



PHYSICAL THERAPIST ASSISTANT PROGRAM HANDBOOK

**Policies, Procedures and
Guidelines 2024-2025**

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PHYSICAL THERAPIST ASSISTANT (PTA) PROGRAM FACULTY

Tasha Womack, PT, DPT, GCS, MPA, Assistant Professor

Program Director, PTA Program

Phone number: (225) 526-1953

E-mail: tasha.womack@franu.edu

April Graham, PTA, BS, Instructor

Academic Coordinator of Clinical Education, PTA Program

Phone number: (225) 526-1689

E-mail: april.graham@franu.edu

ACCREDITATION STATUS

The Physical Therapist Assistant Program at Franciscan Missionaries of Our Lady University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave; Suite 100 Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The accreditation process assures students, graduates, patients and the public the program's commitment to academic excellence and growth and continuing program enhancement and effectiveness. The Physical Therapist Assistant Program was granted initial accreditation by the Commission on Accreditation in Physical Therapy Education in July 1998. The program was granted renewal of accreditation in October 2003 for a ten year cycle and in April 2014 for a 10 year cycle.

Complaints or inquiries regarding compliance with CAPTE standards or accreditation policies for educational programs in physical therapy may be directed to:

Commission on Accreditation in Physical Therapy Education

3030 Potomac Ave; Suite 100

Alexandria, Virginia 22305-3085

Phone: (703) 706-3245

Email: accreditation@apta.org

Website: <http://www.capteonline.org>

And/or to:

Candi McElheny, Ph.D., MS

Director of Institutional Effectiveness Franciscan

Missionaries of Our Lady University 5414 Brittany

Drive

Baton Rouge, LA 70808

Email: candi.mcelheny@franu.edu

FRANCISCAN MISSIONARIES OF OUR LADY UNIVERSITY

Mission Statement

The mission of the Franciscan Missionaries of Our Lady University is to educate and form Franciscan servant leaders of all faiths. We honor and preserve the legacy of our founders by preparing highly skilled professionals, integrated thinkers, and faith-filled citizens. Inspired by the Franciscan Missionaries of Our Lady to be a living witness to Jesus Christ and the Gospel message, the University is in communion with the teachings of the Catholic Church.

Aspiring Vision

Franciscan Missionaries of Our Lady University aspires to be a premier Catholic University in the Gulf Coast region. The University will be known for excellence in academics, civic engagement, and student and faculty achievement. This will be accomplished by maintaining relevant, rigorous program offerings, superior facilities, community engagement, and excellent student support all within a culture of Catholic, Franciscan faith identity consecrated to the cause of truth.

Our Identity

Franciscan Missionaries of Our Lady University (FranU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award doctorate, master's, baccalaureate and associate degrees. Located in Baton Rouge, Louisiana, Franciscan Missionaries of Our Lady University is a small, Catholic, not-for-profit institution with a healthcare emphasis. The University offers degrees in nursing, health sciences, humanities, behavioral sciences and natural sciences. The University is sponsored by the Franciscan Missionaries of Our Lady and is faithful to its mission grounded in

Franciscan values. The University is a student-centered academic community committed to the pursuit of truth and common good and devoted to excellence in teaching and learning.

Our Purpose

The University engages students in an educational experience that cultivates the spirit of scholarly inquiry, ongoing reflection, and a commitment to life-long learning and service. The University seeks to promote a learning environment informed by the concepts of collegiality, community, democracy, social justice, and the culture of life that encourages individual and collective responsibility. Committing to and accomplishing the institutional purpose and goals requires empowering students to exceed standards, expand their vision, and come to the full measure of their humanity.

Institutional Goals

- Build and sustain a culture of academic excellence.
- Develop a fully integrated Franciscan and Catholic university identity and student experience of faith development, spiritual growth, moral analysis, and human formation.

- Recruit, retain and graduate highly competent servant leaders formed in the Catholic, Franciscan tradition.
- Recruit, mentor and retain highly qualified, versatile and engaged faculty, staff, administration and trustees who are committed to the University's distinct mission.
- Move toward a unified physical campus.
- Link learning and service with Catholic and Franciscan teachings and tradition throughout the communities the University serves.
- Enhance and support population health initiatives in collaboration with the Franciscan Missionaries of Our Lady Health System.
- Establish a culture of philanthropy to help ensure sustainability.
- Establish a culture of investment, stewardship, fiscal accountability, and appropriate operational autonomy to ensure the financial and operational sustainability of the University.
- Establish a market identity as a Catholic and Franciscan University dedicated to educating and forming servant leaders.

Revised November 2007; Revised April 2011; Revised and Approved by the Franciscan Missionaries of Our Lady University Board of Trustees on June 21, 2012

PHYSICAL THERAPIST ASSISTANT PROGRAM

Mission Statement

The mission of the Physical Therapist Assistant Program of the Franciscan Missionaries of Our Lady University is to educate and form Franciscan servant leaders who are highly skilled and compassionate physical therapist assistants who are prepared to think critically and deliver holistic patient-centered care.

Revision 2/22/2017; 3/1/2017

Statement of Philosophy

We believe in the worth of the human being, that each is a unique individual, created by God, deserving compassion, understanding, respect and dignity. Each person is deserving of quality health care.

The Physical Therapist Assistant Program is committed to the establishment and implementation of an educational program that supports the health care needs of the community and is in accordance with the tradition of excellence established by the University. We are also committed to the promotion of effective cost control methods in the provision of services.

Physical therapy services are an integral part of the health care system that provides care to individuals in situations of great stress and personal crisis. The physical therapist and the physical therapist assistant must be prepared to address the needs of individuals in all phases of health care and to adapt to the ever-changing health care environment.

The physical therapist assistant works under direct supervision of a physical therapist as an integral member of a team, whose primary consideration is the well-being of the patient. We believe in the value of a diverse educational and experiential background to enhance the effectiveness of the team concept.

We believe that the choice of a career is personal, and we hold responsibility in assisting students to make an educated choice in that career. Having chosen a career, each person is responsible to make the commitment to adhere to all of the standards and ethical considerations inherent in that choice.

We believe that learning is a life-long process that is dynamic and diverse. Formal education is a social process of teaching and learning by which the individual develops the knowledge, attitude and skill required for adaptation and contribution to society. Our curriculum reflects the values and views of the physical therapy profession and of Franciscan Missionaries of Our Lady University, and prepares competent entry level practitioners of physical therapist assisting.

Learning is an interactive process whereby the learner and the teacher work together to achieve the desired results. This implies inherent responsibilities of both the learner and the teacher. The student is an active participant in the learning process. This encompasses acceptance of and compliance with all course requirements, self-assessment and identification of needs, self-directed enhancement of the learning experience, and commitment to the development of behaviors and skills that reflect competency and professional deportment. Upon completion of the formal program, each graduate must accept the responsibility for continued learning that promotes personal and professional growth.

We believe that faculty members are the essence of the educational program, and as such must be competent and accountable to the profession, the institution and the community. We are responsible for our growth that will reflect the growth of the profession of physical therapy within the health care community and of society within which we exist.

Physical Therapist Assistant Program Goals

The goals of the Physical Therapist Assistant Program of Franciscan Missionaries of Our Lady University support the missions of Franciscan Missionaries of Our Lady University, the Franciscan Missionaries of Our Lady and the needs of the physical therapy community. In order to fulfill its educational purpose, the program is committed to:

1. Educate physical therapy practitioners through an accredited curriculum grounded in evidence based theory and practice, strong ethical values and expectations, the ideals of the Franciscan Missionaries of Our Lady and adherence to the scope of practice defined by professional and legal authorities for the practice of physical therapy.
2. Foster community service by faculty and students.
3. Promote life-long pursuit of knowledge through access of professional literature, consultation, post-graduate education and non-degree granting educational opportunities.
4. Contribute to the profession of physical therapy by active participation of faculty and students in professional organizations, pursuit of scholarly activities, communication with the licensing authority and education of the public.
5. Expand course offerings to meet community needs.

Physical Therapist Assistant Program Student Learning Outcomes

The student learning outcomes of the Physical Therapist Assistant Program define the expected performance level of all Program graduates, and are derived from the Franciscan Missionaries of Our Lady University Mission and Institutional Goals and the PTA Program Philosophy and Goals. The learning outcomes identify the skills and competencies of the entry level physical therapist assistant as reflected by the current practice of Physical Therapy.

Upon completion of the program, the graduate will be prepared to:

1. Practice within safe, ethical and legal boundaries in compliance with national, state and local standards of practice and within the scope of practice of the physical therapist assistant, as defined by the Louisiana State Practice Act, the Guide for Conduct of the Physical Therapist Assistant and the Code of Ethics of the American Physical Therapy Association.
2. Implement a comprehensive treatment plan within the plan of care developed by a PT, utilizing data collection skills, critical thinking skills, and knowledge of science and humanities, grounded in evidence based theory and practice.
3. Pursue personal and professional development based on inquiry, self-assessment and utilization of valid and credible resources.
4. Communicate appropriately and interact effectively with a variety of audiences, with sensitivity and awareness of individual differences.
5. Approach patient care from a holistic perspective, incorporating aspects of spiritual, physical and emotional well-being.

1996,

Revised 2002,

Revised 2007

Revised 2009, SASHP Assessment Committee, Curriculum Committee

PTA Program Curriculum

Associate of Science Degree in Physical Therapist Assistant

General Education Core Curriculum

Course	Number	Semester I	Credit Hours
ACSM	1110	Academic Seminar*	1
WRIT	1310	College Writing I*	3
MATH	1315	College Algebra*	3
BIOL	2310	Human Anatomy and Physiology I**	3
BIOL	2310L	Human Anatomy and Physiology I**	1
CHEM/PHSC/BIOL	Elective	Natural/ Physical Science/Biological*	3
PSYC	1310	Introduction to Psychology*	3
BIOL	1110	Medical Terminology**	1
		TOTAL	18
Course	Number	Semester II	Credit Hours
WRIT	1311	College Writing II*	3
BIOL	2311	Anatomy and Physiology II**	3
RELS	1310	Introduction to Theology**	3
PHIL	Elective	Philosophy (2320)**	3
PTAP	2310	Functional Anatomy and Kinesiology**	3
PTAP	2310L	Functional Anatomy and Kinesiology lab**	1
		TOTAL	16
PTA Program Clinical Sequence			
PTAP	2710	Introduction to Physical Therapy	3
PTAP	2715	Neuroscience of Rehabilitation	2
PTAP	2718	Human Development	1
PTAP	2720	Clinical Science I	2
PTAP	2725	Clinical Science II	3
PTAP	2730	Clinical Science III	4
PTAP	2735	Clinical Science IV	2
PTAP	2740	Pathophysiology	3
PTAP	2745	Clinical Education I	6
PTAP	2750	Clinical Education II	10
		TOTAL	36

*General Education Core Course

** PTA Program Required Course

Revised: January 2008; February 2011; March 2021, November 2021

General Education Core	16 Credit Hours
Program Pre-requisite Courses	18 Credit Hours
Clinical Sequence Courses	36 Credit Hours
Total hours for Associate of Science Degree	70 Credit Hours

PTA Program Curriculum Plan

The program curriculum is currently designed to sequence courses that focus on the arts and sciences related to the practice of physical therapy, and which form a foundation of basic arts and sciences. The curriculum is designed as a 1+1 curriculum with modifications, in that curriculum courses are divided into 34 credit hours in general arts and sciences courses and 36 credit hours of courses in the program clinical sequence. There are two introductory level courses designated PTAP (program curriculum) which are offered prior to enrollment in the program. The curriculum contains a total of 70 credit hours, which can be sequenced for completion within 5 semesters. The student who successfully completes the program graduates with an Associate of Science Degree in Physical Therapist Assistant.

The student is required to take courses that provide the foundation of basic science theory, understanding human behavior, basic communication skills and basic math skills. These courses include Writing, College Algebra, Academic Seminar, Medical Terminology, Biology, Psychology, Philosophy, and systemic Anatomy and Physiology courses.

Included in the pre-requisite course list are two additional courses: PTAP 2310 and PTAP 2310L are a lecture and laboratory combination of Functional Anatomy and Applied Kinesiology. Students apply biomechanical principles of kinesiology to the human musculoskeletal system, to learn how the body moves. This is a foundation course to the Clinical Science courses in the clinical sequence.

Admission to the technical phase of the program is based on the established minimum requirements and recommendations set by the Admissions Committee. The Admissions Committee is responsible for the maintenance of the planned class size per the accrediting agency's standards.

All courses within the technical phase of the PTA program are taught on-campus in a face-to-face format. However, the University reserves the right to transition to Emergency Remote Teaching (ERT) in response to a crisis or disaster. ERT is a temporary change of instructional delivery to use of fully remote teaching solutions for instruction that would otherwise be delivered face-to-face or as blended. Courses impacted by ERT will return to the face-to-face or blended instructional delivery format following the crisis or disaster.

During the first semester of enrollment in the Physical Therapist Assistant Program, students take PTAP 2710 (Introduction to Physical Therapy), PTAP 2715 (Neuroscience of Rehabilitation), PTAP 2718 (Human Development) and PTAP 2720 (Clinical Science I). PTAP 2710 introduces the student to the PTA scope of practice, APTA, LA Practice Act and documentation issues are presented in-depth. A 4-day clinical affiliation is included at the end of this course. Students take PTAP 2715 (Neuroscience of Rehabilitation) and PTAP 2718 (Human Development) as basic science courses which provide theoretical premises, for which therapeutic interventions are modified for specific populations. PTAP 2720 provides the student the opportunity to learn and practice fundamental assessments, patient care skills, and procedures. Students are instructed in data collection skills, treatment interventions and procedures. Students are evaluated through written and practical examination formats and must successfully complete all coursework in order to progress in the curriculum.

During the second semester of enrollment in the Physical Therapist Assistant Program, students

take PTAP 2725 (Clinical Science II), which continues theory and application of physical therapy modalities, data collections and interventions relative to current practices in physical therapy. PTAP 2730 (Clinical Science III) presents the theoretical framework and application of therapeutic exercise as a primary physical therapy intervention. Students are also instructed on the theory and application of therapeutic modalities and physical agents. Students learn the application of various types of exercise and progress exercises through to functional activity applications.

Students must demonstrate competency in both written and practical application of content in the two Clinical Science courses in order to participate in the clinical education component. PTAP 2740 (Pathophysiology) provides insight into disease processes and disorders that impact patient function and response to interventions from a systemic perspective.

Once students have completed all didactic and laboratory course work, they are assigned to specific clinical education sites for five weeks, where they are provided the opportunity to perform physical therapy data collections and interventions on patients under the direct supervision of a licensed provider of physical therapy services (PTAP 2745SL). This course also includes a service-learning component, which gives students opportunities to develop communication skills while serving in the community.

During the third semester of enrollment in the Physical Therapist Assistant Program, coursework primarily focuses on Clinical Education II (PTAP 2750), as the students participate in two different five-week clinical affiliations. The clinical work is supplemented with one course, Clinical Science IV (PTAP 2735). Guest clinicians provide laboratory activities that are considered post entry-level skills to introduce the students to techniques and theories to which they may be exposed in the clinical setting. Students participate in activities, which prepare them for licensure and employment, and which contribute to their ability to communicate with, and educate, others. Students take two computer-based comprehensive examinations at midterm and the completion of the semester. Both examinations are designed to mirror the content of the licensure examination and prepare the student for the national board exam.

Students graduate from the Physical Therapist Assistant Program at the completion of the third semester with an Associate of Science Degree. Graduates have the basic theoretical framework, laboratory and clinical experiences that are considered entry-level for a general practitioner in any clinical setting, and they are eligible to apply for licensure as a Physical Therapist Assistant in Louisiana after successful completion of the national board exam.

PTA Program Clinical Education Plan

Clinical education experiences in the Physical Therapist Assistant Program are designed to gradually increase the students' experience in the clinic and to progressively increase their level of responsibility for patient care. The clinical education experiences are sequenced to provide students with a broad range of exposure to the practice of physical therapy, beginning with a recommended minimum of 100 volunteer hours in a physical therapy department, followed by a 4- day summer internship, and culminating in three, five-week full time clinical internships. The students' clinical experience is sequenced, beginning with observation, to providing specific, individual treatment interventions, to assuming responsibility for a patient's total treatment session, to managing several patients simultaneously.

Prior to application to the Physical Therapist Assistant Program, it is recommended that students obtain at least 100 volunteer or work hours in a physical therapy department, preferably in 2 different practice settings (acute, rehab, or outpatient). This volunteer/work experience affords students the opportunity to explore the career of physical therapy and to recognize the variety of practice settings and patient acuity levels requiring physical therapy interventions. It also provides students with the opportunity to observe the roles, relationships and responsibilities of the physical therapy practitioners.

During the first semester of enrollment in the Physical Therapist Assistant Program, students are assigned to a 4-day clinical affiliation. This clinical experience provides an opportunity for students to observe and/or practice treatment interventions and professional behaviors that have been learned in the classroom and laboratory setting.

During the second semester of enrollment in the Physical Therapist Assistant Program, students continue to gain skills required for practice in multipole settings in preparation for their first clinical experience. At the end of the second semester, when all of the didactic information is complete and each student has satisfactorily demonstrated competency in the laboratory practical examinations, students are assigned to a long-term (five-week) full time clinical affiliation in an acute, rehab or out-patient setting. This clinical experience enables the students to work toward entry level competency in identified PTA MACS skills in a specific practice setting.

During the third semester of enrollment in the Physical Therapist Assistant Program, students engage in two long-term (five-week) full time clinical affiliations. Both of these clinical experiences provide students with the opportunity to work toward entry level competency in identified PTA MACS skills for specific practice settings. These experiences also allow the students opportunities to polish professional and technical skills, as well as to improve skills in time management as they move closer to the role of employee.

On each long-term clinical affiliation, the PTA MACS is used to evaluate the student's clinical performance. The students are required to complete a percentage of identified skills at each affiliation, working toward 100% mastery of identified skills at entry level. At the successful conclusion of the final clinical affiliation, students will have demonstrated entry level competency in **ALL** identified PTA MACS skills in both in-patient and out-patient physical therapy settings. The students will have had the opportunity to perform physical therapy data collections and interventions on patients with a variety of diagnoses, ages and levels of acuity.

Revised 4/19/2021

PROFESSIONAL BEHAVIORS

Behavioral Expectations

Enrollment in the PTA Program holds greater meaning than the ability to complete course work which trains individuals to perform treatment techniques. It is the gateway into a profession that seeks to serve others, and which holds a responsible and important position in health care. Practitioners in physical therapy must maintain ethical practices and demonstrate professional behaviors.

Franciscan Missionaries of Our Lady University is a private, Catholic university, which has earned

the reputation for quality and excellence in education. Employers have come to expect graduates of Franciscan Missionaries of Our Lady University to perform with integrity, professionalism and competency. Each of you represents the University, the School of Health Professions, the Department of Physical Therapy, and the Physical Therapist Assistant Program.

Therefore, the educational environment is one that promotes and expects professional behaviors and respect for others at all times, not just in the classroom or in the clinic. Prayer is encouraged. Dress codes are upheld. Students are challenged.

The American Physical Therapy Association has developed guidelines and standards by which to foster professional and ethical behaviors in the provision of physical therapy services. Students are expected to learn and practice these behaviors and standards in all academic and clinical activities and settings. The students' demonstration of these behaviors is included in the evaluation process required for progression and graduation from the Physical Therapist Assistant Program. These behaviors are identified in the American Physical Therapy Association Standards of Ethical Conduct for the PTA, Core Values for the PT and PTA, and the Core Performance Standards for the PTA Program. Student performance evaluation, in all didactic, laboratory and clinical courses includes components of professional and affective behaviors, which may impact final grade. In addition, non-progression in the program for non-academic reasons can be related to these behaviors.

Tardiness

Students are expected to attend all scheduled classes and to be prepared for the prompt beginning of class. Tardiness is defined as arriving to class after class has started. Students who arrive early to class have the opportunity to prepare for the planned activities, orient to the environment, and review previously presented material. Arriving prior to the start of class demonstrates respect for the instructor, and fellow classmates, and improves attention to task and learning. Chronic tardiness may indicate lack of preparation, poor time management skills and decreased attention to task. PTA program faculty reserves the right to lock the door at the beginning of class to prevent disruption. Out of respect for the faculty and other students, any student arriving after the beginning of class who has not contacted faculty in advance, may not be admitted to the classroom until a break in classroom instruction. Any work missed due to failure to attend class on time or leaving class early may not be made up.

Excessive tardiness within and across courses is considered unprofessional and student's behavior will be documented as unsatisfactory on the faculty advising feedback or conference forms. Each student is responsible for displaying professional behaviors and will meet with his/her advisor each semester to self-assess and to receive faculty feedback—Repeated episodes of unprofessional behavior will result in remediation efforts to eliminate unprofessional or undesired behaviors. A student who is not consistently able to display professional behaviors may be subject to suspension or dismissal from the PTA program.

Revised 4/19/2021

Absences

Absences refer to both excused and unexcused absences as defined in the course syllabus and Program Handbook. In the event of absence, students are expected to contact the course instructor before class by telephone, email or voice mail. Email is preferred means of

communication. **If an absence occurs while a student is assigned to a clinical affiliation, the student should notify both the clinical instructor and the ACCE.** In the event that an absence occurs when a test is scheduled, the student is required to provide official documentation verifying the excuse in order to make up the test. Participation in course lectures, discussions and laboratory activities enhance learning and critical thinking skills and may clarify or supplement content found in textbooks and handouts. For that reason, students are expected to schedule all appointments around class time.

Excessive unexcused absences may indicate poor motivation, poor time management, lack of respect for others and poor problem-solving skills, which are not consistent with expected professional behavior. Even excused absences result in loss of learning opportunities.

Excessive excused and unexcused absences within and across courses is considered unprofessional and student's behavior will be documented as unsatisfactory on the faculty advising feedback or conference forms. Each student is responsible for displaying professional behaviors and will meet with his/her advisor each semester to self-assess and to receive faculty feedback on each of the 10 professional behaviors. Repeated episodes of unprofessional behavior will result in remediation efforts to eliminate unprofessional or undesired behaviors. A student who is not consistently able to display professional behaviors may be subject to suspension or dismissal from the PTA program.

Revised 4/19/2021

Academic Integrity

Any formal academic setting relies upon high standards of honesty among its students and its faculty. The University expects both faculty and students to abide by these standards in order to help fulfill the mission of Franciscan Missionaries of Our Lady University, which is to provide an educational setting where religious and human values are respected. An important aspect of this process is academic honesty. University faculty and students are expected to apply the principle of academic honesty by consistently displaying honesty and forthrightness in their academic endeavors. Intellectual inquiry can possess value only if it is acquired and presented legitimately – whether in the traditional classroom setting or in any distributed learning course work undertaken at Franciscan Missionaries of Our Lady University. All students are expected to adhere to the Honor Code. For specific information on the Student Honor code, please refer to the *University Student Handbook*.

Student Honor Code

“We, the student body of Franciscan Missionaries of Our Lady University, embrace the idea that honor is an intangible quality, which, if it pervades all phases of campus life, tends to foster a spirit of dignity and personal integrity. Upon enrolling at the University, we become part of the Franciscan Missionaries of Our Lady University Honor System. We realize that honor must be cultivated and that its success depends upon the combined and cooperative efforts of the University’s administration, faculty, staff and students. Inherent in the honor system is the premise that students will not perform or tolerate any violations of the Student Code of Conduct published in *Franciscan Missionaries of Our Lady University Student Handbook*. As responsible members of the Franciscan Missionaries of Our Lady University community, each of us freely accepts and proudly endorses this, our code of honor.” For specific information on the Student Code of Conduct, Academic Dishonesty Policy, and associated procedures, please refer to the *University Student Handbook*.

Social Networking Policy

The University's primary concern regarding social media platforms such as Facebook, Twitter, Instagram, and other social media platforms involves the safety of students as well as the integrity of Franciscan Missionaries of Our Lady University and its community. The University is aware that students may wish to express their personal ideas and opinions through private social media that are not administered by the University. Nevertheless, students should be aware that the Franciscan Missionaries of Our Lady University Student Code of Conduct applies to uses of private social media platforms or communications resources that reflect poorly on the University. Franciscan Missionaries of Our Lady University reserves the right, under circumstances it deems appropriate and subject to applicable laws and regulations, to impose disciplinary measures upon students whose actions, speech, or communications violate the Student Code of Conduct regardless of forum or medium of expression. For specific information on the Student Code of Conduct, please refer to the *University Student Handbook*. Program faculty are unable to accept "friend requests" from any student until after the student matriculates from the PTA program.

ORGANIZATIONAL MEMBERSHIPS

American Physical Therapy Association (APTA)

The APTA is the national organization for the profession of physical therapy, and its primary responsibility is to support the profession and its practitioners. Students are provided the opportunity to participate in the APTA at a reduced rate and to access all of the benefits of membership when enrolled in the PTA Program. PTA Program faculty are members of the APTA, and strongly believe that all practitioners and students in physical therapy have a responsibility to become members and to support the organization.

As future licensed practitioners of a health related profession, students are expected to participate in, and support, the profession to which they belong. As such, students are **required** to become members of the American Physical Therapy Association. Membership in the national organization provides membership in the state and district associations as well. Members of the APTA are eligible to receive regular publications related to the practice of physical therapy and discounts on resources and materials. In addition, members have access to research resources that inform an evidence-based practice. As future practitioners of physical therapy, it is necessary that students access the latest information relative to the practice and become proactive in the profession.

Students are encouraged and may be required to attend local, state and national conferences and meetings sponsored by the APTA. Active participation in the organization results in opportunities for advanced educational, personal and professional consideration. Membership allows students to access resources such as the Guide to Physical Therapy Practice for references necessary to complete course assignments.

Students may participate in fund raising activities that serve to defray the cost of membership and of activities in APTA sponsored events.

Phi Theta Alpha Fraternity

Phi Theta Alpha Fraternity is the student organization of the PTA program, which is affiliated with the Student Government Association (SGA). Every student enrolled in the PTA Program is eligible to become a member of Phi Theta Alpha Fraternity. Membership and governance are defined in the By-Laws of the organization. Active participation in the activities of the organization is encouraged. The organization is one way for the students to fulfill the mission of the University and profession through community service and to network with other students and professionals.

All PTA students must participate in any fund raising activity from which he/she is to receive funds. **All** PTA students are required to complete 20 hours of volunteer/service once accepted into the PTA program and participate in the PTA sponsored school functions including but not limited to the following: Open house, CI healthcare, Franciscan Week, Welcome Week, Oktoberfest, Transfer Day, etc.

Volunteer/service hours may include, but are not limited to off-campus University events such as convocation, graduation, and Fete des Fidelis alumni luncheon; on-campus events such as Franciscan Week, Catholic Higher Education Week, orientation days, student panels, and open house; off-campus non-University services such as volunteer hours at churches, soup kitchen, coastal restoration, habitat for humanity, heart walk, etc. **Students are responsible for logging their service hours in the University approved service tracking software program and provide evidence of their service summary to their Phi Theta Alpha advisor each semester.**

Revised 4/19/2021

Student Government Association

The Student Government Association is an organization that represents all students at Franciscan Missionaries of Our Lady University. The SGA provides services and activities throughout the year, funded by student fees allocated for that organization. Any student at the University can participate individually in SGA sponsored activities. In addition, the PTA Student Organization, Phi Theta Alpha, is a member organization to the SGA. In that capacity, they are eligible to receive funds and to participate in the governance of the SGA. An elected representative from the PTA Organization attends SGA meetings and reports to the program students and faculty members.

CALENDARS

The University academic calendar is published in the University publications and web page, and depicts scheduled activities and holidays practiced by the University. Arrangements with clinical sites are frequently made before the University calendar is developed. Therefore, due to the unique clinical education of the PTA Program, the PTA Program calendar may differ from the University calendar. It is a professional program and may require additional class sessions or clinical experience in order to meet the requirements of the curriculum. The Program calendar is provided at the beginning of each semester and serves as the projected schedule of the classes and clinical dates.

Changes to the calendar are attempted to be made at least a week in advance, so that students can adjust their schedules. Every attempt is made to maintain the original schedule in order to avoid this inconvenience. It is the responsibility of the student to arrange holidays and vacations around the schedule noted in the PTA Program semester calendars. PTA Program students will be provided holidays equitable to other students in the University while in the didactic portion of the curriculum. The academic calendar can be found on the University web page and in the University catalog. Students will be notified as soon as possible regarding any required changes to the published calendar.

CORE PERFORMANCE STANDARDS

Physical therapist assistants utilize a combination of psychomotor and sensorimotor skills in the provision of physical therapy services. The Core Performance Standards of the Physical Therapist Assistant Program identify the behavioral criteria, which allow the student to safely and efficiently perform assessments and procedures that are integral to the practice of physical therapy, and to successfully progress in the Physical Therapist Assistant Program with reasonable accommodations. A copy of the PTA Program Core Performance Standards is included in the online clinical application materials and program orientation materials. (Revised 4/17/2023)

Each student is responsible for assessing his or her ability to meet these standards prior to enrollment and throughout progression in the program curriculum. It is the responsibility of the student, and in the student's best interest, to report any circumstance in which accommodations are needed, or special considerations should be given, to the course faculty or program director as soon as possible. Students may be required to consult a physician (at his/her own cost) if there is any risk or concern for either patient or student safety.

STUDENT RETENTION PLAN

Purpose

It is the desire and intent of the program faculty to provide the support necessary for success of every student. With the understanding that every student has individual needs and unique stresses that may impact performance, the faculty has identified potential behaviors that may serve as barriers to success and have formulated remediation strategies and expectations for the student to correct identified behaviors. Students enrolled in PTAP courses are developing the knowledge base and skills needed to work in the clinic. Students are expected to model behaviors in the academic setting, which are reflective of those expected in the clinical environment. Students will be accountable daily for behaviors including, but not limited to, active class participation, promptness, preparedness, peer support, effective communication, and time management. Early identification and remediation of detrimental behaviors improve retention of students and educate competent, compassionate, employable, and ethical graduates, who contribute to the profession of physical therapy and the general health care environment. In recognition that repetitive detrimental behaviors may be indicative of difficulties, not related to academic ability or performance, students are required to consult with Counseling Services on the second occurrence of an unacceptable behavior. In the case of a third incident, the student will be required to consult with Counseling Services and may be subject to further disciplinary action.

Assignments

Assignments are projects, activities and papers that provide the opportunity for the student to engage in self-directed learning; to integrate material presented in class; and, to develop critical thinking skills, communication skills, time management skills and research skills for personal growth and development. Assignments provide instructors the opportunity to assess acquisition of student learning and development of professional behaviors. Failure to complete assigned work on time may indicate poor time management, decreased motivation, poor attention to task, and lack of respect for self and others. Student work not turned in on or prior to the established deadline may be subject to grade penalty of 20%, meaning that the maximum grade a student may receive on an assignment turned in late is 80%. Failure to complete assigned work on time without prior approval of the course instructor may not be graded, and the student will receive a 0% on that assigned work.

Revised 4/19/2021

Examinations

The PTA Program curriculum provides the opportunity to evaluate student mastery of cognitive, affective and psychomotor skills through computer, written and practical examinations.

Examinations allow faculty to assess the degree of knowledge and skill acquisition to ensure competency and safety in patient care. Course syllabi identify criteria for successful completion of individual courses by examination. Missed examinations will be made up only in the event of a documented excused absence, when the student contacts the faculty member prior to the missed exam. PTA Program students will be tested using Examsoft. Students are required to have access to a personal laptop computer with settings compatible with Examsoft for each scheduled exam.

Remediation Strategies

To promote student success in acquiring and integrating information presented in each course offered in the PTA Program curriculum, a remediation plan has been designed to provide the opportunity for each student to reflect and self-assess their strengths, challenges, and opportunities for improvement. The remediation plan will facilitate the student's proactivity in self-assessing their performance, identifying strategies to improve their performance and identifying changes in behavior and/or additional resources needed for their success.

Following each Written Exam and Lab Practical Exam, students who do not demonstrate success in performing at 80% or better are encouraged to:

- Complete a Remediation Form and develop an Action Plan for improving their success on tests and performance.
- Return the completed remediation form to the course faculty immediately after reviewing the test results.
- Meet with the course faculty member to discuss the Action Plan and to identify available resources the student may need.
- Have the Action Plan signed by both the student and the faculty member, serving as the learning contract agreement.

Revised 4/19/2021

Remediation for Written Exams and Practical Exams will follow these procedures:

Written Exams. When a student is not successful in achieving an 80% on a written exam, the student will be allowed to replace their lowest examination grade made in each course with an 80% if they are successful in passing the final exam of that course with an 80% or above. Final exams are cumulative, therefore successfully passing the final exam demonstrates that the student has improved mastery of content and concepts that have been integrated throughout the semester.

Practical Exams. Students are required to pass all Practical Exams with a composite score of 80% competency in order to pass the course. If a student completes the Practical Exam with a composite score of 80% or better and satisfactorily performs all safety criteria and individual components of the Practical Exam, the student will receive the grade earned and pass the Practical Exam. If the student fails to score a minimum composite score of 80% on the practical examination, or if the student fails to perform all critical safety components (behaviors that relate to patient and self), he/she will be required to repeat the entire Practical Exam. A student who is unsuccessful in passing one component skill will be required to repeat that component and demonstrate 80% proficiency in that skill. A student who is unsuccessful in passing more than one component skill will be required to repeat the entire Practical Exam. The student will be given a maximum of two additional opportunities to pass the Practical Exam. Any student who requires an additional opportunity to pass the Practical Exam will receive a maximum score of 80. Policies related to Practical Exam remediation opportunities are covered in each clinical course syllabus.

2/17/2005

Revised 4/6/2011; 4/4/2018; 3/17/2019, 4/19/2021

Advising/Personal Development

Faculty members in the PTA Program are invested in the success of each student in the PTA Program. Proactive, formative review of student performance provides early opportunity to optimize resources and to access services and activities that enhance student learning. Students have opportunities to meet with their advisor each semester to review the student's status and to discuss strategies to optimize their learning. It is the student's responsibility to schedule an appointment as needed, or at least once during the semester.

PROGRESSION POLICIES

The PTA Program faculty is committed to providing an enriched environment for the education of graduates in accordance with the tradition of excellence established by the University, in accordance with standards set forth by the profession, and in support of the health care needs of the community. The curriculum is designed to reflect current physical therapy practices, the mission of the University and Franciscan Missionaries of Our Lady, and the PTA Program Statement of Philosophy. In order to comply with these standards, the Progression Policy of the PTA Program has been established.

Program Progression

Progression in the Physical Therapist Assistant Program is dependent upon compliance with the following guidelines:

- The student maintains continuous enrollment in the PTA curriculum sequence.
- The student achieves a minimum grade of “C” in all academic courses in the PTA curriculum and in all clinical education courses.
- The student demonstrates professional behaviors consistent with those identified in the Core Performance Standards and the Code of Ethics of the American Physical Therapy Association.

NON-PROGRESSION POLICIES

Program Probation

A student may be placed on program probation for either academic or non-academic reasons. The student may progress in the program, but will be given a designated period of time, not to exceed one semester, during which evidence of remediation must be documented. A student may not be placed on program probation more than one time. Release from probation is determined upon successful completion of a failed course or after successful completion of a plan of action as determined by the Program Director.

A student will be placed on probation for the following academic reasons:

- not performing to the appropriate level of academic or clinical skills as identified by program or clinical education faculty.
- upon readmission to the PTA Program following program suspension after failure to make a grade of “C” or better in one course within the technical phase of the program.

A student will be placed on probation for the following non-academic reasons:

- when there is documented evidence of significant unsatisfactory behavior not related to specific academic performance including but not limited to the guidelines listed on page 22.

Revised 5/31/2024

Program Suspension

A student may be suspended from progression in the PTA Program for either academic or non-academic reasons for no longer than one academic year.

A student will be suspended for the following academic reasons:

- fails to make a grade of “C” or better in a course within the technical phase of the PTA program.
- withdraws (W) from a course in the technical phase of the program due to a failing grade.

A student will be suspended for the following non-academic reasons:

- there is documented evidence of an egregious unsatisfactory behavior and/or unsuccessful remediation for which the student has previously been placed on program probation.

A student may voluntarily request suspension of progression in the program for non-academic reasons for no longer than one academic year. The request must be submitted in writing to the Program Director for consideration. Permission to suspend progression in the program, along with conditions under which the student may return will be submitted in writing to the student and the Registrar's Office. Upon return to the program sequence, the student is required to enroll in the course(s) not completed at the earliest offering, at which time the curriculum progression can commence.

Revised 5/31/2024

Program Re-admittance

A student must reapply for admission to the program if he or she has been involuntarily suspended for academic or non-academic reasons. Readmission is granted on clinical capacity, the program's admission criteria and accreditation agency requirements. Readmission to the program is not guaranteed. Students must complete a new clinical application, background check and drug screening. The student must meet current program admission requirements at the time of the readmission request. Re-instatement will be granted only within one year of suspension. The student will also be required to demonstrate competency in previously learned clinical skills before being allowed to participate in the clinical education courses.

Revised 5/31/2024

Program Dismissal

A student may be dismissed from the PTA Program for either academic or non-academic reasons. A student who has been dismissed from the program may not be re-admitted to the program at a later date.

A student will be dismissed from the program for the following academic or non-academic reasons:

- fails to correct undesirable student behaviors despite continue remediation, including probation and/or suspension.
- exhibits behavior in any environment, which is considered illegal; unethical; or detrimental to the health or safety of a patient or other person; or, which may jeopardize successful operation of a clinic.
- fails to make a grade of "C" or better in two (2) courses within the technical phase of the program.
- withdraws (W) from two courses in the technical phase of the program due to a failing grade.
- fails the repeat of one course in the technical phase of the program.

The Program Director will notify the student of suspension or dismissal from the program in writing.

Revised 5/31/2024

Sample behaviors for which disciplinary actions may be indicated for non-academic reasons:

- Plagiarism, fabrication, or any violation of academic integrity
- Falsification of information, or alteration of records, related to patient data, student evaluation of performance, or school data

- Unauthorized possession of an examination, in part or whole
- Illegal possession, use, sale or distribution of drugs
- Illegal or unauthorized possession of weapons
- Theft
- Conviction of a felony
- Participation in cheating or lying in reference to clinical or classroom assignments
- Chemical impairment in the school/clinical setting
- Inappropriate, or unprofessional behavior, such as improper or abusive language, threats, assault, battery, disruptive talking, inattention to direction or instruction, falling asleep during classroom or clinical experiences, violation of attendance policies, insubordination to clinical or academic instructors, and the unauthorized use of a cell phone or other portable device in the classroom, laboratory or clinic setting.
- Inability to meet or maintain the behaviors identified in the core performance standards for the PTA Program
- Incompetence or negligence in the clinical setting
- Participation in patient care activities without appropriate supervision
- Failure to maintain confidentiality in matters related to patient care, school or clinic business
- Visiting clinical patients, for whom the student has provided care, during non-clinic hours
- Witnessing legal documents in the clinical setting
- Loitering in the clinical servicing areas
- Failure to maintain satisfactory and harmonious working relationships with the public, staff, patients and fellow students
- Failure to follow through on ethical responsibilities.
- Behavior in any environment that is considered illegal, unethical, or detrimental to the health or safety of a patient or other person; or, which may jeopardize successful operation of the clinical education center.

Unsatisfactory behaviors will be addressed in conference between Program Director, faculty members and the student, at which time remediation or disciplinary actions will be discussed and documented. Copies of this documentation are maintained in the student file in the office of the Program Director.

April 5, 2002 /May, 2009/ April, 2022

Policies regarding University progression can be found in the *University Student Handbook, Academic Status*.

GRADING POLICY

Grading Scale

A	=	94-100	=	4 quality points
B+	=	91-93	=	3.5 quality points
B	=	87-90	=	3.0 quality points
C+	=	84-86	=	2.5 quality points
C	=	80-83	=	2.0 quality points
D+	=	78-79	=	1.5 quality points
D	=	75-77	=	1.0 quality points
F	=	0-74	=	0 quality points

Academic course grade criteria are identified in each course syllabus and may include a variety of opportunities to demonstrate competency and acquisition of knowledge. Because the practice of physical therapy is dependent upon integrating knowledge acquired throughout the course of study, all written and practical examinations may contain items pertaining to previously learned material related to course content.

Psycho-motor skills are practiced in the Clinical Science laboratory courses. Competency in performing identified critical skills in the laboratory is required prior to performance of those skills in the clinic. These competencies are identified in the course syllabus. Practical examinations are cumulative combinations of identified competencies learned in the Clinical Science courses. In order to pass the Clinical Science course, the student must pass all check-offs and practical examinations within that course.

Grade Appeal Policy

The School of Health Professions grade appeal policy is posted in the University Student Handbook. PTA program students seeking to initiate a grade appeal should refer to the University Student Handbook.

Revised 4/19/2021

Credit for Repeated Courses

Students who are not successful academically will be permitted to repeat only one didactic PTA course during the technical phase of the PTA program. Clinical education courses in the PTA program cannot be repeated. In the event that a course is repeated, the policy in the University catalog will be followed in computing the GPA and hours earned.

Revised 4/19/2021

Clinical Education Course Grade

The student is required to pass **ALL** critical skills noted on the evaluation tool designed for the clinical experience as determined by the clinical instructor. Clinical education course grades are determined by the Academic Coordinator of Clinical Education in collaboration with the individual student's Clinical Instructor, according to criteria established for each clinical course. A passing grade indicates that the student has succeeded in reaching the objectives identified as critical for the course as referenced by the clinical skills and the key indicators in the clinical evaluation tool, submitted required clinical forms and assignments in a timely manner, and documented performance on those procedures which the student did perform in each internship.

The student's performance in the clinic is evaluated by his/her assigned clinical instructor, using the PTA MACS to document competency in those identified skills requiring mastery in order to graduate. Because student exposure to individual procedures is dependent upon experiences available at each clinical site to which the student affiliates, individual procedural criteria are not utilized for specific courses.

Revised 4/19/2021

Students are expected to take a proactive role in the achievement of clinical expertise. As such they are expected to maintain open communication with both the ACCE and the CI, identify needed skills and experiences to the CI in a timely manner, maintain records of achievements in the clinic and discuss opportunities and experiences that contribute to the success of the affiliation.

In the event of potential failure of a student to pass the clinical experience, the student should notify the Academic Coordinator of Clinical Education (ACCE) at the earliest possible time or delegate this responsibility to their clinical instructor, in order for remediation strategies to be discussed and/or arranged. Students are required to master all identified critical skills in order for the student to graduate from the PTA program. Remediation may include extended length of a clinical affiliation or repeat of a clinical affiliation. In the event that remediation activities extend beyond the semester schedule, the student will be given an "I" in the course until the final grade has been determined. The student must successfully complete the remediation activities in order to pass the course. Failure to pass a clinical education course, or to successfully complete remediation activities, will result in non-progression according to the policies previously stated.

Revised 4/19/2021

PROGRAM COMMUNICATION

The University has attempted to centralize all communication among faculty, staff, students and administration by providing e-mail service and web assisted technology for instruction and information. In the event that student notification is necessary, the University e-mail service is the primary means to do so. The successful student will find it helpful to check the University e-mail frequently to ensure timely access to University and program announcements.

Students will be given access to Moodle courses to download handouts and assignments according to course requirements. Students will find it helpful to check the Moodle sites, grade book and announcements several times a week. In the event that a student has no access to computers or internet at home, computers are available in the Library during the week, evenings and on weekends. Students should determine when the Library is open to students in advance of assigned work to ensure timely completion.

Difficulties accessing e-mail and Moodle should be reported via the link on the University webpage or through services available at the Technology Services Center. Because technology is unpredictable at times, students may experience difficulties submitting assignments or accessing announcements at inconvenient times. In the event that a problem occurs, it is the student's responsibility to contact the course instructor immediately to report the problem. Instructors reserve the right to decide if assigned work can be re-submitted.

Program faculty strive to be responsive to student communication, however there are times when instant access to faculty may not be possible. Students should expect a response from faculty within 24 hours during the work week. Faculty may not be available for a response during non- working hours. Students wishing to speak with faculty directly should check in with the PTA program secretary, who will verify that meeting with the program faculty is an available option at the time of your visit.

Revised 4/19/2021

REGISTRATION AND FEES

The Registrar's Office has instituted block registration for cohort groups in clinical programs. Block registration eliminates the need for each student to register for courses in an established curriculum sequence. However, tuition and fees must be paid by the due date each semester. It is the student's responsibility to submit all fees no later than the due date noted on the fee bill. Students have access to all appropriate information via the student information system. In the event that financial aid from external sources is anticipated, the student should contact the Business Office to process financial matters. The registrar will delete the student's name from the course roster if financial obligations are not met by the University deadline. Students will not be allowed to attend class or clinic assignments until all fees are paid in full, or cleared with the Business Office. A late fee will be assessed each student, and permission from the Executive Vice President for Academic and Student Affairs may be required in order to register for the class. Students may use the University portal to request textbook or uniform vouchers to purchase textbooks or uniforms in the event that financial aid funds have not been distributed.

EMPLOYMENT

The three semester clinical portion of the PTA curriculum is a full time commitment. Classes may be scheduled at unusual hours in order to access equipment and experiences that are not available during regularly scheduled class time. Occasionally, there is limited notice provided for these schedule changes. Because many students travel distances to attend class, attempts have been made to minimize changes in on campus attendance by using technology to enhance courses. Use of technology often requires additional time to learn, and it requires self-discipline to access programs. Students must allow adequate time to prepare for classes, complete assignments and study. Due to the physical, emotional and psychological stresses inherent in this intense program, students are encouraged not to pursue employment during the three-semester commitment.

Absences due to outside employment are not considered to be excused absences.

ELECTRONIC DEVICES

Recorders or smart phones may be used in the lecture classes with prior permission of the faculty in order to reinforce content acquisition. Recorders and smart phones may not be used in lieu of attendance in class and active participation.

As a courtesy to the faculty and other students, the student should place their phone in such a way that they or others will not be distracted by the sudden use of their phone. All phone functions, including text messaging should be turned off during class. Students who disrupt class with any electronic device may be asked to leave class, as it is distracting and disrespectful to the faculty and other students. Students are not allowed to have phones in their possession during tests.

If you find that you need for others to be able to get in touch with you during class, there are two numbers that may be used for emergency contact.

Secretary, Health Professions	225-526-1965
OLOL Security	225-765-8825
FranU Extra-Duty Police Officer	225-202-7890

If the student expects to receive an important phone call or message during class, the student is responsible for alerting the instructor of the course prior to the beginning of class, and appropriately position themselves in the class as to cause minimal disruption to the faculty and other students should the interruption occur.

Revised 4/19/2021

HEALTH, SAFETY AND CPR REQUIREMENTS

In order to participate in clinical education experiences, students are required to verify current coverage of several mandatory requirements throughout enrollment in the clinical sequence of courses in the PTA Program. After being accepted into the PTA program, students will receive a health packet detailing all health and safety requirements that must be met prior to the first clinical course. Failure to maintain compliance with the health and safety requirements each semester will result in the student's inability to attend the clinical portion of the program and may result in immediate disciplinary action, including withdrawal from the clinical program. Students are required to provide updated verification of these requirements at the beginning of each semester (no later than the first day of class) and to ensure ongoing coverage of these requirements throughout the clinical education sequence. These requirements include CPR certification, criminal background checks, drug screens, Hepatitis vaccine series (or waiver), flu vaccine and tuberculin skin test. The COVID vaccination is mandated for all FranU students. Students may apply for exemptions as listed in vaccination policy. However, a student who does not receive the vaccination may compromise their ability to attend clinical sites that have a COVID vaccine mandate, resulting in a delay (and possible inability) to graduate from the PTA program. All students must adhere to the COVID policies of the clinical education site in which they are interning.

Documentation for health requirements that need to be updated annually (TB, CPR) must be submitted to the Campus Health & Safety Office by the Friday before the start of the semester in which the requirement is due.

Students are required to participate in training which covers topics such as infection control, response to fire, handling blood and body fluids, electrical hazards, body mechanics, and other OSHA required instructional materials. Verification of this instruction is documented in the materials accompanying the student to clinical affiliations.

For more detailed information, students should refer to the document "STUDENT HEALTH & SAFETY: Policies and Procedures" and "Health Requirements by Clinical Program" located on the portal and contact the Campus Health and Safety Office if they have any questions regarding these requirements.

INCIDENT REPORTS

An incident is described by Risk Management as “anything out of the ordinary.” A University approved report must be completed for any injury, property damage, or unusual occurrence involving a student, employee or visitor on the University campus. If the incident occurs at a clinical site, the student will complete a University approved report in addition to following the protocol of the clinical agency. Every incident must be reported to the ACCE and Director of Health and Safety at the University at the earliest possible time following the incident. Incident reports are not part of the patient or student record, and should not be put into the patient chart. The University approved report will only be accessed by the University Director of Health and Safety for review.

University Director of Campus Health and Safety:

Tracey Pears

Phone: (225) 526-1734

Email: tracey.pears@franu.edu

DRESS CODE

Classroom Dress Code

Students are expected to present themselves as professionals in all settings in which they represent the University, the Program and the Profession. Therefore, students are expected to dress in a manner demonstrating their entry into a professional environment. Classes will be held in a variety of locations and there are several professional guest lecturers scheduled throughout the curriculum. A student is a representative of Franciscan Missionaries of Our Lady University, the PTA Program and the profession of physical therapy, and is expected to maintain good personal hygiene and to dress in neat, clean, and appropriately fitted clothing.

General appearance affects the opinions of those with whom the student comes in contact. Moderation and good taste in dress and grooming are most desirable. Extremes in any area are not acceptable.

Listed below are guidelines for the classroom:

- Clinic uniform or slacks and shirt/blouse is considered dressy casual and professional; Tennis shoes of mostly one color are allowed.
- Flip-flops should not be worn. Open-toed dress shoes/sandals are acceptable for class, but not acceptable for Lab and clinic.
- Athletic wear, leggings, and shorts of any kind (example: Bermuda shorts) should not be worn. Sleepwear or evening wear are not permitted.
- Denim jeans of any color are not allowed, except on certain occasions when proper approval is given. Denim dresses and skirts are permitted. Capri pants below the knee or longer is acceptable. Mini-skirts are not appropriate.
- Tank tops/halter tops of any kind are not permissible. Collared or modest sleeveless shirts may be worn. Any tops/shirts that are too revealing (too low cut) are not in good taste. T-shirts and graphic tees, other than Fran U shirts, are not appropriate.

- Acceptable jewelry is limited to one pair of small post earrings, modest neck chains, wedding ring and a watch. Students may not wear tongue rings, nose rings, belly button rings, multiple ear rings or any other pierced jewelry while representing the University on and off campus. Jewelry that extends or dangles away from the body or clothing is unsafe and not acceptable.

Failure to comply with the professional dress code standards may result in disciplinary action and remediation.

Clinic Dress Code

All students are required to dress in a professional manner while on clinical affiliations or program sponsored off campus activities. Students must be clearly delineated from clinic employees by their dress. Any deviation from this policy must be cleared with the ACCE prior to clinical assignments:

- Navy knit shirts, with the approved University logo identification, are required at all times while on clinical affiliation. Clean, pressed, casual dress slacks in good repair are required. No denim jeans, stirrup pants, leggings, low riding or tight knit pants are allowed. Clothing should allow freedom of movement, while maintaining a professional demeanor.
- Students may wear a solid colored (white, navy, black, grey) long sleeve beneath their scrub or polo shirt. Students may also wear the uniform pullover with University logo.
- In a clinic where hospital scrubs are the regular dress, students may wear Franciscan Missionaries of Our Lady University navy uniform scrubs only, with the University logo on the front.
- Tennis shoes (predominately leather over toe box) of mostly one color are allowed. Shoes must be closed toe and secure around the back of the foot, with a non-skid sole. No sandals or clogs are allowed.
- Student photo name tags must be worn at all times when on clinical assignment, or during off site activities that are University related.
- Appropriate socks or hosiery must be worn.
- Acceptable jewelry is limited to one pair of small post earrings, modest neck chains, wedding ring and a watch. Students may not wear tongue rings, nose rings, belly button rings, multiple ear rings or any other pierced jewelry while representing the University on and off campus. Jewelry that extends or dangles away from the body or clothing is unsafe and not acceptable.
- Students are to practice good personal hygiene. Minimal cosmetics and modest hairstyles are permitted. Students should avoid any cosmetics with strong scents. Hair must be controlled. Extreme hair styles are not appropriate in health care situations.
- Students are required to cut all fingernails to an appropriate length that is even with the top of the finger. Clear fingernail polish only is allowed. Students may not have accessories applied to the fingernails (wraps, acrylics, fake nails, decorations, etc.).
- Students may not have any body art showing when dressed for clinical affiliation. All tattoos must be covered by clothing when on clinical assignment.
- Any deviation from the established dress code requires permission of both the clinical instructor and the Academic Coordinator of Clinical Education.

Failure to comply with the professional dress code standards may result in disciplinary action and remediation.

Laboratory Dress Code

- Students are required to dress for all scheduled laboratory classes in clothing appropriate for laboratory classes. Students who are not in appropriate lab clothes may prevent their assigned lab partners from maximally benefiting from the lab activities, if clothing obscures observation or palpation opportunities. Appropriate laboratory clothing allows modest access to body parts for application of treatments and modalities.

Acceptable laboratory uniform includes:

- Comfortable, loose fitting, gym style shorts of appropriate length for both men and women, with bicycle shorts worn under the loose shorts for modesty purposes.
- Plain, one color tee shirt, or University tee shirt is required for lab. Women must have a halter or 2 piece bathing suit top available for all labs (must be able to open in back). Athletic bras and tops that look like underwear are not allowed because they do not preserve modesty, and they do not allow access to upper trunk and neck structures from the back. Halter tops and bathing suit tops should provide sufficient coverage that all participants in the class remain comfortable. A patient gown may be worn over the bathing suit or halter top to preserve modesty.
- One pair of stud earrings in the earlobes, wedding ring, and watch may be worn. Other body jewelry must be removed to ensure participant's safety.
- No sandals or flip flops are allowed during lab classes, unless approved by the instructor. To ensure each participant's safety, students are required to have closed toe, securely fastened shoes available for use during all lab classes. Athletic style shoes are recommended.
- Minimal make-up may be used.
- Hair must be confined or controlled.
- Students are required to cut all fingernails to an appropriate length that is even with the top of the finger. Clear fingernail polish only is allowed. Students may not have accessories applied to the fingernails (wraps, acrylics, fake nails, decorations, etc.).

Lab attire is not appropriate attire for general campus activities. Students are representatives of Franciscan Missionaries of Our Lady University at all times, whether on campus, in the clinic or in the community. Each student is expected to dress and act in a mature, responsible manner representative of future health care providers. Failure to comply with the professional dress code standards may result in disciplinary action and remediation.

LABORATORY POLICIES

Participation in laboratory classes provides students with the opportunity to practice and learn manual skills safely and efficiently with supervision and guidance. Students' participation in the laboratory exercises is essential in order for students to be prepared for lab check-offs and practical examinations. Every effort is made to ensure a safe, professional environment in which students can participate and practice procedural techniques. Any student's request to be

excused from participating in an assigned activity must be approved by the course faculty. The student is responsible for making up any missed work.

Additional practice times are scheduled to provide students with additional time to learn and practice skills. Students are encouraged to utilize these times to prepare for skill check-offs and practical examinations. Alternate or additional open lab times for laboratory usage may be arranged with a faculty member, if scheduled times are appropriately utilized.

Declaration of Risk

It is in the student's best interest to participate in all assigned lab activities. Students are instructed in precautions, indications for and contraindications against each therapeutic modality and intervention, prior to participating in lab practice. It is the responsibility of the student to declare to the instructor or program director any illness, injury or condition that could present the risk of potential danger in the lab, or in clinical settings. Personal information will be kept confidential, unless otherwise authorized by the student. Failure to report a risk factor will result in disciplinary action.

If a student demonstrates psychomotor behaviors indicative of injury or illness, he/she will not be allowed to participate in clinical education or laboratory activities until evaluated, and released, by a physician (at the student's expense). In the event that a student is under a physician's care, documentation of restrictions or release from care must be received by the faculty, in order to ensure that accommodations can be made in the lab or clinic. In the event that a student's health status changes due to an accident, pregnancy or illness at any time while enrolled in the Program, the student is required to provide a doctor's documentation of release and/or restrictions to the Office of Health and Safety and to the PTA Program Director in order to return to class or clinic. A copy of the documentation will be maintained on file in the Program Director's office.

Safety

The PTA Program faculty strives to ensure a safe, supervised environment in which students participate in a variety of educational activities, relevant to the practice of physical therapy. To that end, policies have been established to ensure the safety of all participants. Failure to comply with policies will result in disciplinary action. The PTA Program Lab Safety Manual is located in the bookcase in the lab.

- All electrical machines, owned by the University, are checked annually by Our Lady of the Lake Regional Medical Center.
- Machines may be used only for the intended purpose within the parameters identified for safe usage.
- A faculty member or laboratory assistant must be present in the laboratory or room, to supervise the use of modalities that are potentially dangerous.
- No student may use equipment outside of scheduled laboratory times, without prior permission of a faculty member. A PTA Program faculty member must be on the premises at all times during the use of the laboratory or the equipment.
- Students may borrow equipment from the PTA Program. Students must sign the equipment in and out on the form provided by the PTA program secretary. Students must return all borrowed equipment prior to the next class period.
- Students must sign in and out of the lab to indicate their presence and departure from the lab.

- In the event that off campus sites are used for educational experiences, it is the responsibility of the course coordinator or Program Director to visit the location to assess safety concerns. An observation agreement must also be in place for off campus educational experiences.
- Any equipment that is considered a potential hazard must be clearly marked as such, removed from the area and checked by the hospital department before being used. Potential hazards may include, but not be limited to frayed cords, cracked housing, exposed wires, or being dropped or misused.
- If at any time a student feels in any way endangered by a procedure in the laboratory or other experiential activity, he/she may request oversight of the procedure by a faculty member.
- Modalities in the lab are used to learn applications on healthy tissue only. Students may not use modalities for relief of symptoms without a specific medical diagnosis and faculty permission.
- Students are required to practice safe techniques in the lab as identified in the course syllabus and in accordance with the PTA Lab Safety Manual and the SDS located in the lab. The campus safety plan is outlined on the University website and in the student handbook.
- Program safety policies are in accordance with that plan and with the Lab Safety Manual.
- Students may only practice modalities on other students currently in the PTA or DPT programs, unless specific labs are arranged by faculty that involve members of the public.

(Revised 4/17/2023)

Therapeutic Touch

The process involved in experiential learning of the human body involves laboratory activities utilizing student to student, faculty to student and student to faculty demonstrations and practices. The laboratory activities provide the opportunity for the student to gain an awareness of therapeutic touch, both from the “patient” perspective and the “professional” perspective. Therapeutic touch activities include, but are not limited to, positioning; draping; facilitating movement; palpating muscles and skeletal landmarks; therapeutic massage; data collection including assessment of muscle strength and joint range of motion; measurement of segmental length and girth; and assessment of patient responses.

Therapeutic touch is an integral part of the delivery of physical therapy and it serves as the fundamental approach of data collection and therapeutic intervention techniques. Therapeutic touch involves:

- Placing “professional” hands on various parts of the “subject’s” body. It may involve male/female, female/male, male/male, female/female, student/student or student/faculty partnerships.
- Exposing parts of the body in order to prepare for a data collection or therapeutic intervention procedure, while ensuring patient dignity and modesty.
- Opportunities for experiencing the treatment procedures first hand and to provide feedback in a controlled environment.

Labs are an active learning environment which requires all students to participate in all assigned lab activities in the role of both the “patient” and the “professional.” Partners will be randomly assigned and rotated in order to provide a global perspective for each student. If a student feels that he/she has been exposed to inappropriate touch or verbal innuendo, the incident should be reported immediately to the course faculty member or Program Director for investigation.

Informed Consent

No subject, whether student, faculty, patient or volunteer, may be videotaped, audiotaped or photographed for instructional (or other) purposes for the University unless a signed consent form is on file in the Program Director’s office. The form must identify specific use of the content and specific limitations and restrictions for use of the material.

Consent is also required for use with any material that may have content that can be used in any way to identify the subject. Failure to comply with this policy will result in disciplinary action. In addition, at the beginning of the PTA Program, each student will sign consent to participate in laboratory activities. This consent is maintained in the Program Director’s Office.

Utilization of Laboratory Resources

The PTA laboratory provides space, equipment and supplies necessary to practice and master the essential patient care skills prior to application in clinical affiliations. Much of the equipment that is used is expensive and potentially dangerous if used incorrectly. Opportunity for the students to access the lab will be provided both during scheduled class time and out of class time within the parameters of the following guidelines:

- Hours for lab access will be posted in the course syllabi or program calendar. Students requiring additional access to the lab can arrange this with the course faculty as space is available
- Equipment and supplies will be locked in the storage area when not in use. Students are responsible for the care and storage of any equipment they use.
- There will be no eating or drinking from open containers allowed in the laboratory.
- Work areas are to be left neat and clean when practice is completed.
- Soiled linens are to be disposed of properly.
- A faculty member or lab assistant will be available in scheduled out of class times for assistance or consultation. All students are required to have in-room supervision by a faculty member of procedures involving electrical or potentially hazardous equipment until determined to be safe in performance of the procedure.
- Students should sign in and out of the lab to indicate their presence and departure from the lab
- Damaged, defective or unsafe equipment is to be tagged, removed from the treatment area and reported to faculty immediately.
- Professional behaviors, universal hand washing techniques and safe practices are expected at all times.
- Equipment, supplies and reference materials are not to be removed from the lab without permission of the course faculty.

Skills Check-Offs

The student must demonstrate safety and competency in the laboratory setting during performance of data collection techniques, application of modalities and performing therapeutic interventions. Required skills check-offs are listed in each course syllabus. Students are required to practice skills and arrange a skills check-off test within the time frame established by the course instructor. These skills check-offs may be incorporated in the course grade.

In the event that the student fails a check-off, the student is required to continue to practice the skill until the check-off is passed according to the PTA program remediation policies (page 19). Failure to pass all check-offs, or delay in completing check-offs may result in non-progression of the student in the program. The student will not be allowed to attend clinic until successfully completing all check-offs and practical examinations. Any check-off previously tested may be included in lab practical examinations.

Practical Examinations

Practical examinations are designed to combine and integrate assessments, behaviors and treatment procedures reflective of physical therapy practice. Each practical examination is presented as a case scenario, and the student is required to incorporate all parameters of patient care and safety in the application of data collection, modalities and interventions selected at random.

Behavioral criteria and skills include, but are not limited to safety procedures, communication, patient instruction, positioning and draping, proper body mechanics, time management, documentation and clean-up.

Students are required to pass all Practical Exams with a composite score of 80% competency in order to pass the course. If a student completes the Practical Exam with a composite score of 80% or better and satisfactorily performs all safety criteria and individual components of the Practical Exam, the student will receive the grade earned and pass the Practical Exam. If the student fails to score a minimum composite score of 80% on the practical examination, or if the student fails to perform all critical safety components (behaviors that relate to patient and self), he/she will be required to repeat the entire Practical Exam. A student who is unsuccessful in passing one component skill will be required to repeat that component and demonstrate 80% proficiency in that skill. A student who is unsuccessful in passing more than one component skill will be required to repeat the entire Practical Exam. The student will be given a maximum of two additional opportunities to pass the Practical Exam. Any student who requires an additional opportunity to pass the Practical Exam will receive a maximum score of 80%. Policies related to Practical Exam remediation opportunities are covered in each clinical course syllabus.

2/17/2005

Revised 4/6/2011; 4/4/2018; 3/17/2019, 4/19/2021

Master Skills Checklist

Laboratory practice of clinical skills are necessary to ensure best practice in the clinical setting. In order to evaluate the student's ability to perform these procedures, the student will be required to check off clinical skills with a faculty member prior to performance of the skill in the clinical setting.

Once a student demonstrates competency in a procedure or skill during performance of a check-

off or practical examination, the mastery of that skill is documented on the Master Skills Checklist. It is the student's responsibility to ensure that the Master Skills Checklist is updated prior to each clinical internship and available on site at the clinic so the clinical instructor has access to it as needed. Student's should also print the cumulative reports within the online PTA MACS after each clinical internship to share with their future clinical instructors. (Revised 04/17/2023)

CLINICAL EDUCATION

Clinical Affiliation Assignments

The Academic Coordinator of Clinical Education (ACCE) is responsible for assigning students to clinical affiliation sites. In order to plan for a variety of clinical experiences for each student, facilities in and around the Baton Rouge area have signed contractual agreements with Franciscan Missionaries of Our Lady University PTA Program to provide clinical education. Clinical site placement is determined by many factors including, but not limited to, availability of placements, suitability of the clinical site to student competency and need, experience of clinical instructors, and the ability of the clinical site to provide quality learning experiences. In assigning students to clinical sites, one hour travel time is considered to be a reasonable commute. It is the student's option to consider a clinical internship that is more than one hour away from their primary location.

Requests by the student will be given consideration; however, all placements will be determined by the ACCE based upon criteria established by the Program. Students will be informed of placements for full-time affiliations at least six (6) weeks prior to the beginning of the assignment. Students are required to contact the assigned clinical instructor no later than three (3) weeks prior to initiation of the clinical assignment. (Revised 04/17/2023)

Confidentiality

The professional relationship guarantees each patient the right to privacy and confidentiality regarding his/her medical condition. It also ensures that a clinic's proprietary information is not shared with others. Students are required to maintain confidentiality of all information related to patient or clinical site activity, and are required to sign an agreement to maintain confidentiality according to HIPAA guidelines. Failure to comply with this policy will result in immediate disciplinary action for the student and potential dismissal from the clinic and/or Program.

Examples of breach of confidentiality include, but are not limited to:

- Discussion of personal or medical information related to any patient or clinic activity in public areas where that information may be overheard.
- Discussion with non-clinic or unauthorized persons (**including other students, spouses**) information regarding patient treatment, status, or clinic activities.
- Removal of any part of the patient care record from clinic premises or authorized locations.
- Discussion regarding work habits or behavior of clinical employees to other students.
- Discussion of patient in disrespectful manner.
- Repetition of personal patient information not pertinent to his/her medical status or treatment.
- Copying any part of a patient's record.
- Discussion of any business, or the behavior of any employee or patient, to any

- person outside of the clinical environment.
- Accessing information on any person who is not actively in treatment without authorization

The PTA MACS

The PTA MACS (Mastery and Assessment of Clinical Skills) has been selected as the tool to assess the student's clinical performance during the full-time internships. Each student is **required** to purchase an online PTA MACS as it is utilized both by the student and the clinical instructor to record evaluation of student performance. The PTA MACS is also valuable in planning experiences and providing opportunities for the student to work toward mastery of entry level skills.

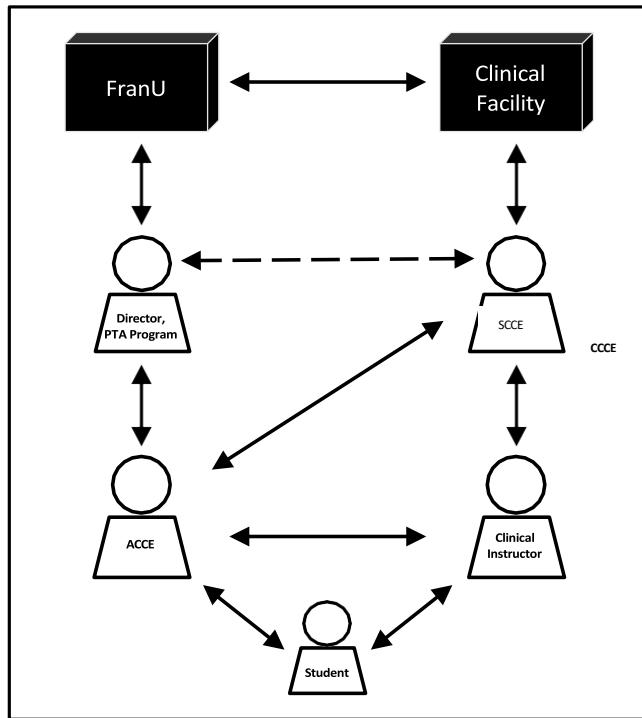
For each 5-week internship, the PTA MACS Clinical Evaluation Report is completed at mid-term and at the conclusion of the internship by the clinical instructor and electronically signed by **both** the student and the clinical instructor. Passage or failure, of the affiliation and of the course, is determined by the academic faculty based upon student's performance on the clinical affiliations as documented in the clinical evaluation report, communication with both the clinical instructor and student, and observation on clinical site visits. It is the student's responsibility to work proactively with the academic and clinical faculty in establishing objectives and identifying experiences and skills at each clinical affiliation, which will maximize the clinical experience. The student is also required to self-assess skill criteria and performance prior to the clinical instructor's assessment of same; periodically review and update performance throughout the affiliation; notify the CI of needed experiences; and, ensure that all necessary clinical education coursework is completed.

Within the PTA MACS and EXXAT, there are capabilities for the student to evaluate the clinical experience and clinical instructor. The student completes this form, discusses the information with the CI and both parties electronically sign the form. The clinical site is encouraged to keep a copy for its records as the ACCE will have access to this form via EXXAT.

When assigned to a clinical site, the student is directly under the supervision of the clinical instructor. The ACCE is responsible to ensure that the CI has one year of clinical experience prior to serving as a clinical instructor.

Any questions, concerns, or complaints directly related to the clinic policies, procedures, activities assigned, patient care, student performance or aspects of that affiliation should be directed to the clinical instructor. If the clinical instructor is unable to address concerns, complaints or questions, the Site Coordinator of Clinical Education (SCCE) should be consulted. If concerns, complaints or questions, related to student performance are not addressed in a timely manner, or if concerns exist relative to successful completion of required work for progression in the PTA Program, the ACCE or Program Director of the PTA Program should be consulted. The first line of communication for the student while on clinical affiliation should always be the Clinical Instructor.

Communication between the Clinical Sites and the University



Attendance at Clinical Affiliations

Clinical affiliations are scheduled at contracted clinical sites throughout the community and surrounding region generally from 8:00 am to 5:00 pm, Monday-Friday, unless adjusted for a clinic's specific scheduling needs. Each student is required to contact the Site Coordinator of Clinical Education (SCCE) prior to the initial date of clinic (at least 2 weeks in advance) in order to verify clinic hours.

The student is required to attend each day during their internship as long as the clinic is operating. The student may be required to work on a weekend if the clinical instructor identifies this as a learning activity or to make up an **excused** absence during clinic time. It is expected that the student will participate in the regular 40+ hour work week. The student is expected to arrive punctually and remain until dismissed by the clinical instructor.

All clinical absences must have prior approval of both the ACCE and clinical instructor. Any absences from clinic must be reported to the clinical instructor before 8:00 am (or as specified by the CI in compliance with clinic policy). Absences must be made up according to the policy of the clinical site at the discretion of the ACCE and clinical instructor.

Unapproved or excessive absences will result in a lowering of your clinical education grade and/or a possible extension of your clinical experience.

If a student misses 2 consecutive days in clinic or has a change in medical status, including pregnancy, the student must provide documentation from the physician which allows the student to return to clinic and/or states any restrictions. This information is sent to the Office of Health and Safety and a copy of the information is kept on file in the Program Director's Office. Failure to comply with this policy will result in disciplinary action and possible placement on Academic Suspension. Excused absences **do not** include routine medical appointments or child care issues.

Revised 4/19/2021

Liability Insurance

Each student is covered for \$1,000,000/\$3,000,000 of professional liability coverage through the University policy. Cost for liability insurance is included in the student fee structure and acknowledged with receipt of semester tuition and fees paid in full. Verification of liability insurance is included in the clinical affiliation agreement that the Program has with each clinical facility. Updated liability information accompanies the student to each clinic affiliation. Failure to pay tuition and fees on a timely basis may result in loss of insurance coverage and inability to participate in clinical education.

Complaints

- Policies regarding grievance processes and complaints are documented in the *University Student Handbook*.
- Questions, concerns or complaints regarding the PTA Program curriculum or faculty should be addressed to the Director of the PTA Program.
- Questions, concerns or complaints regarding the clinical education portion of the program should be addressed to the Academic Coordinator of Clinical Education.
- Questions, concerns or complaints regarding a specific course in the program curriculum should be addressed to the course instructor.

Non-Discrimination

Franciscan Missionaries of Our Lady University is an equal opportunity institution and is committed to abide by the principles and mandates of the Roman Catholic Church and the Federal Government of the United States. The University does not discriminate on the basis of race, color, sex, creed, marital status, national origin, or disability in any of its programs, and is committed to promote cultural diversity in admission processes and hiring practices. Policies and procedures that relate to faculty, staff and students are established in compliance with Ex Corde Ecclesiastes, Title VI of the Civil Rights Act of 1964, Title IX of the 1962 Educational Amendments and Section 504 of the Rehabilitation Act of 1973. It is also in compliance with the Family Rights and Privacy Act of 1974 (P.L. 93-380) as amended by P.L. 95-568. (*University Student Handbook*).

REQUIREMENTS FOR GRADUATION

The Associate of Science Degree in Physical Therapist Assistant is conferred upon students when the following conditions have been met.

- Completion of seventy (70) semester credit hours in the required courses and completion of the professional courses within two years.

- Achievement of a cumulative overall grade point average of 2.0 or higher on all University work, with grades of “C” or above in all courses leading to the Associate Degree in Physical Therapist Assistant.
- Clearance of all indebtedness to the University including the return of all materials borrowed from the Library or PTA laboratory.
- Fulfillment of the residency requirements of 24 credit hours of the curriculum at Franciscan Missionaries of Our Lady University.
- Attendance at graduation. (Permission from the Vice President for Academic Affairs is required in the event of inability to attend.)

LICENSURE REQUIREMENTS

Following graduation from an accredited Physical Therapist Assistant Program, successful performance on the National Physical Therapy Examination (NPTAE) is required to practice as a Physical Therapist Assistant. The Louisiana Physical Therapy Board has identified conditions, which may preclude an applicant from obtaining licensure in Louisiana. If you have anything in your personal history that might impact your eligibility for licensure to practice as a PTA in the state of Louisiana, you must contact the Board. The Louisiana Physical Therapy Board will review each applicant for licensure and determine eligibility to practice within Louisiana.

Revised 1/2/2014; 4/1/14; 4/4/2014; 3/19.2020; 04/17/2023