3
<b>Clinical Component</b>	
REHAB 4613 Fieldwork -----	3
REHAB 4628 Testing and Measurement in Rehabilitation -----	3
REHAB 4630 Undergraduate Internship -----	12
REHAB 5653 Human Behavior Management -----	3
REHAB 5658 Substance Abuse in Rehabilitation -	3

The BSRS curriculum consists of 45 credit hours offered across three semesters. The students take courses in the Fall, Spring and Summer semesters, completing a full time internship (40 hours per week for ten weeks) during the Summer semester.

**STATEMENT OF SATISFACTORY ACADEMIC PROGRESS**

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

1. Maintain a grade point average which is consistent with the undergraduate scholastic standards of the School of Allied Health Professions.
2. Satisfactorily complete all required departmental course work required for graduation in not more than five calendar years.

**COURSE DESCRIPTIONS**

**REHAB 4602 Rehabilitation Programs and Community Resources. 3 Credits,** Detailed review of the variety of rehabilitation programs and their interface with community resource agencies including counseling, adjustment, training and evaluation programs in the various settings in which these programs are generally found. Emphasis will be placed on program descriptions, programmatic goals, and methods of achieving goals. Students will conduct several site-studies at rehabilitation agencies.

**REHAB 4604 Case Management and Individualized Rehabilitation Planning. 3 Credits,** Introduction to the case management process, such as advocacy, case-finding, case-recording, caseload management as well as funding and routine service coordination. This course will also acquaint the student with the planning process as it relates to rehabilitation goals and objectives. Students will become acquainted with the process of problem analysis, long range and short-term planning, and the provision of services in order to reach rehabilitation objectives.

**REHAB 4611 Interpersonal Helping and Human Relationship Skills. 3 Credits,** This course focuses on the skills and issues involved in the helping process. Interpersonal helping and human relations skills include effective communication skills, i.e., the ability to hear and understand verbal messages, perceive nonverbal messages, listen responsively, understand and respond empathically. Development of these skills will help students progress through the initial stage of helping during which rapport and trust develop (work alliance), through the second stage of defining and clarifying the problem, to empowering the client to act. Issues that are addressed helping process include values clarification, resistance, missed opportunity and unused potential, and self-efficacy.

**REHAB 4613 Fieldwork. 3 Credits,** Designed to give the student first-hand knowledge of the purpose, function, services and clientele of an agency. Students will work on-site for 12 hours per week during the Spring semester in rehabilitation settings and participate in scheduled seminars. All fieldwork experiences are unpaid. Pass/fail grading. Permission of Department is required.

**REHAB 4628 Testing and Measurement in Rehabilitation. 3 Credits,** Introductory survey of methods and techniques utilized in vocational evaluation and work adjustment, including basic testing concepts, the relationship of testing to service planning and delivery, qualifications to administer various assessment measures, and understanding and interpreting assessment results.

**REHAB 4630 Undergraduate Internship. 12 Credits,** On-site experiences consistent with BS level training. All internships are unpaid. Students are required to complete 400 hours of internship in a rehabilitation setting involving the following features:

1. specific learning objectives agreed upon by faculty supervisor, on-site supervisor, and student;
2. periodic meetings with the faculty supervisor as well as the on-site supervisor; and
3. an evaluation of the student by the faculty supervisor and on-site supervisor, as well as a self-evaluation by the student. Pass/Fail grading. Permission of Department is required.

**REHAB 5601 Foundations of Rehabilitation Counseling.**

**3 Credits,** Students learn the legislative, historical, and philosophical roots of rehabilitation. Topics covered include federal and local mandates for the rehabilitation of individuals with disabilities, independent living concepts, and the basic principles of human services and helping techniques. A comprehensive review of the variety of rehabilitation programs across the public, private non-profit, and proprietary settings is provided. Emphasis is placed on ethical decision-making related to working with people who have disabilities and the development of a case management approach to providing services. Students make field site visits to various rehabilitation settings for practical exposure to actual functioning of rehabilitation systems and the disability groups they serve.

**REHAB 5602 Medical Aspects of Disability. 3 Credits,**

Knowledge and understanding of the medical and functional implications of a wide variety of disabilities are acquired. Curriculum components include learning medical terminology and the use of medical information for facilitating the vocational rehabilitation and independent living of people with physical, sensory, and cognitive disabilities. The medical and psychological needs as well as individual and community resources typically associated with treating and managing these conditions are reviewed. Emphasis is placed on assessing, discussing and resolving the personal, professional, and environmental challenges each disability presents.

**REHAB 5603 Psychosocial Aspects of Disability.**

**3 Credits,** Students acquire knowledge and understanding of the myriad psychosocial facets of the status and experience of disability. Curriculum components include identification and discussion of psychological and sociological issues associated with disability and their impact on vocational rehabilitation, community living and social perception. The focus of the course is analysis of the total situation of living with a disability, including: environmental and attitudinal barriers and resources; multicultural and other counseling process issues; personal reflection about one's attitudes and motivations as a helping professional; educational, vocational and socio-economic opportunities; adjustment to disability and interpersonal interaction; influences of the family, popular culture, technology, and the consumer empowerment movement.

**REHAB 5611 Foundations of Rehabilitation Counseling**

**II. 3 Credits,** This course focuses on the relationship between disability and the legal and insurance systems, the similarities and differences between traditional rehabilitation practices and the private-for-profit setting. Students learn strategies for rehabilitation needs assessment and to apply techniques of job and labor market analysis, job development, placement and supported employment, and the development of life care planning services for people with catastrophic injuries or severe disabilities. In addition, the course focuses on issues that necessitate careful ethical consideration across the various roles and work settings both in the public and private-for-profit sectors.

**REHAB 5653 Human Behavior Management. 3 Credits,**

This course introduces the principles of human behavior and techniques for managing behavioral change in a variety of rehabilitation settings. Students learn to target socially significant behaviors, to select behavioral strategies to improve targeted behaviors and to demonstrate a reliable relationship between the behavior change strategy and the improved behavior.

**REHAB 5658 Substance Abuse in Rehabilitation.**

**3 Credits,** This course explores rehabilitation issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that rehabilitation counselors would practice in a substance abuse treatment setting. Each counseling core competency is highlighted with an examination of various theories and types of substance abuse counseling interventions. Other topics covered include the psychopharmacology of commonly abused drugs and issues accompanying a co-existing substance related disability and other disability. Lastly, policy issues pertaining to the services provided to individuals with substance abuse-related disabilities are examined.

**COMMUNICATION DISORDERS**

Audiology and Speech-Language Pathology Programs

**Jerry L. Cranford, Ph.D.  
Head of the Department**

The Graduate Degree Level Program in Communication Disorders operates within the Louisiana State University Health Sciences Center in New Orleans. The School of Allied Health Professions (SAHP) awards the Master of Communication Disorders (MCD) Degree in Speech-Language Pathology and the Doctor of Audiology (Au.D) Degree in Audiology through the Department of Communication Disorders. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

The MCD degree is the entry-level degree for a career in Speech-Language Pathology while the Au.D degree is the entry-level degree for a career in Audiology. Audiologists are concerned with the identification and rehabilitation of hearing problems in children and adults. Activities are diverse, including counseling and education related to hearing loss, the electrophysiological and behavioral testing of hearing, and the dispensing of prosthetic devices. Speech-language pathologists identify and treat children and adults with speech and language problems such as delayed language, stuttering, aphasia, voice, and articulation problems. Audiologists and speech-language pathologists work in a variety of settings such as hospitals, clinics, schools, universities, industry, governmental agencies, and private practice.

The Department of Communication Disorders is located in major health science complexes in New Orleans. Facilities are modern and well equipped and include classrooms, clinics, research and teaching laboratories. The Department has affiliations with numerous hospitals, medical facilities, and educational institutions throughout Louisiana. Information on these clinical affiliations can be obtained from the Department. The Department maintains an excellent faculty-student ratio. Students have educational and clinical opportunities, including some that are only available in a health science center and a metropolitan area.

For full-time students in Speech-Language Pathology, the program duration is usually six to nine semesters. The actual duration of any student's program will depend, in part, on the student's undergraduate background in Communication Disorders. Full-time enrollment is required for at least the first five semesters. The program duration for the Doctor of Audiology program is 11 to 12 semesters. Upon graduation from either program, a student will have completed the appropriate academic and clinical practicum requirements for State licensure and certification by ASHA.

**REQUIREMENTS FOR ADMISSION**

A baccalaureate degree from an accredited institution is required; however, the undergraduate degree does not have to be in communication disorders. Transcripts must show successful completion of courses in psychology or social sciences, natural or physical sciences, and mathematics, as this is required for ASHA certification. Limited deficits may be corrected during the graduate program.

For admission into the Department of Communication Disorders applicants are required to submit certified scores from the Graduate Record Examination (GRE) taken within five years of the application deadline. An applicant must have either a combined GRE of 1000 (verbal + quantitative) or an undergraduate grade point average (GPA) of 3.0 to be considered for admission. Applicants with a combined GRE of less than 900 (verbal + quantitative) will not be considered for admission to the Audiology program regardless of GPA. Two letters of recommendation are also required. Admission to the program is competitive. Meeting minimum admission requirements does not guarantee admission. The admissions committees will convert the GRE and GPA to z-scores and the applicant will be rank-ordered based on this conversion. Letters of recommendation and the applicant's Statement of Intent will be used to adjust the rank-order as appropriate. The committees select applicants who are considered most qualified for the study and practice of audiology and speech-language pathology. The Department of Communication Disorders, in accordance with LSUHSC policy on page 38, gives preference to applicants who are residents of Louisiana.

No transfer credit is permitted for the Au.D program. For Speech-Language Pathology, graduate credit earned at another accredited institution must be petitioned for consideration following admission to the program. Up to 9 credits from an accredited graduate training program may be transferred. There is no automatic transfer of credit towards a graduate degree; transfer credit is subject to the approval of the Review Committee and Department Head/Program Director. Residence work completed at another school may be accepted for not more than nine semester hours of credit toward the minimum requirement of 36 semester credit hours (IIA). Transfer credit will not be approved for any course with a grade of C or lower. Graduate credit is never accepted for courses taken by correspondence or on a pass/fail basis.

## TYPES OF ADMISSION

Students selected for admission to the Department of Communication Disorders are granted regular admission. With the approval of the Department Head/Program Director, students not seeking a degree, but who wish to take coursework, may be granted special student status. Special students are not permitted to enroll in clinical practicum; other restrictions also apply. Special students who want full admission must compete in the normal admissions process.

A student will be admitted to either the program in speech-language pathology or audiology. A student may not change programs without the approval of the Department Head. Special student status may never be used to bypass the admissions process to the Speech-Language Pathology MCD program. No more than 9 hours of credit earned as a Special Student may be counted toward the degree following regular admission to the program. Credits earned as a special student may not be applied toward the Au.D degree.

## METHOD OF APPLICATION

Application is made by completing an application form available from the Office of Student Affairs (504 568-4254) New Orleans, paying the application fee, and submitting additional required information to the Admissions Committee. This includes:

1. Three letters of recommendation;
2. Two official transcripts of all undergraduate work and previous graduate work from accredited colleges and universities;
3. Evidence of previous undergraduate practicum experience that adheres to ASHA guidelines. Include observation experience;
4. Certified scores from the Graduate Record Examination;
5. A brief essay explaining why the student is interested in a career in audiology or speech language pathology.

Applications to either the Audiology or Speech-Language Pathology program must be post marked by February 15. Audiology students begin their program in the fall semester, while Speech-language pathology students, begin during the Summer semester.

Notification of action taken by the Admissions Committee will be available to all applicants no later than eight weeks after the deadline for application. Registration and payment of all LSU System fees will be completed at the School of Allied Health Professions at the beginning of each semester or term. Note: See "GENERAL ADMISSION POLICIES" of the School for further requirements and procedures relating to admissions.

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

See standards for the SAHP graduate professional scholastic requirements listed elsewhere in this catalogue. In addition to these general requirements, the Department of Communication Disorders has the following requirements.

1. The student must satisfactorily complete all requirements for graduation in not more than four calendar years. This requirement may be waived only under extreme circumstances. A written request must be made through the Department Head, for approval by the Dean.
2. A grade of C or lower in clinical practicum (6701, 6702, 7501, 7502, or 7503) is considered unsatisfactory and will result in clinical probation. A student who receives a grade of C or lower will be allowed to enroll in clinical practicum for one semester during which the student may be required to follow specialized remedial procedures. Continuation in the program following an additional C in clinical practicum (consecutive or non consecutive) must be approved by the Department Head/Program Director. If the student's clinical practicum grade falls below C, clinic hours accumulated for that semester will not be counted toward the clinic hours required for ASHA certification in accordance with ASHA guidelines.
3. Students' academic progress will be reviewed by the Review Committee of the Department of Communication Disorders each semester. The names of those students who have not achieved satisfactory progress for two or more semesters will be forwarded to the Director of Financial Aid for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."

## ACADEMIC AND EMPLOYMENT WORKLOADS

The usual full-time academic load in the Department is 9 to 14 semester hours during Fall and Spring semesters; and 6 to 9 during the Summer semester. Students with outside commitments may not be able to enroll full-time. It is the responsibility of the student to be available for classes, clinical practicum, and other scheduled activities that may occur anytime from 7:30 AM to 9 PM Monday through Friday and, occasionally, on the weekend or during semester breaks. Activities may include attendance at professional conferences or seminars.

## STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations should check with the Department Head or Program Director early for information about departmental and SAHP procedures.

## TECHNICAL STANDARDS

In addition to the general requirements for admission to the programs of speech-language pathology and audiology, applicants must be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries. Effective use of assistive technology may be used to meet these standards. Technical standards differ according to each program.

### Audiology Technical Standards

In addition to demonstrated academic ability and other relevant admissions criteria, the School of Allied Health Professions program in Audiology expects all applicants to and students of the program to possess and be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries. If you are uncertain about your abilities to meet these technical standards, please consult with the Admissions Chair to discuss your individual situation.

Physical health: The student must possess the physical health and stamina needed to carry out the program of Audiology.

Intellectual skills: The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

Motor skills: The student must have sufficient use of motor skills to carry out all necessary audiological procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer keyboard to operate laboratory equipment, and (3) access transportation to all clinical and academic placements.

Communication: The Audiology student must have sufficient use of the sense of speech, hearing and vision to communicate effectively with clients, faculty, staff, peers and other health care professionals in both oral and written form (e.g., SOAP notes, diagnostic reports).

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

Behavioral qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment and must behave in a professional, reliable, mature and responsible manner. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different age, ethnic background, religion, and/or sexual orientation. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language, and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the Code of Academic Conduct of the LSU Health Science Center's School of Allied Health Professionals.

Each student must continue to meet all of the technical standards set forth above. A student may be denied permission to continue in the Audiology program at the LSU Health Sciences Center should the student fail at any time to demonstrate ALL of the required technical standards.

## Speech-Language Pathology Technical Standards

Technical standards are the non-academic standards that a student must evidence to complete the SLP program. If you are uncertain about your abilities to meet these technical standards, consult the Admission Chair for further information and to discuss your individual situation.

### Sensory:

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

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

### Motor and Mobility Skills:

A student must possess adequate motor and mobility skills to:

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

### Communication:

A student must possess adequate communication skills to:

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

### Behavioral Skills:

A student must possess adequate behavioral skills to:

1. Manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic constraints.
2. Demonstrate the emotional health necessary to apply knowledge effectively and to exercise appropriate judgment.
3. Be flexible and creative in order to adapt to professional and technical change and function in new and stressful environments (e.g., provide co-treatment in noisy area, conduct testing or treatment in a hospital ward, deal with client temper tantrums, and provide quick turn-around for diagnostic results).
4. Recognize potentially hazardous situations and proceed safely to minimize risk of injury to clients, self, and nearby individuals.
5. Support and promote the activities of fellow students and of health care professionals in an effort to facilitate a team approach to learning, task completion, problem solving, and patient care.
6. Demonstrate honesty, compassion, ethics, and responsibility, upholding the ASHA Code of Ethics, and the LSUHSC School of Allied Health Professions' Code of Academic Conduct.
7. Show respect for individuals with disabilities and for individuals of different age, ethnic background, race, religion, and/or sexual orientation.

## COMMUNICATION DISORDERS CURRICULUM

Each student is expected to be knowledgeable about the departmental regulations and requirements for the MCD degree in Speech-Language Pathology or Au.D degree in Audiology. The Department will determine the duration and content of each student's program. All courses are graded by letter grade unless noted in the description below.

### I. Licensure and Certification Requirements:

Students must satisfy all applicable academic and clinical requirements for state licensure and ASHA certification prior to graduation.

### II. Academic Requirements:

#### *For Speech-Language Pathology:*

These represent the minimum course work requirements for the MCD degree assuming the student has sufficient coursework elsewhere to satisfy licensure and certification requirements. A student's program of study may require the student to exceed these minimum requirements.

- A. Minimum of 36 semester credit hours at LSUHSC. A maximum of six semester hours of credit in independent study courses may be applied to the requirement.
- B. Minimum of 30 semester credit hours of professional coursework in the major area of concentration (Audiology or Speech-Language Pathology) with at least 24 taken in the Department.
- C. Required coursework specified by the Department.
- D. Coursework as specified on the student's individual plan of study.

#### *For Audiology:*

These represent minimum work load requirements for the Au.D degree in Audiology assuming the student has successfully completed an undergraduate baccalaureate program in Communication Disorders or equivalent. A student's program of study may require the student to exceed these minimum requirements.

- A. Minimum of 75 semester credit hours at LSUHSC. A maximum of six semester hours of credit in independent study courses may be applied to the requirement.
- B. Required coursework specified by the Department.
- C. Coursework as specified on the student's individual plan of study.

### III. Clinical Practicum Requirements:

- A. Minimum enrollment requirements for clinical practicum have been established for each program. SLP requires a minimum of 5 semesters of enrollment in clinical practicum. Audiology requires clinical enrollment each semester
- B. Academic credit for clinical practicum cannot be applied to the minimum requirement of 36 semester credit hours (IIA) in speech or to the 82 core curriculum academic hours in audiology
- C. Speech-language pathology students must complete 400 clock hours of supervised clinical experience in the practice of Speech-Language Pathology (25 hours of observation and 375 in direct patient management). 325 of the 400 must be completed while engaged in graduate study in a program accredited by the CAA. A maximum of 50 clock hours accumulated at the undergraduate level may be applied to the minimum 400 clock hours required by ASHA, subject to approval by the Department Head/Program Director. In addition to clinical placements during their first 3 years of study, audiology students must complete the equivalent of 12 months full time clinical practicum prior to graduation.

### IV. Successful completion of a comprehensive examination in Speech-Language Pathology.

NOTE: In the event that any of these requirements has not been met, graduation may be delayed.

### THESIS OPTION

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

The Department of Communication Disorders is developing a thesis option to help address this need for basic and applied research. The thesis option will allow interested students to develop their research skills through a project that culminates in an original contribution to the scientific literature that is of publishable quality. Students who plan to pursue a Doctor of Philosophy (Ph.D.) should consider the thesis option as many doctoral programs require a thesis or its equivalent. Interested students are encouraged to contact the Department Head or Program Director early in their course of study to discuss the possibility of pursuing the thesis option.

### COURSE DESCRIPTIONS

**SPTHAUD 5000 Survey of Communication Disorders. 3 Credits,** A survey of the normal and abnormal processes in communication, including articulation, voice, fluency, and language. Audiology students may take this course to meet the speech disorders requirement.

**SPTHAUD 5131 Hearing Science. 3 credits,** The basic principles of acoustics related to hearing will be introduced along with the anatomy and physiology of the auditory system. Topics include: generation, transmission, and measurement of sound; peripheral and central auditory system. Also includes basic electronics and instrumentation.

**SPTHAUD 5132 Speech Science. 3 Credits,**  
The basic principles of acoustics related to speech will be introduced. Topics include: generation, transmission, and measurement of sound; frequency, intensity and duration, waveform composition, physiologic and psychologic aspects of acoustic phonetics.

**SPTHAUD 5134 Clinical Linguistics and Psycholinguistics. 3 Credits,** Introduction to the scientific study of language. Overview of linguistic terminology and subsystems, sociolinguistics, and psycholinguistics with emphasis on normal aspects of language acquisition. Implications of linguistic theory for the practice of speech language pathology.

**SPTHAUD 5200 Clinical Phonetics and Phonology. 3 Credits,** This course introduces articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for nonnormal speech. An overview of normal aspects of articulation and phonology including coarticulation, segmental and nonsegmental phonology, and phonological acquisition will also be included. Includes laboratory exercises.

**SPTHAUD 5201 Introduction to Diagnostic Audiology. 3 Credits,** Introduction to basic audiological testing concepts and procedures including the audiogram, pure tone audiometry, masking, speech testing, and immittance. Students acquire basic proficiency in test procedures.

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

**SPTHAUD 5204 Language Disorders of Children: Assessment and Management. 3 Credits,** Varying types of language impairment that are found in children with atypical development are overviewed. Standardized and nonstandardized assessment procedures are presented, and basic intervention techniques for children are addressed.

**SPTHAUD 5208 Aphasia and Related Disorders. 3 Credits,** Normal and disordered aspects of cognitive/information processing will be studied. The nature, assessment and management of aphasia will be addressed from multiple theoretical and practical perspectives.

**SPTHAUD 5342 Articulation and Phonological Disorders. 3 Credits,** This course provides an overview of speech sound production disorders and their etiology in children. Procedures for the assessment and phonological analysis of child speech. Treatment approaches -- with emphasis on the establishment, generalization, and maintenance phases -- will be covered.

**SPTHAUD 5490 Issues in Communication Disorders. 1 Credit,** Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

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

**SPTHAUD 6100 Research in Communication Disorders. 3 Credits,** Ethical and methodological considerations in speech-language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

**SPTHAUD 6111 Clinical Laboratory I. 1 Credit,**  
First year (beginning) students will be paired with a third year practicing student to observe clients throughout the semester. Students will be required to test several simulated patients via computer programs.

**SPTHAUD 6121 Clinical Laboratory II. 1 Credit,**  
Continuation of Clinical Laboratory I with students simulating more difficult cases and testing other students for practice. Observation of third year students will continue.

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

**SPTHAUD 6131 External Observations. 1 Credit,**  
Four 1 week long observations at the following locations: ENT office, hearing aid manufacturer, private practice, and educational audiology. Experiences must be summarized into a written report.

**SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing. 4 Credits,** Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.

**SPTHAUD 6203 Advanced Diagnosis in Audiology. 3 Credits,** This course focuses on the development, administration, and interpretation of advanced procedures in audiology. Included are immittance audiometry, otoacoustic emissions, speech audiometry, central auditory function, and tests for pseudohypacusis. Integration of the total audiological test battery to assess the site of lesion of aural pathologies will be examined. Clinical laboratory is required.

**SPTHAUD 6204 Motor Speech and Related Disorders. 3 Credits,** This course will focus on motor speech disorders (e.g., dysarthria and apraxia of speech). The neuroanatomy and neurophysiology underlying these disorders will be explored. Motor control will be addressed across the domains of acoustics, aerodynamics, and kinematics. The assessment, diagnosis, and treatment of motor speech disorders will be approached from both theoretical and clinical perspectives.

**SPTHAUD 6205 Auditory Evoked Potentials. 3 Credits,**  
This course is designed to explore the normal neuroanatomy and neurophysiology of the auditory system. Included will be an overview of normal and abnormal function, assessment, and treatment techniques. Administration and interpretation of auditory brainstem response testing will be emphasized. Clinical laboratory is required.

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

**SPTHAUD 6207 Introduction to Hearing Aids. 3 Credits,** This course emphasizes hearing aid hardware, signal processing, and basic clinical procedures including electroacoustical analysis and real-ear measurement.

**SPTHAUD 6209 Speech Audiometry. 3 Credits,** The principles and procedures for assessing detection, recognition, and identification of speech signals by a listener are studied. Rationales and development of speech testing materials and parameters influencing speech intelligibility are investigated.

**SPTHAUD 6210 Fluency Disorders. 3 Credits,** The theoretical foundations of dysfluent behavior will be reviewed. Differential diagnosis, principles of therapeutic techniques for children and adults will be studied.

**SPTHAUD 6211 Listening. 3 Credits,** The listener is studied as an integral part of the verbal communication system. Theories of listening, assessment, and improvement of listening are examined. Procedures to function at maximum capacity in the verbal communication process are presented.

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

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

**SPTHAUD 6221 Advanced Hearing Aids. 3 Credits,** This course places an emphasis on selection of hearing aid parameters, verification of fit, validation of benefit, orientation to use and care, and troubleshooting. Prerequisite: SPTHAUD 6207.

**SPTHAUD 6224 Augmentative Communication. 3 Credits,** This course will explore the assessment and treatment of persons requiring non-speech communication.

**SPTHAUD 6227 Medical Audiology. 3 Credits,** A study of the interaction among the anatomical and physiological components of the auditory system and various medical conditions as reflected in the sound transmission characteristics of the auditory system.

**SPTHAUD 6231 Auditory Processing Disorders. 3 Credits,** This course reviews the anatomy and physiology of the central auditory pathway. The development, administration and interpretation of tests of central auditory function are presented as well as current remediation strategies. Clinical laboratory is required.

**SPTHAUD 6235 Psychoacoustics and Speech Perception. 3 Credits,** The determination of psychological correlates of the physical parameters of acoustics will be studied. The general problem of inferring sensation or perception from behavioral data utilizing psychophysical methods and decision theory will be examined.

**SPTHAUD 6237 Advanced Electrophysiological Techniques. 3 credits,** This course investigates origins and applications of evoked potentials looking at early, middle, and late responses including ECoG, ABR, MLR, LAER, and endogenous (e.g., MMN and P300) potentials. Case studies and detailed analyses of wave forms are emphasized.

**SPTHAUD 6247 Hearing Conservation. 3 Credits,** The student learns how to implement a comprehensive noise program following the OSHA guidelines. Topics include noise measurement, noise-hazards, noise-abatement, and noise-safety programs. Hearing conservation is discussed.

**SPTHAUD 6273 Pediatric Audiology. 3 Credits,** A developmental approach to the evaluation of hearing of the neonate, infant and young child will be studied. The principles and procedures for screening, testing, and monitoring the pediatric client will be presented. Laboratory.

**SPTHAUD 6298 Independent Study-Speech Pathology. 1-3 Credits,** This course is geared to individual needs of students to explore an area with faculty guidance. May be repeated for a total of 6 credit hours.

**SPTHAUD 6299 Independent Study-Audiology. 1-3 Credits,** This course is geared to individual needs of students to explore an area with faculty guidance. May be repeated for a total of 6 credit hours.

**SPTHAUD 6300 Multicultural Aspects of Communication Disorders. 3 Credits,** This course is intended to enhance awareness related to differences in communication styles and use of linguistic structures among culturally diverse groups. Implications pertaining to development of oral and literate language and employment opportunities will be discussed. Issues involving the assessment and treatment of culturally diverse individuals will be introduced.

**SPTHAUD 6461 Seminars in Audiology. 1-3 Credits,** Seminar type course that will address a variety of topics in audiology. Topics will vary each semester. May be repeated for credit.

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

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

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

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

**SPTHAUD 6542 Speech Measurement. 1-3 Credits,** This course will introduce basic principles of electricity and instrumentation. Topics to be covered include techniques to measure intensity, fundamental frequency, resonance, articulatory movements and combinations of these. Introduction to basic computer skills and interactions with the mainframe computer will be covered.

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

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

**SPTHAUD 6552 Language Measurement. 3 Credits,** This course explores qualitative and quantitative approaches to the evaluation of linguistic proficiency. Topics will include: establishment of rapport, data collection (using interview, behavioral observation, informal assessment, and standardized testing) and differential diagnosis. Psychometric considerations in the selection, administration, and interpretation of test data will be discussed.

**SPTHAUD 6554 Language Learning/Language Disorders in School-Age Children. 3 Credits,** This course covers diagnostic and management issues pertinent to older children with language and/or language learning disorders; transdisciplinary and interdisciplinary models of collaboration with teachers, special educators, related service providers, and families.

**SPTHAUD 6581 Cochlear Implants and Other Specialized Hearing Devices. 3 Credits,** Treatment of profoundly hearing impaired adults and children is discussed. Function, assessment, and performance of cochlear implants is investigated from inception to current practice. Assessment and treatment techniques incorporating implantable hearing aids, tactile aids, and assistive listening devices are presented.

**SPTHAUD 6600 Supervision in Communication Disorders. 3 Credits,** This course is designed for practicing clinicians or advanced master level students interested in styles and components of the supervisory process. Participation in supervisory experiences will be required, with the amount of supervision practicum dependent upon the amount of clinical experience. Permission of the department is required for enrollment.

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

**SPTHAUD 6701 Clinical Practicum Audiology. 1 Credit,** Supervised clinical experiences for audiology students. For those students assigned to on-site clinic at the LSUMC Department of Communication Disorders Clinic, the clinic assignment will include on-call time with hearing aid dispensary, and duties as described in the Clinic Handbook.

**SPTHAUD 6702 Clinical Practicum Speech Pathology. 1 Credit,** Supervised clinical experiences for speech language pathology students.

**SPTHAUD 6711 Supplemental Practicum Audiology. 1-8 Credits,** Additional supervised clinical experiences for Audiology students. Must be taken with 6701. Grading will be S/U. Does not count towards any Departmental or ASHA requirements.

**SPTHAUD 6712 Supplemental Practicum Speech Pathology. 1-8 Credits,** Additional supervised clinical experiences for Speech-Language Pathology students. Must be taken with 6702. Grading will be S/U. Does not count towards any Departmental or ASHA requirements.

**SPTHAUD 7131 Principles of Managing the Pediatric Hearing Impaired. 3 Credits,** This course focuses on the habilitation/rehabilitation of children with hearing impairments. Psychological, social, and educational aspects of hearing impairment in children are addressed. Parental and family counseling are discussed. Educational options, assistive technology, and speech perception testing are included.

**SPTHAUD 7211 Electronystagmography (ENG). 3 Credits,** This course will focus on the functional anatomy and physiology of the vestibular system, with emphasis on administration and interpretation of standard clinical tests of ENG. Extensive laboratory work will be required. This course is the prerequisite for the advanced vestibular testing and rehabilitation course.

**SPTHAUD 7215 Educational Audiology. 3 Credits,** This course focuses on the various educational models for education/communication of hearing impaired children, as well as assistive technology and classroom acoustics. Speech perception testing and functional listening evaluation are covered along with pediatric rehabilitative strategies. Laboratory required.

**SPTHAUD 7225 Genetics. 1 Credit,** The science of genetics as it applies to audiology and hearing.

**SPTHAUD 7231 Clinical Rotation. 1 Credit,** This is a 4 to 6 week offsite clinical audiology placement. It may be repeated for credit.

**SPTHAUD 7233 Research Laboratory Experience. 1 Credit,** Since solving clinical problems involves procedures very similar to those used by the laboratory researcher, Au.D practitioners must have some knowledge of research methods. Students will team up with a research scientist and assist or participate in research activities over the course of a full semester.

**SPTHAUD 7235 Instrumentation. 2 Credits,** Participants will develop an understanding of issues involved in measuring sound including calibration of equipment, trouble shooting, use of terms and technical aspects of equipment. Lab required.

**SPTHAUD 7239 Geriatric Audiology. 3 Credits,** This course is an overview on the anatomical and physiological effects of aging on the peripheral and central auditory system. Subjective and objective measurements will be discussed as well as rehabilitation methods.

**SPTHAUD 7311 Hearing Aid Modification and Repair. 1 Credit,** Lecture and lab work on hearing aid repair and earmold modification.

**SPTHAUD 7315 Introduction to Sign Language. 1 Credit,** Introduction to basic sign systems and rudimentary ASL.

**SPTHAUD 7319 Practice Management in Audiology. 3 Credits,** This course considers the non-clinical aspects of professional practice. Topics presented include ethics, employment, billing, information management, suppliers and manufacturers, private practice, laws and regulations.

**SPTHAUD 7323 Advanced Vestibular Testing and Rehabilitation. 3 Credits,** While ENG testing remains the primary tool for evaluating vestibular dysfunction, in recent years new computer assisted procedures have been developed that assess the patient's posture and balance functions. This course will focus on these new procedures which, in combination with ENG, provides a more complete picture of both peripheral and central vestibular problems.

**SPTHAUD 7325 Sign Language II. 1 Credit,**  
 Basic sign language for audiologists and other health professionals. Introduction to Sign Language is a prerequisite for this course.

**SPTHAUD 7329 Pharmacology 1 Credit,**  
 Basic pharmacology course for audiologists and other health professionals. This course focuses on the actions of drugs that will affect hearing.

**SPTHAUD 7501 Externship I. 6 Credits,**  
 This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed.

**SPTHAUD 7502 Externship II. 6 Credits,**  
 This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship I.

**SPTHAUD 7503 Externship III. 6 Credits,**  
 This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship II.

## OCCUPATIONAL THERAPY

**Eve Taylor, Ph.D.**  
**Head of the Department**

The Department of Occupational Therapy offers a MASTER OF OCCUPATIONAL THERAPY (MOT) degree program that is accredited by the Accreditation Council for Occupational Therapy Education (4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220 [301] 652-2682). Graduates of the Master of Occupational Therapy program are eligible to sit for the national certification examination for occupational therapy administered by the National Board for Certification of Occupational Therapy (NBCOT). Following successful completion of this examination, the graduate will be an Occupational Therapist, Registered (OTR). This national certification is a prerequisite for obtaining a license to practice occupational therapy in most states, including Louisiana.

Completion of the Master of Occupational Therapy (MOT) program prepares a graduate to practice occupational therapy. Twenty-seven months are needed to complete a total of 90 semester hours of coursework on-campus at the Health Sciences Center in New Orleans, and off-campus at practice sites within and out of the state. Included in these semester hours are six months of Level II Fieldwork. All Level II Fieldwork must be completed within 24 months following completion of didactic course work.

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

(e.g., outpatient clinics, partial hospitalization), and home and community settings (e.g., home care, schools, day-care centers, wellness centers).

## REQUIREMENTS FOR ADMISSION

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

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Completion of the Graduate Record Examination (GRE) with a minimum score of 400 on the verbal, 400 on the quantitative, and 3 on the analytical writing subsections of the GRE. The GRE must be taken within the past five years.
3. Completion of prerequisite courses prior to enrollment in the program:

### Prerequisite Courses

	Semester Hours
Anatomy with Anatomy Lab -----	4
Physiology -----	3
(Lab is recommended, but not required)	
Physics with Physics Lab -----	4
Chemistry (General or Inorganic) -----	3
Statistics (Inferential) -----	3
Abnormal Psychology -----	3
Human Development Across Lifespan * ----	3-6
Sociology -----	3
<b>TOTAL</b>	<b>26-29</b>

\* 3 credits if the lifespan is covered in one semester course; 6 credits if a separate child development course and an aging course are taken to cover lifespan development.

**Strongly Recommended Courses (but not required):**  
 Computer Science, Medical Terminology, Public Speaking, and Technical Writing

4. Applicants must acquire a minimum of 40 hours of verified observation or volunteer experience in occupational therapy. As few as one occupational therapist (OTR) at one site and as many as four therapists at four different facilities can be used to complete the 40 hours. A Documentation of Experience form will need to be completed by each supervising occupational therapist to verify hours of contact. If four therapists are visited to accrue the 40 hours, then four Documentation of Experience forms will need to be submitted.
5. Applicants must have a minimum overall cumulative grade point average (GPA) of 2.5 (based on a 4.0 scale) for their undergraduate degree, and a cumulative GPA of 2.8 for prerequisite courses.
6. A grade of "C" or better is required for all prerequisite courses.
7. Completion of an application is required. Completion of an essay, other written work, or an interview may be required.
8. Computer literacy is required of all students in the program. Specifically, students are expected to be proficient in word processing, spreadsheet management, internet navigation, and e-mail procedures.
9. CPR Certification must be valid while enrolled in the program, but is not required for application to the program.

Special consideration may be given to a student who does not meet the minimum requirements, but is able to present evidence deemed by the faculty to indicate that an exemption is warranted. For example, a student has a GPA of 2.3 in his or her undergraduate degree, a GPA of 3.9 in prerequisite courses, and has a combined verbal and math score on the GRE of 1000.

## SCHOLASTIC REQUIREMENTS AND STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

## METHOD OF APPLICATION

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

1. The application form for admission to the Program, may be obtained from:

Office of Student Affairs  
LSU Health Sciences Center  
School of Allied Health Professions  
1900 Gravier St.  
New Orleans, LA 70112  
(504) 568-4254  
[nstro1@lsuhsc.edu](mailto:nstro1@lsuhsc.edu)  
or  
on-line:  
<http://alliedhealth.lsuhscc.edu/OccupationalTherapy/>

2. Application Deadline:
  - a) Applications for admission are due to the Office of Student Affairs (see address above) by **September 1<sup>st</sup>** of each year. **A new incoming class is enrolled each January.**
  - b) However, applications for admissions will continue to be accepted and processed past the September 1st of each year if a class of 30 students is not yet filled.
3. Official transcripts must be sent directly to the Office of Student Affairs in New Orleans by all colleges and universities attended.
4. Notification of the action taken by the Admissions Committee will be sent in writing to all applicants.
5. Accepted applicants are expected to notify the Department in writing as to whether or not they plan on enrolling in the program that starts in January of each year.

## APPLICANT ADVISING

The Master of Occupational Therapy program conducts a monthly **Information Session** for individuals interested in applying for admission. These group sessions include an orientation to the Master of Occupational Therapy program and information on admissions procedures. Information sessions are conducted on the **First Friday of Each Month at 2:00 p.m.** Persons interested in attending an Information Session are asked to contact the Department of Occupational Therapy to let them know that they are planning on coming to a given session (see address and telephone number below).

Dept. of Occupational Therapy  
Nursing & Allied Health Professions Bldg.,  
8<sup>th</sup> Floor  
LSU Health Sciences Center  
1900 Gravier Street  
New Orleans, LA 70112  
(504) 568-4302  
[fcuic@lsuhsc.edu](mailto:fcuic@lsuhsc.edu)

## TECHNICAL STANDARDS FOR OCCUPATIONAL THERAPY

Technical standards are the requirements that an individual must be able to perform in order to succeed as an occupational therapist. Upon completion of the Master of Occupational Therapy Program at Louisiana State University Health Sciences Center, New Orleans, a graduate will be expected to perform all technical standards. Therefore, as a student in the Occupational Therapy Program, one will be required to participate in activities that will prepare him or her to perform all technical standards. If accommodations are needed by a student to perform the technical standards, he or she must notify the Associate Dean for Academic Affairs at (504)568-4243 after being accepted into the program.

The major function of an Occupational Therapist (OTR) with registered certification is to provide occupational therapy services including: evaluation, intervention planning, implementation, and review; discharge planning; outcomes assessment; and related documentation and communication.

Technical standards for an entry-level occupational therapist require that the therapist:

1. Communicates effectively.  
Communicates and collaborates with other team members, individuals, family members, and/or caregivers.
2. Interacts well with others.
3. Performs services in a timely fashion.  
Responds to requests for service and initiates referrals when appropriate.  
Schedules and prioritizes own workload.
4. Observes and documents the performance of others.  
Screens individuals to determine the need for intervention.  
Monitors the individual's response to intervention.
5. Obtains and interprets data necessary for intervention planning and intervention.
6. Formulates and implements intervention plans based on evaluation findings.  
Develops and coordinates intervention plans, including goals and methods to achieve stated goals.  
Implements intervention plans directly or in collaboration with others.  
Modifies plans as needed.
7. Develops interventions that are appropriate for the individual's environment.  
Adapts environment, tools, materials, and activities according to the contextual needs of the individual.  
Develops appropriate home and community programming to support performance in natural environments.
8. Determines the appropriate time to terminate treatment or refer to other services.  
Terminates services when maximum benefit is received and formulates discontinuation and follow-up plans.
9. Documents services as required.  
Maintains records required by practice setting, third party payors, and regulatory agencies.
10. Functions according to the AOTA Code of Ethics (AOTA, 2000) and Standards of Practice (AOTA, 1998) of the profession.
11. Maintains treatment area, equipment, and supply inventory.
12. Follows policies and procedures required by the setting.

13. Provides educational services.  
Provides in-service education to team members and/or the community.
14. Provides supervisory services, if needed.  
Supervises occupational therapy practitioners, students, and/or other staff performing services.
15. Performs program evaluation.  
Performs continuous quality improvement activities and program evaluation using predetermined criteria.
16. Identifies personal strengths and weaknesses.  
Monitors own performance and identifies supervisory needs.
17. Participates in professional growth activities.  
Identifies and pursues own professional growth and development.  
Participates in professional and community activities.

**MASTER OF OCCUPATIONAL THERAPY CURRICULUM**

**SPRING SEMESTER (FIRST YEAR) CREDITS**

**OCCT 6410 CONCEPTS OF OCCUPATION - 5**

OCCT 6418 Interactive Reasoning -----	3
OCCT 6624 Medical Conditions -----	4
OCCT 6440 Clinical Reasoning-----	2
OCCT 6512 Occupational Performance Across the Lifespan -----	3

**Summer Semester (First Year)**

ANAT 6522 Human Anatomy -----	5
PHYS 6523 Human Physiology -----	4
OCCT 6524 Applied Kinesiology -----	2

**Fall Semester (First Year)**

OCCT 6450 Measurement and Evaluation -----	4
OCCT 6520 Principles of Practice: Adult I --	4
OCCT 6530 Applications I: Across the Lifespan	4
ANAT 6533 Neuroanatomy -----	3
OCCT 6540 Fieldwork Experience I and Seminar	1

**Spring Semester (Second Year)**

OCCT 6614 O.T. for Orthopedic Conditions ---	3
OCCT 6620 Principles of Practice: Adult II -	3
OCCT 6432 Disability/Illness Experience And Occupational Performance -----	2
OCCT 6640 Documentation -----	3
OCCT 6650 Research I -----	3

**Summer Semester (Second Year)**

OCCT 6670 Fieldwork Experience IIA -----	6
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**Fall Semester (Second Year)**

OCCT 6716 Management in Occupational Therapy	3
OCCT 6718 Community-Based and Specialized Practice -----	3
OCCT 6720 Principles of Practice: Early Life	4
OCCT 6730 Applications II:Across the Lifespan	3
OCCT 6750 Research II -----	3

**Spring Semester (Third Year)**

OCCT 6770 Fieldwork Experience IIB -----	9
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Total Credits -----	90
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**COURSE DESCRIPTIONS**

All courses in one semester are prerequisite to courses in successive semesters. Letter grades are given in all courses except Fieldwork Experience II (OCCT 6670, 6770) which are graded satisfactory/unsatisfactory (S/U) or pass/fail (P/F).

**OCCT 6410 Concepts of Occupation. 5 Credits,**  
Focus is on the history, philosophy, and sociopolitical influences on the profession and theoretical frameworks on which occupational therapy (OT) is built. Other issues include professionalism, scholastic inquiry, and areas of OT practice.

**OCCT 6418 Interactive Reasoning. 3 Credits,**  
Occupational therapy process, client-centered care, clinical reasoning, and therapeutic tools will be emphasized, e.g., therapeutic use of self, personal and professional values, interactions with others, and cultural diversity awareness.

**OCCT 6624 Medical Conditions. 4 Credits,**  
Medical perspective of conditions frequently encountered by occupational therapists and respective occupational therapy interventions will be detailed.

**OCCT 6440 Clinical Reasoning. 2 Credits,**  
Development of clinical reasoning skills across the continuum of care will be covered through engagement in group tutorials and observational fieldwork experiences.

**OCCT 6512 Occupational Performance Across the Lifespan. 3 Credits,**  
Emphasis on systems that influence occupational performance and human development across the lifespan, including person-related factors, family dynamics, task requirements, the environment, governmental issues, and cultural demands.

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

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

**OCCT 6524 Applied Kinesiology. 2 Credits,**  
Clinical application of anatomy and kinesiology to include the examination of surface anatomy; identification of anatomical landmarks, manual muscle testing, and palpation of joints and muscles, human movement analysis, and conditions that influence the functions of movements will be taught.

**OCCT 6450 Measurement and Evaluation. 4 Credits,**  
Principles of measurement, methods of assessment, responsibilities of examiners, measurement reliability and validity, standardization process and procedures in testing, components and interpretation of test analysis/assessment of test adequacy will be covered. Opportunities to practice with various instruments will be included.

**OCCT 6520 Principles of Practice: Adult I. 4 Credits,**  
First of two courses that applies the OT process to adults experiencing occupational performance deficits. Emphasis on factors contributing to successful engagement in occupation through adulthood and conditions that challenge occupational performance in mid to late life.

**OCCT 6530 Applications I: Across the Lifespan. 4**

**Credits,** Presentation of specific occupational therapy intervention techniques for use with clients across the lifespan.

**ANAT 6533 Neuroanatomy. 3 Credits,**

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

**OCCT 6540 Fieldwork Experience I and Seminar. 1**

**Credit,** Continuation of prior clinical reasoning courses. Facilitation of students' clinical reasoning through fieldwork experience and seminars with particular application to community practice.

**OCCT 6614 Occupational Therapy for Orthopedic**

**Conditions. 3 Credits,** Medical management and provision of occupational therapy services to orthopedic conditions will be addressed. Laboratory and clinical experiences will provide opportunities to develop related skills.

**OCCT 6620 Principles of Practice: Adult II. 3 Credits,**

Continuation from Principles of Practice: Adult I. Focus on occupational performance problems of the adult with special attention given to aging and performance dysfunction of later life.

**OCCT 6432 Disability/Illness Experience and**

**Occupational Performance. 2 Credits,** Disability/illness experience of service recipients and resultant effects upon their occupational performance, quality of life, family roles and responsibilities, the ability to participate in productive activity, and implications of disease and disability on society will be emphasized. Adjustment to disability, current health care issues, and community resources will be discussed.

**OCCT 6640 OT Documentation. 3 Credits,**

Common documentation practices used throughout the OT process will be shared including opportunities to develop needed skills.

**OCCT 6650 Research I. 3 Credits,**

Introduction to research designs and data analyses used in quantitative and qualitative studies will be covered; a research proposal will be developed. The critical thinking needed for evidence-based practice and professional writing will be emphasized.

**OCCT 6670 Fieldwork Experience IIA. 6 Credits,**

First of two in-depth, supervised experiences in delivering occupational therapy services in a variety of community settings, full-time for 12 weeks.

**OCCT 6716 Management in Occupational Therapy. 3**

**Credits,** Introduction to management principles and issues including current healthcare trends, supervision, conflict management, legal concerns, quality improvement, fiscal management and reimbursement, program outcome studies, marketing strategies and advocacy, and utilization of community resources.

**OCCT 6718 Community-Based & Specialized Practice. 3**

**Credits,** Knowledge and experience in program development in emerging community areas of occupational therapy practice will be emphasized.

**OCCT 6720 Principles of Practice: Early Life. 4 Credits,**

Application of the OT process with infants and young children from pre-assessment through intervention within various practice settings will be covered. Teaming with families, and other service providers will be emphasized in this course. Assistive technology training provided.

**OCCT 6730 Applications II: Across the Lifespan, 3**

**Credits,** OT concepts learned thus far will be integrated with knowledge of patient/client issues to develop skills and concepts of OT evaluation and intervention. Specific client cases involving various pediatric, adolescent, and adult conditions, with resultant occupational performance deficits, will be provided.

**OCCT 6750 Research II. 3 Credits,**

Course emphasis is on the execution of a research protocol, written and oral dissemination of study findings, and the application of published research to practice.

**OCCT 6770 Fieldwork Experience IIB. 9 Credits,**

Second of two in-depth, supervised experiences in delivering occupational therapy services to clients in a variety of community settings, full-time for 12 weeks.

Note: In addition to costs for fees and required items listed in the sections of HEALTH SCIENCES CENTER FEES AND TUITION and ADDITIONAL EXPENSES of the School, other expenses may be incurred by students while enrolled in the program. For example, a laboratory fee of no more than \$60 per semester may be required. Expenses related to transportation and living away from campus during Fieldwork Experience II rotations may be incurred. In addition, each student is required to purchase individual malpractice insurance during these rotations. These expenses are the responsibility of the individual student and should be anticipated.

## PHYSICAL THERAPY

**Elizabeth Weiss, Ph.D.**  
**Head of the Department**

**Gina L. Pariser, Ph.D.**  
**MHS Program Coordinator**

The Department of Physical Therapy currently offers an entry level Master of Physical Therapy (MPT) degree program for persons interested in becoming a physical therapist. Students planning to apply to the entry level program should consult the Department of Physical Therapy website at <http://www.alliedhealth.lsuhscc.edu/PhysicalTherapy/> for the most current information pertaining to the program format and application process. The following information applies only to the currently available entry-level MPT program.

Students desiring to apply to the entry level MPT program are strongly urged to attend one of the Informational Sessions, which are held several times a year on the New Orleans LSUHSC campus. Interested students should contact the Department to find out the dates of the Informational Sessions or visit our website at <http://alliedhealth.lsuhscc.edu/PhysicalTherapy/>. The Department also offers a Master of Health Sciences in Physical Therapy degree for physical therapists (see "MHS" in the Allied Health section of this catalog).

The entry level program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) and has been since 1973. The MPT curriculum consists of seven consecutive semesters of full-time didactic and clinical course work, which begin in the summer term.

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

## SCHOLASTIC REQUIREMENTS

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

### REQUIREMENTS FOR ADMISSION

Admission to the Entry-level Master of Physical Therapy degree program is competitive. In order to be considered for admission, the applicant must:

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

#### Prerequisite Courses

	Semester Hours
Chemistry ----- (Laboratory based for science majors)	8
Biology / Zoology ----- (Laboratory based for science majors)	8
Physics ----- (Laboratory based for science majors)	8
Advanced Biology ----- (Recommended: Histology, Cell Biology)	3
Anatomy ----- (Recommended: Human Anatomy)	3
Physiology ----- (Recommended: Human Physiology)	3
English Composition ----- Advanced English Composition, Technical Writing or Exposition -----	6
Statistics * ----- (Behavioral or Experimental)	3
Public Speaking -----	3
Mathematics ----- (Algebra level or above)	6
Psychology ----- (Recommended: Abnormal Psychology, Growth and Development)	6

\* Credits in Statistics may be used to meet math requirements if taught in the math department and the psychology requirement if taught in the psychology department.

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

2. Complete 60 clock hours of practical experience in physical therapy under the direct supervision of a licensed physical therapist by the time of application. Additional hours are suggested;
3. Hold a baccalaureate degree from a fully regionally or nationally accredited college or university by the date of expected matriculation into the Department of Physical Therapy;
4. Have a grade point average (GPA) of 3.0 or above in all undergraduate science courses by the time of application.
5. Submit scores from the Graduate Record Examination (GRE);
6. Resident alien or international (F-1) students must take a minimum of 6 hours in the basic sciences (at least one course must include a related laboratory experience) and 6 hours in English composition in a U.S. college or university.

Acceptance is competitive and satisfaction of basic requirements does not guarantee admission. The admissions committee considers

science grade-point average, quality of courses taken, GRE scores, documented experience in physical therapy, and interviews. The Department selects applicants it considers most qualified for the study and practice of physical therapy.

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

## TECHNICAL STANDARDS

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

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

### Technical Standards:

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

#### Observation:

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

#### Communication:

- Utilize verbal and nonverbal communication with patients and care givers. Elicit information from patients and care givers for written history.
- Explain treatment procedures.
- Demonstrate exercise programs.
- Document client responses in the medical record.
- Establish rapport with the patient, caregivers, and colleagues.
- Apply teaching and learning theories and methods in health care and community environments.

#### Sensorimotor:

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

- Administer balance training, cardiopulmonary resuscitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, cardiopulmonary rehabilitation, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping and draping techniques, and dependent patient transfers.

#### Intellectual / Conceptual:

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

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

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

#### Judgment:

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

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

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

#### Behavioral / Social:

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

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

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

#### Professional Behavior:

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

#### Safety:

- Identifies and addresses potential and actual safety hazards.
- Reports unsafe conditions to appropriate personnel.
- Is able to assess physical and cognitive limitations of self and others and request assistance as necessary.
- Determines safety and operational status of equipment.
- Selects treatment interventions considering safety of patient at all times.
- Does not select treatment interventions in which patient's own or others' safety is compromised
- Modifies evaluation and treatment based on patients' signs, symptoms, and response to treatment. Modifies: when safety of patients, others, or self is compromised; patient's discomfort exceeds levels necessary for procedure; patient's assistance is necessary, and he/she is no longer able to assist; equipment becomes faulty; procedure is not yielding results necessary for evaluating patient's physiologic, neuromuscular, and skeletal problems.

Communication and Interpersonal Skills:

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

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

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

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

**STUDENT EMPLOYMENT STATEMENT**

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

**METHOD OF APPLICATION**

Accepted applicants are enrolled once a year in the summer term.

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

Application procedures are as follows:

1. Download application from the website [www.alliedhealth.lsuohsc.edu/PhysicalTherapy/](http://www.alliedhealth.lsuohsc.edu/PhysicalTherapy/) OR
2. Write to request an application packet from the Office of Student Affairs in August of the year prior to the date of desired admission.

School of Allied Health  
 LSU Health Science Center  
 Office of Student Affairs  
 1900 Gravier Street, Room 6B11  
 New Orleans, LA 70112-2262  
 (504) 568-4254

3. Submit the application packet by November 15.
4. Students interested in applying to the program are strongly urged to contact the department and to attend an Informational Session. Sessions are held several times a year on the New Orleans LSUHSC campus. Interested students should contact the Department to find out the dates of the Informational Sessions or visit our website at <http://alliedhealth.lsuohsc.edu/PhysicalTherapy/>.



## CURRICULUM

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

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

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

Departmental coding for the professional courses in physical therapy is as follows: PHTH: Master in Physical Therapy; ANAT: Anatomy; and PHYS: Physiology.

### MASTER OF PHYSICAL THERAPY PROFESSIONAL ENTRY LEVEL CURRICULUM FIRST YEAR

#### Summer Semester

	Credit Hours
ANAT 6522 Human Anatomy -----	5
PHYS 6523 Human Physiology -----	4
PHTH 6550 Functional Anatomy -----	1
PHTH 6551 Medical Ethics -----	1

#### Fall Semester

ANAT 6533 Neuroanatomy -----	3
PHTH 6540 Fundamentals of PT Practice -----	2
PHTH 6552 Pathology -----	2
PHTH 6553 Physical Therapy Diagnosis -----	2
PHTH 6554 Biomechanics -----	3
PHTH 6555 Therapeutic Modalities and Management	2
PHTH 6570 Principles of Research I -----	1
PHTH 6581 Clinical Practice I -----	1

#### Spring Semester

PHTH 6543 Prosthetics & Orthotics -----	2
PHTH 6544 Analysis and Synthesis of Human Locomotion -----	2
PHTH 6556 Exercise Physiology -----	3
PHTH 6557 Clinical Orthopedics -----	6
PHTH 6558 Applied Manual Therapy -----	3
PHTH 6574 Principles of Research II -----	1
PHTH 6582 Clinical Practice II -----	1

### MASTER OF PHYSICAL THERAPY PROFESSIONAL ENTRY LEVEL CURRICULUM SECOND YEAR

#### Summer Semester

PHTH 6583 Clinical Externship -----	8
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#### Fall Semester

PHTH 6542 Geriatrics -----	2
PHTH 6562 Clinical Electrophysiology -----	3
PHTH 6563 Management of Cardiopulmonary Disorders -----	3
PHTH 6566 Physical Therapy Seminar -----	2
PHTH 6567 Principles of Motor Control -----	4
PHTH 6568 Clinical Neurology -----	2
PHTH 6575 Directed Study -----	2
PHTH 6584 Clinical Practice III -----	1

#### Spring Semester

PHTH 6541 Clinical Pediatrics -----	2
PHTH 6569 Management and Health Care Administration -----	3
PHTH 6573 Principles of Physical Medicine and Rehabilitation -----	5
PHTH 6576 Pharmacological, Radiological and Laboratory Medicine Principles in Physical Therapy -----	3
PHTH 6585 Clinical Internship I -----	8

#### Summer Semester

PHTH 6586 Clinical Internship II -----	8
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Elective, PHTH 6520, Independent Study (1-4 credits) may be taken any semester.

Total Master of Physical Therapy Professional Entry Level Curriculum 101 Credit Hours.

Note: The curriculum may change as modifications occur. Contact the Department for updated information.

## COURSE DESCRIPTIONS

#### ANAT 6522 Human Anatomy. 5 Credits,

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

#### PHYS 6523 Human Physiology. 4 Credits,

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

#### PHTH 6550 Functional Anatomy. 1 Credit,

A lecture and laboratory course in which students receive instruction in arthrokinematics and biomechanical principles and theories as a scientific emphasis is placed on surface palpation and kinesiology.

**PHTH 6551 Medical Ethics. 1 Credit,**

A critical exploration into basic ethical issues which arise from delivery of health care such as confidentiality, informed consent, cost and scarcity of resources, and other issues pertinent to physical therapy. The student will examine the origin of basic ethical systems and focus on processes used to determine ethical decisions.

**ANAT 6533 Neuroanatomy. 3 Credits,**

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

**PHTH 6540 Fundamentals of Physical Therapy Practice.**

**2 Credits,** A course of study which introduces basic clinical skills which are fundamental to physical therapy evaluation and intervention with a broad patient population. Emphasis is placed on practice, mastery, and appropriate application of selected clinical skills.

**PHTH 6552 Pathology. 2 Credits,**

A course of study centered on understanding of disease, including etiology, mechanisms, and physiological effects. Emphasis is placed on the clinical manifestation of disease conditions commonly encountered in physical therapy practice.

**PHTH 6553 Physical Therapy Diagnosis. 2 Credits,**

A course of study focusing on evaluation of patients with a variety of problems for the specific purpose of establishing a physical therapy diagnosis toward which treatment can be directed. Topics include selection and application of evaluative procedures, and interpretation and documentation of clinical findings. Emphasis is placed on the ability to differentially diagnose and engage in clinical decision-making skills.

**PHTH 6554 Biomechanics. 3 Credits,**

A study of normal human movement and common dysfunctions manifested following pathological, traumatic, or developmental insults. The relationships between changes in tissue and concomitant biomechanical adaptations are explored. Included are materials involving analysis of human movement and static and dynamic postural analysis.

**PHTH 6555 Therapeutic Modalities and Management. 2 Credits,**

A course of study dealing with operational physics, physiological action, and rationale of physical agents utilized in physical therapy.

**PHTH 6570 Principles of Research II. 1 Credit,**

The first of three sequential courses designed to develop in the student those skills necessary to utilize and apply in practice current information from peer-reviewed literature; and to prepare the student to participate in clinical and/or experimental research activities. Emphasis in this course is on research design, critical reading, and review of literature related to physical therapy practice. Application of information from introductory statistics will be expected.

**PHTH 6581 Clinical Practice I. 1 Credit,**

Sixty hours of clinical experience in a variety of clinical settings. Emphasis is placed on development of professional behavior, communication skills and the practice of skills acquired during previous and concurrent courses.

**PHTH 6543 Prosthetics & Orthotics. 2 Credits,**

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

**PHTH 6544 Analysis and Synthesis of Human**

**Locomotion. 2 Credits,** An advanced study of human locomotion with emphasis on expansion of the basic principles of gait analysis to include the scientific evaluation and management of normal and abnormal functions of human locomotion.

**PHTH 6556 Exercise Physiology. 3 Credits,**

A lecture and laboratory course which builds upon prerequisite course work in human physiology. Course content focuses on principles of exercise, body composition analysis, strength and endurance training, and exercise prescription. Principles of nutrition are also addressed.

**PHTH 6557 Clinical Orthopedics. 6 Credits,**

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

**PHTH 6558 Applied Manual Therapy. 3 Credits,**

A lecture and laboratory course that addresses the role of manual techniques in evaluation and management of musculoskeletal disorders. Treatment techniques learned in this course apply theories of arthrokinematics and osteokinematics introduced in Functional Anatomy and Biomechanics.

**PHTH 6574 Principles of Research II. 1 Credit,**

This second of three sequential research courses emphasizes application of skills covered in Principles of Research I, and includes development of a written research proposal in preparation for Directed Study. Research design, data-collection, measurement, and analysis and interpretation of results are expanded upon. Issues related to tests and measurements in physical therapy practice will also be presented.

**PHTH 6582 Clinical Practice II. 1 Credit,**

Sixty hours of clinical experience per semester in a variety of clinical settings in which emphasis is placed on developing patient management competencies related to course material.

**PHTH 6583 Clinical Externship. 8 Credits,**

A ten-week block of full time clinical practice in one or more settings. The practicum is designed to provide clinical reinforcement of the curriculum content presented during the first year of study.

**PHTH 6542 Geriatrics. 2 Credits,**

A study of the process of aging with emphasis on the unique needs of the elderly. Sensorimotor, cognitive, and psycho-social-emotional domains are explored with discussion of issues and factors relevant to physical therapy.

**PHTH 6562 Clinical Electrophysiology. 3 Credits,**

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

**PHTH 6563 Management of Cardiopulmonary Disorders.**

**3 Credits,** A course of study that builds upon material presented in Exercise Physiology. Emphasis is placed on selection and performance of appropriate tests and procedures, which meet the standards of Physical Therapy management in cardiac and pulmonary disorders.

**PHTH 6566 Physical Therapy Seminar. 2 Credits,**

A study of selected topics in physical therapy of current interest that are not covered in other courses. Each student will develop and present an educational program.

**PHTH 6567 Principles of Motor Control. 4 Credits,**

A lecture and laboratory course designed to study current theoretical models of human motor control and motor learning and their implications for physical therapy practice. Standardized clinical tools for the assessment of motor dysfunction are presented; and emphasis is placed on development of clinical assessment skills and treatment strategies for patients with motor control dysfunction.

**PHTH 6568 Clinical Neurology. 2 Credits,**

A course of study in which students are introduced to selected neurological disorders including, principles of neurological examination, diagnostic criteria, etiology, epidemiology, prognosis, and medical management issues. The clinical manifestations are reviewed with an emphasis on correlation between symptomatology and neuroanatomical structures and functions. Relevance to physical therapy and functional outcomes is also covered.

**PHTH 6575 Directed Study. 2 Credits,**

The culmination of the research series in which the student pursues a topic related to physical therapy through individualized, self-directed research activity. A faculty advisor and student will jointly determine goals, objectives and evaluation methods for the completion of a research pilot study. The student will complete a publishable-quality research paper and present their research to faculty in a poster or platform presentation. Course may be repeated for credit with Department Head approval.

**PHTH 6584 Clinical Practice III. 1 Credit,**

Sixty hours of practical experience in a variety of clinical settings. Emphasis is placed on developing patient management competencies related to course material.

**PHTH 6541 Clinical Pediatrics. 2 Credits,**

A course of study that addresses physical therapy intervention for children with selected developmental, traumatic, orthopedic, and disease conditions. Normal and abnormal development will be presented utilizing a variety of current models including systems, ecological, and dynamical action. Assessment and management strategies appropriate to specific motor development and dysfunction will be presented from a systems perspective.

**PHTH 6569 Management and Health Care**

**Administration. 3 Credits,** A study of selected topics essential to effective management of health care organizations and operations.

**PHTH 6573 Principles in Physical Medicine and**

**Rehabilitation. 5 Credits,** A lecture and laboratory course which addresses evaluation and management of patients with a variety of physical problems including spinal cord injury, stroke, traumatic brain injury, and other neuromusculoskeletal disorders. Psychological aspects of disease and disability are also presented.

**PHTH 6576 Pharmacological, Radiological & Laboratory Medicine Principles in Physical Therapy. 3 Credits,**

A study of the concepts of radiology and laboratory medicine, and the agents used in pharmacology that are frequently encountered in the management of physical therapy patients.

**PHTH 6585 Clinical Internship I. 8 Credits,**

Four hundred hours of full-time clinical practice lasting 10 weeks. Experience is designed to develop competencies in planning and implementing comprehensive patient care programs, safe and effective physical therapy practice, coordination of patient care activities with other professionals, and professional growth. Satisfactory completion of each internship requires the completion of specific competencies.

**PHTH 6586 Clinical Internship II. 8 Credits,**

See Clinical Internship 1.

**PHTH 6520 Independent Study. 1-4 Credits, (elective)**

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

**Clinical Affiliations**

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

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

**Master of Health Sciences In Physical Therapy**

For information regarding the Master of Health Sciences advanced degree for physical therapists, see "Master of Health Sciences Degree" in the Allied Health section of this catalog.

**MASTER OF HEALTH SCIENCES DEGREE**

The Master of Health Sciences degree is intended to prepare allied health professionals for career enhancement by providing advanced interdisciplinary education in clinical practices, research and scholarly activity, leadership, and instructional principles and practices. Programs of study are offered through the Departments of Cardiopulmonary Science, Clinical Laboratory Sciences, Occupational Therapy, Physical Therapy, and Rehabilitation Counseling. An interdisciplinary core curriculum is required of all students, but students choose one clinical area of emphasis from four-track options: Acute Care Sciences, Clinical Diagnostics, Pediatrics, or Rehabilitation Sciences. Each area of emphasis ensures that students acquire current scientific information relevant to advanced clinical practice.

Courses in each student's program are selected based on individual goals and interests and are subject to approval by the student's department, academic advisor, and the Associate Dean for Graduate Studies.

**REQUIREMENTS FOR ADMISSION**

A baccalaureate degree from an accredited institution is required. At least one year of post-baccalaureate employment experience in a health-related profession is encouraged before applying for admission. Allied health professionals in the MHS program must hold or be eligible for certification or licensure in their individual disciplines.

All applicants must take the Graduate Record Examination (GRE). A combined assessment of the GRE score(s), academic performance, and, if applicable, evidence of professional achievement will be used in review of the application for admission. A minimum composite score of 1,000 on the verbal and quantitative portions of the GRE is required for admission. In addition, a minimum grade point average (GPA) of 2.5 on all undergraduate work taken and 3.0 on all professional courses is required. Students may be admitted conditionally or allowed to enroll as special students as defined below under Types of Admission and Special Students.

## TYPES OF ADMISSION

Applicants who have fulfilled all School of Allied Health Profession (SAHP) requirements as specified above will be eligible for recommendation for admission by the student's department to the Associate Dean for Graduate Studies. These students will be identified as regular admissions. Any student who scores less than 1,000 and more than 850 on the composite GRE and meets all other admission criteria may be admitted on a conditional basis. A student who has been admitted conditionally must take 9 semester-hours for credit toward the MHS degree and maintain a 3.0 GPA before becoming eligible to petition for regular status.

## SPECIAL STUDENTS

Students who have not fulfilled requirements for admission to the MHS program may be granted permission to register for courses for which they are qualified when recommended by the student's department. These students are not admitted to the MHS program and are considered to be non-matriculating. All students desiring admission to any course in the MHS program must apply for special student status by completing an admission application form. If a special student chooses to apply for admission and fulfills all admissions requirements, the student may count a maximum of 9 semester-hours taken as a special student and completed with a 3.0 or better GPA toward the MHS degree.

## ADMISSION PROCEDURE

Applicants for admission to the MHS program, as well as those requesting permission to enroll as special students, must complete application forms provided by the Office of Student Affairs or obtained on the MHS website (<http://alliedhealth.lsuhscc.edu/MHS/>) and pay application fees as required by the LSU Health Sciences Center. Instructions for mailing completed applications are found in the application packets or on the MHS website. The Office of Student Affairs sends the completed application to the department to which the student is applying for review and recommendation to the Associate Dean for Graduate Studies, who will notify the applicant of his/her admission to the program or eligibility to register for courses.

Credentials to be included with the MHS application are official transcripts of all undergraduate and graduate college work, scores on the GRE, and evidence of certification or licensure. Transcripts must be sent directly to the Office of Student Affairs by the institutions attended. Test scores on the GRE must also be sent directly to Student Affairs by the Educational Testing Service. \*

\* GRE - Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. <http://www.gre.org>

## TRANSFER CREDIT

Credit earned at another institution prior to application for admission to the MHS program must be presented for consideration by the appropriate department and by the Associate Dean for Graduate Studies. There is no automatic transfer of credit toward a graduate degree. Candidates for the MHS degree may receive transfer credit for courses taken at institutions other than Louisiana State University Health Sciences Center, if those courses serve to enhance the student's program. Transfer credit toward the degree may not exceed nine semester-hours. All courses submitted for transfer credit must satisfy subject matter requirements and must have been completed at the graduate level at an acceptable institution. No transfer credit will be granted for grades earned of less than B and credit is never accepted for correspondence work or continuing education. The department and the Associate Dean for Graduate Studies must approve all requests for transfer credit.

## ACADEMIC STANDARDS

A grade point average of 3.0 in all courses taken must be maintained, and no grade of C or lower will be counted toward the MHS degree. All courses in which C grades are earned must be repeated but grades in repeated courses will be counted in calculation of GPA's. Grades earned at another institution will not be used to compute the cumulative GPA.

The grade of I (Incomplete) indicates that the student has not completed the course for some unavoidable reason that is acceptable to the faculty. A grade of I will be converted to F unless it is removed prior to the deadline for adding courses for credit for the next semester as published in the SAHP calendar. Extensions may be granted in special circumstances with the approval of the Associate Dean for Graduate Studies.

All courses designated as 'thesis' will be graded as S (Satisfactory) or U (Unsatisfactory). Thesis coursework not completed during the semester of registration will be assigned a grade of IP (In Progress) with no credit hours earned. On successful completion of the thesis, an S grade will be assigned and hours earned recorded on the student's transcript to be credited toward the degree.

P-F grades may also be used for courses that have been so designated in the catalog. Neither S-U nor P-F grades will be counted in calculating GPA's.

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

The following requirements pertain to the status of Satisfactory Academic Progress for all students enrolled in the MHS program. Matriculating students must:

1. Maintain 3.0 GPA each semester
2. Satisfactorily complete 75 percent of scheduled course work each semester
3. Satisfactorily complete all degree requirements in not more than 8 years

Students' academic progress will be reviewed by their faculty advisers or departmental coordinators each semester. Those students who have not achieved satisfactory progress will be counseled by their faculty advisers and their names will be forwarded to the Associate Dean for Graduate Studies for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled "Student Academic Appeals."

## PROBATION

A student who has a cumulative GPA below 3.0 at the end of any semester will be placed on probation. Those students who are on probation for two consecutive semesters may be subject to dismissal. Continuation in the program in a second probationary semester must be approved by the Department Head and the Associate Dean for Graduate Studies.

## DEGREE REQUIREMENTS

The programs of study in each department allow maximum flexibility and opportunity for each student to design a program that will meet the student's professional goals in keeping with the overall objectives of the program. Students may choose a study emphasis from four advanced clinical skills science tracks: Acute Care Sciences, Clinical Diagnostics, Pediatrics, or Rehabilitation Sciences. Students will be required to develop an appropriate program of study in cooperation with faculty advisers from the students' department and program option.

A minimum of 36 semester-hours of credit will be required for successful completion of the degree requirements. In addition, each student will be required to pass a written and/or oral comprehensive examination. Thesis is required in all options and departments for completion of the degree. Before beginning thesis study, each student must successfully complete the comprehensive examination. Other policies and procedures related to the comprehensive examination and thesis are provided to students in the "MHS Student Handbook." Specific programs are based on curricula whose content and skills are taught through classroom settings, videoconferencing, web-enhanced instruction, seminars, independent study, and internships to provide for experiential as well as more traditional modes of learning.

Private and public agencies and health care providers at the local, state, and federal levels are utilized in cooperative ways to establish programs reflective of the diverse settings within the allied health professions. Successful completion of the program is contingent upon demonstrated course-related competencies as well as successful completion of all required course offerings.

## CURRICULUM

Programs of study are offered through the departments of Cardiopulmonary Science, Clinical Laboratory Sciences, Occupational Therapy and Physical Therapy. Program track options are available in four different areas of Advanced Clinical Skills: Acute Care Sciences, Clinical Diagnostics, Pediatrics, or Rehabilitation Sciences. Within the Clinical Diagnostics track, students may select from one of four options: General Clinical Diagnostics, Blood Bank Specialty, Cytogenetics Specialty, or Clinical Laboratory Sciences Professional Curriculum. All options are not necessarily available in each of the participating departments.

The Advanced Clinical Skills track options provide the student with the technical skills and conceptual knowledge required to perform as a highly educated provider of professional services. Fifteen semester-hours of the MHS program are comprised of basic and applied science coursework. In addition, all MHS students complete 18 semester-hours of interdisciplinary core coursework. Interdisciplinary core coursework provides instruction in current trends and ethical issues in allied health, professional communication, research methodology, outcome measurement and evaluation, statistical analysis, leadership, and education. The thesis requirement involves a minimum of three semester-hours and a maximum of six semester-hours. Total hours required for degree completion is 36 to 39 credits.

## MASTER OF HEALTH SCIENCES DEGREE CURRICULUM

\* Note: Interdisciplinary core must be taken with all tracks.

<b>INTERDISCIPLINARY CORE *</b>		Hours
SAHP 6002	Trends and Ethics in Allied Health -	1
SAHP 6027	Professional and Grant Writing -----	2
SAHP 6030	Principles of Outcome Measurement and Functional Outcomes -----	3
SAHP 6070	Research Design and Methodology ----	3
SAHP 6003	Statistical Methods in Allied Health	3
SAHP 6060	Managerial Leadership in the Health Sciences Professions -----	3
SAHP 6040	Teaching in the Health Sciences ----	3
AHSC 7000	Thesis -----	3-6
Total		21-24

### TRACK 1

#### Acute Care Sciences

AHSC 6310	Clinical Cardiovascular Physiology -	3
AHSC 6311	Pulmonary Physiology -----	3
AHSC 6312	Nutrition in Clinical Practice -----	3
Electives	-----	6
Total		15

### TRACK 2

#### Clinical Diagnostics \*

AHSC 6121	Topics in Immunology -----	3
AHSC 6122	Advanced Concepts in Clinical Diagnostics -----	3
AHSC 6120	Molecular Biology and Genetics -----	3
Electives	-----	6
Total		15

### TRACK 3

#### Rehabilitation Sciences

AHSC 6540	Advanced Clinical Human Anatomy ----	3
AHSC 6541	Advanced Clinical Neurosciences ----	3
AHSC 6542	Advanced Clinical Pathophysiology --	3
AHSC 6543	Topics in Rehabilitation Sciences ---	3
Elective	-----	3
Total		15

### TRACK 4

#### Pediatrics

AHSC 6430	Families and Ecological Systems -----	3
AHSC 6432	Infant, Toddler, and Preschool Assessment -----	3
AHSC 6431	Issues in Early Intervention and Teaming -----	3
Electives	-----	6
Total		15

Total Credit Hours For Degree ----- 36-39

\* = Four options are available: General Clinical Diagnostics, Blood Bank Specialty, Cytogenetics Specialty, and Clinical Laboratory Sciences Professional Curriculum

## REQUIRED INTERDISCIPLINARY CORE COURSE DESCRIPTIONS

**SAHP 6002 Trends and Ethics in Allied Health. 1 Credit,**  
A seminar course emphasizing review of pertinent literature and other sources of information as a basis for examining ethical issues and trends impacting allied health.

### **SAHP 6027 Professional and Grant Writing.**

**2 Credits,** Students will gain knowledge and skill in the techniques used in preparation of professional papers. Technical aspects of professional writing and guidelines used in preparing manuscripts for publication and written grant proposals will be covered. In addition, content includes identifying funding sources, managing a successfully funded project, and grant proposal evaluation.

### **SAHP 6030 Principles of Outcome Measurement and Functional Outcomes. 3 Credits,**

Survey of the processes used to develop clinical outcome measures, including strategies associated with test development and validation. Construction of tools appropriate for measurement of clinical outcomes in a variety of allied health settings is highlighted. Traditional and alternative measurement models are presented, as are opportunities for critical analysis of existing interdisciplinary outcome measures. **PREREQUISITE:** SAHP 6003 or permission of instructor.

### **SAHP 6070 Research Design and Methodology.**

**3 Credits,** An overview of the basic steps used to plan and conduct scientific research. The focus is on research designs relevant to clinical practice including group experimental and non-experimental designs; single subject experimental designs; and qualitative methodologies. Issues central to epidemiologic research and sequential clinical trials are considered in relation to their use in allied health. Related issues of measurement, data collection, and analysis and design validity or credibility are presented. The format is 3 hours of lecture/discussion/case application presented weekly.

### **SAHP 6003 Statistical Methods in Allied Health.**

**3 Credits,** An introduction to basic statistical methods, including descriptive and inferential tests, most often used in clinical research designs. Topics covered include measures of central tendency and variability, observed and theoretical frequency distributions, tests of statistical significance (e.g., t-tests, ANOVA, simple linear and multiple regression), measures of effect, measures of relationship, non-parametric statistics, and a brief discussion of multivariate methods. Application exercises using statistical packages are incorporated.

### **SAHP 6060 Managerial Leadership in the Health**

**Sciences Professions. 3 Credits,** The principles of strategic and personnel management, programming and budgetary analysis are emphasized. Accounting, economic and financial analysis is incorporated into health care organizational decision-making. In addition, communication skills are presented as integral aspects of effective management.

### **SAHP 6040 Teaching in the Health Sciences. 3 Credits,**

Application of teaching theory and practice in the health sciences focusing on curriculum planning, teaching strategies, assessment, and use of technology. Special emphasis will be placed on presentation skills, teaching roles in academic, clinical, web-based, and distance learning.

### **AHSC 7000 Thesis. 3 Credits,**

May be repeated for a maximum of 6 (six) semester-hours credit.

## ADVANCED CLINICAL SKILLS TRACK COURSES

### Acute Care Sciences

#### **AHSC 6310 Clinical Cardiovascular Physiology.**

**3 Credits,** Lecture series covering normal and pathologic physiology of the heart and circulation. Special emphasis will be given to a discussion of the laboratory diagnosis of heart disease (i.e., electrocardiography, echocardiography, cardiac catheterization).

#### **AHSC 6311 Clinical Pulmonary Physiology. 3 Credits,**

Lecture series covering normal and pathologic physiology of the respiratory system. Special emphasis will be given to discussion of diagnosis and treatment of Pulmonary Disease (i.e., pulmonary function test, sleep apnea studies, cardiopulmonary stress testing, pulmonary rehabilitation, mechanical ventilation).

#### **AHSC 6312 Nutrition in Clinical Practice. 3 Credits,**

Lecture series designed to familiarize students with the biochemical and physiological basis of nutritional support in clinical practice. Discussions will focus on assessment of nutritional status along with various strategies that are used to maintain nutritional support of patients in the acute care setting and in chronically ill patients.

### Clinical Diagnostics

#### General Clinical Diagnostics

#### **AHSC 6121 Topics in Immunology. 3 Credits,**

This course is designed as an update of current research in immunological techniques and how they relate to the allied health disciplines. Particular emphasis will be placed on improving analytical reasoning abilities through the study of experimental designs and data analysis.

#### **AHSC 6122 Advanced Concepts in Clinical Diagnostics.**

**3 Credits,** A review of current advances in clinical laboratory techniques, issues, and concepts covering the major clinical laboratory science disciplines. A portion of the course will focus on identification and interpretation of current research literature as it relates to use and interpretation of clinical diagnostic information.

#### **AHSC 6120 Molecular Biology and Genetics. 3 Credits,**

A study of the principles of molecular biology and genetics as applied to clinical laboratory science practice. Topics to be discussed include nucleic acid replication, transcription, translation, patterns of inheritance, disease states caused by abnormalities of chromosome number or structure and molecular laboratory diagnostic techniques.

### Blood Bank Specialty

This option is offered along with concurrent enrollment in the Specialist in Blood Bank Technology (SBB) program at the Medical Center of Louisiana at New Orleans. Prospective students wishing to pursue this option must apply and be accepted into the SBB program as well as the MHS program in the School of Allied Health Professions. The successful completion of the SBB curriculum earns 15 hours of credit for clinical science courses, which is combined with the MHS core courses (18 hours) and a thesis for the MHS degree.

#### **MTEC 6161 Introduction to General and Applied Blood Banking. 5 Credits,**

A review of the basic concepts of serological investigation in the blood bank to include regulations concerning the preparation and use of blood bank reagents; quality assurance methods; basic immunogenetics, biochemistry, and serological characteristics of the various blood group system antigens and antibodies.

**MTEC 6162 Advanced Applied Blood Banking.**

**2 Credits,** A study of hemolytic disease of the newborn, neonatal transfusion therapy, the human leukocyte antigen system, organ transplant, parentage testing, and management and resolution of special serological problems encountered in the practice of blood banking.

**MTEC 6163 Blood Bank Administration. 2 Credits,**

The duties of an administrator in the blood bank are studied to include requirements of accrediting and regulatory agencies, donor recruitment, management theory and practices, budgeting and purchasing, legal aspects, educational techniques, and computer basics.

**MTEC 6164 Blood Component Procurement and Hemotherapy. 3 Credits,**

A survey of hemostasis, hematology, and red blood cell physiology, as well as transfusion practices and the adverse effects of blood components transfusion. Other topics include apheresis procedures, administration of blood components, cryopreservation and blood conservation.

**MTEC 6168 Clinical Practicum in Blood Banking.**

**2-6 Credits,** Demonstrations and practice in donor procedures to include apheresis; processing and determining suitability for transfusion of blood component units; compatibility testing of donor red blood cells for patient use; histocompatibility testing; coagulation; advanced serological problem resolution; mock blood bank inspection; and administrative and supervisory techniques. Pass/Fail.

**Cytogenetics Specialty**

This option is offered in association with the Cytogenetics Laboratory of the Department of Pathology in New Orleans. Prospective students wishing to pursue this option must have a baccalaureate degree in science or medical technology and must apply and be accepted into the MHS program in the School of Allied Health Professions. Successful completion of the 15 hours of cytogenetics clinical science courses is combined with the MHS core courses (18 hours) and a thesis for the MHS degree. After completion of the cytogenetics courses and sufficient practical experience, students will be eligible to take a national certification examination in cytogenetics.

**CLSC 6141 Advanced Techniques in Clinical**

**Cytogenetics and Molecular Genetics. 3 Credits,** A review of the current advances in clinical laboratory techniques, issues and concepts related to both cytogenetics and molecular genetics. Topics include in-situ hybridization (FISH and variations), centromeric genomic hybridization (CGH), DNA isolation and polymerase chain reaction (PCR) with emphasis on technical performance and clinical interpretation of these diagnostic techniques. A portion of the course will focus on identification and interpretations of current research literature as it relates to clinical laboratory science practice.

**CLSC 6142 Clinical Cytogenetics I. 3 Credits,**

An advanced lecture/laboratory course designed to introduce the theories, concepts and techniques applicable to the practice of clinical cytogenetics. Topics include normal structure and behavior of human chromosomes, mechanisms of abnormal chromosome formation, medical genetics, constitutional cytogenetics, prenatal cytogenetics, and instability syndromes. Under the direct supervision of an experienced and certified cytogenetic technologist, laboratory sessions provide the opportunity to apply theories of cytogenetics to specimen processing, including culture and harvest cell cycle manipulation, slide making, and various banding techniques. Also covered in depth micrography and karyotype construction. Emphasis is placed upon the processing of peripheral blood specimens.

**CLSC 6143 Clinical Cytogenetics II. 3 Credits,**

A continuation of Clinical Cytogenetics I. Lecture topics focus upon the application of mammalian cell culture techniques in clinical cytogenetics, including the culture and harvest of dividing cells from peripheral blood, bone marrow, amniotic fluid, skin biopsy, products of conception, percutaneous umbilical blood, and solid tumors. Advanced study of the underlying mechanisms and application of various banding and staining techniques is addressed, as well as usage of current technology to facilitate identification of microdeletion syndromes, aneuploidy, malignancies, and unusual chromosome rearrangements. Laboratory sessions provide the opportunity to gain practical experience in all of the above areas, with emphasis placed upon the mastery of basic cytogenetic skills, G-banded chromosome analysis, and automated karyotype preparation.

**CLSC 6144 Clinical Hematology and Cancer**

**Cytogenetics. 2 Credits,** An introduction to hematopoiesis, including both normal and abnormal production, maturation, and function of erythrocytes, leukocytes, and platelets, as well as an introduction to neoplasia with respect to pathogenesis and classification. The pathogenic mechanisms in solid tumors will also be addressed, with emphasis placed upon the clinical correlation of cytogenetic abnormalities in leukemia and neoplasia. Laboratory sessions will focus on optimizing specimen processing and karyotype results obtained from bone marrow, leukemic peripheral blood, and solid tumor samples. Relevance and limitations of FISH technology also discussed.

**CLSC 6145 ISCN Nomenclature for Clinical**

**Cytogenetics Reporting. 1 Credit,** This course includes an exhaustive review of the current ISCN nomenclature system to prepare the student for reporting both clinical cytogenetics and FISH (fluorescent in-situ hybridization) testing results. Case studies include actual proficiency survey challenges issued by the College of American Pathologists, as well as unusual clinical cases from the laboratory database. Emphasis will be placed upon proper formatting of abnormal, multiclonal results, tumor cell lines, bone marrow/leukemic peripheral blood results, constitutional mosaicism and normal variations.

**CLSC 6146 Clinical Laboratory Practices. 3 Credits,**

A comprehensive study of routine laboratory operations including quality assurance and quality control methodologies, quality improvement programs, inventory, results reporting, policy formation, training and competency testing, the performance appraisal process. CAP survey challenges and inspections, as well as problem solving strategies. These activities allow the student to gain a 'real world' perspective of day-to-day life as a clinical laboratory professional, with emphasis placed upon what is required by credentialing agencies versus what is 'ideal'.

**CLS/MT Professional Curriculum Option**

This option is available to students entering the CLS professional curriculum who already possess a baccalaureate degree. Students who choose this option will receive 16 hours of graduate credit during completion of the CLS professional curriculum. At this point, a second baccalaureate degree will be awarded and the graduate will be eligible to take national exams for certification as a medical technologist/clinical laboratory scientist. The 16 graduate credits constitute the clinical sciences portion of the MHS curriculum. These credits combined with the MHS core courses (18 hours) and a thesis complete the MHS degree requirements. For CLS clinical sciences course descriptions (MTEC 5101, 5104, 5109, 5111, 5119, and 5128), see the Department of Clinical Laboratory Sciences section in this catalog/bulletin.

## Rehabilitation Sciences

### AHSC 6540 Advanced Clinical Human Anatomy.

**3 Credits,** A detailed application of underlying arthrokinematic, biomechanical, physiological, and neurophysiological principles and theories to a conceptualization of human movement dysfunction.

### AHSC 6541 Advanced Clinical Neurosciences.

**3 Credits,** Prerequisite: Basic Neuroanatomy or permission of the instructor. This course consists of a study of the central and peripheral nervous systems with an emphasis on a) normal and pathological structure and function, and b) motor control and learning as it relates to rehabilitation. Study and interpretation of related research, clinical projects, and written projects will solidify the student's skills in administering standardized assessments and developing evidence-based treatment interventions.

### AHSC 6542 Advanced Clinical Pathophysiology.

**3 Credits,** A seminar course focusing on the study of and interpretation of literature on various diseases with an emphasis on etiology, clinical manifestations, evaluation, and interventions. Medical, pharmacological, and therapeutic exercise interventions will be discussed. Clinical and written assignments will solidify the allied health care professional's skill in developing evidence-based treatment interventions.

### AHSC 6543 Selected Topics in Rehabilitation Sciences.

**3 Credits,** A study of current topics of interest in Rehabilitation Sciences that are not covered in other courses. Topics will be selected based on the needs and interests of the students. This course is intended to provide the student with an advanced knowledge base in an individual area of interest and assist the student in thesis topic identification.

## Pediatrics

### AHSC 6430 Family and Ecological Systems. 3 Credits,

Study of the familial and ecological factors affecting individuals with disabilities and their families. Special emphasis will be placed on the effects of social ecology, development, and aging on functional adaptation. The impact of the individual with disabilities on the family and the principles that enhance family involvement in programming will be discussed.

### AHSC 6432 Infant, Toddler, and Preschool Assessment.

**3 Credits,** In-depth examination of the current recommended practices and tools used in the screening, evaluation, and assessment of infants, toddlers, and preschoolers with known or suspected disabilities or delays. Linkages between assessment and intervention planning and monitoring are considered. Assessment and intervention models and approaches used in a variety of service delivery settings and across disciplines are addressed.

### AHSC 6431 Issues in Early Intervention and Teaming.

**3 Credits,** Advanced study of current recommended practices in the delivery of allied health and related services to young children and their families. Course includes in-depth analysis of normal and abnormal development and behavior from conception through eight years of age. The interrelationships among disciplines (education, medical, allied health, social service) providing services to young children and their families will be discussed as well as effective strategies for interdisciplinary team functioning in various service delivery settings.

## Electives

(Students must obtain approval for elective courses from their advisor).

## Interdisciplinary Elective Courses

**SAHP 6012 History, Philosophy, and Current Paradigms in Allied Health. 1 Credit,** Seminar course in which students explore and critically analyze issues impacting practice of the allied health professions. Topics include ethical and legal bases for decision making, as well as trends in society, legislation, certification, licensure, accreditation, and funding which influence delivery of allied health care.

### SAHP 6020 Infant Development. 3 Credits,

Advanced study of normal and abnormal infant development from conception through five years of age. The interrelationship between the various areas of infant development will be discussed as well as traditional and more contemporary views of development.

**SAHP 6021 Interdisciplinary Assessment Procedures of Persons with Disabilities. 3 Credits,** Lecture and clinical course to refine and expand assessment skills as part of an interdisciplinary team. Participation in interdisciplinary assessments develops communication skills, assessment administration skills, and skills for analysis and synthesis of all data as part of an interdisciplinary effort. Students learn to use information from other disciplines during assessment and in report writing.

### SAHP 6031 Medical Management of Infants at Risk.

**3 Credits,** An in- depth study of medical conditions of the birth to five-year-old child at-risk or with developmental handicaps and the impact of these medical conditions on development and function. The neonatal intensive care unit, quality of life issues, and cost-of-care factors will also be emphasized.

### SAHP 6050 Health Law and Medical Ethics. 3 Credits,

The course covers basic and advanced ethical principles and theories together with federal and state laws that regulate the practice of medicine, professional liability issues, informed consent, contemporary topics including Americans with Disabilities Act, quality improvement and resource allocation. Emphasis will be placed on application of these principles and laws to managed care. Lectures, case studies and class discussion will be supplemented with readings from required texts and handouts provided on a variety of topics.

### SAHP 6080 Selected Topics in Allied Health.

**2-4 Credits,** A study of selected topics of current interdisciplinary interest to departments in the School of Allied Health Professions. May be repeated for a maximum of six semester-hours credit with change in topic and permission of student's departmental faculty.

## Cardiopulmonary Science Elective Courses

### CPSC 6309 Methods in Clinical Physiology. 4 Credits,

Cross-listed with Physiology 209. A lecture/laboratory course designed to familiarize the student with current clinical procedures and methodologies used to assess cardiovascular, pulmonary, neurological, endocrine, and renal function in health and disease. The course is intended to provide students with a survey of physiologic tests that are not usually discussed in an introductory methods course in physiology.

### CPSC 6335 Cardiopulmonary Critical Care. 3 Credits,

Advanced lectures on critical care concepts with special emphasis on topics related to the cardiopulmonary sciences. Topics will include assessment of critically ill patients, mechanical ventilation, hemodynamic monitoring, and pharmacological therapy.

**CPSC 6345 Advanced Cardiopulmonary Rehabilitation.**

**3 Credits**, Lecture course designed to introduce students to the most current methods used in the rehabilitation of patients with chronic cardiovascular and pulmonary diseases. Discussions revolve around the physiological and psychosocial aspects of cardiopulmonary rehabilitation.

**CPSC 6380 Selected Topics in Cardiopulmonary**

**Science. 2-4 Credits**, A study of a topic of current interest in Cardiopulmonary Science which is not covered in other courses. May be repeated for a maximum of six semester-hours credit with change in topic and permission of the department.

**CPSC 6390 Independent Study in Cardiopulmonary**

**Science. 3 Credits**, Allows graduate students in CPSC to pursue work not available in other courses. May be repeated for a maximum of six semester-hours credit with change of content with departmental permission.

**Clinical Laboratory Sciences Elective Courses****MTEC 6154 Toxicology and Therapeutic Drug**

**Monitoring. 3 Credits**, A review of the basic principles of toxicology and therapeutic drug monitoring with emphasis on analysis of drugs in the clinical and regulated laboratory setting. Topics will include discussion of methods of analysis, review of chemistry and pharmacology of drugs, problems encountered by laboratory personnel when performing these assays, drug-drug interactions, and regulatory issues when performing workplace urine drug testing.

**MTEC 6161 Introduction to General and Applied Blood**

**Banking. 5 Credits**, A review of the basic concepts of serological investigation in the blood bank to include regulations concerning the preparation and use of blood bank reagents; quality assurance methods; basic immunogenetics, bio-chemistry, and serological characteristics of the various blood group system antigens and antibodies.

**MTEC 6162 Advanced Applied Blood Banking.**

**2 Credits**, A study of hemolytic disease of the newborn, neonatal transfusion therapy, the human leukocyte antigen system, organ transplant, parentage testing, and management and resolution of special serological problems encountered in the practice of blood banking.

**MTEC 6163 Blood Bank Administration. 2 Credits,**

The duties of an administrator in the blood bank are studied to include requirements of accrediting and regulatory agencies, donor recruitment, management theory and practices, budgeting and purchasing, legal aspects, educational techniques, and computer basics. Pass/Fail.

**MTEC 6164 Blood Component Procurement and**

**Hemotherapy. 3 Credits**, A survey of hemostasis, hematology, and red blood cell physiology, as well as transfusion practices and the adverse effects of blood components transfusion. Other topics include apheresis procedures, administration of blood components, cryopreservation and blood conservation.

**MTEC 6168 Clinical Practicum in Blood Banking.**

**2-6 Credits**, Demonstrations and practice in donor room procedures to include apheresis; processing and determining suitability for transfusion of blood component units; compatibility testing of donor red blood cells for patient use; histocompatibility testing; coagulation; advanced serological problem resolution; mock blood bank inspection; and administrative and supervisory techniques. Pass/Fail.

**MTEC 6180 Selected Topics in Clinical Laboratory**

**Science. 2-4 Credits**, This course is intended to permit students to explore in detail some areas of particular interest in clinical laboratory science. Topic by arrangement with the faculty in charge. May be repeated for a maximum of six semester-hours credit with a change in topic and permission of the department.

**MTEC 6190 Independent Study in Clinical Laboratory**

**Science. 2-4 Credits**, Study and research of a specialized aspect of clinical laboratory science by an individual student under the supervision of a director approved by the department. May be repeated for a maximum of six semester- hours credit with a change in topic and permission of the department.

**Occupational Therapy Elective Courses****OCTH 6423 Theoretical Foundations of Therapeutic**

**Practice. 3 Credits**, Consent of the department. The role of theory in the evolution of professional knowledge is explored. The process of theory formation and the relationship of theory to research and clinical practice will be discussed.

**OCTH 6452 Advanced Concepts of Evaluation and**

**Intervention with Infants. 3 Credits**, Prerequisite: SAHP 6012, 6031,6041. In depth study of the measurement process and tools used in screening, assessment, and evaluation of infants at risk. Service delivery models, adult education methodology, occupational therapy treatment, and the contributions of various disciplines to programming are addressed.

**OCTH 6455 Application of Research to Practice.**

**3 Credits**, Prerequisite: SAHP 6003, 6070, and consent of the department. Students will learn how to critique, synthesize, and apply research findings from a variety of disciplines to therapeutic practice.

**OCTH 6481 Selected Topics in Therapeutic Studies.**

**1-4 Credits**, Prerequisite: Consent of the department. Topics will be selected based on the needs and interests of the students. This course may be retaken for a maximum of six semester-hours credit.

**OCTH 6491 Independent Study. 1-3 Credits,**

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

**Physical Therapy Elective Courses****PTH 6520 Principles of Exercise Science, Exercise**

**Testing, and Prescription. 3 Credits**, The purpose of this course is to provide a detailed study of physiological adaptations to exercise, principles of exercise testing, and principles for determining appropriate exercise intensity for rehabilitation of musculoskeletal, neuromuscular and cardiorespiratory disorders.

**PTH 6521 Motor Control and Learning Application in the Physical and Occupational Therapy Professions. 3**

**Credits**, A seminar course focusing on the study and interpretation of research literature in motor control and learning as it relates to the practice of physical and occupational therapy. Clinical and written projects will solidify the student's skill in administering standardized assessments and developing evidence-based treatment interventions.

**PHTH 6502 Pathokinesiology. 3 Credits,**

This course consists of advanced study of the common dysfunctions manifested in human movement, which occur following pathological, traumatic, or development insults. The relationship between change in tissue and concomitant biomechanical adaptations is explored.

**PHTH 6504 Pediatric Physical Therapy. 3 Credits,**

A study of the physical therapy intervention for children with selected conditions. Emphasis on identification, evaluation and the comprehensive management of children with developmental disabilities. Typical and atypical patterns of development will be explored utilizing neurodevelopmental frames of reference.

**PHTH 6505 Advanced Analysis and Synthesis of Human Locomotion. 3 Credits,** This course consists of an advanced study of human locomotion. More specifically, an emphasis is placed upon expanding the basic principles of gait analysis as they apply to scientific evaluation and management of normal and abnormal functions of the human locomotor system.

**PHTH 6507 Electrophysiological Evaluation and Management. 3 Credits,** A study of advanced concepts of electrophysiological evaluation and management techniques in physical therapy practice. This course is designed to expand upon principles and foundations of electrotherapy.

**PHTH 6508 Principles of Radiological and Laboratory Medicine for Physical Therapists. 3 Credits,** A study of concepts of radiology and clinical laboratory medicine as related to individuals with dysfunction of the neuromusculoskeletal system.

**PHTH 6510 Physical Therapy Evaluation and Management of the Knee, Ankle and Foot. 3 Credits,** This course consists of advanced level study of anatomy, biomechanics and pathomechanics of the lower extremity with cadaver dissections. Biomechanical evaluation and physical therapy management of knee, ankle and foot dysfunctions will be presented.

**PHTH 6511 Physical Therapy Evaluation and Management of Spine, Pelvic Girdle and Hip Joint Dysfunctions. 3 Credits,** This course consists of advanced level study of anatomy, biomechanics, and pathomechanics of the spine, pelvis and hip joint. Manual therapy and therapeutic exercise techniques for management of spine, pelvis and hip joint dysfunctions will be presented.

**PHTH 6512 Comprehensive Evaluation and Management of Upper Extremity Dysfunction. 3 Credits,** Advanced level study of upper extremity anatomy, biomechanics and pathokinesiology with dissections of cadaver limbs. Techniques for evaluation and management of musculoskeletal and neuromuscular dysfunctions will also be presented.

**PHTH 6515 Principles of Tissue Repair. 3 Credits,** This course focuses on the healing process with emphasis on dermal repair students will explore factors that complicate and augment healing and will discuss how healing affects functional outcome in rehabilitation.

**PHTH 6516 Geriatrics. 2-3 Credits,** This course involves the study of the process of aging, with an emphasis on the unique needs of the elderly. Advanced information and clinical application in sensorimotor, cognitive and psychological, emotional and cultural domains are explored with discussion of issues and factors relevant to treatment and management in the allied health fields.

**PHTH 6580 Selected Topics in Physical Therapy.**

**2-4 Credits,** A study of selected topics in physical therapy of current interest, which are not covered in other courses. Topics vary according to needs and interests of the students. May be repeated for a maximum of six semester-hours credit with faculty approval.

**PHTH 6590 Independent Study in Physical Therapy.**

**1-6 Credits,** To be determined at time of registration. This course will allow student to pursue a topic related to physical therapy not covered in the existing graduate curriculum, through individualized, self-directed study. Faculty and students will jointly determine goals, objectives, and evaluation methods. May be repeated for a maximum of six semester-hours credit with faculty approval.

## **MASTER OF HEALTH SCIENCES IN REHABILITATION COUNSELING**

**Stephen J. Leierer, Ph.D.  
Acting Department Head**

The Master of Health Sciences in Rehabilitation Counseling (MHS-RC) training program prepares counselors to assume the full range of professional responsibilities required in community rehabilitation agencies and organizations - private as well as publicly funded and non-profit. The MHS-RC training model integrates behavioral science theory and knowledge with rehabilitation practitioner skills. Our philosophy is that the most effective counselors have a strong understanding of the theoretical and scientific bases of the professional concepts and techniques they apply. Rehabilitation counseling is a process intended to facilitate the vocational and personal development of people with disabilities. The disability may be physical, emotional, mental or social. Within the rehabilitation process, services are utilized to enable individuals with disabilities to make the fullest use of their potential in choosing, planning for, and attaining a satisfying and effective life. In a very real sense, rehabilitation counselors are concerned with maximizing the abilities of people with disabilities, while assisting them to cope constructively with their disabilities. Rehabilitation counseling is unique in integrating a diverse range of treatment approaches and utilizing community resources to meet an individual's life needs. The process of rehabilitation counseling can include therapeutic counseling, psychological and vocational evaluation, vocational exploration and training, job development and placement, case management and follow-up. In addition to the skills of counseling and knowledge of human behavior common to the human services professions as a whole, rehabilitation counselors develop additional expertise in the process of rehabilitation, and knowledge of the medical and vocational aspects of disability. Upon graduation students are eligible for licensure in Louisiana as a Licensed Rehabilitation Counselor (LRC), a Licensed Professional Counselor (LPC), as well as national certification as a Certified Rehabilitation Counselor (CRC).

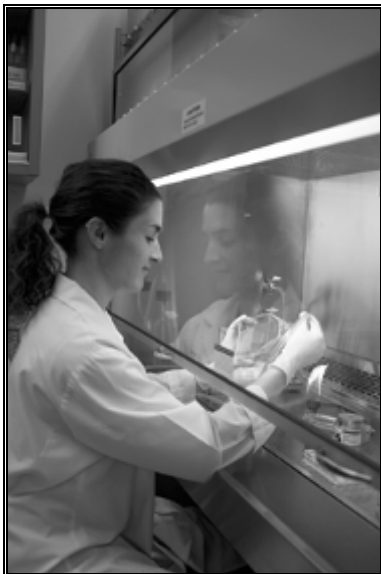
### **REQUIREMENTS FOR ADMISSION**

Individuals who have a baccalaureate degree from an accredited institution in a rehabilitation-related human service field (e.g., Rehabilitation Services, Psychology, Social Work, Special Education, Therapeutic Recreation or comparable human service major) are eligible to apply. Those who have a baccalaureate degree from an accredited institution but in a non-related discipline are eligible to apply if they have satisfactorily completed the following four Psychology courses: Introductory; Developmental (Child or Adolescent); Abnormal; Theories of Personality.

LSUHSC Master of Health Sciences' regulations allow students to transfer graduate level credit from other institutions. These courses must be substantially equivalent to courses offered in the MHS in Rehabilitation Counseling Curriculum. An applicant may also submit a written request with a course description from the university's catalog to determine acceptance course to the Department of Rehabilitation Counseling, Attention: Master of Health Sciences of Rehabilitation Counseling Admissions Committee, 1900 Gravier Street, Room 8C1, New Orleans LA 70112-2262 or e-mail to dcathe@lsuhsc.edu.

All applicants must take the Graduate Record Examination (GRE). A combined assessment of the GRE score(s), academic performance and, if applicable, evidence of professional achievement will be utilized in review of the application for admission. A composite score on the GRE is required in addition to a minimum overall GPA of 2.5 on a 4.0 scale. An exceptionally higher GPA may be used to offset a lower composite score on the GRE. All applicants must provide personal and academic or employment references, using forms provided with the application for admission.

Students are admitted to MHS-RC program once a year, at the beginning of the Fall semester. Students interested in applying should contact the Office of Student Affairs at (504) 568-4254 to request an application for admission. Applications may be submitted after January 1<sup>st</sup>. They are reviewed by the admissions committee, starting in April. Applicants are accepted until the desired number of qualified candidates is reached. Preference will be given to students who provide evidence of experience with people with disabilities. In arriving at final admissions decisions, priority will be given to applicants who are residents of Louisiana. Students should consult the Department if they have any questions concerning prerequisites or preferred experience. Students anticipating special problems with or needing accommodations for the application and/or admission procedures should contact the Department for assistance.



## REHABILITATION COUNSELING MASTER OF HEALTH SCIENCES IN REHABILITATION COUNSELING CURRICULUM

The rehabilitation counseling curriculum requires 60 semester hours spread over five semesters if attending full-time. Students with extensive rehabilitation counseling experience, as determined by department review, or students with a B.S. degree in Rehabilitation Counseling or Rehabilitation Services may qualify for up to 15 hours of waiver credit. Award of waiver credits is determined on an individual basis by the department.

### Rehabilitation Component

Rehabilitation Component	Hours
REHAB 5601 Foundations of Rehabilitation Counseling -----	3
REHAB 5602 Medical Aspects of Disability -----	3
REHAB 5603 Psychosocial Aspects of Disability -----	3
REHAB 5611 Foundations of Rehabilitation Counseling II -----	3
REHAB 5654 Psychiatric Rehabilitation -----	3
REHAB 6634 Ethics in Rehabilitation -----	3

### Research and Assessment

REHAB 6632 Assessment in Rehabilitation -----	3
REHAB 6640 Research Methods & Techniques in Rehabilitation -----	3
REHAB 6650 Rehabilitation Counseling Research Practicum -----	1-6

### Clinical Component

REHAB 5658 Substance Abuse in Rehabilitation -	3
REHAB 6611 Counseling Theories and Practices -	3
REHAB 6612 Counseling Pre-Practicum -----	3
REHAB 6614 Group Process and Counseling -----	3
REHAB 6630 Vocational Counseling/Career Development -----	3
REHAB 6641 Practicum in Rehabilitation -----	3
REHAB 6643 Rehabilitation Internship -----	6-12

### Electives (Total of 3 credit hours required.)

REHAB 5651 Supervised Project in Rehabilitation	1-3
REHAB 5652 Supervised Project in Vocational Evaluation -----	1-3
REHAB 5653 Human Behavior Management -----	3
Other Electives negotiated with Advisor -----	3

NOTE: This curriculum is designed to meet and exceed current national certification standards. Although no significant changes are anticipated, it is subject to change from year to year.

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

Maintain a grade point average that is consistent with the graduate scholastic standards of the School of Allied Health Professions.

Satisfactorily complete all required departmental course work required for graduation in not more than six calendar years.

## COURSE DESCRIPTIONS

### REHAB 5601 Foundations of Rehabilitation Counseling.

**3 Credits**, Students learn the legislative, historical, and philosophical roots of rehabilitation. Topics covered include federal and local mandates for the rehabilitation of individuals with disabilities, independent living concepts, and the basic principles of human services and helping techniques. A comprehensive review of the variety of rehabilitation programs across the public, private non-profit, and proprietary settings is provided. Emphasis is placed on ethical decision-making related to working with people who have disabilities and the development of a case management approach to providing services. Students make field site visits to various rehabilitation settings for practical exposure to actual functioning of rehabilitation systems and the disability groups they serve.

### REHAB 5602 Medical Aspects of Disability. 3 Credits,

Knowledge and understanding of the medical and functional implications of a wide variety of disabilities are acquired. Curriculum components include learning medical terminology and the use of medical information for facilitating the vocational rehabilitation and independent living of people with physical, sensory, and mental disabilities. The medical and psychological needs as well as individual and community resources typically associated with treating and managing these conditions are reviewed. Emphasis is placed on assessing, discussing and resolving the personal, professional, and environmental challenges each disability presents.

### REHAB 5603 Psychosocial Aspects of Disability.

**3 Credits**, Students acquire knowledge and understanding of the myriad psychosocial facets of the status and experience of disability. Curriculum components include identification and discussion of psychological and sociological issues associated with disability and their impact on vocational rehabilitation, community living and social perception. The focus of the course is analysis of the total situation of living with a disability, including: environmental and attitudinal barriers and resources; multicultural and other counseling process issues; personal reflection about one's attitudes and motivations as a helping professional; educational, vocational and socio-economic opportunities; adjustment to disability and interpersonal interaction; influences of the family, popular culture, technology, and the consumer empowerment movement.

### REHAB 5611 Foundations of Rehabilitation Counseling

**II. 3 Credits**, This course focuses on the relationship between disability and the legal and insurance systems, the similarities and differences between traditional rehabilitation practices and the private-for-profit setting. Students learn strategies for rehabilitation needs assessment and to apply techniques of job and labor market analysis, job development, placement and supported employment, and the development of life care planning services for people with catastrophic injuries or severe disabilities. In addition, the course focuses on issues that necessitate careful ethical consideration across the various roles and work settings both in the public and private-for-profit sectors.

### REHAB 5651 Supervised Project in Rehabilitation.

**1-3 Credits**, Students participate in research, community activities, resource development and special projects requiring literature reviews, report preparation, skill demonstrations, and public education. Credit is assigned depending on the amount of time spent on the project per week. Contracts are developed between students and faculty members before registration for the course. Permission of instructor is required. S/U grading.

### REHAB 5652 Supervised Project in Vocational

**Evaluation. 1-3 Credits**, Students participate in an advanced practicum in vocational evaluation with emphasis on interview techniques, vocational plan development, measurement issues, and the coordination and use of various tests and work samples. The course emphasizes actual practice in determining current levels of client functioning in order for a student to gain a basic competency level in the area of diagnostic and prognostic procedures. Permission of instructor is required. S/U grading.

### REHAB 5653 Human Behavior Management. 3 Credits,

This course introduces the principles of human behavior and techniques for managing behavioral change in a variety of rehabilitation settings. Students learn to target socially significant behaviors, to select behavioral strategies to improve targeted behaviors and to demonstrate a reliable relationship between the behavior change strategy and the improved behavior.

### REHAB 5654 Psychiatric Rehabilitation. 3 Credits,

Rehabilitation practice and the rehabilitation model of intervention in mental health settings are reviewed. Emphasis is placed on areas such as diagnosis, treatment options, increasing consumer skills and resource management, vocational strategies, community integration, and program evaluation.

### REHAB 5658 Substance Abuse in Rehabilitation.

**3 Credits**, This course explores rehabilitation issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that rehabilitation counselors would practice in a substance abuse treatment setting. Each counseling core competency is highlighted with an examination of various theories and types of substance abuse counseling interventions. Other topics covered include the psychopharmacology of commonly abused drugs and issues accompanying a co-existing substance related disability and other disability. Lastly, policy issues pertaining to the services provided to individuals with substance abuse-related disabilities are examined.

### REHAB 6611 Counseling Theories and Practices.

**3 Credits**, An examination of the generic model of the counseling process and a detailed critical review of several major counseling theories relevant to rehabilitation counseling are conducted. Special attention is given to the counseling needs of diverse special populations and cultural groups. An ultimate goal of the course is to enable students to develop a theoretically-based personal approach to counseling.

### REHAB 6612 Counseling Pre-Practicum. 3 Credits,

Students are instructed in basic counseling and communication skills. This lab oriented class uses video taped role plays to help students learn basic communication and counseling skills. Students receive individualized feedback from the faculty instructor as well as their peers. Pre-requisite: REHAB 6611. P/F grading.

### REHAB 6614 Group Process and Counseling. 3

**Credits**, The dynamics of group interactions are examined from both theoretical and practical perspectives. Topics addressed include types of groups (including peer, support, and problem/issue groups), marriage and family concerns, leadership styles, counselor roles, and models of problem resolution. The student acquires practical experience as both a member and a leader of groups. Pre-requisites: REHAB 6611, REHAB 6612.

**REHAB 6630 Vocational Counseling/Career Development. 3 Credits,** Vocational, career, and occupational resources and systems and how to access and utilize them with individuals with disabilities are discussed in detail. This course includes a discussion of state of the art practices in areas such as supported employment, proprietary rehabilitation, and computerized vocational instruments. Students learn career development theories and how to apply them to counseling individuals with disabilities. Students make field site visits to identify community vocational resources and gain exposure to occupational classifications within local businesses and industries.

**REHAB 6632 Assessment in Rehabilitation. 3 Credits,** Basic testing and measurement concepts, the practices of vocational (work) evaluation, and psychological assessment are explored. Students receive instruction in and practice using measurement techniques including: psychometric tests (such as intelligence, achievement, aptitude, interest, and personality tests), behavioral assessment, situational assessment, ecological assessment, and work samples. Students learn how to apply assessment data gathered to the formulating service plans for people with disabilities. Issues related to test modification for people with severe disabilities are emphasized. Pre-requisite: REHAB 6640.

**REHAB 6634 Ethics in Rehabilitation Counseling. 3 Credits,** This course is designed to provide the graduate student with an overview of current legal, ethical and professional issues related to the practice of rehabilitation counseling. The course focuses on providing the students with a point of reference from which to define acceptable professional behavior based upon the Code of Professional Ethics for Rehabilitation Counselors, on helping students understand the problems, issues and concerns confronting rehabilitation practitioners, and on developing an ethical awareness and problem solving mindedness that cuts across job functions and work settings.

**REHAB 6640 Research Methods and Techniques in Rehabilitation. 3 Credits,** This course will provide a learning experience for students so that by the end of the semester they will have attained a basic knowledge of research design, interpretation of research findings, and utilization of results. This course is a review of basic statistics and their application to behavioral sciences. Research design and methodology are presented, offering students the opportunity to develop individual research projects during the semester. Special attention will be made to facilitate the use of research design in problem solving.

**REHAB 6641 Practicum in Rehabilitation. 3 Credits,** Students acquire field counseling experience and firsthand knowledge of the purpose, function, services and clientele of an agency. Students apply knowledge learned in didactic courses and achieve specific competencies in rehabilitation counseling during the course of their off-site placement in a rehabilitation setting and in the Department's counseling clinic. Supervision is provided by a professional in the facility or program, and by the departmental faculty. Pre-requisites: REHAB 6611, REHAB 6612. Permission of Department. P/F grading.

**REHAB 6643 Rehabilitation Internship. 6-12 Credits,** A full-time placement in a rehabilitation setting is provided. In addition, students work in the Department's counseling clinic. Students are placed in a setting that is related to their career goals. The student is expected to take on the full complement of duties expected by a rehabilitation counselor in that setting. These include, but will not be limited to, individual counseling, case management, utilization of community resources, advocacy and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty on both counseling and case management issues. This course includes a weekly group meeting with the faculty supervisor in which case management and counseling process issues are reviewed. Prerequisites: Students must have completed at least 42 of the 48 non-internship hours (including REHAB 6611, REHAB 6612, REHAB 6614, REHAB 6641) and have successfully passed the departmental comprehensive exam. Permission of Department. P/F grading.

**REHAB 6650 Rehabilitation Counseling Research Practicum. 1-6 Credits,** The research practicum is designed to involve students with ongoing research in Rehabilitation Counseling. Students are involved in a variety of research activities with a designated faculty member that include: conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, writing tasks relevant to the research, presentation of findings, and publication of research articles. Students are assigned to a faculty member. The specific nature of the student's activities will be determined in consultation with the faculty member and formalized in a research practicum contract signed by both the student and faculty member. Credits may be taken in increments of 1 to 6 credits in any semester. A one-credit load is the equivalent of three hours per week of student activity. Students must accumulate a minimum of 3 credits of research practicum. Although students may take research practicum hours in addition to the 3 required, any such additional hours cannot be used to take the place of a program elective or special topics course. Permission of instructor is required. S/U grading.

## COMPREHENSIVE EXAMINATION

Students will be required to pass a written Comprehensive Examination before entering the internship portion of their academic program. This examination is designed to assess students' proficiency in applying the core or foundation areas of rehabilitation counseling learned during the MHS-RC program.

## CLINICAL AFFILIATES

The Department of Rehabilitation Counseling maintains clinical affiliations with a large number of facilities and agencies throughout Louisiana and the United States. Individuals desiring a list of these clinical affiliates should contact LSU Health Sciences Center, School of Allied Health Professions, Department of Rehabilitation Counseling, 1900 Gravier Street, Box G6-2, New Orleans, Louisiana 70112-2262.

## HUMAN DEVELOPMENT CENTER

### DEPARTMENT OF INTERDISCIPLINARY HUMAN STUDIES

**Robert E. Crow, Ph.D.**  
**Head of the Department and Director**

The mission of the Human Development Center (HDC) is to promote knowledge and practices related to enhancing the realization of human potential. HDC is a statewide resource emphasizing interdisciplinary and interagency approaches to systems change and program development in topics of health, education, and human services. Each year faculty, staff, and students associated with HDC accomplish activities of personnel preparation, technical assistance, research, service demonstration, and dissemination of information to sites throughout Louisiana and beyond. A special emphasis of the Center is on developing and sharing information about effective services and supports for people with disabilities. HDC provides the infrastructure for operation of the Department of Interdisciplinary Human Studies and conducts specialized projects. Under the Department, other centers and programs related to the mission of HDC are operated.

The Department of Interdisciplinary Human Studies is the academic home for most faculty assigned to HDC and is responsible for teaching selected interdisciplinary courses.

The Louisiana University Center on Developmental Disabilities (UCDD) is a member of the national network of such centers. Federal law directs these centers to accomplish (1) interdisciplinary instruction, (2) outreach training and technical assistance, (3) research, and (4) dissemination of information related to developmental disabilities (see P.L. 106-402 for details). The mission for the Louisiana UCDD is "to help Louisiana service and support resources to promote participation and quality of life desired by each person with functional disabilities." \*

The Louisiana Center for Excellence in Autism (LCEA) is a major program of HDC. At the heart of the mission of LCEA is "to develop and support a comprehensive array of evidence-based practices and services for persons with Autism Spectrum Disorders across the life span." See <http://www.laautism.org> for more information about Autism or the Center.

Employed at HDC is a total of about 40 faculty, representing more than a dozen disciplines, 15 technical staff with skills in media, graphics, technical writing, computer science, and other areas related to conduct of HDC, and 10 support staff.

At this writing our facility is located in New Orleans on the William Pitcher Plaza campus (i.e., Florida Avenue near Interstate 610 at St. Bernard Avenue). Approval for construction of a new facility to house HDC and funds for construction have been promised.

In collaboration with the Early Intervention Institute (see description in this catalog), we conduct clinical services at the Pitcher Plaza location and at the Medical Center of Louisiana in New Orleans.

For more detailed information on the programs offered by the Human Development Center, go to our homepage at <http://www.hdc.lsuhsu.edu> or email at [hdcinfo@hdc.lsuhsu.edu](mailto:hdcinfo@hdc.lsuhsu.edu).

## BACKGROUND OF THE HUMAN DEVELOPMENT CENTER

The Louisiana University Affiliated Program (UAP) was established in 1972 when the LSU Medical Center received a federal grant offered under provisions of what is now the Developmental Disabilities Assistance and Bill of Rights Act. At that time, federal law mandated UAPs to accomplish systems change through activities of interdisciplinary personnel preparation, outreach, research, and dissemination of information related to meeting needs of people with disabilities. The Louisiana UAP was placed within the Human Development Center (HDC) with approval of the Board of Regents in 1984. In accordance with expectations for UAPs, our program has been active across the life span and has striven to demonstrate, teach, and disseminate effective practices for building on opportunities and meeting challenges of people with disabilities so they benefit from increased independence, productivity, and inclusion in their communities.

Particular programmatic strengths of our UAP which have brought national recognition to Louisiana include (a) demonstration models of infant services, (b) interdisciplinary training of infant specialists, (c) longitudinal research in early intervention, (d) training and technical assistance in community-based models of adult services, (e) pre-doctoral internship experiences for school psychologists, (f) statewide transition systems-change, (g) curriculum and teaching procedures for preparing Direct Support Personnel for human services, and (h) national leadership in developing special education monitoring procedures. In 1996 the Board of Regents approved the Department of Interdisciplinary Human Studies as the new name for what was the Department of Allied Health Auxiliaries and the Director, HDC, was named to head this department. The Peer Review Process applied to the HDC concluded our strength and productivity in early intervention warranted re-organization into an institute format to increase efficiency. In 1999 the Board of Regents approved the Early Intervention Institute to be conducted in the School of Allied Health Professions.

## Interagency And Collaborative Arrangements Of The Human Development Center

Faculty and leadership of the Center work closely with other state and national resources related to the development of human potential. As the University Center for Developmental Disabilities for Louisiana, HDC is actively engaged with the national network of such Centers. We frequently share expertise or information and often collaborate in developing grant-funded projects to benefit our States. These collaborative efforts provide opportunities for meeting objectives of HDC and provide benefits for Louisiana and collaborating states.

HDC maintains close and productive relationships with state and local agencies including the Department of Health and Hospitals, Office for Citizens with Developmental Disabilities, Louisiana Rehabilitation Services, Office of Public Health, Children's Special Health Services, State Department of Education, many Local Education Agencies, Department of Social Services, and related offices. We also are proud of our collaborative relationships with the President's Committee on Mental Retardation – Louisiana Team, Arc of Louisiana, local Arcs, Head Start agencies, childcare agencies, public and private schools, and adult service agencies throughout our State.

We are pleased to articulate with our fellow Developmental Disabilities programs authorized by the federal Developmental Disabilities legislation. That is, we engage in strategic planning and a wide range of program development activities with the Louisiana State Planning Council on Developmental Disabilities and the Advocacy Center. Together we work to promote systems development and implement programs to increase services, supports, and quality of life for individuals with disabilities in the communities of their choice.

HDC maintains formal and informal arrangements with numerous units of higher education in Louisiana and across the United States. Students and faculty in various disciplines participate in instructional offerings and supervised practices offered within clinical and other programs of HDC. Our relationships with Louisiana State University (Baton Rouge) are ongoing and productive. For example, the work plan of the LCEA is being developed in partnership with LSU as well as the Early Intervention Institute. We collaborate with Delgado Community College in instructional programs including early intervention and Direct Support Personnel preparation. Other collaborative activities are developed as opportunities allow.

## Requirements For Participation In Activities Of The Human Development Center

Most of the programs of HDC present opportunities for students and faculty to learn, practice, or investigate topics of human development, particularly as it relates to practices of health, education, and human services and systems change. In the United States, the predominate models of health and human services involve multi- or interdisciplinary activities of screening, diagnosing, planning, and delivering services. To be fully prepared for success, personnel preparing for careers in health, education, and human services need to learn vocabularies, skills, and practices that include working in interdisciplinary teams and collaborating with clients and their families. The instructional and clinical programs of HDC provide faculty and students with opportunities for developing skills related to working effectively in various interdisciplinary settings.

Learning experiences at HDC are designed to allow students to acquire new skills and directly apply what they have learned in various professional settings. We provide courses for credit, supervised practice, internships, sabbatical, and involvement in research, independent study, continuing education, in-service training, and brief instructional sessions. There are opportunities for "hands on" training experiences for undergraduate and graduate students enrolled with the LSU Health Sciences Center and other units of higher education. Usually, experiences of students at HDC are guided by an individualized training plan developed cooperatively among the student, faculty of the sending department, and Center faculty. This plan will specify the activities, supervision, and evaluation criteria that apply to the student while enrolled with HDC.

We encourage interested students to contact their faculty advisor, the HDC Director, or the HDC Training Office for more information or visit the HDC web site for information.

## Research Opportunities For Students And Faculty

Faculty of HDC engage in a wide range of studies related to human development. Ongoing research by HDC faculty include studies of physical and behavioral development, intervention methods, and training strategies. Recent research activities include: early intervention practices; policies and practices in transition from school-to-work; methods of positive behavioral support; issues in supervision and management of community-based services; instructional methods for in-service and preservice teaching; intervention practices for individuals with Autism; and, manpower needs in public schools. Students interested in these or other areas are invited to participate in research or initiate their own studies under supervision of faculty at HDC. Student involvement with HDC researchers and collaboration with faculty outside of HDC in studies conducted at HDC is strongly encouraged. Contact your faculty advisor or the Human Development Center for more information.

\* This statement was developed and adopted by the Consumer Advisory Council for the Louisiana UCDD. An advisory committee is required for UCEDDERSs by federal law (P.L. 106-402).

## EARLY INTERVENTION INSTITUTE

**Patricia Snyder, Ph.D., Director**

The Early Intervention Institute is housed administratively in the School of Allied Health Professions and was approved by the Louisiana Board of Regents in January 1999. This interdisciplinary Institute builds on the expertise and strengths in early intervention demonstrated by personnel of the School and Health Sciences Center over the past 30 years. The Institute is a focal point for organizing and directing early intervention initiatives to enhance research, training, services and supports related to young children at risk for or with disabilities and their families on local, state, and national levels.

The mission of the Early Intervention Institute is to expand the understanding of early intervention, increase use of effective practices, and improve outcomes for children, birth through age 5, and their families. Through the Institute's dedication to supporting and enhancing early intervention services and systems, we seek greater participation and inclusion of young children with special needs and their families in natural, community-based environments. The Institute is organized as a resource for those interested in developing, carrying out, and evaluating programs for young children at risk for or with disabilities, their families, and the personnel who serve them in health, education, and human service settings. Those who collaborate with the Institute include:

- Parents and parent organizations
- Advocacy organizations

- Legislators interested in policy matters related to early childhood and early intervention
- Early education and care programs interested in offering or enhancing inclusive child care services
- Faculty preparing for careers related to early intervention
- Health and developmental service programs for pediatric populations
- Researchers in early intervention
- Developers of model early intervention services and systems

Several research, training, and direct clinical service programs operate under the direction of the Early Intervention Institute at sites in New Orleans, Lafayette, and throughout the State. Students and faculty interested in learning more about Institute programs or participating in research or clinical affiliations with Institute faculty should contact the Director of the Early Intervention Institute. Additional information about the Early Intervention Institute can be found on the School of Allied Health Professions home page on the LSU Health Sciences web site.

## PATIENT SERVICES

In keeping with the mission of the LSU System, involving the "development of the highest levels of intellectual and professional endeavor in programs of instruction, research, and service," the Health Sciences Center operates patient clinics staffed by full time faculty members on a rotating basis, with expertise in the complete range of specialties in the health sciences, offering services to other health professionals and the general public, on a fee for service basis.

For further details regarding such services offered by the School of Allied Health Professions in New Orleans call: (504) 568-4248.

## FACULTY ROSTER

### EMERITI

BYERS, VINCENT W. - Ph.D.,  
University of Pittsburgh, 1961  
*Emeritus Professor of Communication Disorders*

WEBSTER, DOUGLAS B. – Ph.D.,  
Cornell University, 1960  
*Emeritus Professor of Communication Disorders*

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ABADIE, MARGO M. - Ph.D., Louisiana State University, Baton Rouge, 1998  
*Associate Professor of Clinical Rehabilitation Counseling*

ADAMS, PATRICIA H. - B.S., University of Alabama-Birmingham, 1973  
*Clinical Instructor in Physical Therapy*

ALARIO, CATHY - B.S., Nicholls State University, 1979  
*Clinical Instructor in Clinical Laboratory Sciences*

ALIG, KELLY L. – M.A., Texas Woman's University, 2001  
*Assistant Professor of Clinical Occupational Therapy*

AMADON, SHERRY - B.S., LSU Health Sciences Center, 1986  
*Instructor of Cardiopulmonary Science*

ARCEMENT, COREY - B.S., LSUHSC School of Allied Health Professions, 1988  
*Clinical Instructor in Physical Therapy*

BABIN, MICHAEL – B.S., LSU HSC School of Allied Health Professions, 1990  
*Clinical Instructor in Physical Therapy*

- BADEAUX, TYRONNE – B.S., Nicholls State University, 1983  
*Clinical Instructor in Clinical Laboratory Sciences*
- BADON, Marchelle D. – B.S., Northeast Louisiana University, 1995  
*Clinical Instructor in Clinical Laboratory Sciences*
- BARRETT, BRIDGET - B.S., Northeast Louisiana University, 1984  
*Clinical Instructor in Clinical Laboratory Sciences*
- BARROUQUERE, CATHERINE - B.S., LSU Health Sciences Center, 1990  
*Clinical Instructor in Clinical Laboratory Sciences*
- BARTOL, SUSAN M. - B.S., LSU School of Allied Health Professions, 1984  
*Clinical Instructor in Physical Therapy*
- BATTEN, JEANNIE A. - B.S., LSU Health Sciences Center, 1997  
*Clinical Instructor in Physical Therapy*
- BEE, TRACY F., -- B.S., LSUHSC School of Allied Health Professions, 1996  
*Clinical Instructor in Physical Therapy*
- BENNETT, JUDY - B.S., University of New Orleans/Louisiana State University, 1976  
*Clinical Instructor in Clinical Laboratory Sciences*
- BERGSMAN, DONALD R., - M.D., Columbia University, 1965  
*Professor in Ophthalmic Medical Technology*
- BERLIN, CHARLES I. - Ph.D., University of Pittsburgh, 1958  
*Professor of Communication Disorders*
- BERNARD, ROBIN - B.S., Northeast Louisiana University, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*
- BERTOLINO, DODIE A. - M.P.T., LSUHSC School of Allied Health Professions, 1999  
*Clinical Instructor in Clinical Physical Therapy*
- BICKEL, C. SCOTT – Ph.D., University of Georgia, 2002  
*Assistant Professor of Physical Therapy*
- BIRKE, JAMES A. - Ph.D., LSU, 1993  
*Clinical Instructor in Physical Therapy*
- BLACK, DAWN A. -B.S., LSU School of Allied Health Professions, 1986  
*Instructor in Cardiopulmonary Science*
- BLACKBURN, TURNER - M.S., University of Virginia, 1975  
*Clinical Instructor in Physical Therapy*
- BLACKWELL, TERRY L. - Ed.D., University of Northern Colorado, 1980  
*Professor in Rehabilitation Counseling*
- BLANCHARD, ANGELA, B.S., Nicholls State University, 1996  
*Clinical Instructor in Clinical Laboratory Sciences*
- BLANCHET, PAUL G., Ph.D. – Louisiana State University, 2002  
*Assistant Professor of Clinical Communication Disorders*
- BLUM, PEGGY - Au.D., Arizona School of Health Sciences, 2003  
*Assistant Professor of Clinical Communication Disorders*
- BOOTH, CHIPLEY - B.S., LSU Medical Center, 1976  
*Clinical Instructor in Clinical Laboratory Sciences*
- BOYD, GILDA G. - B.S., Xavier University, New Orleans, LA, 1970  
*Clinical Instructor in Clinical Laboratory Sciences*
- BOYTER, LORI - B.S., LSUHSC School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*
- BRACKIN, LAURA – M.A., Louisiana State University, Baton Rouge, 1996  
*Assistant Professor of Interdisciplinary Human Studies*
- BRANNON, KATHY - B.S., LSUHSC School of Allied Health Professions, 1983  
*Clinical Instructor in Physical Therapy*
- BRINSON, BELINDA M. - B.S., LSU Health Sciences Center, 1990  
*Clinical Instructor in Clinical Laboratory Sciences*
- BROUSSARD, BLAISE - B.S., LSUHSC School of Allied Health Professions, 1982  
*Clinical Instructor in Physical Therapy*
- BROUSSARD, LARRY - Ph.D., University of Texas, 1974  
*Professor of Clinical Laboratory Sciences*
- BROWN, MARK - B.S., LSUHSC School of Allied Health Professions, 1980  
*Clinical Instructor in Physical Therapy*
- BRUCHHAUS, DANIELLE - M.H.S., Texas Woman's University, 1975  
*Clinical Instructor in Physical Therapy*
- BURAS, KARLA – M.H.S. LSU School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*
- BUSH, JACKIE – B.S., University of Southwestern Louisiana, 1970  
*Clinical Instructor in Cardiopulmonary Science*
- BUTLER, JULIE - B.S., University of Washington, 1988  
*Clinical Instructor in Physical Therapy*
- BUTLER, KRISTEN – B.S., LSU Health Sciences Center, 1999  
*Clinical Instructor in Clinical Laboratory Sciences*
- BUTLER, Monique – B.S., Loyola University, 1987  
*Clinical Instructor in Clinical Laboratory Sciences*
- CABES, JILL C. - B.S., LSUHSC School of Allied Health Professions, 1991  
*Clinical Instructor in Physical Therapy*
- CAIRO, JAMES M. - Ph.D., LSU School of Graduate Studies of the Medical Center, 1986  
*Professor of Cardiopulmonary Science*
- CANGIAMILLA, SALVADORE - B.S., LSU Health Sciences Center, 1986,  
*Clinical Instructor in Cardiopulmonary Science*
- CARDONA-LETULLE, CLARISA – B.Sc.; National Autonomous University of Honduras, 1985  
*Clinical Instructor in Clinical Laboratory Sciences*
- CARLSON, PHYLLIS - B.S., LSU Health Sciences Center, 1980  
*Clinical Instructor in Clinical Laboratory Sciences*
- CARUSO, SALVATORE A. - M.S.W., Tulane University, 1971  
*Assistant Professor Clinical, Interdisciplinary Human Studies*
- CATHER, DORIS G. - M.H.S., LSU Health Sciences Center, 1998  
*Clinical Instructor in Rehabilitation Counseling*
- CHABAUD, MARY – B.S., Louisiana State University, 1977  
*Clinical Instructor in Clinical Laboratory Sciences*
- CHAISSON, DONNA M. - B.S., Nicholls State University, 1980  
*Clinical Instructor in Clinical Laboratory Sciences*
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*Clinical Instructor in Physical Therapy*
- CHATELAIN, JANICE P. - B.S., Northeast Louisiana University, 1972  
*Clinical Instructor in Clinical Laboratory Sciences*
- CHAUVIN, JANE - B.S., Nicholls State University, 1981  
*Clinical Instructor in Clinical Laboratory Sciences*
- CLAY, KIMBERLY - B.S., University of Louisville, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*
- CLINTON, SUSAN C. - M.H.S., LSU Health Sciences Center, 1999  
*Clinical Instructor in Physical Therapy*
- COMEAX, DAVID - P.B.S., University of Southwestern Louisiana, 1975  
*Clinical Instructor in Clinical Laboratory Sciences*
- COOPER, ROBIN - COMT, LSU Eye Center, 1990  
*Instructor in Ophthalmic Medical Technology*
- COULTER, W. ALAN - Ph.D., University of Texas, 1991  
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- CRANFORD, JERRY L. - Ph.D., Vanderbilt University, 1969  
*Professor of Communication Disorders*
- CROAL, DAYNA - B.S. LSUHSC School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*
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- DAVIS, SYLVIA M. - Ph.D., Wichita State University, 1976  
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- DAVIS, SUE – B.S., Louisiana State University Medical Center, 1982  
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- DOHERTY, ALICE A. - M.N.S., Louisiana State University, 1982  
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- DOLAN, JOHN D. - Rh.D., Southern Illinois University, 1983  
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- DOODY, M. PATRICIA - M.S., University of Southwestern Louisiana, 1975  
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DUCOTE, SUSAN SHIFLETT - B.S., LSUHSC School of Allied Health Professions, 1978  
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EMMONS, RACHEL - M.P.T., LSUHSC School of Allied Health Professions, 2000  
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*Professor Genetics*

FITZGERALD, TARA - M.P.T., LSUHSC School of Allied Health Professions, 1998  
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GAILLE, ELAINE H. - M.Ed., University of New Orleans, 1979  
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GAINES, SUSAN - M.S., University of Mississippi, 1978  
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GAUTREAUX, KALYN - M.P.T., LSUHSC School of Allied Health Professions, 1998  
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GIBLIN, VICTORIA R. - B.S., Tulane University, 1965  
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GILBERT, LORAIN J. - B.S., LSUHSC School of Allied Health Professions, 1994  
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GILLESPIE, BARBARA - Ph.D., University of So. Mississippi, 1993  
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GOODWIN, CRAIG M. - B.S., LSUHSC School of Allied Health Professions, 1987  
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GRANIER, LESLIE, M. - B.S., LSU Health Sciences Center, 1992  
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GREEN, DEBRA - B.S., LSU Health Sciences Center  
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GREEN, JEFFERY - Ph.D., State University New York Sys All Inst., 1981  
*Professor of Anatomy*

GUGLIELMO, FRANCIS X. - B.S., LSU, 1964  
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GUIDO, JOHN A. - M.P.T., Indianapolis University, 1998  
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GUILLORY, CAYLE - B.S., Louisiana State University Medical Center, 1977  
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GUILLORY, JOAN D. - M.Ed., University of New Orleans, 1978  
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HAGAN, GLORIA A. - M.H.S., LSU Health Sciences Center, 1985  
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HALL, STANLEY M. - M.D., LSU School of Medicine in New Orleans, 1978  
*Clinical Associate Professor of Cardiopulmonary Science*

HAMPTON, GEORGE H. - M.P.H., University of North Carolina, 1968  
*Clinical Associate Professor of Physical Therapy*

HARMON, MARTIN - M.S., University of Arkansas, 1993  
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HAUN, DANIEL E. - B.S., University of New Orleans, 1974  
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HEINE, FEDELE - B.S., LSU Health Sciences Center, 1993  
*Clinical Instructor in Physical Therapy*

HELD, DANIEL P. - B.S., LSU Health Sciences Center, 2000  
*Clinical Instructor in Clinical Laboratory Sciences*

HEPBURN, JOYCELYN T. - B.S., University of New Orleans/LSU, 1987  
*Clinical Instructor in Clinical Laboratory Sciences*

HERNANDEZ, MARIA - B.S., Nicholls State University, 1984  
*Clinical Instructor in Clinical Laboratory Sciences*

HILDRETH, MARGARET W. - B.S., SUNY Upstate Medical Center, 1983  
*Clinical Instructor in Physical Therapy*

HILDRETH, PAUL A. - B.S., Northwestern University, 1981  
*Clinical Instructor in Physical Therapy*

HOANG, HA - B.S., LSU Health Sciences Center, 1995  
*Clinical Instructor in Physical Therapy*

HOLBROOK, CARLENE - B.S., Corpus Christi State University, 1980  
*Clinical Instructor in Clinical Laboratory Sciences*

HOOD, LINDA J. - Ph.D., University of Maryland, 1983  
*Professor of Communication Disorders*

HOPKINS, LACY - M.H.S., LSU Health Sciences Center, 2000  
*Clinical Instructor in Rehabilitation Counseling*

HUGHES, ALICE D. - M.Ed., University of New Orleans, 1983  
*Clinical Instructor in Clinical Laboratory Sciences*

HUMPHREY, ROY - M.P.T., LSUHSC School of Allied Health Professions, 1998  
*Clinical Instructor in Physical Therapy*

HURLEY, ANNETTE - Ph.D., Louisiana State University, 2004  
*Clinical Instructor in Communication Disorders*

JAFFRI, RAZI - B.S., Wichita State University, 1991  
*Clinical Instructor in Physical Therapy*

JAFFRI, SAYYEDA - B.S., Wichita State University, 1991  
*Clinical Instructor in Physical Therapy*

JARREAU, PATSY C. - M.H.S., LSU Health Sciences Center in New Orleans, 1989  
*Associate Professor of Clinical Laboratory Sciences*

JETER, JAN T. - Ph.D., University of Texas, 1972  
*Professor of Clinical Laboratory Sciences*

JONES, J. GREGG - B.S., LSUHSC School of Allied Health Professions, 1985  
*Clinical Instructor in Physical Therapy*

JONES, K. BART - B.S., LSUHSC School of Allied Health Professions, 1985  
*Clinical Instructor in Physical Therapy*

JUDD, DEBRA - Ph.D., Southern Mississippi University, 1988  
*Clinical Associate Professor of Interdisciplinary Human Studies*

KAY, MARIA W. - B.S., LSUHSC School of Allied Health Professions, 1977  
*Clinical Instructor in Physical Therapy*

KAUFMAN, HERBERT E. - M.D., Harvard University, 1956  
*Professor in Ophthalmic Medical Technology*

KELLY, MARGARET - B.S., University of Wisconsin, 1968  
*Clinical Instructor in Clinical Laboratory Sciences*

KENNEDY, TERRENCE J. - M.P.A., University of New Orleans, 1988  
*Clinical Assistant Professor of Rehabilitation Counseling*

KERSTEN, AIMEE - B.S., LSUHSC School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*

KIRKLEY, KAREN - B.S., Louisiana State University, 1973  
*Clinical Instructor in Clinical Laboratory Sciences*

KNIGHT, CHERYL - Ph.D., Western Michigan University, 1994  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

KRATZ, KENNETH E. - Ph.D., Kansas State University, 1975  
*Clinical Professor of Occupational & Physical Therapy*  
*Associate Director, Office of Research Services*

KUNDUK, MELDA - Ms.C. - City University/London, UK, 1990  
*Assistant Professor of Clinical Communication Disorders*

LABAT, DONNA Z. - B.S., Loyola University, 1980  
*Clinical Instructor in Clinical Laboratory Sciences*

LABBE, ANDRE - B.S., LSUHSC School of Allied Health Professions, 1991  
*Clinical Instructor in Physical Therapy*

LAFACCI, TYLER - B.S., LSUHSC School of Allied Health Professions, 1976  
*Clinical Instructor in Physical Therapy*

LANDRENEAU, AMY - B.S., LSUHSC School of Allied Health, 1992  
*Clinical Instructor in Physical Therapy*

LANDRY, KATHLEEN O. - M.H.S. LSUHSC School of Allied Health Professions, 2002  
*Clinical Instructor in Physical Therapy*

LAWRENCE, LOUANN - Dr.P.H., University of Texas, 1994  
*Professor of Clinical Laboratory Sciences*

LAVERGNE, Oday J. - B.S., LSUHSC School of Allied Health Professions, 1978  
*Clinical Instructor in Physical Therapy*

LEACH, ARGIE M. P. - M.H.S., LSU Health Sciences Center, 1999  
*Clinical Instructor in Clinical Laboratory Sciences*

LEACH, SUSAN J. - M.S.P.T., Columbia University, 1992  
*Clinical Instructor in Physical Therapy*

LE BLANC, ERROL J. - B.S., LSUHSC School of Allied Health Professions, 1975  
*Clinical Instructor in Physical Therapy*

LE BLANC, KINTA M. - M.P.T., LSUHSC School of Allied Health Professions, 1998  
*Clinical Instructor in Physical Therapy*

LECOMPTÉ, CORINNE R. - B.S., University of Scranton, 1994  
*Clinical Instructor in Physical Therapy*

LEE, LINDA - B.S., University of New Orleans, 1974  
*Clinical Instructor in Clinical Laboratory Sciences*

LEGE, REBECCA A. - B.S., University of Texas, 1971  
*Clinical Assistant Professor of Physical Therapy*

LEIERER, STEPHEN J. - Ph.D., Florida State University, 1993  
*Associate Professor of Rehabilitation Counseling*

LEVITZKY, MICHAEL - Ph.D., Albany Medical College, 1975  
*Professor of Cardiopulmonary Science*

LEWIS, ARLENE - B.S., Xavier University, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*

LIPSCOMB, GARY E. - M.D., University of Tennessee, 1975  
*Associate Professor of Clinical Laboratory Sciences*

LOBELL, THEA - M.S.W., Louisiana State University, Baton Rouge, 1994  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

LORD, KEVIN - B.S., LSU Health Sciences Center, 1994  
*Instructor in Cardiopulmonary Science*

LOWERY, TERESA M. - B.S., Texas Woman's University, 1988  
*Clinical Instructor in Physical Therapy*

LUSCO, CHERI A. - B.S., University of New Orleans/LSU Health Sciences Center, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*

LUSTER, JANE NELL - Ph.D., Louisiana State University, Baton Rouge, 1993  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

LYKES, ALOMA R. - M.C.D., LSU School of Allied Health Professions, 1976  
*Associate Professor of Clinical Communication Disorders*

MAJONOS, JOYCE A. - M.A., Central Michigan University, 1981  
*Clinical Assistant Professor of Clinical Laboratory Sciences*

MANGUM, SHANNON W. - M.P.S., Loyola University, New Orleans  
*Assistant Professor of Clinical Occupational Therapy*

MARCEAUX, ALEXANDRA - B.S., LSUHSC School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*

MARIER, JOANNE CAIN - J.D., Tulane University, 1981  
*Associate Professor of Clinical Physical Therapy*

MARKS, LA SHAWN - B.S., LSU Health Sciences Center, 1994  
*Clinical Instructor in Clinical Laboratory Sciences*

MARMILLION, THERESA - B.S., Nicholls State University, 1977  
*Clinical Instructor in Clinical Laboratory Sciences*

MARTINEZ, MARIE LOUISE - B.S., University of Southwest Louisiana, 1945  
*Clinical Instructor in Clinical Laboratory Sciences*

MATERNE, MARIE B. - M.S.T., Loyola University, 1994  
*Clinical Instructor in Clinical Laboratory Sciences*

MATTE, DARLENE - B.S., University of Southwestern Louisiana, 1993  
*Clinical Instructor in Clinical Laboratory Sciences*

MAYS, SYLVIA - B.S., University of Southwestern Louisiana, 1967  
*Clinical Instructor in Clinical Laboratory Sciences*

MC CARTHY, HENRY - Ph.D., University of Kansas, 1977  
*Associate Professor of Rehabilitation Counseling*

MC CLARTY, ESPISITO - O.A.S., Biosystem Institute, 1982  
*Clinical Instructor in Cardiopulmonary Science*

MC CLUSKEY, GEORGE - B.S., Auburn University, 1953  
*Clinical Assistant Professor of Physical Therapy*

MC ILWAIN, ELIZABETH - B.S., LSU Health Sciences Center, 1985  
*Assistant Professor of Clinical Cardiopulmonary Science*

MC LEOD, MAX AUENTIN - B.S., LSUHSC School of Allied Health Professions, 1973  
*Clinical Instructor in Physical Therapy*

MEARS, ELIA M. - M.S., University of St. Francis, 1990  
*Clinical Instructor in Clinical Laboratory Sciences*

MELANCON, JESSICA - M.P.T., LSUHSC School of Allied Health Professions, 2000  
*Clinical Instructor in Physical Therapy*

MIDKIFF, HELENA - B.S., LSU Health Sciences Center, 1980  
*Instructor in Cardiopulmonary Science*

MORMAN, VALARIE - B.S., LSU Health Sciences Center, 1990  
*Instructor in Cardiopulmonary Science*

MOLL, TRACY L. - B.S., LSU Health Sciences Center, 1993  
*Clinical Instructor in Clinical Laboratory Sciences*

MOORE, CYNTHIA M. - B.S., Nicholls State University, 1984  
*Instructor in Clinical Laboratory Sciences*

MORAN, SYLVIA - M.S., Mount St. Mary's College, 1996  
*Clinical Instructor in Physical Therapy*

MOREAU, AL C. - B.S., University of Alabama- Birmingham, 1974  
*Clinical Instructor in Physical Therapy*

MOREHOUSE, C. ROBIN - Au.D., University of Florida, 2002  
*Associate Professor of Clinical Communication Disorders*

MORGAN-D'ATRI, CINDY - Ph.D., Louisiana State University, 1997  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

MULLOOLY, MONICA - B.S., Nicholls State University, 1984  
*Clinical Instructor in Clinical Laboratory Sciences*

MUSSO, JOHN - B.S., LSUHSC School of Allied Health Professions, 1977  
*Clinical Instructor in Physical Therapy*

NAYLOR, MYRA C. - B.S., Louisiana State University, 1975  
*Clinical Instructor in Clinical Laboratory Sciences*

NELSON, T. KIRK - M.P.T., LSUHSC School of Allied Health Professions, 2000  
*Clinical Instructor in Physical Therapy*

NEWMAN, WILLIAM P. - M.D., LSU School of Medicine in New Orleans, 1967  
*Professor of Clinical Laboratory Sciences*

NICHOLLS, THERESA - M.C.D., LSU School of Allied Health Professions, 1996  
*Clinical Instructor in Communication Disorders*

NORMAN, CAROLYN WAYNETTE - M.S., LSU Health Sciences Center, 1970  
*Clinical Assistant Professor of Clinical Laboratory Sciences*

NORTH, KEIL - B.S., LSUHSC School of Allied Health Professions, 1979  
*Clinical Instructor in Physical Therapy*

O'SHAUGHNESSY, LISA C. - B.S., LSUHSC School of Allied Health Professions, 1986  
*Clinical Instructor in Physical Therapy*

OLDAG, JOYE - B.S., Nicholls State University, 1980  
*Clinical Instructor in Clinical Laboratory Sciences*

OLINDE, KAREN - B.S., LSUHSC School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*

ORTIZ, KELLY A. - M.P.T., LSUHSC School of Allied Health Professions, 2001  
*Clinical Instructor in Physical Therapy*

OURSO, BELINDA - B.S., LSU Health Sciences Center, 1992  
*Clinical Instructor in Clinical Laboratory Sciences*

PACACCIO, TRACY - M.P.T., LSUHSC School of Allied Health Professions, 1998  
*Clinical Instructor in Physical Therapy*

PAGE, PHILLIP - M.S., Mississippi State University, 1992  
*Clinical Instructor in Physical Therapy*

PARISER, DAVID A. - Ph.D., University of New Orleans, 2003  
*Associate Professor of Clinical Physical Therapy*

PARISER, GINA S. - Ph.D., University of Tennessee, 1989  
*Assistant Professor of Clinical Physical Therapy*

PATTERSON, CONSTANCE - Ph.D., Illinois State University, 1999  
*Assistant Professor of Interdisciplinary Human Studies*

PELLETT, ANDREW A. - Ph.D., LSU Health Sciences Center, 1991  
*Associate Professor of Cardiopulmonary Science*

PERSINGER, LISA - Ph.D., Indiana University, 2000  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

POCHE, PATSY C. - M.Ed., University of New Orleans, 1972  
*Associate Professor of Interdisciplinary Human Studies*

POSITERRY, MELANIE A. - B.S., Nicholls State University, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*

QUAGLINO, SHANNON - B.S., LSU Health Sciences Center, 1991  
*Clinical Instructor in Clinical Laboratory Sciences*

QUALLS, DAVID W. - B.S., LSUHSC School of Allied Health Professions, 1974  
*Clinical Instructor in Physical Therapy*

RABALAIS, RUTH K. - B.S., LSU Health Sciences Center, 1978  
*Clinical Instructor in Clinical Laboratory Sciences*

RAGAN, FRANCIS A., JR. - Ph.D., University of Alabama, 1977  
*Clinical Assistant Professor of Clinical Laboratory Sciences*

RAMSDELL, KERRIE - M.S., Western Michigan University, 1997  
*Assistant Professor of Clinical Occupational Therapy*

REEDER, ANN ADAMS - M.S., Duke University, 1989  
*Assistant Professor of Physical Therapy*

REEDER, KENNETH - Ph.D., University of Alabama in Birmingham, 1991  
*Associate Professor of Physical Therapy*

REICHARD, JOHN, AD, Delgado Community College, 1995  
*Clinical Instructor in Physical Therapy*

REMLINGER, SCOTT - B.S., University of Texas Medical Branch at Galveston, 1986  
*Clinical Instructor in Physical Therapy*

RICE, MARGARET - B.S., Northwestern State University, 1977  
*Clinical Instructor in Clinical Laboratory Sciences*

RICHARD, VERA D. - B.S., Xavier University, 1975  
*Clinical Instructor in Clinical Laboratory Sciences*

RICHARDS, HELEN - B.S., - University of New Orleans/LSU Health Sciences Center, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*

RIGGLE, PATRICIA A. - M.S., Southern Illinois University at Edwardsville, 1981  
*Clinical Instructor in Rehabilitation Counseling*

RITTER, LISA - B.S., University of Maryland, 1989  
*Clinical Instructor in Physical Therapy*

RIVERS, EILEEN - Ph.D., University of New Orleans, 1993  
*Instructor of Interdisciplinary Human Studies*

ROBERTSON, NANCY - M.A., Fort Hays State University, 1980  
*Associate Professor of Clinical Interdisciplinary Human Studies*

ROBICHAUX, CHESTER J. - B.S., University of New Orleans, 1971  
*Clinical Instructor in Clinical Laboratory Sciences*

RODRIGUE, LONNIE - B.S., Nicholls State University, 1989  
*Clinical Instructor in Clinical Laboratory Sciences*

RODRIGUEZ, FRED H., JR. - M.D., LSU School of Medicine in New Orleans, 1975  
*Professor of Clinical Laboratory Sciences*

ROGERS, MICHAEL D. - B.S., State University of New York, 1975  
*Clinical Instructor in Physical Therapy*

ROMERO, CHRISTINE, COT, LSU Eye Center, 1993  
*Instructor in Ophthalmic Medical Technology*

ROMOCEAN, SUZANNE - M.S., Temple University, 1996  
*Clinical Instructor in Physical Therapy*

ROWE, ROBERT - M.H.S., LSU School of Allied Health Professions, 1994  
*Assistant Professor of Clinical Physical Therapy*

RUBIN, SCOTT S. - Ph.D., The University of Georgia, 1993  
*Associate Professor of Communication Disorders*

SACKETT, LISA - B.S., LSU Health Sciences Center, 1980  
*Clinical Instructor in Clinical Laboratory Sciences*

SAMUELS, MONROE S. - M.D., LSU School of Medicine in New Orleans, 1950  
*Professor of Clinical Laboratory Sciences*

SCHEER, WILLIAM D. - Ph.D., LSU School of Graduate Studies of the Medical Center, 1976  
*Professor of Clinical Laboratory Sciences*

SCHERER, STEVEN J. - M.S., Texas Woman's University, 1992  
*Clinical Instructor in Physical Therapy*

SCHMITT, GRETA - M.P.T., LSUHSC School of Allied Health Professions, 2000  
*Clinical Instructor in Physical Therapy*

SEVIN, BART - Ph.D., Auburn University, 1998  
*Assistant Professor of Interdisciplinary Human Studies*

SEYLER, CARLA - M.Ed., Loyola University, 1987  
*Clinical Instructor of Rehabilitation Counseling*

SHETH, MALVIKA - B.S., LSU Health Sciences Center, 1984  
*Clinical Instructor in Clinical Laboratory Sciences*

SHINE, JOSEPH L. - B.S., LSU Health Sciences Center, 1996  
*Clinical Instructor in Physical Therapy*

SHOLES, RONALD J. - J.D., Loyola University, 1984  
*Clinical Assistant Professor of Physical Therapy*

SILVESTRI, JAMES - B.S., LSUHSC School of Allied Health Professions, 1991  
*Clinical Instructor in Physical Therapy*

SIMMONS, KIM F. - M.H.S., LSU School of Allied Health Professions, 1986  
*Associate Professor of Clinical Cardiopulmonary Science*

SMITH, ANNA - B.S., LSUHSC School of Allied Health Professions, 1996  
*Clinical Instructor in Physical Therapy*

SMITH, BRENDA H. - B.S., Southern University, 1972  
*Clinical Instructor in Clinical Laboratory Sciences*

SMITH, LAVONNE S. - B.S.N., LSU School of Nursing, 1980  
*Instructor in Interdisciplinary Human Studies*

SMITH, RICHARD K. - B.S., LSU Health Sciences Center, 1995  
*Clinical Instructor in Clinical Laboratory Sciences*

SMITH, THERESA - M.H.S., University of Indianapolis  
*Instructor of Clinical Occupational Therapy*

SNYDER, PATRICIA - Ph.D., University of New Orleans, 1992  
*Professor of Occupational Therapy*

SORRENTO, DAN - B.S., Northeastern, 1979  
*Clinical Instructor in Physical Therapy*

STAGG, LOIS - M.P.T., LSUHSC School of Allied Health Professions, 1998  
*Clinical Instructor in Physical Therapy*

STARRETT, ANDREA L. - M.D., Tulane University, 1971  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

STARRING, DEBORAH - M.S., University of Alabama in Birmingham, 1985  
*Clinical Instructor in Physical Therapy*

STEMMANS, PEGGY A. - B.S., Northeastern Louisiana State University, 1970  
*Clinical Instructor in Clinical Laboratory Sciences*

STEWART, BONNIE S. - M.S., Texas Woman's University, 1981  
*Clinical Instructor in Physical Therapy*

STEWART, JILL - M.S., University of Texas Medical Center, 1995  
*Clinical Instructor in Physical Therapy*

ST. GERMAIN, STEPHEN - B.S. LSU Health Sciences Center, 1998  
*Clinical Instructor in Clinical Laboratory Sciences*

STIEGMAN, JOHN - B.S., Holy Cross College, 1998  
*Instructor in Interdisciplinary Human Studies*

STOKES, LARRY S. – Ph.D., University of New Orleans, 1998  
*Clinical Instructor in Rehabilitation Counseling*

STRADLEY, SHARON - B.S., LSU Health Sciences Center, 1992  
*Clinical Instructor in Clinical Laboratory Sciences*

ST. ROMAIN, GWENDOLYN A. - B.S., LSU School of Allied Health Professions, 1983  
*Clinical Instructor in Physical Therapy*

STARRING, DEBORAH T - M.S., University of Alabama-Birmingham, 1985  
*Clinical Instructor in Physical Therapy*

STRICKLIN, SARINTHA A. - Ph.D., University of New Orleans, 1997  
*Associate Professor of Clinical Interdisciplinary Human Studies*

STRONG, JACK P. - M.D., LSU School of Medicine in New Orleans, 1951  
*Professor of Clinical Laboratory Sciences*

SUAREZ, ALFREDO - M.D., Universidad Central Venezuela (Venezuela), 1965  
*Associate Professor of Clinical Laboratory Sciences*

SWANSON, DAMITA - B.S., LSU School of Allied Health Professions, 1989  
*Clinical Instructor in Physical Therapy*

TAUZIER, DARLENE – B.S., LSUHC School of Allied Health Professions, 1995  
*Clinical Instructor in Clinical Laboratory Sciences*

TAYLOR, EVE - Ph.D., Tulane University, 1984  
*Professor of Occupational Therapy*

TEFEL, LUISA - B.S., LSU Health Sciences Center, 1989  
*Clinical Instructor in Clinical Laboratory Sciences*

TERRILL, LORI – B.S., University of Mississippi Medical Center, 1986  
*Clinical Instructor in Physical Therapy*

THIBODEAUX, CELIA - B.S., LSUHSC School of Allied Health Professions, 1997  
*Clinical Instructor in Physical Therapy*

THIBODEAUX, DIANA B. – B.S., University of Southwest Louisiana, 1967  
*Clinical Instructor in Clinical Laboratory Sciences*

THOMAS, KIM T. - M.S.T., Loyola University of the South, 1991  
*Clinical Instructor in Clinical Laboratory Sciences*

THOMAS, MACK A. - M.D., LSU School of Medicine in New Orleans, 1962  
*Professor of Cardiopulmonary Science*

THOMPSON, JOSHEPHINE - M.A., Xavier University, 1989  
*Assistant Professor of Clinical Occupational Therapy*

THOMSON, BELINDA - B.S., University of New Orleans, 1972  
*Clinical Instructor in Clinical Laboratory Sciences*

TIETJEN, DOUGLAS - B.S., Kansas State University, 1968  
*Clinical Instructor in Physical Therapy*

TORIELLO, PAUL J. – Rh.D., Southern Illinois University, 1998  
*Assistant Professor in Rehabilitation Counseling*

TRAPANI, LISA M. - B.S., LSUHSC School of Allied Health Professions, 1990,  
*Clinical Instructor in Physical Therapy*

TULLEY, RICHARD T. - Ph.D., LSU School of Graduate Studies of the Medical Center, 1979  
*Associate Professor of Clinical Laboratory Sciences*

TURNER, ROBERT G. - Ph.D., University of Florida, 1975  
*Professor of Communication Disorders*

VAKOS, JIM – M.S., University of Kentucky, 1990  
*Clinical Instructor of Physical Therapy*

VAN DER HEYDEN, AMANDA – Ph.D., Louisiana State University, 2001  
*Adjunct Assistant Professor of Interdisciplinary Human Studies*

VOISIN, CHRISTINE - B.S., LSU Health Sciences Center, 1993  
*Clinical Instructor in Clinical Laboratory Sciences*

WALL, JEFFREY - M.H.S., LSU Health Sciences Center, 1990  
*Clinical Instructor in Clinical Laboratory Sciences*

WARD, PAULA - M.A., Central Michigan University, 1982  
*Clinical Instructor in Clinical Laboratory Sciences*

WARREN, REGINA – J.D., Loyola University, 1995  
*Instructor of Interdisciplinary Human Studies*

WASCOM, JULIE - B.S., Our lady of Holy Cross College, 1994  
*Clinical Instructor in Clinical Laboratory Sciences*

WEHLANDER, RONALD S. - M.S., University of Texas, 1975  
*Clinical Instructor in Physical Therapy*

WEISS, ELIZABETH L. - Ph.D., Tulane University, 1988  
*Professor of Physical Therapy*

WENDT-HARRIS, BARBARA - Ph.D., University of Connecticut, 1997  
*Assistant Professor of Clinical Communication Disorders*

WERNER, SHERRY – Ph.D., Pennsylvania State University, 1996  
*Clinical Instructor in Physical Therapy*

WHITTINGTON, NORMA - B.S., Southeastern Louisiana University, 1965  
*Clinical Instructor in Clinical Laboratory Sciences*

WILLIAMS, ALESIA - Ph.D., University of Southern Mississippi, 1991  
*Clinical Assistant Professor of Interdisciplinary Human Studies*

WILLIAMS, ELIZABETH F - M.H.S., LSU Health Sciences Center, New Orleans, 1988  
*Associate Professor of Clinical Laboratory Sciences*

WILSON, PHILIP G. - Ph.D., University of Illinois, 1991  
*Associate Professor of Clinical Interdisciplinary Human Studies*

ZAMJAHN, JOHN - M.H.S., LSU Health Sciences Center, 1996  
*Instructor in Cardiopulmonary Science*

ZAUNBRECHER, LUCILLE F. – B.S., University of Southwestern Louisiana, 1967  
*Clinical Instructor in Clinical Laboratory Sciences*

ZITZMANN, MICHELE B. - M.H.S., LSU Health Sciences Center, 1995  
*Associate Professor of Clinical Laboratory Sciences*

## RECAPITULATION OF FACULTY

Below are listed the seven academic departments of the School of Allied Health Professions and the respective active faculty of each, in alphabetical order by rank:

### Cardiopulmonary Science

PROFESSOR: Cairo, Levitzky, Thomas  
ASSOCIATE PROFESSOR: Hall, Pellett, Simmons,  
ASSISTANT PROFESSOR: McIlwain  
INSTRUCTOR: Amadon, Black, Bush, Cangiamilla, Davis, Guillory, Lord, McClarity, McIlwain, Midkiff, Morman, Zamjahn

### Clinical Laboratory Sciences

PROFESSOR: Bergsma, Broussard, Jeter, Kaufman, Lawrence, Newman, Rodriguez, Samuels, Scheer, Strong  
ASSOCIATE PROFESSOR: Foley, Jarreau, Lipscomb, Suarez, Tulley, Williams, Zitzmann  
ASSISTANT PROFESSOR: Firmani, Majonos, Hagan, Norman, Ragan,  
INSTRUCTOR: Alario, Badon, Barrett, Baurrouquere, Bennett, Bernard, Blanchard, Booth, Boyd, Brinson, Butler K., Butler M., Cardona-Letulle, Carlson, Chabaud, Chaisson, Chatelain, Chauvin, Clay, Comeaux, Cooper, Detiveaux, Diaz, Doherty, Duhon, Dupuis, Eckerman, Eicher, Ely, Eubanks, Farley, Fink, Gaines, Giblin, Granier, Haun, Held, Hepburn, Hernandez, Holbrook, Hughes, Kelly, Kirkley, Labat, Leach, Lee, Lewis, Lusco, Marks, Marmillion, Martinez, Materne, Matte, Mays, Mears, Moll, Mullooly, Naylor, Oldag, Ourso, Positery, Quaglino, Rabalais, Rice, Richard, Richards, Robichaux, Rodrigue, Romero, Sackett, Sheth, Smith B., Smith, R., Stemmans, St. Germain, Stradley, Tauzier, Tefel, Thibodeaux, Thomas, Thomson, Voisin, Wall, Ward, Wascom, Whittington, Zaunbrecher

### Communication Disorders

PROFESSOR: Berlin, Cranford, Davis, Green, Hood, Turner, Webster  
ASSOCIATE PROFESSOR: Lykes, Morehouse, Rubin  
ASSISTANT PROFESSOR: Blum, Doody, Wendt-Harris,  
INSTRUCTOR: Hurley, Nicholls

### Interdisciplinary Human Studies

PROFESSOR: Crow, Fisher  
ASSOCIATE PROFESSOR: Coulter, Guillory, Judd, Poche, Robertson, Strickland, Wilson  
ASSISTANT PROFESSOR: Brackin, Caruso, Easterly-Taylor, Estes, Fontenelle, Gillespie, Lobell, Luster, Knight, Morgan-D'Atorio, Patterson, Persinger, Sevin, Starrett, Van Der Heyden, Williams  
INSTRUCTOR: Delvisco, Rivers, Smith, Stiegman

## Occupational Therapy

PROFESSOR: Kratz, Snyder, Taylor

ASSOCIATE PROFESSOR:

ASSISTANT PROFESSOR: Alig, Mangum, Ramsdell, Thompson,

INSTRUCTOR: Smith

## Physical Therapy

PROFESSOR: Kratz, Weiss

ASSOCIATE PROFESSOR: Eason, Hampton, Marier, Pariser, D. Reeder, K.

ASSISTANT PROFESSOR: Bickel, Davis, Gugliemo, Lege, McCluskey, Pariser G., Reeder, A., Rowe, Sholes,

INSTRUCTOR: Adams, Arcement, Babin, Bartol, Batten, Bee, Bertolino, Birke, Blackburn, Boyter, Brannon, Broussard, Brown, Bruchhaus, Buras, Butler, Cabes, Chamberlain, Clinton, Croal, Ducote, Dukaric-Page, Duplantis, Emmons, Feraci, Fitzgerald, Freeman, Gaille, Gautreaux, Gilbert, Goodwin, Guido, Guidroz, Harmon, Heine,

Hildreth, M., Hildreth, P., Hoang, Humphrey, Jaffri, R., Jaffri, S., Jones, J., Jones, K., Kay, Kersten, Labbe, Lafauci, Landreneau, Landry, K., Lavergne, Leach, LeBlanc E., LeBlanc, K., LeCompte, Lowery, Marceaux, McLeod, Melancon, Moran, Moreau, Musso, Nelson, North, O'Shaughnessy, Olinde, Ortiz, Pacaccio, Page, Qualls, Reichard, Remlinger, Ritter, Rogers, Romocean, Scherer, Schmidt, Shine, Silvestri, Smith, A., Sorrento, Stagg, Starring, Stewart, B., Stewart, J., St. Romain, Swanson, Terrill, Thibodeaux, Tietjen, Trapani, Vakos, Wehlander, Werner

## Rehabilitation Counseling

PROFESSOR: Blackwell, Dolan,

ASSOCIATE PROFESSOR: Abadie, Leierer, McCarthy,

ASSISTANT PROFESSOR: Kennedy, Toriello

INSTRUCTOR: Cather, Hopkins, Riggie, Seyler, Stokes

