



LSU Health Sciences Center School Of Allied Health Professions In Shreveport



LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF ALLIED HEALTH PROFESSIONS IN SHREVEPORT



JOSEPH M. MC CULLOCH, PH.D., DEAN

Appointed to the Deanship on April 1, 2004.

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

Telephone Number: (318) 675-6800

Faculty Academic Rank: Professor of Physical Therapy.

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

ADMINISTRATION

JOSEPH MC CULLOCH, Ph.D., Dean

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

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

KIMBERLY H. CARMEN, M.Ed.
Director of Student Affairs, Shreveport

BELINDA BRADFORD
Administrative Assistant

ADMINISTRATIVE COUNCIL

JOSEPH MC CULLOCH, Ph.D.
Chairman

JOHN C. MCDONALD, M.D.
Chancellor Shreveport, Ex-Officio

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

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

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

HISTORY

The School of Allied Health Professions was established by the Board of Supervisors April 2, 1970, and became operational July 1, 1970. From its inception through 1976, the School was located only on the New Orleans campus. In 1977, The School was expanded to include a second campus in Shreveport. Degree programs in Cardiopulmonary Science, Medical Technology and Communication Disorders were offered. In the early 80s, the occupational and physical therapy departments initiated expansion programs in Shreveport and in 1994, a physician assistant program was begun.

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

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.

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, SHREVEPORT

May, 2004 (Summer Semester at Shreveport)

Monday 24 - Registration
 Tuesday 25 - Classes begin.

June, 2004

Tuesday 1 - Final day for adding courses for credit and converting spring 2004 I grades to letter grades.
 Friday 11 - 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 16 - Final day for resigning from the University and/or dropping courses without receiving failing grades.
 Friday 30 - Classes end.

August, 2004

Monday 2 - Final examination period begins.
 Friday 6 - Semester ends.
 Saturday 14 - Commencement, Shreveport (Allied Health)

August, 2004 (Fall Semester at Shreveport)

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.

October, 2004

Monday 11 - Columbus Day observed.

November, 2004

Friday 19 - Final day for resigning from the University and/or dropping courses without receiving failing grades.
 Wednesday 24 - Thanksgiving holiday begins 5 p.m.
 Monday 29 - Classes resume

December, 2004

Friday 3 - Classes end.
 Monday 6 - Final examination period begins.
 Friday 10 - Semester ends.

January, 2005 (Spring Semester at Shreveport)

Monday 10 - Registration.
 Tuesday 11 - Classes begin.
 Monday 17 - Martin Luther King's birthday observed.
 Tuesday 25 - 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.

March, 2005

Thursday 24 - Easter Holiday begins 5 p.m.
 Tuesday 29 - 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 period begins.
 Friday 29 - Semester ends.

May, 2005 (Summer Semester at Shreveport)

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

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 20 - Commencement, Shreveport (Allied Health).

EDUCATIONAL PHILOSOPHY AND OBJECTIVES

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

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

ADMISSION AND REGULATIONS

GENERAL ADMISSION POLICIES

1. Admission to the various departments of the School is by competitive application.
2. Preference will be 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 written, 213 for computerized must be attained on the TOEFL. TOEFL is not offered at this institution thus, arrangements should be made to take the test at another college or university. Results of TOEFL should be sent directly to the School of Allied Health Professions by the testing officials prior to the application deadline.

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 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 website at www.sh.lsuahsc.edu/ah or by contacting the Office of Student Affairs of the School in Shreveport for each of our programs – Cardiopulmonary Science, Clinical Laboratory Sciences, Communication Disorders, Occupational Therapy, Physical Therapy, and Physician Assistant in addition to our 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 respective LSU Health Sciences Center campus of application. 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 give any additional test or tests other than those regularly scheduled with the object of arriving at a more accurate evaluation of the student's academic performance.

GRADING SYSTEM

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

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

All students will be notified of their academic standing at the end of each academic semester by the Office of 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

Dean's List recognition was instituted with the 1997 Fall semester. Full time undergraduate students (minimum 12 semesters 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 may be registered upon written authorization of the head of the Department in which they seek enrollment. Department heads may waive grade-point average requirements and course-prerequisite requirements and for special students, at their discretion.

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.

Dismissals

Unprofessional conduct of any kind, including but not limited to cheating on examination, plagiarism, cheating in any class exercise, or unprofessional conduct in classes, laboratories, or in the clinical setting, will subject the offending student to disciplinary action. This action may include dishonorable dismissal.

A student who is accused of such offenses will be reported to the head of the appropriate department, and will be given an opportunity to explain or disprove the accusations to the department head. In the event that this action does not result in a resolution of the accusation and a decision as to the appropriate disposition of the matter, the department head will notify the Assistant Dean for Academic Affairs, who will interview the concerned parties. Following this, a meeting of the Administrative Council may be called to hear the accusations and the student's explanation and/or justification of the alleged offense. The Administrative Council meeting, chaired by the Assistant Dean for Academic Affairs, will hear statements by the faculty member(s) and the student involved, and may call witnesses or other persons who have knowledge of the circumstances of the accusation or of the persons involved.

The Administrative Council, upon hearing the circumstances regarding the alleged misconduct, will make a recommendation to the Dean of the School.

Students who wish to contest a decision by the Dean may do so by contacting the Vice-Chancellor for Academic Affairs in writing.

Dismissal for reasons of poor scholarship is not designated dishonorable dismissal.

Students who have not complied with all admission requirements, or who fail to provide a bona-fide documentation of all previous college work attempted and/or completed, may be suspended or dismissed from the School.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

STUDENT CONDUCT

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

Student Academic 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.

STUDENT AID

Information regarding student aid may be found by contacting the Office of Student Financial Aid.

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 definitely 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. 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 high-ranking graduating student, in both the New Orleans and Shreveport Divisions, 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.

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."

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 degrees 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.

BACHELOR DEGREE PROGRAMS

CARDIOPULMONARY SCIENCE

(Respiratory Care & Cardiovascular Technology)

Dennis R. Wissing, PhD
Program Director

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

The Department of Cardiopulmonary Science also offers coursework leading to a Master of Health Science degree.

MINIMUM REQUIREMENTS FOR ADMISSION

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

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

Prerequisite Courses

(Subject to revision)	Semester Hours
English (Composition) -----	6
Humanities * -----	9
Social Science -----	6
Chemistry (General and Laboratory) -----	8
Mathematics -----	6
(Algebra and Trigonometry)	
Biology -----	4
(General and Laboratory)	
Human Anatomy -----	4
Science Elective ** -----	3
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 perform the various procedures, therapies, and other related activities in each of the program's courses, both didactically and clinically.

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

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

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

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

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

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

	Hours
Summer Semester (Following Sophomore Year)	
ANAT 3122 Human Anatomy -----	5
PHYS 3123 Human Physiology -----	4
CPSC 3100 Respiratory Care Fundamentals I-----	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	2
CPSC 3262 Clinical Seminar I -----	1
	12

Spring Semester (Junior Year)	
CPSC 3300 Neonatology and Pediatrics -----	3
CPSC 3310 Clinical Application & Procedures II	2
CPSC 3320 Cardiopulmonary Pathophysiology I---	3
CPSC 3330 Cardiopulmonary Diagnostics I-----	2
CPSC 3342 Critical Care Concepts I -----	2
CPSC 3362 Clinical Seminar II-----	1
	13

Summer Semester (Junior Year)	
CPSC 3400 Clinical Application & Procedures III	3
CPSC 3332 Cardiopulmonary Diagnostics II -----	1
CPSC 4160 Cardiopulmonary Rehabilitation & Home Care -----	2
	6

Fall Semester (Senior Year)	
CPSC 4050 Cardiopulmonary Pathophysiology II---	3
CPSC 4062 Cardiovascular Diagnostics -----	6
CPSC 4080 Clinical Applications & Procedures IV	3
CPSC 4072 Clinical Seminar III -----	1
	13

Spring Semester (Senior Year)	
CPSC 4152 Cardiopulmonary Specialty Topics-----	5
CPSC 4170 Clinical Applications & Procedures V--	4
CPSC 4180 Professional Development in the Health Sciences -----	3
	12

Summer Semester (Senior Year)	
CPSC 4204 Internship-----	6
	6

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

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.

METHOD OF APPLICATION

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

1. Potential applicants are encouraged to contact the program director prior to making application to discuss the program, prerequisite courses, and opportunities for Cardiopulmonary Science graduates. On-site tours of the health sciences center are available by contacting the program director
2. An application for admission to the Cardiopulmonary Science Program may be obtained at www.sh.lsuhscc.edu/ah or by calling the Office of Student Affairs and Records at (318)-675-6802.
3. A completed application must be submitted by February 15 of the year the applicant plans are starting the program. This date is subject to change. Applicants are encouraged to contact the program director for confirmation of the application due date.
4. Two copies of official transcripts must be sent directly to the Office of Student Affairs and Records by the application deadline date.
5. All applicants will participate in an admissions interview and the action taken by the Admissions Committee will be forwarded in writing to the applicant.
6. Accepted applicants are expected to notify the program in writing as to whether or not they plan on enrolling in the program by a date noted in their acceptance letter.
7. Accepted students will be required to pass a criminal history background check and a drug screening before enrolling into the program.

8. Once accepted the student will receive additional information about the Cardiopulmonary Science Program prior to enrolling.

COURSE DESCRIPTIONS

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 cardiopulmonary system.

PHYS 3123 Human Physiology. 4 Credits,

Lecture/laboratory course covering general human physiology (i.e., cell, tissue, organ physiology).

CPSC 3100 Respiratory Care Fundamentals. 1 Credit,

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

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

CPSC 3210 General Pharmacology. 3 Credits,

A general overview of pharmacologic agents the respiratory therapist will encounter in the clinical setting. Emphasis will be placed on pharmacologic agents effecting the cardiopulmonary system.

CPSC 3220 Cardiopulmonary Physiology. 3 Credits,

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

CPSC 3250 Clinical Applications & Procedures I. 2

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

CPSC 3262 Clinical Seminar. 1 Credit,

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

CPSC 3300 Neonatology and Pediatrics. 3 Credits,

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

CPSC 3342 Critical Care Concepts I. 2 Credits,

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

CPSC 3310 Clinical Application and Procedures II. 2

Credits, A continuation of the lecture-laboratory course CPSC 3342, which introduced the concepts of advanced respiratory care medicine. Emphasis is placed on clinical application of advanced concepts, care and assessment of the adult patient with critical illness, monitoring and implementation of life-support systems, and care and assessment of the emergency department patient.

CPSC 3320 Cardiopulmonary Pathophysiology I. 3

Credits, This course reviews cardiopulmonary disease processes and how diagnoses and treat common disorders. Emphasis shall be placed on patient assessment and clinical management of disease entities.

CPSC 3330 Cardiopulmonary Diagnostics I 2 Credits,

Lecture/laboratory course covering basic instrumentation and diagnostic techniques employed in assessment of pulmonary function, metabolic studies, and noninvasive and invasive diagnostic techniques.

CPSC 3362 Clinical Seminar II. 1 Credit,

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

CPSC 3400 Clinical Application and Procedures III. 3

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

CPSC 3332 Cardiopulmonary Diagnostics II. 1 Credit,

This course emphasizes the theory and interpretation of the 12 lead electrocardiogram and other non-invasive cardiac tests.

CPSC 4050 Cardiopulmonary Pathophysiology II. 3

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

CPSC 4062 Cardiovascular Diagnostics. 6 Credits,

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

CPSC 4072 Clinical Seminar III. 1 Credits,

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

CPSC 4080 Clinical Applications & Procedures IV. 3

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

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

CPSC 4170 Clinical Applications & Procedures V. 4 Credits, Clinical instruction in diagnostic and therapeutic techniques utilized in cardiopulmonary medicine. Special emphasis is placed on advanced cardiopulmonary diagnostic techniques utilized in both adults and pediatric patients, advanced respiratory care, and home care.

CPSC 4180 Professional Development in the Health Sciences. 3 Credits, This courses provides an overview of principles of health care management, research techniques, statistical analysis. Emphasis is placed on preparing the CPS students for various employment opportunities and continuing education.

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

CLINICAL LABORATORY SCIENCES

PROGRAM IN MEDICAL TECHNOLOGY

John Davis, M.B.A.
Program Director

The Department of Clinical Laboratory Sciences offers a curriculum leading to a bachelor of science degree in medical technology. Pre-professional curricula which prepare a student for application to the program are offered on various campuses 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, ambulatory care centers, industry, and other settings.

Students accepted into the curriculum in medical technology may enter only after successfully completing all prerequisite courses. The curriculum in medical technology at the Health Sciences Center begins three times a year (May, August, and January) and lasts for 15 months, which includes four months in a affiliated clinical site. The student is awarded a Bachelor of Science degree in medical technology upon completion of the curriculum and is eligible to take national certifying exams in medical 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 and recommendations. It is recommended that applicants tour a clinical laboratory prior to interview. Class size per year is approximately 12. Louisiana residents are given preference; however, out-of-state applications may be considered. In addition, applicants must be able to master certain technical standards (visual, motor, communication and behavioral skills) that are described in the next section.

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

Prerequisite Courses

(Subject to revision)	Semester Hours
English (Composition)-----	6
English (2000 level or above) -----	3
Chemistry -----	8
(General Lecture and Laboratory)	
Chemistry (Organic) -----	3
Mathematics * -----	6
(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 Electives **** -----	3
Computer Science -----	1
TOTAL	72

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

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

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

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

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

TECHNICAL STANDARDS FOR MEDICAL TECHNOLOGY

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

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

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

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

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

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

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

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

- Be able to manage the use of time and be able to systematize actions in order to complete professional and technical tasks within realistic constraints.
- Possess the emotional health necessary to effectively apply knowledge and exercise appropriate judgment.
- Be able to provide professional and technical services while experiencing the stresses of task-related uncertainty (i.e., ambiguous test order, ambivalent test interpretation), emergent demands (i.e. "stat" test orders), and distracting environment (i.e., high noise levels, crowding, complex visual stimuli.)
- Be flexible and creative and adapt to professional and technical change.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.
- Adapt to working with unpleasant biological specimens.
- Support and promote the activities of fellow students and of health care professionals. Promotion of peers helps furnish a team approach to learning, task completion, problem solving, and patient care.

- Be honest, compassionate, ethical, and responsible. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate her or his own performance, accept constructive criticism, and look for ways to improve (i.e. participate in enriched educational activities). The student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Show respect for individuals of different age, ethnic background, religion, and/or sexual orientation.
- Exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. (For example, visible tattoos and body piercing, other than ears, are not considered professional appearance.)

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

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 16 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, 16 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

Students must apply approximately 3 months in advance of anticipated enrollment (See www.sh.lsuhscc.edu/ah for deadline details). Procedure for applying for admission to the Bachelor of Science degree program in medical technology is as follows:

1. An Application for Admission form may be obtained by addressing a request to the Office of Student Affairs or the Department of Clinical Laboratory Sciences or downloading www.sh.lsuhscc.edu/ah.
2. The Application must be completed and returned to the Office of Student Affairs no later than 90 days 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 fifteen days after the application deadline and to include all courses completed. (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 current semester 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.)

- Applicants who have been notified that they were not accepted, but who meet minimum requirements, will be retained on the waiting list until classes begin that year. If one of the accepted applicants withdraws prior to registration, an individual on the waiting list may be accepted.

SCHOLASTIC REQUIREMENTS

Scholastic requirements for all SAHP undergraduate programs are listed in the general section of this catalog/bulletin. Students must complete the 15 month curriculum in medical technology in no more than 30 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:

- Satisfy the scholastic requirements listed above and in the SAHP general section of this catalog/bulletin.
- 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

- 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.
- Full-time student status in the School of Allied Health Professions is maintained throughout the program. Part-time status may be considered on an individual basis.
- Registration and payment of all University fees will be completed for each semester during the program.
- 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 4102	Clinical Microscopy -----	2
MTEC 3107	Introduction to Immunology -----	3
MTEC 3132	Professional Skills in Clinical Laboratory Science II -----	1
MTEC 3131	Professional Skills in Clinical Laboratory Science I*-----	1
MTEC 4200	Laboratory Personnel Management**--	1
MTEC 4105	Clinical Parasitology/Mycology ----	<u>2</u>
		9

Fall		
MTEC 3131	Professional Skills in Clinical Laboratory Science* -----	1
MTEC 4201	Laboratory Managerial Control*----	1
MTEC 4142	Clinical Coagulation Laboratory ---	1
MTEC 4122	Clinical Immunohematology Laboratory	2
MTEC 4125	Clinical Microbiology Laboratory --	1
MTEC 4141	Clinical Coagulation -----	2
MTEC 5104	Clinical Microbiology -----	4
MTEC 5109	Clinical Chemistry -----	4
MTEC 5111	Clinical Immunohematology -----	<u>2</u>
		17

Spring		
MTEC 4120	Clinical Chemistry Lab -----	2
MTEC 5128	Clinical Serology -----	2
MTEC 4202	Laboratory Operations Management** -----	1
MTEC 5120	Introduction to Molecular Diagnostics -----	2
MTEC 5152	Clinical Hematology -----	3
MTEC 4153	Clinical Hematology Lab -----	2
MTEC 3131	Professional Skills in Clinical Laboratory Science* -----	<u>1</u>
		12

Clinical Practicum Courses		
MTEC 4130	Clinical Chemistry/Immunology Practicum -----	4
MTEC 4131	Clinical Hematology/Microscopy Practicum -----	4
MTEC 4132	Clinical Immunohematology Practicum -----	3
MTEC 4134	Clinical Phlebotomy Practicum ----	1
MTEC 4135	Clinical Microbiology/Parasitology Practicum -----	5
MTEC 4139	Multi-Disciplinary Case Studies / Management Problem Solving -----	<u>1</u>
		18

(Total 56)

NOTE: All summer courses (MTEC 3101, 3107, 3112, 3121, 4105) are pre-requisites for the fall semester. All fall and spring courses (MTEC 4102, 4118, 4120, 4121, 4122, 4125, 5101, 5104, 5109, 5111, 5119, 5128) are pre-requisites for clinical practicum courses.

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

- April - July
- Aug - December
- Jan - April

* Indicates additional course required for students entering this semester.

** Indicates course not taken by students entering this semester.

MEDICAL TECHNOLOGY COURSE DESCRIPTIONS

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

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

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

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

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

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

MTEC 4201 Laboratory Managerial Control. 1 Credit,
Lectures and practical exercises in laboratory managerial control including quality management, financial decision making, accounting control, budgeting, workloads, and employer competency.

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

MTEC 4120 Clinical Chemistry 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 4153 Clinical Hematology Laboratory. 2 Credits,
Discussion, demonstration and laboratory exercises performed in the student laboratory designed to familiarize the student with the principles, procedures, and interpretation of manual and automated general and advanced techniques as applied in the clinical hematology laboratory. Includes principles of instrumentation and methods of laboratory quality control.

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

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

MTEC 4141 Clinical Coagulation. 2 Credits,
Lectures on the function and clinical evaluation of hemostasis. Includes the study of the mechanism and clinical evaluation of normal and abnormal hemostasis.

MTEC 4142 Clinical Coagulation Laboratory. 1 Credit,
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 coagulation laboratory. Includes principles of instrumentation and methods of laboratory quality control.

MTEC 5120 Introduction of Molecular Diagnostic Techniques. 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 5152 Clinical Hematology. 3 Credits,
Lectures on normal function and morphology of the blood and bone marrow, and theoretical aspects of blood cell development and function. Emphasis is placed on recognition of the development and clinical significance of malignant and nonmalignant pathological changes occurring in disease states. Included will be evaluation and interpretation of available laboratory methods.

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

MTEC 5109 Clinical Chemistry. 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 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 / Parasitology 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 and parasitology laboratories. 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

PHYSICIAN ASSISTANT

Kenneth W. Betzing, MPAS, PA-C
Program Director

PROGRAM DESCRIPTION

The LSUHSC Physician Assistant program is offered only on the Shreveport campus and is the only such program in Louisiana. It consists of a continuous 27-month academic and clinical experience, which begins during the summer semester. Upon successful completion of the program, the graduate is awarded a Bachelor of Science Degree in Physician Assistant. The program's objective is to prepare well-educated primary care physician assistants competent in a wide range of medical skills with qualifications to provide comprehensive health care under the supervision of a physician.

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

The physician assistant is a health care professional who is academically and clinically prepared to provide health and medical services with and under the supervision of a doctor of medicine. The functions of the physician assistant include performing diagnostic, therapeutic, preventive and health maintenance services in any setting in which the physician renders care, in order to allow more effective and focused application of the physician's particular knowledge and skills.

Services performed by physician assistants include but are not limited to the following:

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

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

Diagnostics: Performing and/or interpreting, at least to the point of recognizing deviations from the norm, common laboratory, radiologic, cardiographic and other routine diagnostic procedures used to identify pathophysiologic processes.

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

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

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

The first 12 months of the curriculum includes intensive didactic education received through the LSUHSC faculty of Basic and Clinical Sciences, and Allied Health Professions. The clinical phase of the program includes 15 months of clinical rotations throughout the State of Louisiana. Upon graduation from the Physician Assistant program, graduates are eligible to be licensed in the state of Louisiana as a Physician Assistant by the Louisiana State Board of Medical Examiners and are also eligible to take the Physician Assistant National Certification Examination.

MINIMUM REQUIREMENTS FOR ADMISSION

Admission to the Physician Assistant program is on a competitive basis. Satisfactory completion of the minimum requirements identified below is required. Preference is given to Louisiana Residents. Meeting the following requirements does not guarantee admission into the program.

1. Completion of sixty (60) semester hours, or its equivalent (based upon program acceptance of equivalency) of acceptable credits with a grade of "C" or better in the following prerequisite courses.

Prerequisite Courses

	Semester Hours
Arts (Music, Art, Dance, or Theater) ----	3
Computer Literacy (Or Computer Science) -	3
English Composition -----	6
Humanities * -----	9
(Foreign Languages, Philosophy, Religion, History, Literature, or Speech / Communications)	
Psychology, General or Introduction ----	3
Psychology Elective -----	3
(I.E., Child, Development, Adolescent, Social, etc.)	
Social Sciences -----	3
(Anthropology, Economics, Geography, Political Science, Psychology, or Sociology)	
Math (College Algebra or above) -----	6
Chemistry -----	8
(General, Laboratory based for Science Majors)	
Anatomy or Physiology (Including Lab) ---	4
Physics -----	4
(General, Laboratory based for Science Majors)	
Biology / Zoology -----	4
(General, Laboratory based for Science Majors)	
Microbiology (including Lab) -----	4
TOTAL	60

* At least 3 Humanities hours must be above at Sophomore level or above.

2. To insure a course qualifies as a prerequisite, the student is encouraged to speak with the Director of Student Affairs at (318) 675-6802.
3. Prerequisite coursework must be completed before the student begins the program. Evidence of this is due in the Office of Student Affairs by May 15, following the application deadline. All credit hours must be obtained from an accredited college or University. If an applicant is accepted to the program and fails to successfully complete their prerequisite course work before their class begins, they will forfeit their slot in that class. And, they will be required to reapply for admission.
4. At the time of application, applicants must have a minimum cumulative undergraduate grade point average of 2.75 (based upon 4.0) or its equivalent, for an application to be considered. All courses taken (including repeated courses), except those in which grades of "W" are recorded, are included in the computation of the GPA, regardless of policies of the sending institution.
5. Applicants must have obtained a minimum of 80 hours of medical experience, by the application deadline. These hours must be documented by an institutional representative or individual with whom the experience was obtained. The program strongly recommends that a portion of these hours be spent shadowing more than one practicing physician assistant.
6. As admission to the Physician Assistant program is highly competitive, a significantly higher overall GPA may be required in order for an applicant to be selected for the interview process. Though there is no minimum prerequisite Math/Science GPA, it is computed and weighed heavily in admission decisions.
7. Applicants are STRONGLY advised to visit several different facilities, which employ Physician Assistants (PA's), and meet with them. This enables the applicant to better understand a PA's duties in various settings.

8. Applicants must be able to master certain technical standards (visual, motor, communication and behavioral skills) which can be found in this section and application materials.
9. Selected applicants are invited for an interview. Those invited for interviews will be expected to have a basic understanding of the duties and responsibilities of a physician assistant, along with the requirements for practice in the State of Louisiana. (Knowledge of current Physician Assistant issues on a statewide and nationwide scale is a plus).
10. A Medical Terminology exam, essay, or other written work may be required in conjunction with and on the same day as the interview.
11. Due to the variety of education programs and curriculum in Allied Health programs nationwide, the LSUHSC Physician Assistant program avoids awarding credit for any courses previously taken at other Physician Assistant or Allied Health programs. The only exception occurs if the student has attended an Allied Health program at this institution (LSUHSC – Shreveport) within the last 24 months. In this instance, credit received for similar course work may be granted at the discretion of the program Director.
12. Due to the wide variety of experiential learning that can occur prior to admission and the program's emphasis on producing a product geared toward Primary Care medicine, the LSUHSC Physician Assistant program avoids awarding credit or advanced placement for any previous work experience. In general, all course work must be completed, without exception. This is true also of prerequisite course work.

METHOD OF APPLICATION

Procedures for applying to the Bachelor of Science program in Physician Assistant are as follows:

1. Application materials may be obtained by downloading them from our website at www.sh.lsuhscc.edu/ah or by contacting the Office of Student Affairs at (318) 675-6802.
2. Application materials will be available September through November, for the entering class of the following summer, only.
3. All materials, (including official transcripts sent directly to the Office of Student Affairs by all colleges and Universities attended) must be completed and returned to the Office of Student Affairs by November 15. (This is not a postmark deadline!)
4. Applications are then graded using a standardized scale.
5. Generally, all applicants will be notified in writing of their application's status by January 31.
6. Interviews are held by the end of February. Due to the large number of applicants interviewed, alternative interview times are difficult to schedule and might not be available.
7. An admission committee makes decisions regarding student admissions. This committee consists of program faculty. Other persons may be invited to sit on the committee, at its leisure. The program Director approves the final decision of the admissions committee.
8. Once the final decision has been made, and approved by the program Director, the committee's disposition will be mailed to all interviewees by the end of March.

9. Applicants who receive an offer of admission are expected to notify the program in writing, of their acceptance of the offer. The deadline for this will be delineated in the notification of acceptance. Any applicant who fails to respond, will be considered as having declined their slot.
10. Applicants who are not accepted into the program, are welcome to contact the program after April 01, to set up a counseling time if they wish to discuss ways in which they may improve themselves for future applications. Suggestions given at these sessions are in no means a guarantee of future acceptance if they are followed. Applicants who have been declined admission must always remember that it is a competitive process that depends solely on the relative strength of the applicant pool each year.
11. Students will be required to pass a criminal history background check and a drug screening prior to enrolling into the program.
12. Acceptance is competitive and satisfaction of basic requirements does not guarantee admission. The admissions committee considers: overall GPA, Math-Science GPA, quantity and quality of education, quality of medical experience, interview performance, knowledge of the profession and, if given, scores from written work required at time of interview. The committee then selects applicants it considers most qualified for their rigorous curriculum, and future promise as a practicing physician assistant. Admissions preference is given to Louisiana residents.

ADVISING FOR POTENTIAL APPLICANTS

The Physician Assistant program offers individual counseling sessions throughout the year. These appointments are offered with various program faculty. To schedule a date and time, please contact the program secretary, at (318) 675-7317. Information sessions are given at the program and open to the public. These are usually scheduled approximately two to three times a year; a tentative schedule can be obtained by contacting the program. Attendance at these sessions is not required for admission. However, attendance is suggested as the applicant can insure they are up-to-date on changing prerequisites and requirements. The applicant is held responsible for knowing program prerequisites and requirements.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

1. Maintain a grade point average, which is consistent with the undergraduate scholastic standards of the School of Allied Health Professions.
2. All didactic courses must be taken in the sequence found elsewhere in this description. All didactic course work must be successfully completed before the student may move into the clinical year.
3. A student must also successfully complete a summative evaluation, which tests their didactic knowledge and clinical skills knowledge, before moving on to the clinical year. This exam can be written, oral, practical, or a combination of the three and is usually administered in May of the junior year.

4. The program does not offer remediation for its didactic courses. During the didactic year, the program considers the course work in each didactic semester to be absolute prerequisites to courses offered in successive semesters. Therefore, if an unacceptable grade is recorded in any didactic course, the student will receive written notice that they must satisfactorily complete the course before continuing in the program sequence.
5. Repeated didactic courses must be taken the next time they are regularly scheduled. (Usually one year later).
6. A policy regarding the Clinical Year is made available to students before they embark on their clinical rotations. Generally, if an unacceptable grade is earned in a clinical rotation, the rotation must be repeated. This will inevitably delay completion of and graduation from the program.
7. If an unacceptable grade is earned in the clinical preceptorship, it must be repeated before completion of the program. The student must take responsibility for setting up a new preceptorship. As the preceptorship occurs at the end of the clinical phase, this will inevitably delay completion of and graduation of the program.
8. As a requirement for accreditation, a senior student must also successfully complete a summative evaluation, which tests their didactic and clinical knowledge, before graduation. This exam can be written, oral, practical, or a combination of the three and is usually administered in May of the senior year.
9. All courses including those designated as didactic, clinical and preceptorship may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the school.
10. Students who fall from 1-10 quality points below a 2.0 cumulative professional GPA will be placed on scholastic probation.
11. Students who fall more than 10 quality points below a 2.0 cumulative professional GPA will be dismissed from the program.
12. Students on scholastic probation are not eligible for graduation from the program.
13. A student must finish the entire program within forty months of their start date. Didactic course work must be completed within twenty-four months of the start date. Failure of more than one course, during the program, puts a student at jeopardy of being dismissed from the program.
14. Students dismissed from the program must reapply to the program to be considered for readmission. In the event readmission is granted, the student would be required to repeat all course work.

Names of those students who have not yet achieved the status of satisfactory academic progress will be forwarded to the Director of Financial aid for appropriate action. Students in this category may request that their progress be reevaluated more than once per academic year.

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

SCHOLASTIC REQUIREMENTS

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

TECHNICAL STANDARDS OF THE PHYSICIAN ASSISTANT PROGRAM

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

Physical Health

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

Intellectual Skills

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

Motor Skills

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

Communication

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

Sensory Abilities

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

Behavioral Qualities

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

PHYSICIAN ASSISTANT CURRICULUM SEQUENCE

Summer Semester (First Year)		Hours
ANAT 3122 Human Anatomy -----		5
PHYS 3123 Human Physiology -----		4
PYAS 3101 PA Professions -----		1
Total -----		10

Fall Semester (First Year)		Hours
ANAT 3133 Neuroanatomy -----		3
PYAS 3103 Clinical Laboratory Medicine -----		3
PYAS 3202 Patient Evaluation -----		4
PYAS 4104 Pathology -----		2
Total -----		12

Spring Semester (First Year)		Hours
PYAS 3306 Clinical Medicine -----		9
PYAS 3404 Pharmacology -----		3
Total -----		12

Summer (Second Year)		Hours
PYAS 4311 Clinical Externship -----		6

Fall (Second Year)		Hours
PYAS 4312 Clinical Externship -----		12

Spring (Second Year)		Hours
PYAS 4313 Clinical Externship -----		12

Summer (Third Year)		Hours
PYAS 4330 Preceptorship -----		6

Total Hours -----		70
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COURSE DESCRIPTIONS

Pre-Clinical Courses

ANAT 3122 Human Anatomy. 5 Credits,
Lecture/Lab course covers cell, tissue, organ and body systems structure, and dissection of human cadavers with emphasis of structure and function.

PHYS 3123 Human Physiology. 4 Credits,
This course covers the physiology of cell, tissue, organ and body systems with emphasis of physiological changes associated with selected pathological conditions.

PYAS 3101 PA Professions. 1 Credit,
An introduction to the Physician Assistant concept, its history, development, and future trends. And, a review of current thinking in medical ethics and economics of health-care issues. Students will also be taught how to perform a critical appraisal of medical literature.

ANAT 3133 Neuroanatomy. 3 Credits,
A study of anatomy of the central and peripheral nervous systems with emphasis on structures commonly involved in pathological conditions, resulting in paralysis, incoordination and loss of function.

PYAS 3103 Clinical Laboratory Medicine. 3 Credits,

This course covers the principles of Medical Microbiology: Bacteriology, Virology, Mycology, and Parasitology. The course focuses on the medical relevance of these disciplines. It also covers: Immunology, Hematology, clinical chemistry, body fluids, and other basic laboratory principles a PA might encounter in the clinical work environment.

PYAS 3202 Patient Evaluation. 4 Credits,

Lecture/Lab course covering the tools, techniques, and skills to obtain a complete medical history, perform a complete physical examination, and record findings in a diagnostic-oriented format. Clinical time is also utilized to enhance the student's physical diagnosis skills proficiency. Techniques for interpretation of electrocardiograms and basic fundamentals of Radiology are also covered.

PYAS 4104 Pathology. 2 Credits,

This course consists of lecture centered around the study of disease, its causes, mechanisms and effects on the body, with an emphasis on how disease manifests clinically in conditions commonly encountered by Physician Assistants.

PYAS 3306 Clinical Medicine. 9 Credits,

This is a lecture/lab course, which covers the principles of general medicine, and patient management of common problems. Lecture and discussions are used to incorporate essentials of human pathophysiology and its relationship to clinical signs, symptoms and physical findings. Instruction is also given in procedural skills, and intensive lab sessions are held to reinforce this instruction in a practical sense. Students will be required to evaluate patients throughout the course.

PYAS 3404 Pharmacology. 3 Credits,

Basics of Pharmacology principles are discussed; emphasis is placed on learning drug categories, their actions and interactions with other drugs, and drug categories. Emphasis is on the origin of drugs, their mechanism of action, distribution, metabolism and excretion as well as principles of usage and side effects.

Clinical Courses**PYAS 4311 Clinical Externship. 6 Credits,**

The Externship consists of clinical experience in a variety of clinical settings. This practicum is designed to provide clinical reinforcement of the didactic curriculum content presented during year one of the student's education. Students are expected to integrate didactic knowledge and clinical experience in the development of clinical competencies that are expected of program graduates. Externships also provide the students with an opportunity to understand healthcare finance, medico-legal issues, and other principles inherent in the patient-healthcare provider relationship.

Students can expect clinical experience in the following disciplines: Family Medicine, Internal Medicine, Pediatrics, Prenatal Care and Gynecology, General Surgery, Emergency Medicine, and Psychiatry/Behavioral Medicine. Students will also have the opportunity to choose two different "selective" rotations which relate to the primary care philosophy of the program, as well as one "elective" rotation.

Family Medicine

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

Internal Medicine

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

Pediatrics

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

Prenatal Care and Gynecology

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

General Surgery

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

Emergency Medicine

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

Psychiatry

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

Selective rotations

These blocks are chosen by the student, from the following list: Cardiology, Dermatology, Neurology, Orthopedics, Otolaryngology, and Radiology. The student must choose two different disciplines. The student will be assigned a geographic location based upon the current availability of clinical sites.

Elective Rotation

This block may be chosen by the student from any discipline of medicine. It must be different from any other discipline they will take, including required and selective rotations. It is recommended that the student use this time to complete a well-rounded clinical experience. Suggestions include: for those students interested in Cardiology, it is recommended they complete an elective rotation in Cardiothoracic surgery. For those students interested in Neurology, it is recommended they complete an elective rotation in Neurosurgery, etc. The student will be assigned a geographic location based upon the current availability of clinical sites. If the student desires to complete an elective rotation in a discipline or geographic location distinct from the program's standard sites, an effort will be made to secure that particular rotation/site. However, in this instance, there are no guarantees made as to the availability of the rotation. The student should seek counsel of the Clinical Coordinator to gain a better sense of what might be reasonable.

PYAS 4312 Clinical Externship. 12 Credits,
Please see description for PYAS 4311.

PYAS 4313 Clinical Externship. 12 Credits,
Please see description for PYAS 4311.

PYAS 4330 Preceptorship. 6 Credits,

This is the final phase of a physician assistant student's education and is intended to be completed in the practice setting of a prospective physician employer. The preceptorship may be fulfilled in a discipline of the student's choosing, after approval by the program. Duties may include extended clinical care hours, emergency room and hospital call, and community responsibilities as deemed appropriate by the supervising physician.

PYAS 4309 Independent Study. 1–4 Credits,

An elective Independent study course in which the physician assistant student will pursue a topic relevant to the clinical practice of medicine. Students will be assigned a faculty advisor, and together they will choose a study topic. Students will be required to gather information on the topic, and present this information to the faculty and fellow classmates, in the form of a case study and presentation.

The Physician Assistant student may have additional expenses, which are not common to other Allied Health Professions. This includes, but is not limited to, the cost of certain required medical instruments, exam fees and fees for membership to professional organizations such as The American Academy of Physician Assistants and The Louisiana Academy of Physician Assistants.

The Physician Assistant program offers its clinical courses through affiliated hospitals, which are public and private institutions located throughout the state. A complete list of these affiliations can be obtained by contacting the Clinical Coordinator of the Physician Assistant program.

REHABILITATION SCIENCES

Speech-Language Pathology Program

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

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

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

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

Qualified applicants with an undergraduate degree in the communication sciences and disorders (CSD) may enter the program in either the summer (recommended) or fall semesters. While the exact length of the program depends on the individual student, most students with this type of undergraduate education complete academic and clinical requirements in five or six semesters of full-time study (including at least one summer). All individuals with undergraduate degrees in other fields enter the program during the summer semester. For these students, the academic and clinical requirements are typically completed in six or seven semesters of full-time study. The actual duration of any student's program depends, in part, on the clinical and course load that is carried by the student. The program can accommodate a limited number of part-time students; however, it is not possible to complete the program on a part-time basis due to course work and clinical requirements. Upon graduation, a student will have completed the appropriate academic and clinical practicum requirements for state licensure in the state of Louisiana (<http://www.lbespa.org>) and certification by ASHA.

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

REQUIREMENTS FOR ADMISSION

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

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

To be considered for admission to the graduate program in speech-language pathology, applicants must have either (1) a combined GRE score of 1000 (verbal + quantitative) or (2) an undergraduate cumulative grade point average (GPA) of 3.0 or higher. Admission to the program is competitive; meeting minimum admission requirements does not guarantee admission. The admissions committees will convert the GRE and GPA to z-scores and the applicant will be rank-ordered based on this conversion. Letters of recommendation and the applicant's Statement of Intent will be reviewed by faculty and used to adjust the rank-order as appropriate. The Program in Speech-Language Pathology, in accordance with LSUHSC policy on page 38, gives preference to applicants who are residents of Louisiana. Successful applicants to the program will be required to participate in a mandatory drug screening and criminal history background check.

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

TYPES OF ADMISSION

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

METHOD OF APPLICATION

Application packets are the Office of Student Affairs (318 675-6802) and may be downloaded from the Program's web page: <http://www.sh.lsuhscc.edu/ah>

For admission, applicants are required to submit:

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

The application deadline is March 1st for admission for either the summer or fall semesters.

Students with an undergraduate degree in the communication sciences and disorders (CSD) may enroll (following acceptance to the program) in either the summer (preferable) or fall semesters. Students without undergraduate degrees in CSD must begin in the summer semester (including students participating in the Program's cooperative 3-2 program with Centenary College of Louisiana).

Notification of acceptance status 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 Program in Speech-Language Pathology has the following requirements.

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.

A grade of C or lower in clinical practicum (SPATH 6702) 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.

1. Students' academic progress will be reviewed by academic advisors and the Department Head/Program Director. The names of those students who have not achieved satisfactory progress for two or more semesters will be forwarded to the Director of Financial Aid for appropriate action. Appeals may be made in accordance with procedures set forth in the section of this catalog/bulletin entitled, "Student Academic Appeals."

ACADEMIC AND EMPLOYMENT WORKLOADS

The usual full-time academic load in the Program is 9 to 15 semester hours during fall and spring semesters; and 6 to 9 during the summer semester. Students with outside commitments may not be able to enroll full-time. It is the responsibility of the student to be available for classes, clinical practicum, and other scheduled activities that may occur anytime from 8:00 AM to 8:00 PM Monday through Friday and, occasionally, on the weekend or during semester breaks. Activities may include attendance at professional conferences or seminars.

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations should check with the Department Head/Program Director early in their course of study for information about departmental and SAHP procedures.

TECHNICAL STANDARDS

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

Sensory:

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

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

Motor and Mobility Skills:

A student must possess adequate motor and mobility skills to:

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

Communication:

A student must possess adequate communication skills to:

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

Behavioral Skills:

A student must possess adequate behavioral skills to:

1. Manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic constraints.
2. Demonstrate the emotional health necessary to apply knowledge effectively and to exercise appropriate judgment.
3. Be flexible and creative in order to adapt to professional and technical change and function in new and stressful environments (e.g., provide co-treatment in noisy area, conduct testing or treatment in a hospital ward, deal with client temper tantrums, and provide rapid turn-around for diagnostic results).
4. Recognize potentially hazardous situations and proceed safely to minimize risk of injury to clients, self, and nearby individuals.
5. Support and promote the activities of fellow students and of health care professionals in an effort to facilitate a team approach to learning, task completion, problem solving, and client/patient care.

6. Demonstrate honesty, compassion, ethics, and responsibility, upholding the ASHA Code of Ethics, and the LSUHSC School of Allied Health Professions' 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.

SPEECH-LANGUAGE PATHOLOGY CURRICULUM

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

KNOWLEDGE

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

SKILLS

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

ASSESSMENT

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

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



**MASTER OF COMMUNICATION DISORDERS
PROFESSIONAL ENTRY LEVEL CURRICULUM**

SUMMER (First Year)

	Hours
SPATH 5200 Clinical Phonetics and Phonology --	3
SPATH 6201 Anatomy and Physiology of Speech & Hearing -----	4

FALL (First Year)

SPATH 5134 Clinical Linguistics & Psycholinguistics -----	3
SPATH 5201 Clinical Audiology -----	3
SPATH 5208 Aphasia and Related Disorders ----	3
SPATH 5342 Articulation & Phonological Disorders -----	3
SPATH 6100 Research in Communication Disorders	3

SPRING (First Year)

SPATH 5132 Speech Science -----	3
SPATH 5203 Principles of Management Hearing Impaired -----	3
SPATH 5204 Language Disorders of Children ----	3
SPATH 5490 Issues in Communication Disorders I	1
SPATH 6204 Motor Speech Disorders -----	3
SPATH 6702 Clinical Practicum in SLP I -----	1

SUMMER (Second Year)

SPATH 6702 Clinical Practicum in SLP I -----	1
SPATH 6300 Multicultural Aspects of Communication Disorders -----	3
SPATH 6702 Clinical Practicum in SLP II -----	1
Elective (e.g., Medical SLP) -----	2

FALL (Second Year)

SPATH 5490 Issues in Communication Disorders II	1
SPATH 6214 Diagnosis and Evaluation in SLP ---	3
SPATH 6224 Augmentative Communication -----	3
SPATH 6702 Clinical Practicum in SLP III -----	1
Elective (e.g., Speech Measurement)	1-3

SPRING (Second Year)

SPATH 5490 Issues in Communication Disorders III	1
SPATH 6210 Fluency Disorders -----	3
SPATH 6212 Voice and Related Disorders -----	3
SPATH 6544 Dysphagia -----	2
SPATH 6702 Clinical Practicum in SLP IV -----	1

THESIS OPTION

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

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

COURSE DESCRIPTIONS**SPATH 5000 Survey of Communication Disorders. 3**

Credits, A survey of the normal and abnormal processes in communication (including articulation, voice, fluency, language, hearing) and swallowing.

SPATH 5132 Speech Science. 3 Credits,

Introduction to general and speech acoustics. Topics include: generation, transmission, and measurement of sound; frequency, intensity and duration, waveform composition, physiologic and psychologic aspects of acoustic phonetics. Includes laboratory exercises.

SPATH 5134 Clinical Linguistics and Psycholinguistics.

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

SPATH 5200 Clinical Phonetics and Phonology. 3

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

SPATH 5201 Clinical Audiology. 3 Credits,

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

SPATH 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.

SPATH 5204 Language Disorders of Children:

Assessment and Management. 3 Credits, Varying types of language impairment that are found in young children with atypical development are described and contrasted. Standardized and nonstandardized assessment procedures are presented, and basic intervention models, methods, and techniques for children are addressed.

SPATH 5208 Aphasia and Related Disorders. 3 Credits,

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

SPATH 5342 Articulation and Phonological Disorders. 3

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

SPATH 5490 Issues in Communication Disorders. 1

Credit, Presentations and lectures on a variety of professional topics and clinical issues in speech-language pathology. Included in the course are: ethics, accreditation, certification, licensure, evidence-based practice, scope of practice, and other issues related to professional practice.

SPATH 6028 Geriatric Intervention. 3 Credits,

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

SPATH 6100 Research in Communication Disorders. 3

Credits, Ethical and methodological considerations in speech-language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

SPATH 6130 Neuroscience. 3 Credits,

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

SPATH 6201 Anatomy and Physiology of Speech and Hearing. 4 Credits,

Detailed anatomy and physiology of the systems involved in speech, language, swallowing, and hearing. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Includes laboratory experiences.

SPATH 6204 Motor Speech and Related Disorders. 3

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

SPATH 6206 Infant Intervention. 3 Credits,

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

SPATH 6210 Fluency Disorders. 3 Credits,

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

SPATH 6212 Voice and Related Disorders. 3 Credits,

This course addresses the nature, course, evaluation, and treatment of voice and related disorders in children and adults.

SPATH 6214 Diagnosis and Evaluation in Speech-Language Pathology. 3 Credits,

The diagnostic process as it pertains to all speech-language pathology disorders will be presented. The course covers application of evaluation principles and methods of both formal and informal measurement in speech-language pathology.

SPATH 6224 Augmentative Communication. 3

Credits, This course will explore the assessment and treatment of persons requiring nonspeech communication.

SPATH 6298 Independent Study-Speech Pathology. 1-3

Credits, This course is geared to individual needs of students to explore an area with faculty guidance. May be repeated for a total of 6 credit hours.

SPATH 6300 Multicultural Aspects of Communication

Disorders. 3 Credits, This course is intended to enhance awareness related to differences in communication styles and uses of linguistic structures among culturally diverse groups. Implications pertaining to development of oral and literate language as related to academic progress and employment opportunities will be discussed. Issues involving the assessment and treatment of culturally diverse individuals will be introduced.

SPATH 6462 Seminars in Speech-Language Pathology.

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

SPATH 6464 Seminars in Language Disorders. 1-3

Credits, Seminar will address a variety of topics in language disorders. Topics may vary each semester. May be repeated for credit when the topic is different.

SPATH 6466 Seminars in Speech Disorders. 1-3

Credits, Seminar will address a variety of topics in speech disorders. Topics may vary each semester. May be repeated for credit when the topic is different.

SPATH 6468 Seminars in Basic Human Communication Processes. 1-3 Credits,

Seminar will address a variety of topics in basic human communication processes. Topics may vary. May be repeated for credit when the topic is different.

SPATH 6542 Speech Measurement. 1-3 Credits,

Techniques for capturing, processing, and analyzing speech signals digitally. Topics include measurement of fundamental frequency, intensity, perturbation, nasalance, and articulation. Includes laboratory experiences.

SPATH 6544 Dysphagia. 1-3 Credits,

Lectures will cover anatomy and physiology of the normal swallow, abnormal physiological and anatomical conditions leading to dysphagia, and assessment and treatment of strategies for swallowing disorders.

SPATH 6546 Cleft Palate and Craniofacial Disorders. 2

Credits, Symptomology, etiology, assessment, and treatment of communication disorders associated with cleft palate and craniofacial syndromes. Multidisciplinary management including medical and dental care.

SPATH 6552 Language Measurement. 3 Credits,

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

SPATH 6554 Language Learning/Language Disorders in

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

SPATH 6600 Supervision in Communication Disorders.

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

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

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

SPATH 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.

OCCUPATIONAL THERAPY

Judith Vestal, Ph.D.
Shreveport Program Director

The Department of Occupational Therapy offers programs leading to a MASTER OF OCCUPATIONAL THERAPY (MOT) degree. The Master of Occupational Therapy Programs are accredited by the Accreditation Council for Occupational Therapy Education (4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220 [301] 652-2682).

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

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

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 exam, the graduate will be an Occupational Therapist, Registered (OTR). This national certification is a prerequisite to obtaining a license to practice occupational therapy in most states, including Louisiana. Felony conviction may affect graduate's ability to sit for NBCOT certification examination or attain licensure.

REQUIREMENTS FOR ADMISSION

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

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

Prerequisite Courses

	Semester Hours
Anatomy with Anatomy Lab -----	4
Physiology -----	3
(Lab is strongly recommended, but not required)	
Physics with Physics Lab -----	4
Chemistry (General or Inorganic) -----	3
Statistics (Inferential) -----	3
Abnormal Psychology -----	3
Human Development Through Lifespan * ----	9
Sociology -----	3
TOTAL	26-32

* 3 credits if covered in one semester course; 9 credits if three semester courses are needed to cover the lifespan, meaning birth through aging.

Strongly Recommended Courses (but not required)

Computer Science, Medical Terminology, Public Speaking, and Technical Writing

4. Applicants must acquire a minimum of 20 hours of verified contact with one registered occupational therapist, (OTR). Additional observation hours in other areas of clinical practice are advisable.
5. Applicants must have a minimum overall cumulative grade point average (GPA) of 2.5 (based on a 4.0 scale) for their undergraduate degree, and a GPA of 2.8 for prerequisite courses.
6. A grade of "C" or better is required for all prerequisites.
7. Completion of an application is required. Completion of an essay, other written work, or an interview may be required.
8. Computer literacy is required of all students in the program. Specifically, students are expected to be proficient in word processing, spreadsheet management, internet navigation, and e-mail procedures.
9. CPR Certification must be valid while enrolled in the program, but is not required for application to the program.

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

SCHOLASTIC REQUIREMENTS AND STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

METHOD OF APPLICATION

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

1. The application form for admission to the Programs, may be obtained from on line at www.sh.lsuohsc.edu/ah or by contacting the Office of Student Affairs at (318) 675-6802.
2. An application for admission may be obtained from the Office of Student Affairs eight (8) months prior to expected enrollment, and is due back to the Office of Student Affairs four (4) months prior to enrollment. The Shreveport program enrolls students once a year in the summer semester, which starts in May.
3. Official transcripts must be sent directly to the Office of Student Affairs in Shreveport, 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.
6. Students will be required to pass a criminal history background check and a drug screening before enrolling into the program.

APPLICANT ADVISING

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

Shreveport Campus

Dept. of Occupational Therapy
LSU Health Sciences Center
1501 Kings Highway
Shreveport, LA 71130
(318) 675-6827
pcint@lsuohsc.edu

TECHNICAL STANDARDS FOR OCCUPATIONAL THERAPY

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

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

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

1. Communicates effectively.
Communicates and collaborates with other team members, individuals, family members, or caregivers.
2. Interacts well with others.

3. Performs services in a timely fashion.
Responds to requests for service and initiates referrals when appropriate.
Schedules and prioritizes own workload.
4. Observes and documents the performance of others.
Screens individuals to determine the need for intervention.
Monitors the individual's response to intervention.
5. Obtains and interprets data necessary for intervention planning and intervention.
6. Formulates and implements intervention plans based on evaluation findings.
Develops and coordinates intervention plans, including goals and methods to achieve stated goals.
Implements intervention plans directly or in collaboration with others.
Modifies plans as needed.
7. Develops interventions that are appropriate for the individual's environment.
Adapts environment, tools, materials, and activities according to the contextual needs of the individual.
Develops appropriate home and community programming to support performance in natural environments.
8. Determines the appropriate time to terminate treatment or refer to other services.
Terminates services when maximum benefit is received and formulates discontinuation and follow-up plans.
9. Documents services as required.
Maintains records required by practice setting, third party payors, and regulatory agencies.
10. Functions according to the AOTA Code of Ethics (AOTA, 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.
Provides supervisory services, if needed. Supervises occupational therapy practitioners, students, and/or other staff performing services.
14. Performs program evaluation.
Performs continuous quality improvement activities and program evaluation using predetermined criteria.
15. Identifies personal strengths and weaknesses. Monitors own performance and identifies supervisory needs.
16. Participates in professional growth activities. Identifies and pursues own professional growth and development.
Participates in professional and community activities.



MASTER OF OCCUPATIONAL THERAPY CURRICULUM, SHREVEPORT PROGRAM

Summer Semester (First Year)

Hours		
ANAT 6522 Human Anatomy -----	5	
PHYS 6523 Human Physiology -----	4	
OCCT 6525 Applied Anatomy -----	2	

Fall Semester (First Year)

OCCT 6513 Occupational Performance Across the Lifespan -----	3	
OCCT 6511 Concepts of Occupation -----	4	
OCCT 6519 Interactive Reasoning -----	3	
OCTH 6623 Medical Conditions -----	2	
OCCT 6535 Therapeutic Occupations and Activities	3	
ANAT 6533 Neuroanatomy -----	3	

Spring Semester (First Year)

OCTH 6612 Medical Orthopedics -----	2	
OCTH 6613 Occupational Therapy for Orthopedics	4	
OCTH 6625 Occupation Based Practice I: Early Life through Adolescence ----	4	
OCTH 6631 Occupational Therapy Applications I: Early Life through Adolescence ----	3	
OCCT 6641 Clinical Reasoning I -----	2	
OCCT 6651 Measurement and Evaluation -----	3	

Summer Semester (Second Year)

OCCT 6733 Clinical Reasoning II -----	2	
OCCT 6721 Occupation Based Practice II: Adult	3	
OCCT 6731 Occupational Therapy Applications II : Adult -----	2	
OCCT 6751 Research I -----	3	

Fall Semester (Second Year)

OCCT 6817 Management in Occupational Therapy	3	
OCCT 6851 Research II -----	3	
OCCT 6821 Occupation Based Practice III: Older Adult -----	4	
OCCT 6831 Occupational Therapy Applications III : Older Adult -----	3	
OCCT 6819 Community Based and Specialized Practice -----	3	
OCCT 6833 Clinical Reasoning III -----	2	

Spring Semester (Second Year)

OCCT 6911 Fieldwork Experience Level II -----	9	
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Summer Semester (Third Year)

OCCT 6913 Fieldwork Experience Level II -----	6	
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Total Master of Occupational Therapy Curriculum,
Shreveport Campus Program -----
90

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 6525 Applied Anatomy. 2 Credits,

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

OCCT 6513 Occupational Performance Across the Lifespan. 3 Credits,

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

OCCT 6511 Concepts of Occupation. 4 Credits,

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

OCCT 6519 Interactive Reasoning. 3 Credits,

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

OCCT 6623 Medical Conditions. 2 Credits,

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

OCCT 6535 Therapeutic Occupations and Activities. 3

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

ANAT 6533 Neuroanatomy. 3 Credits,

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

OCCT 6612 Medical Orthopedics. 2 Credits,

This is a combined lecture and lab course taught by the Department of Orthopedics in the Medical School. It focuses on the etiology, diagnosis, surgical management and therapeutic intervention for a broad variety of musculoskeletal conditions.

COURSE DESCRIPTIONS, SHREVEPORT PROGRAM

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.

OCCT 6613 Occupational Therapy for Orthopedics. 4 Credits, Orthopedic conditions across the lifespan will be addressed. Specific orthopedic evaluations, treatment techniques, splinting procedures and modalities will be emphasized. Occupational performance for activities of daily living in work, play/leisure, self care across the lifespan is the focus of lectures and labs.

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

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

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

OCCT 6651 Measurement and Evaluation. 3 Credits, This course will apply basic concepts of measurement (measures of central tendency, concepts of reliability and validity, test item analysis) to types of evaluations. Specific evaluation tools will be demonstrated for purposes of understanding selection, administration, analysis and interpretation.

OCCT 6733 Clinical Reasoning. 2 Credits, The course focus is with clients from infants/children through adolescence who have physical and/or mental disabilities. Principles of documentation, reimbursement and legislative issues are introduced. Client-centered FWE I opportunities support classroom principles with an emphasis on documentation. Instructors will provide individual and course seminar opportunities.

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

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

OCCT 6751 Research I. 3 Credits, This course covers basic concepts of quantitative and qualitative research. Emphasis is on interpretation of basic elements of research studies, application of research results to occupational therapy practice, and design of a beginning level research study.

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

OCCT 6851 Research II. 3 Credits, This course covers statistical application and interpretation as it relates to occupational therapy practice. Emphasis is on the design and implementation of a beginning level research study.

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

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

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

OCCT 6833 Clinical Reasoning III. 2 Credits, This course was designed to complement the physical and psychosocial aspects of treatment of adult clients in a variety of settings. Documentation/ reimbursement as well as ethical and legislative issues related to the treatment of adult clients are addressed in the seminar portion of this course. Students are assigned Level I Fieldwork Experiences in accordance with course content and these experiences will be discussed in the seminar portion of the course.

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

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

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

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

PHYSICAL THERAPY

Joe McCulloch, Ph.D.
Program Director

Sharon Dunn, MHS
Assistant Program Director

Suzanne Tinsley, Ph.D.
MHS Program Coordinator

The Program in 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 Program in Physical Therapy website at <http://www.sh.lsuhscc.edu/ah> 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 Shreveport LSUHSC campus. Interested students should contact the Program to find out the dates of the Informational Sessions or visit our website at <http://www.sh.lsuhscc.edu/ah>. The Program also offers a transitional Master of Physical Therapy degree for PT practitioners (see tMPT in this section of this catalog) and the School of Allied Health 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 accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). 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 Program are outlined in the Program in Physical Therapy Policy Statement. In order to be eligible to continue enrollment in the curriculum, the student must satisfy all School, Departmental, and Programmatic academic requirements.

REQUIREMENTS FOR ADMISSION

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

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

Prerequisite Courses

	Semester Hours
English Composition -----	6
Advanced English Composition, Technical Writing or Exposition -----	3
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
Mathematics ----- (Algebra level or above)	6
Psychology ----- (Recommended: Abnormal Psychology, Growth and Development)	6
Statistics * ----- (Behavioral or Experimental)	3
Computer Science ** ----- (Microcomputers, Programming)	3
Public Speaking -----	3

* Credits in Statistics may be used to meet Math requirements if taught in the Math Department.

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

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

2. Complete 60 clock hours of practical experience in physical therapy under the direct supervision of a licensed physical therapist by the time of application. Additional hours are suggested;
3. Hold a baccalaureate degree from a fully regionally or nationally accredited college or university by the date of expected matriculation into the Program in Physical Therapy;
4. Have a grade point average (GPA) of 3.0 or above in all undergraduate science courses. However, the grade trend of the applicant will be considered;
5. Submit scores from the general (verbal, quantitative, and written assessment portions) Graduate Record Examination (GRE);

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

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

TECHNICAL STANDARDS

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

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

Technical Standards:

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

Observation:

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

Communication:

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

Sensorimotor:

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

Intellectual / Conceptual:

- The student must be able to problem solve rapidly and have the ability to learn and reason, and to integrate, analyze, and synthesize data concurrently in a multitask setting.
- The student must be able to comprehend three-dimensional relationships and understand the spatial relationship of structures.
- The student must be able to participate in scientific inquiry process.
- The following list of examples is not inclusive but merely provides examples:
- Determine the physical therapy needs of any patient with a dysfunction.
- Demonstrate ability to apply universal precautions.
- Identify cause and effect relationships.
- Perform physical therapy differential diagnosis.
- Interpret patient responses.
- Make appropriate modifications to evaluations and treatment. Determine realistic short and long term goals for the patient.
- Recognize the psychological impact of dysfunction and disability.
- Integrate the needs of the patient and caregiver into the plan of care.
- Develop hypotheses; perform literature and clinical research; perform statistical analyses, develop discussion and conclusions.

Judgment:

- Students must be able to practice in a safe, ethical, and legal manner.
- Students must be able to respond to emergencies.
- Students must demonstrate management skills including planning, organizing, supervising, and delegating.
- The following list of examples is not inclusive but merely provides examples:
- Complies with the American Physical Therapy Association Code of Ethics.
- Abides by LSU Health Sciences Center School of Allied Health Professions Policy & Procedures on Academic Misconduct.
- Complies with Louisiana State Board of Physical Therapy Examiner Practice Act and Rules and Regulations.
- Modifies procedures in a manner that is appropriate to the patient's status and desired goals.

Behavioral / Social:

- Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment, and the prompt and safe completion of all responsibilities.
- Students must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress.
- Students must possess empathy, integrity, and concern for others.
- The following list of examples is not inclusive but merely provides examples:
- Assess a learner's ability to perform tasks. Identify cognitive and emotional needs of self and others.
- Establish rapport.
- Interact with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Demonstrate responsibility for lifelong professional growth and development.
- Overriding Behaviors Policy: Students must demonstrate professional behaviors, interpersonal skills and safety concerns.

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

Professional Behavior:

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

Safety:

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

Communication and Interpersonal Skills:

- Demonstrates understanding of basic English (verbal and written) and writes legibly; uses correct grammar, accurate spelling, and expression.
- Recognizes voice quality and avoids vocal distractors; (e.g., song-singing, sighing, uh).
- Maintains eye contact.
- Summarizes verbal or written message clearly and concisely.
- Presents verbal or written messages with logical organization and sequencing, using accurate professional and/or lay terminology.
- Gives feedback constructively.
- Respects personal space of patients and others.
- Takes responsibility for mistakes and apologizes.
- Recognizes worth and dignity of each person as demonstrated in the following manner:

- Exhibits caring, maintains confidentiality; modifies response when appropriate; exhibits courtesy by using polite language; listening without interrupting; tone of voice, body language, and verbal expression.
- Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, and the institution.
- Evidences loyalty by supporting the institution in a positive way to peers, staff, and others.

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

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

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

STUDENT EMPLOYMENT STATEMENT

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

METHOD OF APPLICATION

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

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

Application procedures are as follows:

1. In August of the year prior to the date of desired admission, download an application packet from our website at <http://www.sh.lsuahsc.edu/ah> or contact the Office of Student Affairs at (318) 675-6802.
2. Submit the application packet by November 15.
3. Students interested in applying to the program are strongly urged to contact the program and to attend an Informational Session. Sessions are held several times a year. Interested students should contact the Program to find out the dates of the Informational Sessions or visit our website at <http://www.sh.lsuahsc.edu/ah>.

CURRICULUM

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

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

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

Coding for the professional courses in physical therapy is as follows: MPTH: 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 Physical Therapy Diagnosis -----	2
PHTH 6552 Pathology -----	2
PHTH 6553 Physical Therapy Diagnosis -----	2
PHTH 6568 Clinical Neurology -----	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

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.

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 6575 Directed Study -----	2
PHTH 6584 Clinical Practice III -----	1

Spring Semester

PHTH 6541 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 Program 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

PTH 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.

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

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

Transitional Master of Physical Therapy

In 1996, the Physical Therapy Program converted from a baccalaureate to a master's degree. Many students who completed the baccalaureate degree desire to obtain this new entry-level credential. The program has examined the differences that exist between the two courses of study and formulated a plan to allow the baccalaureate graduates to articulate with the Master of Physical Therapy program. This program should be of broad interest as it will allow much of the work to occur through distance education with scheduled blocks of study held on campus. This will not be a new degree program but rather an extension of our present degree granting authority.

Requirements for admission: Admission to the transitional Master of Physical Therapy Degree program is on a competitive basis and preference is given to Louisiana residents. In order to be considered for admission, the applicant must:

- hold a baccalaureate degree from an institution accredited by the Commission of Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.
- Submit scores from the verbal, quantitative, analytical writing portions of the Graduate Record Examination (GRE).
- Students may be allowed to enroll as special students as defined below.

Special Students: Students who have not fulfilled requirements for admission to the transitional MPT program may be granted permission to register for courses for which they are qualified when recommended by the department. These students are not admitted to the transitional MPT program and are considered to be non-matriculating. All students desiring admission to any course in the transitional MPT 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 transitional MPT degree.

Course of Study: Students must complete 30 credit hours of study. This study includes 10 hours of core courses and 20 hours of electives. All core course work must be taken at LSUHSC. Up to 6 credit hours of electives may be transferred from another college or university.

CORE:

PHTH 6551	Medical Ethics	1 credit
PHTH 6553	Physical Therapy Diagnosis	2 credits
PHTH 6576	Pharmacological, Radiological & Laboratory Medicine Principles in Physical Therapy	3 credits
PHTH 6590	Evidence Based Practice	2 credits
PHTH 6575	Directed Study	<u>2 credits</u>
	Total Core	10 credits

ELECTIVES:

PHTH 6556	Exercise Physiology	3 credits
PHTH 6566	Physical Therapy Seminar	2 credits
PHTH 6767	Principles of Motor control	4 credits
PHTH 6542	Geriatrics	2 credits
PHTH 6541	Clinical Pediatrics	2 credits
HTHPROF 6002	Trends and Ethics in Allied Health	1 credit
HTHPROF 6003	Statistical Methods in Allied Health	4 credits
HTHPROF 6027	Professional Writing	3 credits
HTHPROF 6030	Principles of Outcome Measurement and Functional Outcomes	3 credits
HTHPROF 6040	Teaching in Health Sciences	3 credits
HTHPROF 6060	Managerial Leadership in the Health Sciences	3 credits
HTHPROF 6070	Research Design and Methodology	3 credits
PHTH 6520	Principles of Exercise Science, Exercise Testing, and Prescription	3 credits
PHTH 6521	Motor Control and Learning Application in Physical and Occupational Therapy	3 credits
PHTH 6502	Pathokinesiology	3 credits
PHTH 6504	Pediatric Physical Therapy	3 credits
PHTH 6505	Advanced Analysis and Synthesis of Human Locomotion	3 credits
PHTH 6507	Electrophysiological Evaluation and Management	3 credits
PHTH 6508	Principles of Radiological and Laboratory Medicine for Physical Therapists	3 credits
PHTH 6510	Physical Therapy Evaluation and Management of the Knee, Ankle and Foot	3 credits
PHTH6511	Physical Therapy Evaluation and Management of Spine, Pelvic Girdle and Hip Joint Dysfunction	3 credits
PHTH 6512	Comprehensive Evaluation and Management of Upper Extremity Dysfunction	3 credits
PHTH 6515	Principles of Tissue Repair	3 credits
PHTH 6516	Geriatrics	2-3 credits
PHTH 6580	Selected Topics in PT	2-4 credits
PHTH 6590	Independent Study in PT	<u>1-4 credits</u>
	Total Electives	20 credits required

Course Descriptions:**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.

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 intervention may be directed. Topics include selection and application of evaluation 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 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 6590, Evidence Based Practice. 2 Credits,

A critical study of the literature and the scientific evidence supporting the practice of physical therapy.

PHTH 6575, Directed Study. 2 Credits,

The culmination of the academic course of study in which the student works with a faculty advisor to develop a self-directed research project. The student will complete a research paper of publishable quality. This course may be repeated for credit with Program Director approval.

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 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 education program.

PHTH 6767, 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 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 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 6520, Independent Study. 1-4 Credits,

The 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 Program Director.

HTHPROF 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.

HTHPROF 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.

HTH PROF 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.

HTH PROF 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.

HTH PROF 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.

HTH PROF 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.

HTH PROF 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.

PHTH 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.

PHTH 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 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.lsuhsu.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, 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.

INTERDISCIPLINARY CORE *	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 New Orleans or Shreveport 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 an 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

PHTH 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.

PHTH 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.

DEPARTMENT OF CLINICAL SERVICES

CHILDREN'S CENTER AND FACULTY PRACTICE CLINIC

DAVID L. IRWIN, Ph.D., CCC-SLP

Head of the Department and Director of Children's Center

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

The goals of the Department of Clinical Services are to:

- Provide interdisciplinary evaluations for children at risk for, with suspected, or with known special needs in development, education, mental health, or complex health function, incorporating best practices into the evaluation process.
- Include intensive, child specific collaboration with schools and families and follow-up activities in evaluation activities.
- Network with families and community agencies serving young children to implement results-focused intervention plans in natural environments.
- Provide consultative services and technical assistance to early childhood programs and educational agencies regarding best practices for children with special needs.
- Provide assistance to local education agencies in development and implementation of individualized education programs and individualized family service plans.
- Provide home-based and center-based training and counseling for parents and families.

- Continue research in areas related to children and families with special needs.
- Provide didactic and clinical teaching opportunities at graduate and undergraduate levels related to model programming for children with special needs.
- Provide high quality, community-based services for adults and children in the Faculty Practice Clinic in the School of Allied Health Professions

INTERDISCIPLINARY EVALUATION PROGRAM

The Children's Center, within the DCS, provides comprehensive interdisciplinary evaluations. These services are available to children throughout the State of Louisiana and the Ark-La-Tex. Children are referred by LSUHSC pediatricians, school system personnel, private pediatricians and allied health professionals, and by parents. Evaluations address the Louisiana Pupil Appraisal Handbook and can include interventions within the school setting as indicated by those guidelines. Interdisciplinary teams are constituted according to the child's individual needs, and these teams can include the following disciplines: medicine, psychology, physical therapy, occupational therapy, speech/language therapy, audiology and education. The assessment teams also provide augmentative communication and assistive technology assessment and consultation. State of the art, family friendly arena assessments are implemented for younger children. Appointments are made by calling 318-632-2030 or visit the website at <http://www.sh.lsuhscc.edu/ah> and click on "Children's Center". Self-pay and third-party reimbursements are accepted within applicable guidelines.

INTERDISCIPLINARY THERAPIES OR INTERVENTION

The Children's Center interdisciplinary professional team also provides services to children experiencing frequently occurring childhood behavior and/or learning disorders. This aspect of Children's Center services provides assessment and diagnosis, school consultation, parent education, and community education opportunities, as well as limited treatment options for the target population. Children considered appropriate for this program demonstrate signs of learning disorders (such as dyslexia), attention and/or behavioral problems severe enough to impair function in school and home settings. Children's Center faculty are planning to offer expanded treatment options for children with either academic or behavioral disorders in the near future. Please visit the website about the plan for expanded facilities at <http://www.sh.lsuhscc.edu/ah> and click on "Special Initiatives/Children's Center".

EARLY INTERVENTION SERVICES

Members of the clinical faculty provide direct intervention services to infants, toddlers, and preschool aged children. The DCS is a provider of early intervention services with the earlySteps program, Office of Public Health, Department of Health and Hospitals. Individual and small group speech therapy, occupational therapy, physical therapy, and family counseling services are provided to children and families with established needs. Services are provided in the natural environment when possible. The Department collaborates with faculty from Mollie Webb Speech and Hearing Center and other Departments in the School of Allied Health Professions in order to provide these services. All departmental services related to young children are consistent with the mission of the Early Intervention Institute, School of Allied Health Professions, at LSUHSC-New Orleans.

PROFESSIONAL TRAINING PROGRAM

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

FACULTY RESEARCH

A clear research agenda has been established for Children's Center as a primary function of the Center. Research into the outcomes of NICU graduates receiving comprehensive medical and developmental follow-up is ongoing in collaboration with other faculty in the Early Intervention Institute. Collaborative research projects are being developed with the Departments of Psychiatry, Radiology and Pediatrics regarding the diagnosis of children and youth with Autism Spectrum Disorder (ASD). A collaborative research project entitled Pyramid of Research-based Instructional Strategies Model (PRISM) is being done with local education agencies and faculty from other institutions of higher education, focused on efficacy of educational practices for children with various educational and/or behavioral disorders.

FACULTY PRACTICE CLINIC

The Faculty Practice Clinic, a part of the Program in Physical Therapy, has full and part-time faculty within the School of Allied Health Professions provide evaluation and treatment services to children and adults presenting needs for physical and occupational therapy and speech-language pathology/audiology services. Referrals are received from physicians and other community-based agencies. Self-pay and third-party reimbursements are accepted within applicable guidelines. Appointments are made by contacting 318-675-6826 for physical and occupational therapy. Please call 318-632-2015 for speech-language pathology and audiology services Monday thru Friday between the hours of 8:00-4:30 p.m. Please visit the website at <http://www.sh.lsuhscc.edu/ah> and click on "Faculty Practice Clinic".

FACULTY ROSTER

ADAMS, PATRICIA H. - B.S., University of Alabama-Birmingham, 1973
Clinical Instructor in Physical Therapy
 AKINS, JERI S. - B.S., Centenary College, 1987
Instructor in Cardiopulmonary Science
 ALLISON, STEVE V. - B.S., LSU Health Sciences Center, 1993
Clinical Instructor in Physical Therapy
 ARCEMENT, COREY - B.S., LSU Health Sciences Center, 1988
Clinical Instructor in Physical Therapy
 BABBIN, MICHAEL - B.S., LSU Health Sciences Center, 1990
Clinical Instructor in Physical Therapy
 BARTOL, SUSAN M. - B.S., LSU School of Allied Health Professions, 1984
Instructor in Physical Therapy

BASCO, RACHEL - MHS, LSU Health Sciences Center, 2001
Clinical Instructor in Cardiopulmonary Science
 BAYLISS, DEBORAH - B.S., LSU Health Sciences Center, 1979
Clinical Instructor in Clinical Laboratory Sciences
 BELLEW, JAMES W. - Ed.D., University of Kentucky, 2000
Associate Professor of Physical Therapy
 BERTOLINO, DODIE A. - M.P.T., LSU Health Sciences Center, 1999
Instructor in Clinical Physical Therapy
 BETZING, KENNETH W. - M.P.A.S. University of Nebraska, 2000
Assistant Professor of Clinical Physician Assistants
 BLACKBURN, TURNER - M.S., University of Virginia, 1975
Clinical Instructor in Physical Therapy
 BOYTER, LORI - B.S., LSU Health Sciences Center, 1997
Clinical Instructor in Physical Therapy
 BRIGNAC, KIMBERLY - M.P.T., LSU Health Sciences Center, 1999
Clinical Instructor in Physical Therapy
 BRITTON, LYNDA A. - Ph.D., Louisiana State University, Baton Rouge, 1998
Associate Professor of Clinical Laboratory Sciences
 BROUSSARD, BLAISE - B.S., LSU Health Sciences Center, 1982
Clinical Instructor in Physical Therapy
 BROWN, DONALD - B.S., LSU Health Sciences Center, 1992
Clinical Instructor in Clinical Laboratory Sciences
 DONNA BROWN - A.D., Bossier Parish Community College, 1995
Clinical Instructor of Cardiopulmonary Science
 BROWN, MARK - B.S., LSU School of Allied Health Professions, 1980
Clinical Instructor in Physical Therapy
 CARLISLE, RICARDA - Ph.D. LSU Health Sciences Center, 1999
Instructor in Physician Assistant Program
 CARROLL, BARBARA - M.C.D., P.T., Texas Woman's University, 1987
Clinical Instructor in Physical Therapy
 CHAMBERLAIN, JERRY M. - B.S., St. Louis University, 1976
Clinical Instructor in Physical Therapy
 CHANDLER, MICHAEL G. - A.S., Tyler Junior College, 1979
Clinical Instructor in Cardiopulmonary Science
 COLLIER, DONNA - M.S., University of Alabama-Birmingham, 1994
Clinical Instructor in Physical Therapy
 COMEAUX, CANDACE - B.S., LSU Health Sciences Center, 1991
Clinical Instructor in Physical Therapy
 CONSTANTINE, EUGENE - M.H.S., LSU Health Science Center, 2002
Instructor in Occupational Therapy
 COOK-STUART, CHRISTINE - M.S., Texas Woman's University, 1990
Instructor in Physical Therapy
 COOK, J. MICHAEL - Ed.D., University of Alabama, 1982
Associate Professor of Clinical Services
 COYLE, DEENA - B.S., LSU Health Sciences Center, Shreveport, 1997
Clinical Instructor in Physical Therapy
 CURRY, SHERRY, B.S. - Louisiana State University, Shreveport, 1975
Clinical Instructor in Clinical Laboratory Sciences
 DANIELS, GLORIA C. - B.S., Grambling State University, 1977
Clinical Instructor in Clinical Laboratory Sciences
 DAVIS, JOHN S. - M.B.A. Louisiana State University, Shreveport, 1993
Assistant Professor of Clinical Laboratory Sciences
 DAVIS, VIRGINIA B. - M.S., Ball State University, 1976
Clinical Assistant Professor of Physical Therapy
 DENNEY, MARY D. - M.Ed., LSU Shreveport, 1990
Assistant Professor in Physical Therapy
 DILLARD, MICHELLE - B.S., LSU Health Sciences Center, 1990
Clinical Instructor in Clinical Laboratory Sciences
 DUCOTE, SUSAN SHIFLETT - B.S., LSU Health Sciences Center, 1978
Clinical Instructor in Physical Therapy
 DUNN, SHARON L. - M.H.S., School of Allied Health Professions, 1996
Assistant Professor in Physical Therapy, Program Director
 FENTER CLICK, PAULA - D.H.Sc., LSU School of Allied Health Professions, 1993
Assistant Professor of Physical Therapy
 FONG, JANICE - B.S., LSU Health Sciences Center, 1986
Clinical Instructor in Clinical Laboratory Sciences
 FURROW, HOLLEY H. - B.S., LSU Health Sciences Center, 1995
Clinical Instructor of Physical Therapy

GALVIN, EILEEN - B.S., University of Texas Medical Branch, 1987
Clinical Instructor in Physical Therapy

GATTI, SUSAN - PhD, Louisiana State University, 2004
 Assistant Professor of Clinical Services

GILBERT, LORAIN J, - B.S., LSU Health Sciences Center, 1994
Clinical Instructor of Physical Therapy

GLEASON, JERRI - M.H.S., LSU Health Sciences Center, 1997
Instructor in Occupational Therapy

GOBEL, ALICE - B.S., Loyola University, 1978
Clinical Instructor in Clinical Laboratory Sciences

GOODWIN, CRAIG M. - B.S., LSU Health Sciences Center, 1987
Clinical Instructor in Physical Therapy

GRAWE, SUSAN M. - Ph.D., University of Mississippi, 1980
 Assistant Professor of Physical Therapy

GRINDAL, SHARON L. - A.S., Post College Connecticut, 1968
Clinical Instructor in Cardiopulmonary Science

GUGLIELMO, FRANCIS X. - B.S., LSU, 1964
 Assistant Professor of Physical Therapy – Clinical

GUIDO, JOHN A. - M.P.T., Purdue University, 1998
Clinical Instructor in Physical Therapy

GUIDROZ, RICHARD - B.S., LSU Health Sciences Center, 1976
Clinical Instructor of Physical Therapy

HAMILTON, ELIZABETH - B.S., LSU Medical Center, 1985
Clinical Instructor in Cardiopulmonary Science

HAMPTON, GEORGE H. - M.P.H., University of North Carolina, 1968
Clinical Associate Professor of Physical Therapy

HAWTHORNE, LINDA M. - B.S., Louisiana State University, 1978
Clinical Instructor in Clinical Laboratory Sciences

HAYES, SANDRA - M.C.D., Louisiana State University, 1988
 Assistant Professor of Clinical Communication Disorders

HERRING, ROMA - B.S., Louisiana Tech University, 1980
Clinical Instructor in Clinical Laboratory Sciences

HILDRETH, PAUL A. - B.S., Northwestern University, 1981
Clinical Instructor in Physical Therapy

HODGE, RONALD - B.S., Louisiana Tech. University, 1982
Clinical Instructor in Clinical Laboratory Sciences

HOUSTON, MICHAEL - B.S., LSU School of Allied Health Professions, 1987
 Assistant Professor in Cardiopulmonary Science

HOVIS, KARRIE - B.S., LSU Health Sciences Center, 1997
 Instructor in Clinical Laboratory Sciences

IRWIN, DAVID - Ph.D. University of Oklahoma Health Sciences Center, 1983,
 Professor of Clinical Services

JIMES, SYLVESTER - Ph.D., Louisiana State University, Baton Rouge, 1964
Clinical Assistant Professor in Cardiopulmonary Science

JOHNSON, BETTY O. - M.H.S., LSU School of Allied Health Professions, 1985
Instructor in Cardiopulmonary Science

JOHNSON, CHERE' H. - M.H.S., LSU Health Sciences Center, 1998
Instructor in Physical Therapy

JOLLEY, WILMA - B.S., Northwestern State University, 1953
Instructor in Communication Disorders

JONES, K. BART - B.S., LSU School of Allied Health Professions, 1985
Clinical Instructor in Physical Therapy

JUDD, DEBRA - Ph.D., University of Southern Mississippi, 1988
 Associate Professor of Clinical Occupational Therapy

KEMPER, CANDACE - M.H.S., LSU School of Allied Health Professions, 1995
Clinical Instructor in Physical Therapy

KING, TERRIE - M.A., Adams State College, 2004
Instructor in Occupational Therapy

KNIGHT, ALAN - B.S., LSU Health Sciences Center, 1994
Instructor in Physical Therapy

LABBE, ANDRE - B.S., LSU Health Sciences Center, 1991
Clinical Instructor in Physical Therapy

LAFAUCI, TYLER - B.S., LSU School of Allied Health Professions, 1976
Clinical Instructor in Physical Therapy

LAMARCA-BURAS, KARLA - B.S., LSU School of Allied Health Professions, 1985
Clinical Instructor in Physical Therapy

LANDRY, KATHLEEN O. - B.S., LSU School of Allied Health Professions, 1976
Clinical Instructor in Physical Therapy

LANE, BEVERLY O. - M.H.S., LSU School of Allied Health Professions, 1992
 Assistant Professor of Physical Therapy

LANGLEY, BRIDGET - M.H.S., LSU Health Sciences Center (Shreveport), 1991
 Assistant Professor of Clinical Laboratory Sciences

LANTZ, JEFFREY G. - B.S., LSU School of Allied Health Professions, 1983
Instructor in Cardiopulmonary Science

LAW-MORSTATT, LESLIE - M.H.S., LSU School of Allied Health Professions, 2000
Instructor of Clinical Services

LAVERGNE, Oday J. - B.S., LSU Health Sciences Center, 1978
Clinical Instructor in Physical Therapy

LE BLANC, ERROL J. - B.S., LSU School of Allied Health Professions, 1975
Clinical Instructor in Physical Therapy

LE BLANC, KIM B. - B.S., LSU Health Sciences Center, 1991
Clinical Instructor in Physical Therapy

LEGE, REBECCA A. - B.S., University of Texas, 1971
 Clinical Assistant Professor of Physical Therapy

LOGGINS, JOHN - A.D., Southern University, 1988
Instructor in Cardiopulmonary Science

MAIZE, TERESA L. - B.S., Texas Woman's University, 1988
Instructor in Physical Therapy

MANCUSO, FRAN C. - B.S., Louisiana State University, 1984
Clinical Instructor in Physical Therapy

MANSOOR-HYMEL, VALERIE - B.S., LSU School of Allied Health Professions, 1989
Clinical Instructor in Physical Therapy

MASSEY, NANETTE - M.O.T., Texas Womans University, 1982
Instructor in Clinical Services

MATTHEWS-GREER, JANICE - Ph.D., LSU Health Sciences Center - Shreveport, 1987
 Clinical Assistant Professor in Clinical Laboratory Sciences

MAYO, KEVIN R. - B.S., LSU Health Sciences Center, 1990
Clinical Instructor in Physical Therapy

MC KAMY, TERRIE - B.S., Texas Womans University, 2003
 Instructor, Clinical Occupational Therapy

MC CLUSKEY, GEORGE - B.S., Auburn University, 1953
 Clinical Assistant Professor of Physical Therapy

MC CULLOCH, JOSEPH M., JR. - Ph.D., University of New Orleans, 1981
 Professor of Physical Therapy

MC GILL, MICHAEL, - M.C.D., LSU Health Sciences Center, 1997
Instructor of Clinical Services

MC LEOD, MAX AUENTIN - B.S., LSU School of Allied Health Professions, 1973
Clinical Instructor in Physical Therapy

MELANCON, JESSICA - M.P.T., LSU Health Sciences Center, 2000
Clinical Instructor in Physical Therapy

MERENDINO, DIANA T. - M.H.S., LSU School of Allied Health Professions, 1993
 Assistant Professor of Clinical Cardiopulmonary Science

MEYER, KIM - MPAS, University of Nebraska, 2002
 Clinical Instructor in the Physician Assistant Department

MILHOLEN, RYAN - B.S., LSU Medical Center, 1995
Clinical Instructor in Cardiopulmonary Science

MONROE, DOROTHY - B.S., Southern University, Baton Rouge, 1974
Clinical Instructor in Clinical Laboratory Sciences

MOONEY, DAVID - M.P.T., LSU Health Sciences Center, 2001
Clinical Instructor in Physical Therapy

MORAN, SUZANNE - B.S., LSU Health Sciences Center, 1987
Clinical Instructor in Clinical Laboratory Sciences

MORTON, AIME - B.S., LSU Health Sciences Center, 1995
Clinical Instructor in Physical Therapy

MOREAU, AL C. - B.S., University of Alabama- Birmingham, 1974
Clinical Instructor in Physical Therapy

MORGAN, CYNTHIA - B.S., St. Louis University, 1980
Clinical Instructor in Physical Therapy

MURRAY, LUCINDA S. - MHS, LSU Health Sciences, 1999
 Assistant Professor of Clinical Occupational Therapy

MUSSO, JOHN - B.S., LSU Health Sciences Center, 1977
Clinical Instructor in Physical Therapy

NORTH, KEIL - B.S., LSU School of Allied Health Professions, 1979
Instructor in Physical Therapy

PAGE, PHILLIP - M.S., Mississippi State University, 1992
Clinical Instructor in Physical Therapy

PANNBACKER, MARY - Ph.D., State University of New York, 1972
Professor of Communication Disorders

PARTAIN, SANDRA - M.H.S., LSU Health Sciences Center, 2004
Clinical Instructor in Cardiopulmonary Sciences

PAYNE, JOHN L. - B.S., University of South Florida, 1977
Instructor in Physical Therapy

PEARCE, GAIL M. - M.H.S., LSU School of Allied Health Professions, 1993
Instructor in Physical Therapy

PENDERGRASS, MERRIE - M.A., Louisiana Tech University, 1987
Assistant Professor of Clinical Communication Disorders

PICOU, CECILE M. - B.S., LSU Health Sciences Center, 1984
Clinical Instructor in Physical Therapy

POWELL, THOMAS - Ph.D., Indiana University, 1989
Professor of Communication Disorders

QUALLS, DAVID W. - B.S., LSU School of Allied Health Professions, 1974
Clinical Instructor in Physical Therapy

RAMBERG, MARIBETH L. - B.S., PA State University, 1973
Clinical Instructor in Physical Therapy

REEKS, GRETCHEN - M.A., Louisiana State University, Shreveport, 1995
Assistant Professor of Clinical Occupational Therapy

REMLINGER, SCOTT - B.S., University of Texas Medical Branch at Galveston, 1986
Clinical Instructor in Physical Therapy

RICHARDS, JEANNETTE - OTD, Creighton University, 1998
Instructor, Clinical Occupational Therapy

RODRIGUE, SUSAN E. - B.S., University of South Alabama, 1986
Clinical Instructor in Physical Therapy

ROMERO, MICHAEL D. - M.D., LSU School of Medicine, 1993, 1983
Instructor in Cardiopulmonary Science

ROZAS, MARGARET L. - B.S., LSU School of Allied Health Professions, 1977
Clinical Instructor in Physical Therapy

SAULSBERY, CARLA - B.S., Northeast University, 1981
Clinical Instructor in Occupational Therapy

SCHERER, STEVEN J. - M.S., Texas Woman's University, 1992
Instructor in Physical Therapy

SCHEXNAILDER, ROBBIE - B.S., LSU Health Sciences Center, 1986
Clinical Instructor in Physical Therapy

SEIDNER, KRISTIN - O.T.D., Creighton University, 1997
Associate Professor, Clinical Occupational Therapy

SHAFER, LAURA - M.S., University of North Carolina, 1990
Instructor, Clinical Occupational Therapy

SHORES, SHARON Q. - B.S., Louisiana Tech University, 1977
Clinical Instructor in Clinical Laboratory Sciences

SIEBLING, PATTY - B.S., LSU Health Sciences Center, 1987
Clinical Instructor in Clinical Laboratory Sciences

SILVESTRI, JAMES - B.S., LSU Health Sciences, 1991
Clinical Instructor in Physical Therapy Center

SIMMONS, AMY - B.S., LSU Health Sciences Center, 1995
Clinical Instructor in Physical Therapy

SORRENTO, DAN - B.S., Northeastern, 1979
Clinical Instructor in Physical Therapy

SPENCE, LILLIAN - CSP, Louisiana State University, 1994
Assistant Professor of Clinical Services

STEED, ROBIN - M.A., Louisiana Tech University, 1998
Assistant Professor in Clinical Occupational Therapy

STEWART, BONNIE S. - M.S., Texas Woman's University, 1981
Clinical Instructor in Physical Therapy

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

SUTTON, JENNIFER - M.P.T., LSU Health Sciences Center, 1999
Clinical Instructor in Physical Therapy

THIBODEAUX, CELIA - B.S., LSU Health Sciences Center, 1997
Clinical Instructor in Physical Therapy

THILLETE-BICE, FLORENCE - DPT, University of Central Arkansas, 2003
Clinical Instructor in Physical Therapy

TIETJEN, DOUGLAS - B.S., Kansas State University, 1968
Clinical Instructor in Physical Therapy

TINSLEY, SUZANNE, Ph.D.
Assistant Professor of Physical Therapy

TRAPANI, LISA M. - B.S., LSU School of Allied Health Professions, 1990,
Clinical Instructor in Physical Therapy

TREGRE, DAWN R. - B.S., LSU Health Sciences Center, Shreveport, 1994
Clinical Instructor in Physical Therapy

VAZQUEZ, MARIA - M.H.S., LSU Health Sciences Center, 1997
Assistant Professor of Physical Therapy

VEKOVIOUS, GAY W. - M.S., Vanderbilt University, 1966
Associate Professor of Communication Disorders

VESTAL, JUDITH C. - Ph.D., Texas Woman's University, 1997
Associate Professor of Clinical Occupational Therapy

WARREN, AMY - B.S. LSU Health Sciences Center, 2001
Instructor in the Physician Assistant Program

WEHLANDER, RONALD S. - M.S., University of Texas, 1975
Clinical Instructor in Physical Therapy

WELCH, MICHAEL - Sp.S.Psy., Louisiana State University-Shreveport, 1999
Instructor of Clinical Services

WHEAT, LORI A. - B.S., LSU Health Sciences Center, 1991
Clinical Instructor of Physical Therapy

WHITEHEAD, RICHARD - M.H.S., LSU Health Sciences Center, 1996
Instructor in Cardiopulmonary Science

WILLIAMS, FRANCES - B.S., Southern University, 1971
Clinical Instructor in Clinical Laboratory Sciences

WILSON, LANA - B.S., LSU Health Sciences Center, 1995
Clinical Instructor in Physical Therapy

WISSING, DENNIS R. - Ph.D, Louisiana State University, 1997
Professor of Cardiopulmonary Science

WITT, ELIZABETH N. - Ph.D., Louisiana State University, 2000
Assistant Professor of Communication Disorders

YATES, MICHAEL M. - B.A., Centenary College, 1984
Clinical Instructor in Cardiopulmonary Science

RECAPITULATION OF FACULTY

Below are listed the three departments and seven programs of the School of Allied Health Professions and the respective active faculty of each, in alphabetical order by rank:

Department of Clinical Sciences

-Program in Cardiopulmonary Science

PROFESSOR: Wissing
ASSISTANT PROFESSOR: Houston, Jimes, Merendino,
INSTRUCTOR: Basco, Brown, Chandler, Grindal, Hamilton, Johnson, Lantz, Loggins, Milholen, Partain, Romero, Whitehead, Yates

-Program in Clinical Laboratory Sciences

ASSOCIATE PROFESSOR: Britton
ASSISTANT PROFESSOR: Davis, Langley, Matthews-Greer
INSTRUCTOR: Bayliss, Brown, Curry, Daniels, Dillard, Fong, Gobel, Hawthorne, Herring, Hodge, Hovis, Monroe, Moran, Shores, Siebling, Williams

-Program in Physician Assistant

ASSISTANT PROFESSOR: Betzing
INSTRUCTOR: Akins, Carlisle, Meyer, Warren

Department of Clinical Services
-Children's Center

PROFESSOR: Irwin
ASSOCIATE PROFESSOR: Judd, Cook,
ASSISTANT PROFESSOR: Gatti, Spence
INSTRUCTOR: Law-Morstatt, McGill, Massey, Welch

Department of Rehabilitation Sciences
-Program in Communication Disorders

PROFESSOR: Pannbacker, Powell
ASSOCIATE PROFESSOR: Vekovius,
ASSISTANT PROFESSOR: Hayes, Pendergrass, Witt
INSTRUCTOR: Jolley

-Program in Occupational Therapy

ASSOCIATE PROFESSOR: Judd, Seidner, Vestal
ASSISTANT PROFESSOR: Murray, Reeks, Steed
INSTRUCTOR: Constantine, Gleason, King, Richards, Saulsbery,
Shafer

-Program in Physical Therapy

PROFESSOR: McCulloch
ASSOCIATE PROFESSOR: Bellew, Click-Fenter, Hampton
ASSISTANT PROFESSOR: Davis, Denney, Dunn, Grawe, Guglielmo,
Lane, Lege, McCluskey, Tinsley, Vazquez
INSTRUCTOR: Adams, Allison, Arcement, Babbin, Bartol, Bertolino,
Blackburn, Boyter, Brignac Broussard, Brown, Carroll, Chamberlain,
Collier, Comeaux, Cook-Stuart, Coyle, Ducote, Furrow, Galvin, Gilbert,
Goodwin, Guido, Guidroz, Hildreth, Johnson, Jones, Kemper, Knight,
Labbe, Lafauci, Lamarca-Buras, Landry, Lavergne, LeBlanc-E,
LeBlanc-K, Maize, Mancuso, Mansoor-Hymel, Mayo, McLeod,
Melacon, Mooney, Morton, Moreau, Morgan, Musso, North, Page,
Payne, Pearce, Picou, Qualls, Ramberg, Remlinger, Rodrigue, Rozas,
Scherer, Schexnailder, Silvestri, Simmons, Sorento, Stewart, St.
Romain, Starring, Sutton, Thibodeaux, Thillete-Bice, Tietjen, Trapanni,
Tegre, Wehlander, Wheat, Wilson

