

LOMA LINDA UNIVERSITY

SCHOOL OF ALLIED HEALTH PROFESSIONS

DEPARTMENT OF PHYSICAL THERAPY

**STUDENT  
HANDBOOK**

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY

June 2024

This handbook is intended to assist the student while in the Doctor of Physical Therapy program. This handbook is not intended to take the place of the Loma Linda University Student Handbook. Many of the policies in this handbook are taken from the University Student Handbook, the Loma Linda University Catalog, and the University Safety manual. The student is expected to be familiar with the policies in this handbook as well as the University Student Handbook and the University Catalog. If a student needs clarification regarding policies or procedures, they should speak to their program director.

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# LOMA LINDA UNIVERSITY

## **Loma Linda University (LLU): Mission Statement**

**Motto:** To Make Man Whole

**Mission:** To continue the teaching and healing ministry of Jesus Christ

**Vision:** Transforming lives through education, healthcare, and research

### **In harmony with our heritage and global mission:**

We encourage personal and professional growth through integrated development of the intellectual, physical, social, and spiritual dimensions of each member of the university community and those we serve.

We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God.

We seek to serve a worldwide community by promoting healthful living, caring for the sick, and sharing the good news of a loving God.

### **To achieve our mission, we are committed to:**

**OUR STUDENTS:** Our primary responsibility is the education of students, who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen academic or healthcare ministry. We nurture their intellectual curiosity. We facilitate their development into active, independent learners. We provide continuing educational opportunities for our alumni and professional peers. We encourage a personal Christian faith that permeates the lives of those we educate.

**OUR FACULTY, STAFF, AND ADMINISTRATION:** We respect our faculty, staff, and administration who through education, research, and service create a stimulating learning environment for our students. They contribute to the development of new understandings in their chosen fields. They demonstrate both Christian values and competence in their scholarship and professions.

**OUR PATIENTS AND OTHERS WE SERVE:** We provide humanitarian service through people, programs, and facilities. We promote healthful living and respond to the therapeutic and rehabilitative needs of people. We seek to enhance the quality of life for individuals in local, regional, national, and world communities.

**OUR GOD AND OUR CHURCH:** We believe all persons are called to friendship with a loving God both now and throughout eternity. We support the global mission of the Seventh-day Adventist Church by responding to the need for skilled Christian health professionals and scholars. We seek to honor God and to uphold the values of the Seventh-day Adventist Church and its commitment to awakening inquiry. We are drawn by love to share the good news of God expressed through the life and gospel of Jesus Christ and to hasten His return.

## **LLU School of Allied Health Professions (SAHP): Mission Statement**

**Mission:** We continue the teaching and healing ministry of Jesus Christ by creating experiences that challenge our students to be competent and compassionate professionals serving local and global communities.

**Vision:** We will create a learning environment that inspires our students to lead, to heal, to serve, bringing wholeness to the world.

**Values:** We foster transformational experiences that inspire compassion, integrity, and excellence, which promote a culture of service.

## Core Values

The University affirms these values as central to its view of education.

### COMPASSION

Value Definition: Reflects the love of God with respect, mercy, and empathy.

Behavioral Attributes:

- Listens to others with kindness and concern.
- Consistently treats others with courtesy.
- Encourages an environment that is inclusive.
- Anticipates and responds to the needs and suffering of others.

### EXCELLENCE

Value Definition: Exceeds expectations with effectiveness, reliability, and efficiency.

Behavioral Attributes:

- Carefully analyzes and balances all aspects of each decision.
- Establishes high standards for exceptional Mission-Focused Learning and quality health care.
- Participates in education and clinical care that is evidence-based.
- Takes all necessary measures to ensure personal and collective safe practices.

### HUMILITY

Value Definition: Puts self-importance aside for the greater good of others.

Behavioral Attributes:

- Relates to others with selfless caring.
- Learns from teachable moments.
- Treats everyone with thoughtfulness and patience.
- Lives life with a commitment to service.

### INTEGRITY

Value Definition: Carries out actions with honesty and trustworthiness.

Behavioral Attributes:

- Builds dependability through honest communication with others.
- Respects personal and academic freedom.
- Follows through on commitments.
- Holds self and others accountable for actions.

### JUSTICE

Value Definition: Commits to diversity, equity, and inclusion.

Behavioral Attributes:

- Considers how one's actions will affect others and the environment around.
- Calls out actions that are in conflict with our values.
- Supports efforts to remove systemic barriers.
- Protects the dignity and worth of all individuals.
- Works toward quality healthcare access for all.

## **TEAMWORK**

Value Definition: Collaborates to achieve a shared purpose.

Behavioral Attributes:

- Recognizes, understands, and celebrates the unique strengths of all team members.
- Shares knowledge and learning opportunities for team growth.
- Recognizes the contributions of others and affirms their successes.
- Participates willingly whenever needs arise.

## **WHOLENESS**

Value Definition: Loved by God, growing in health, living with purpose in community.

Behavioral Attributes:

- Supports the spiritual value of faith-based education and health care.
- Demonstrates a positive, peaceful, and hopeful attitude.
- Promotes Christ's healing ministry through prayer, positive relationships, and a healthy lifestyle.
- Lives a life that is morally sound and moderate in all things.



# PHYSICAL THERAPY PROGRAM

**Entry-Level Doctor of Physical Therapy Mission:**

As part of a faith-based and diverse institution, we strive to improve the human movement experience and quality of life by advancing physical therapy practice through education, scholarship, and professional service.

**Entry-Level Doctor of Physical Therapy Goals:**

It is the Goal of the entry-level Doctor of Physical Therapy program to develop **Students** who:

SG1: demonstrate entry-level knowledge and clinical skills appropriate for physical therapy practice.

SG2: demonstrate an understanding of using evidence-based practice to guide clinical decision making.

SG3: demonstrate effective verbal and non-verbal communication relating to physical therapy practice.

It is the Goal of the entry-level Doctor of Physical Therapy program to have **Graduates** who:

GG1: demonstrate a willingness to serve as clinical instructors.

GG2: demonstrate a willingness to serve as community volunteers.

GG3: consistently integrate evidence-based practice and sound clinical reasoning to determine the best care for a patient/client.

GG4: demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students and/or payers.

It is the Goal of the entry-level Doctor of Physical Therapy program to employ **Faculty** who:

FG1: demonstrate improvement in academic credentials.

FG2: demonstrate continued dissemination of scholarship.

FG3: demonstrate continued educational effectiveness.

It is the Goal of the entry-level Doctor of Physical Therapy **Program** to:

PG1: have adequate space and equipment that provides for an appropriate teaching environment.

PG2: have adequate space and equipment that provides for faculty research.

PG3: have first time NPTE pass rates above the national average.

**Entry-Level Doctor of Physical Therapy Student Outcomes:**

- SO1: 100% of students will have an anchor descriptor of Entry Level for all criteria on the APTA Clinical Performance Instrument by the end of their third long clinical experience. (SG1, SG2)  
SO2: 100% of students will earn a passing grade for all clinical courses. (SG1, SG2)  
SO3: 100% of students will earn a passing grade for all 3 research track courses. (SG2, SG3)

**Entry-Level Doctor of Physical Therapy Graduate Outcomes:**

- GO1: 75% of graduates will have demonstrated a willingness to serve as clinical instructors.  
GO2: 75% of graduates will have demonstrated a willingness to serve as community volunteers.  
GG3: 85% of graduates will consistently integrate evidence-based practice and sound clinical reasoning to determine the best care for a patient/client. This data is collected through surveys.  
GG4: 85% of graduates will consistently integrate evidence-based practice and sound clinical reasoning to determine the best care for a patient/client. This data is collected through surveys.

**Entry-Level Doctor of Physical Therapy Faculty Outcomes:**

- FO1: 75% of core faculty will have an academic doctorate degree. (FG1)  
FO2: 100% of core faculty will disseminate an average of at least one scholarly product every 2 years. (FG2)  
FO3: 100% of core faculty will have a minimum of 80% cumulative score on all course evaluations. (FG3)

**Entry-Level Doctor of Physical Therapy Program Outcomes:**

- PO1: All equipment is annually inspected and certified as safe. (PG1, PG2)  
PO2: 80% of core faculty and students will indicate that space within the department is adequate for their needs based on a satisfaction survey. (PG1, PG2)  
PO3: 80% of core faculty and students will indicate that equipment within the department is adequate for their needs based on a satisfaction survey. (PG1, PG2)  
PO4: First-time NPTE pass rates will be above the national average. (PG3)

LOMA LINDA UNIVERSITY  
ENTRY-LEVEL PHYSICAL THERAPY PROGRAM - FACULTY & STAFF

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SCHOOL OF ALLIED HEALTH PROFESSIONS  
DEPARTMENT OF PHYSICAL THERAPY  
STUDENT CONSENT FORM

I, \_\_\_\_\_, hereby voluntarily agree and consent to the following:  
(Print Name)

\_\_\_\_\_ (please initial) I understand that while I am enrolled in the Department of Physical Therapy, School of Allied Health Professions, Loma Linda University I will be involved in activities that may increase my risk of injury or illness above those associated with everyday activities of daily living. These activities include:

- Exposure to blood, body fluids and airborne pathogens (Examples: Hepatitis, TB, HIV, needle sticks)
- Musculoskeletal injury - due to performing/receiving physical therapy treatment activities on/from partners in the laboratory setting and on clinical rotations
- Psychological Stress - due to the curriculum load, which requires in and out of class commitment to successfully complete the program
- Exposure to hazardous material (Examples: formaldehyde, betadine, rubbing alcohol)

\_\_\_\_\_ (please initial) I allow still and video images to be taken of me while I am enrolled at Loma Linda University. I understand that these images will be used for educational and promotional purposes only.

\_\_\_\_\_ (please initial) I understand that to successfully complete the program I must be able to perform the Department of Physical Therapy's "Essential Functions". I understand that if I am an individual with a disability and need reasonable accommodation to fully participate in this program, I must obtain the Student Information and Requested Accommodation forms from Dr. Craig Jackson, Dean, School of Allied Health Professions in Nichol Hall Room 1603.

**ESSENTIAL FUNCTIONS REQUIRED TO GRADUATE AS A PHYSICAL THERAPIST**

The student is required to apply essential functions to all patients without bias.

**Cognitive Learning Skills**

I will be required to demonstrate the ability to:

1. Receive, interpret, remember, reproduce, and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.
2. Perform a physical therapy evaluation of a patient's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use evaluation data to formulate and execute a plan of physical therapy management in a timely manner, appropriate to the problems identified consistent with acceptable norms of clinical settings.
4. Reassess and revise plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

## Psychomotor Skills

I will be required to demonstrate the following skills.

1. Locomotion ability to:
  - a. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and workstations.
  - b. Physically maneuver in required clinical settings, to accomplish assigned tasks.
  - c. Move quickly in an emergency situation to protect the patient (e.g., From falling).
2. Manual tasks:
  - a. Maneuver another person's body parts to effectively perform evaluation techniques.
  - b. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.
  - c. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
  - d. Manipulate another person's body in transfers, gait, positioning, exercise, and mobilization techniques. (Lifting weights between 10-100+ lbs)
  - e. Manipulate evaluation and treatment equipment safely and accurately apply to clients.
  - f. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively. (Lifting, pushing/pulling weights between 10-100 lbs)
  - g. Competently perform and supervise cardiopulmonary resuscitation (C.P.R.) Using guidelines issued by the American Heart Association or the American Red Cross.
3. Small motor/hand skills:
  - a. Legibly record thoughts for written assignments and tests.
  - b. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
  - c. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
  - d. Safely apply and adjust the dials or controls of therapeutic modalities
  - e. Safely and effectively position hands and apply mobilization techniques
  - f. Use a telephone
4. Visual acuity to:
  - a. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient's chart.
  - b. Observe active demonstrations in the classroom.
  - c. Visualize training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
  - d. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of evaluation of movement dysfunctions.
  - e. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
  - f. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.
5. Auditory acuity to:
  - a. Hear lectures and discussion in an academic and clinical setting.
  - b. Distinguish between normal and abnormal breathing, lung and heart sounds using a stethoscope.

6. Communication:
  - a. Effectively communicate information and safety concerns with other students, teachers, patients, peers, staff, and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
  - b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
  - c. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
  - d. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health care team.
  
7. Self-care:
  - a. Maintain general good health and self-care to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
  - b. Arrange transportation and living accommodations to foster timely reporting to the classroom and clinical assignments.

**Affective learning skills**

I will be required to:

1. Demonstrate respect to all people, including students, teachers, patients, and medical personnel, without showing bias or preference on the grounds of age, race, gender, sexual preference, disease, mental status, lifestyle, opinions or personal values.
2. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical settings and to comply with the ethical standards of the American Physical Therapy Association.
3. Sustain the mental and emotional rigors of a demanding educational program in physical therapy, which includes academic and clinical components that occur within set time constraints, and often concurrently.
4. Acknowledge and respect individual values and opinions, to foster harmonious working relationships with colleagues, peers, and patients/clients.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

LOMA LINDA UNIVERSITY  
SCHOOL OF ALLIED HEALTH PROFESSIONS  
DEPARTMENT OF PHYSICAL THERAPY

### **Professional Appearance**

Students of the entry-level Doctor of Physical Therapy program are expected to present an appearance consistent with the highest professional standards and competence. The image should be modest and consistent with the mission and philosophy of Loma Linda University.

To that end, professional appearance standards are applied during scheduled school hours in classrooms, laboratories, chapel, all campus facilities used for physical therapy education purposes, clinics, and off-campus assignments. The intent of the appearance standards is to create a professional culture and environment.

### **Professional Appearance Standards**

Appearance must be modest, neat, clean, and conservative in style.

- For Men:
  - Slacks or professional long pants such as khakis must be worn.
  - Shirts must be neatly pressed and have collars.
  - Scrubs may be worn as an alternative (see below for standards).
- For Women
  - Dresses and skirts must approximate or fall below the knees.
  - Pants, if worn, must be dress pants.
  - Tops must be modest.
  - Scrubs may be worn as an alternative (see below for standards).
- Shoes must be clean and in good repair.
- Scrubs
  - Scrubs must be neat, clean, and professional in appearance.
  - Scrubs must be of a solid color.
  - Tops and bottoms must match or the Department polo shirt with scrub bottoms.
  - A plain t-shirt (long or short-sleeved) with a crew or v-neck may be worn under the scrub top and must be tucked in at the waist.
- The following are considered inappropriate for professional attire:
  - T-shirts worn as outer garments
  - Visible undergarments
  - Denim clothing of any color
  - Shorts
  - Halter tops, tank tops, midriffs, or “spaghetti” straps
  - Sweatpants
  - Leggings (aka: yoga pants)
  - Hats, caps, beanies, or hoods of sweatshirts worn indoors
  - Flip flops
- Hair must be clean, neat, and well-groomed. Facial hair must be neatly trimmed.
- Rings, if worn, should be low profile and limited to one finger per hand.



- Jewelry, if worn, must be conservative and professional.
- Ear ornaments are limited to simple studs in the earlobe and should not drop below the bottom of the earlobe. Such ornaments are limited to one per ear. Visible rings or ornaments in other anatomical sites are not acceptable.
- Fingernails should be maintained in a professional manner, closely trimmed and should not interfere with patient safety and comfort during treatments. Nail polish, if worn, should be of a subdued color.
- Excessive makeup and fragrances are not appropriate.

### **Area-Specific Standards**

- Chapel – Students must meet the standards listed above when attending chapel.
- Integrated Clinical Experience – Students must wear the Department black polo shirt and black or khaki colored pants.
- Laboratories – Lab dress will vary from course to course and will be outlined by the instructor.
- Clinical Rotations (Short and Long Clinical Experiences) – Specific dress requirements are outlined in the Clinical Education Policies and Procedures Manual.

## **ACCREDITATION**

The physical therapy programs are accredited by the Commission on Accreditation in Physical Therapy Education. Their address is 1111 North Fairfax Street, Alexandria, VA 22314. 703-684-2782. Current accreditation is granted through December 2032.

## **STUDENT RESPONSIBILITY**

Application to and enrollment in the University constitute the student's commitment to honor and abide by the academic and social practices and regulations stated in announcements, catalogs, handbooks, and other published materials, and to maintain a manner that is mature and compatible with the University's function as an institution of higher learning. A student who neglects academic or other student duties, whose social conduct is unbecoming, or whose attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity, inevitably will come under question. The faculty then reviews the case, appraises the student's fitness for a career in this chosen profession, and recommends to the dean appropriate action as to the student's continuance or discontinuance from the program.

## **CLASS OFFICERS**

During Fall module of the first and second year, class officers will be elected to organize and represent your class. Class officers donate a considerable amount of time to the class. It is therefore recommended that any student that is struggling academically, should not jeopardize their standing in the program by taking on extra responsibilities of this nature. Listed below are the offices traditionally filled, and a description of their duties.

**President:** A mature spiritual leader, able to organize the class and promote a cohesiveness that will bind the class together during your time at LLU. The president is the class spokesperson and is present at faculty meetings to represent you.

**Vice-President:** Similar characteristics to president. Able to take over when president is not available. Also, your representative at faculty meetings.

**Secretary/Treasurer:** Someone good at handling money and making required arrangements for class functions. A class account is opened at student finance. This person would be responsible for operating the account.

**Social Vice Presidents:** We often have two people, usually of different genders. These people arrange social activities, (e.g. Groups that go in to watch taping of TV shows, camping trips, beach trips etc.).

**Sports Reps:** These two individuals are one male, one female and organize male and female sporting teams and activities. They should have an ability to organize teams in an impartial manner to maintain class cohesiveness.

**Chaplain/s:** Someone interested and willing to work with the faculty and class to organize activities of a spiritual nature, (e.g. Vespers at beach, mountain retreat, prayer groups, Bible fellowship groups, class service projects etc.).

**Historian:** Wants to keep the class together after you have all left the University. Someone who will keep records of where you are (as much as you tell that individual!). Maybe send out an annual newsletter update.

**APTA Representative:** Someone really interested in our professional organization and what it does for us in the PT field. Attends local monthly APTA meetings and reports to the class any changes that may affect you.

**Missions Coordinator:** Someone who is interested in mission outreach, both locally and internationally who will work with the faculty Missions Coordinator to organize mission activities.



# ACADEMIC POLICIES

## **ABSENCES**

The department office must be informed of any absence so that the instructor may be notified prior to the class period (909-558-4632). Notifying the department, while required, does not necessarily excuse the absence. It is the responsibility of the student to obtain any information that was given in his/her absence. If an examination is missed, you must notify the department prior to the absence and you are to contact the instructor within 48 hours to see if a make-up is possible.

## **ACADEMIC INTEGRITY**

Acts of dishonesty-including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information, is unacceptable for students in the School. Instructors and students are charged with the responsibility of reporting instances of such behavior to the department program director/chairperson. The department program director/chairperson is responsible for investigation. Substantiated violations will be brought before the Department faculty for disciplinary action. Such action may include, but is not limited to, academic probation or **dismissal** from the program.

The educational and practical experiences utilized during classes which have laboratory activities are intended to provide the student with the best preparatory experience for the actual practice of physical therapy in the clinical setting. The lab practical testing formats are designed to be similar to clinical situations. To allow all students to participate in this simulated clinical situation, it is anticipated that there will be a significant time lag between the initiation of the practical by the first student therapist and the completion of the lab practical by the last student therapist. This time lag can allow opportunity for the students to disseminate practical information to other students. **This sharing of information is considered to be an act of academic dishonesty and is strictly prohibited!**

## **ACCOMMODATIONS**

If you are an individual with a disability and need reasonable accommodation to fully participate in this program, please obtain the Student Information and Requested Accommodation forms from Dr. Craig Jackson, Dean, School of Allied Health Professions in Nichol Hall Room 1603. Accommodations, if granted, are for the didactic portion of the curriculum. Additional requests would need to be made for the clinical portion of the curriculum. As it is the responsibility of the program to develop the student into an entry-level clinician, time accommodations in the clinical setting may not be appropriate.

## **ADDING/DROPPING**

Students may change their schedule by completing a Change of Program form available online at [www.llu.edu/ssweb](http://www.llu.edu/ssweb). The last day to add a course is five days after the beginning of instruction of the module. The last day to drop a course without record on the transcript is 10 school days after the beginning of instruction of the module. A "W" (withdraw) will be recorded on the transcript for courses dropped prior to 14 calendar days before the final examination week. Courses may not be withdrawn after that date.

## ADMISSIONS

Students are admitted into the physical therapy programs based on the following:

1. Satisfactorily completing all prerequisites prior to the program starting with a minimum GPA as follows:
  - Overall pre-requisites 3.4
  - Science pre-requisites 3.4
  - Non-science pre-requisites 3.4
2. Personal interview with one of the faculty

## AMERICAN PHYSICAL THERAPY ASSOCIATION

All students are required to belong to the American Physical Therapy Association (APTA) while enrolled in the program. The student is encouraged to read the journal and attend the APTA-sponsored meetings. The department gives up to \$5000 per year, per class, to assist students in attending APTA sponsored meetings. The guidelines are as follows:

1. Department will pay the registration fee for up to two student representatives to attend APTA conventions with the following restrictions:
  - a. Department will pay up to \$200 registration fees per convention (Ex: \$100 per representative for two representatives, or \$200 for one representative)
  - b. Department will pay registration fees up to two conventions per year
2. In addition to the above stated support, the Department will pay up to \$5000 per class per fiscal year for student attendance at APTA conventions with the following restrictions:
  - a. Student must submit receipts for reimbursement. Expenses for which the student is eligible for reimbursement are registration, lodging, and transportation.
  - b. Maximum mileage allowance is set by the University
3. With class officers' approval, the APTA representative may receive money from both #1 and #2 for the same convention.

## ATTENDANCE

Regular class and lab attendance is expected of all students. Specific requirements and final authority for attendance and any effect it might have upon grades, rests with the individual faculty member. However, students who miss more than 20% of regular class/lab sessions, even if absences are considered "excusable," may be required to drop the course. Arriving more than 30 minutes late is considered an absence. The specific rules for each course will be listed in the class syllabus and be made clear on the first day of class. **Pagers and cell phones** need to be on **silent** or vibrate during class time.

## BACKGROUND CHECKS

Loma Linda University requires that all students have a background check completed at the time of initial registration in June. The Department is required to send documentation to clinical sites prior to students attending their clinics for rotations (Short and Long Clinical Experiences). Therefore, student in the DPT program will be required to have background checks at the following times within the program:

Summer Module of Year 1: Initial Background Check

Spring Module of Year 1: Updated Background Check  
Spring Module of Year 2: Updated Background Check

If a student receives a “Hit” on their background check, the cause of the “hit” is reviewed by legal counsel for the University. If legal counsel determines that the nature of the misdemeanor/felony is such that the student should not be allowed to complete a clinical rotation in one of the facilities within Loma Linda University Health, the Department will be notified. It is possible that other facilities with which we have contracts would take the student, but placement will become more difficult. In addition, the student needs to recognize that having a misdemeanor or felony on their record may prevent them from sitting for the National Physical Therapy Examination or becoming a licensed physical therapist. Students who have any questions on this issue are encouraged to meet with the program director.

### **CHAPEL**

Every Wednesday from 11:00-12:00 am during Fall, Winter and Spring modules, the student body meets in the University Church of Seventh-day Adventist for a university wide chapel service. Students are expected to attend each week of the module. If a student does not have a class or laboratory scheduled prior to 3:00pm on Wednesday, they are not required to attend chapel. Students are allowed two absences during the module. If a student is absent for more than two chapels in one module, the student must listen to the audio recording of the missed chapel and write a 1-2 page reaction paper. The reaction paper is to be turned into the program director or designate. If a student does not complete the reaction paper, a registration hold may be placed on the student’s registration packet.

### **CLINICAL EDUCATION**

*Clinical Education* refers to that portion of your education spent in full-time (40 hours/week) clinical environments, including inpatient settings (acute and subacute hospitals and medical centers, rehabilitation centers, skilled nursing facilities) and outpatient settings (private practice, pediatric, geriatric, rehabilitation, wellness centers, sports medicine). Your year-at-a-glance schedule reveals how the clinical and academic portions are integrated with *short and long clinical experiences*.

**Please study your schedule carefully before planning vacations, weddings, or special events so that clinical assignments will not be interrupted.** Advance permission must be obtained from the academic faculty and the clinical faculty before any adjustments may be made to your clinical schedule.

All clinical assignments are made by the academic coordinator of clinical education (ACCE) or designate. Management and supervision of the clinical experiences are divided for practical purposes between the ACCEs, with DPT *long clinical experiences* primarily overseen by Theresa Joseph, PT, DPT, MBA (Room 1808 ext 87744) and *short clinical experiences* primarily overseen by Henry Garcia, PT, DSc (Room 1814 ext 47332). **Students must not contact clinical facilities regarding clinical education unless given specific permission by either the ACCE or designate.**

The Department of Physical Therapy, via the Office of the Dean, School of Allied Health Professions, currently holds approximately 900 active affiliation agreements with clinical facilities in almost every state. Clinical assignments will be drawn primarily from this collection because the development of new agreements is both expensive and time-consuming. Requests for new sites will be considered only after active resources

have been exhausted and on the basis of predicted value for future students and must be submitted at least six to nine months in advance.

Because of the limited number of local facilities available, assignments cannot be made on the basis of the student's family, marital status, or personal preference. Although the department makes every effort to accommodate the student's preference, the student agrees to accept the clinical assignments made by the department at any of the affiliated facilities, whether local or out of state.

Competition among schools for access to clinical education sites in California is keen. Our PT and PTA programs cooperate with the consortium of ACCEs from other PT and PTA programs in southern California called IACCC (Interscholastic Academic Clinical Coordinators Council). One of the objectives of IACCC is to improve communication between the academic programs and the clinical sites common to the group, particularly with regards to clinical education needs. Thus, we have the most effective means for securing clinical experiences in competitive sites, but we are also limited by the needs of other programs.

### **COMMUNICATION**

Your University email address is the official method by which the University and the Department will communicate with you. The Department of Physical Therapy will use this method to make general announcements to the class and specific announcements to you as an individual. Please make sure that you check this often so that you do not miss anything.

### **COMPLAINTS**

There may be a time while enrolled in the program that a student has a complaint. The following are the steps, in successive order, which a student should follow

1. Discuss the issue with the instructor/coordinator of the course.
2. Discuss the issue with the Program Director - Larry Chinnock
3. Discuss the issue with the Department Chair - Larry Chinnock
4. Discuss the issue with the Dean of the School of Allied Health Professions - Craig Jackson

### **DISMISSAL/GRIEVANCE**

A student who is involved in dismissal proceedings or who has an academic or clinical grievance may proceed as follows:

1. The student should first discuss the problem or grievance with the instructor. If, following discussion with the instructor, the student is not satisfied and continues to believe that (s)he has not been dealt with fairly, the student may discuss the grievance with the chairperson or program director of the department.
2. If the matter is not resolved at this level, the student has recourse to the Office of the Dean.
3. As a final appeal, the student may request the dean to appoint a faculty review committee of three (3) members to evaluate the situation and make a recommendation to the dean. This request should be presented in writing and include pertinent information regarding the situation. The student may request to meet with the review committee for discussion of the case.
4. The grievance must be filed within one module of the incident in question.



## **EXAMINATION POLICY**

Academic dishonesty is not tolerated. To protect the integrity of the examination process during face-to-face (F2F) and remote testing environments, multiple examination formats and modes of surveillance, including video, may be used during examinations. Violation of any part of the examination policy may be considered academic dishonesty. The term “examination” includes midterms, finals, sectionals, and quizzes.

1. ExamSoft exams must be downloaded by the deadline, or a 5% deduction will be applied.
2. All examinations are timed and must be completed individually and not in group settings, unless indicated by the instructor.
3. Once student begins the examination it is expected that they will not leave until completion of the examination. Restroom and other activities should be taken care of prior to beginning the examination.
4. Hats are not allowed during the examination.
5. Talking is not allowed during the examination. The instructor cannot answer questions during the examination. Students may email the instructor for clarification on examination questions following completion of the examination.
6. Grading keys for examinations will be provided at the instructor’s discretion.
7. The reproduction or saving of examination questions in any fashion is prohibited (i.e., use of cameras, screen shots, pictures, writing, copying, etc.).
8. 7-Day Rule: Requests to consider possible errors in grading must be made in writing within one week of examination score posting.
9. In extenuating circumstances, the student may request that an examination be given at an alternative time. The student must complete the request form and turn it in to the program director. If the request is approved, there is a \$50.00 fee for each approved examination.
10. During F2F examinations, seating may be assigned by instructor and examination is to remain unopened until instructor indicates that it is time to start.
11. During F2F examinations, all books, bags, purses, smart watches, electronic devices, etc. must be left in a designated area. Students can only take a pencil and eraser to the desk for paper examinations and only their computer for ExamSoft examinations. Cell phones must be silenced and placed in designated area.
12. During remote examinations, any electronic or non-electronic source that might aide the student in answering examination questions must be placed in an area outside of student’s visual and hearing range.
13. During F2F and remote ExamSoft examinations, ExamSoft answers must be uploaded immediately after examination completion.
14. During ExamSoft examinations, the remote proctoring software for detecting, preventing, and deterring academic dishonesty during examinations using webcam and screen capture may be used during remote and/or F2F examinations. Student behavior during the examinations includes movement, gaze, and background noise. Students are expected to remain in front of the computer screen for the entire examination.

## **FACULTY ADVISOR**

A faculty advisor/mentor will be assigned to students by the Department Chair or in faculty meeting for the following three conditions:

1. Per student request
2. Due to academic probation status
3. Faculty concerns affecting student success in the program.

## **FINALS WEEK**

Finals will be scheduled one test per day Monday through Thursday. If more than four finals are necessary, than no more than two finals will be scheduled on any one day. Do not expect to be out of your last final for the module before 12:00pm on Thursday of Finals Week. Do not make any travel arrangements that will conflict with this schedule.

## **GRADING**

Most course grades will be determined by the higher of two systems, percentage or scaled score (SS). The minimum passing grade is 75% or 325 SS. Grade determination will be made with consultation of the Grade Review Committee using the following guidelines:

Scale Score	Grade
590- (or > 95%)	A
535-589 (or >92%)	A-
475-534 (or >89%)	B+
395-474 (or >85%)	B
355-394 (or >82%)	B-
332-354 (or >79%)	C+
325-331 (or >75%)	C
315-324 & <75%	D
Below 315 & 75%	F

## **GRADUATION REQUIREMENT**

A Doctor of Physical Therapy Student must have a minimum grade point average (GPA) of 3.0, with no grade less than C.

## **PROGRAM COMPLETION REQUIREMENT**

Students are required to pass a mock board examination for program completion. Program completion is required to take the National Physical Therapy Examination (NPTE). The mock board examination minimum passing score is 575 scaled score.

## **JURY DUTY**

If you receive a jury summons while in the program, please bring it to Barbara Cassimy. We have a form letter that we can give you that most of the time will excuse you from jury service until the end of the program.

## **PARKING**

All students must register their vehicle if they drive and park on campus. To register your vehicle please go to <https://parking.llu.edu/>. For instruction on how to complete the registration, please see the first page under "Forms" in this student handbook.

## **PROMOTION AND PROBATION**

Each student's record is reviewed by the faculty each module. Promotion is contingent on satisfactory academic **and** professional performance and on factors related to aptitude, proficiency, and responsiveness to the established aims of the School and of the profession. As an indication of satisfactory academic

performance, the student is expected to maintain a 3.0 program GPA. Specifically, a student whose GPA falls below the minimum required for the degree in any module, or who receives in any required course a grade less than a C (2.0), or whose clinical performance is unsatisfactory, is automatically placed on academic probation. Continued enrollment is subject to the recommendation of the department. If continued enrollment is not recommended, the department will notify the student in writing.

Human gross anatomy is a 9 unit foundational course for the entire program, and because of the GPA graduation requirements, students in the DPT program must receive a minimum grade of B (3.0) in the course to progress in the program.

## **REGISTRATION**

Registration begins three weeks before Summer module. All students must clear with Student Finance to validate their registration. Registrations will be automatically dropped for students who have not obtained financial clearance by Thursday of the week prior to the first day of the module. To receive credit for a specific class, a student must be registered and financially cleared by the final date to add classes. Students are encouraged to register on time and are not to attend classes for which they are not registered. A late registration period is provided to accommodate students who have been unable to complete the registration process prior to the Thursday of the week first day of the module.

## **RELIGION REQUIREMENT**

While in the physical therapy program, the students will take four religion courses for a total of 9 units. The courses the student will take are:

RELE 707 Ethics for Allied Health Professionals (2 units)

RELR 775 Whole Person Care (2 units)

RELT 718 Adventist Heritage & Health (2 units)

RELT 740 World Religions & Human Health (3 units)

## **REPEATING COURSES**

A student who receives an unsatisfactory grade in a required course and is required by the faculty to remediate the course may complete, one of the following plans. In either plan the student must re-register and pay the applicable tuition.

1. Re-register for the course paying the applicable fee. Review the course work under supervision and take a make-up examination (usually not given before a minimum of two weeks of study). A passing grade resulting from a repeat examination will be limited to a C (2.0).
2. Repeat the course the next time it is taught, attend all classes and/or laboratories, and take the final course examination. This option may delay the student's progression through the program.

Both the original and repeat grades are entered in the student's permanent academic record, but only the last grade is computed in the GPA. A course may be repeated only one time.

## **REQUEST FOR SPECIAL EXAM**

To take an examination at a time other than when it is scheduled, a student must secure the consent of the instructor, the faculty and the chair of the department and file a “Request for Special Examination” with the department. A \$50.00 fee is charged for a special examination.

## **REQUIRED TEXT**

Each student must obtain a copy of the required textbooks within the first two weeks of the module. Books not purchased within two weeks will be returned to the publisher by the bookstore. It will then become the student's responsibility to obtain the textbook on his/her own.

## **SCHOLASTIC QUALIFICATIONS/DISQUALIFICATIONS**

A DPT student must receive a B (3.0) or better in Anatomy (AHCJ 510) to continue in the program. Each student's record is reviewed each module by the faculty. Promotion is contingent on satisfactory **academic and professional** performance and on factors related to aptitude, proficiency, and responsiveness to the established aims of the School and the profession.

As an indication of satisfactory academic performance, the student is expected to maintain a 3.0 program GPA:

A student whose GPA falls below the minimum required for the degree in any module, or who receives in any required courses a grade less than C (2.0), or whose clinical performance is unsatisfactory, is automatically placed on academic probation. Continued enrollment is subject to the recommendation of the department. If continued enrollment is not recommended, the case is referred to the Administrative Council of the School for final action.

A student who is on academic probation and fails to make the minimum required GPA the following module or fails to have an overall minimum GPA after two modules will have disqualified him/herself from the program.

If a student receives an unsatisfactory grade, they will be allowed to remediate the course the following quarter. If a student successfully remediates the course, they will receive a “C” grade. If a student receives a second unsatisfactory grade, they will have disqualified themselves from the program.

## **SEXUAL HARASSMENT**

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University, and threatens the careers, educational experience, and well-being of students, faculty, employees, and patients.

Please refer to Loma Linda University’s Sexual Harassment Policy found at: <https://home.llu.edu/about-llu/policies/sex-discrimination-sexual-misconduct-title-ix>

## **STANDARDS OF ACADEMIC CONDUCT**

The purpose of education, especially Christian education, is to enhance intellectual, social, emotional, physical, and spiritual development of students at the same time that they are learning the skills of a

profession. In the classroom, students shall be responsible to and respectful of their peers by avoiding any behavior that would disrupt the learning environment. Cheating is not tolerated. Cheating robs the student of an opportunity to learn and undermines relationships among peers as well as students and teachers. Where cheating is known, but not confronted, it ultimately allows a toleration of dishonesty, that if carried over into professional practice may result in abuse of patients and malpractice problems. For these reasons, cheating will not be tolerated and will be dealt with as a matter of serious discipline.

Some types of violations of ethical conduct encountered in educational programs in the health-related professions are of particular concern. The following examples are illustrative but are not intended to be a complete list of concerns.

### 1. Academic Dishonesty

Academic dishonesty involves a willful perversion of the truth in an academic setting. Examples include, but are not limited to:

- a. copying from peers, or knowingly and willingly permitting or assisting others to copy from examinations, assignments, or lab materials;
- b. using unauthorized aids for examinations, quizzes, assignments, clinicals, and laboratory procedures;
- c. looking at another individual's examination or quiz in a way that appears that information is being sought;
- d. plagiarizing, which includes the undocumented use of sources or ideas, whether quoted or paraphrased, or otherwise presented as one's own;
- e. fabrication and/or fraudulent insertion of scholarly materials, not the product of one's own efforts, into assignments or clinical records;
- f. interfering in a harmful way with another's work (e.g., sabotaging laboratory work, or illicit entry or deletion of computer data);
- g. writing a test, or examination, or assignment for another student, or having another person wrongfully write an examination for a third party.
- h. misrepresenting the attendance of self or of another party in a required class, laboratory or assembly; or
- i. altering grades or arranging for others to wrongfully alter grades on tests or examinations, instructors' records, or records of the School or University.

### 2. Forgery

Forgery consists of the falsifying of signatures, altering of the content of documents after they have been signed, and may include other forms of lying or intentional misrepresentation. Examples of forgery include but are not limited to:

- a. falsifying instructors' signatures on charts or evaluation forms;
- b. altering patient records, grade forms, evaluation sheets, or other documents after a signature is received;
- c. signing another student's name on a classroom attendance record; or
- d. forging a person's signature on clinic records.

## **TB TESTING & CLINICAL REQUIREMENTS**

A growing majority of clinical education facilities are requesting our students to present documentation for PPD testing within the previous six months of their arrival. The following schedule has been devised to ensure our students have a PPD test within at least 6 months of the starting date for each clinical experience. Students who have had a positive reading of the PPD must present appropriate documentation regarding timely chest x-rays.

Schedule for PPD testing

1. At Initial Registration
2. Annually Afterward
3. As per specific clinical site requirement

During the Student Orientation in June, each student will sign a form giving permission for the Health Service Office to release health records to the School so that health information may be sent to the appropriate clinical facility as needed.

**PLEASE NOTE:** Because of the volume of tests to be done, each of the above series of tests will be *pre-arranged and scheduled to be done as a group by the Student Health Services*. The follow-up “reading” of the results of the test will also be done at a specific time two days following administration of the test. *Students will not be tested or “read” on an individual basis.*

## **TO BE ARRANGED**

There will be blocks of time in your schedule that will be labeled TBA. These are periods of time that you are required to be in class. These time periods might be used by instructors to give examinations, have guest lecturers, or orient you to the affiliations. You should expect that there will be something scheduled for each TBA. The TBA schedule will also be emailed to the students.

## **WEEK OF DEVOTION**

For one week during Fall, Winter and Spring modules, the University has a “Week of Devotion.” During these special weeks, chapels will be held Monday-Friday. Students are expected to attend these chapels each day. If a student does not have a class or laboratory scheduled prior to 3:00pm on a particular day, they are not required to attend the chapel for that day.

# Student Services

## **CAMPUS STORE**

The Campus Store is located in the Campus Plaza. You will find text and reference books, office and school supplies, medical instruments, cards, University imprinted clothing and gifts, cameras, film, and albums.

Campus Store is Loma Linda University's Apple computer authorized sales and service source. Faculty and students will also find academic released software for Macintosh and Windows. ID is required to purchase hardware and software.

Merchandise may be purchased using the following: cash, check, Visa, MasterCard, Discover Card, or debit card. Students may charge books and school supplies to their school account by presenting their student ID card and current module sticker at the cash register for each sale (a \$5.00 minimum charge is required). The charge appears on the monthly tuition statement received from the Student Finance office.

Textbooks may be returned within two weeks from the date of purchase. Your register receipt is required. Books must be in original condition, clean and free from all marks and erasures. (Review and trade books are NOT RETURNABLE)

You may reach the Campus Store by telephone at (909) 558-4567 or on campus extension 44567.

### **Store Hours:**

Sunday: 10:00a.m.-5:00p.m.

Monday-Thursday: 9:00a.m.-6:00p.m.

Friday: 9:00a.m.-3:00p.m.

Closed on Saturdays and holidays.

## **CHILDREN'S CENTER**

Loma Linda Children's Center provides a high-quality early childhood education program in a safe and nurturing environment promoting the physical, social, emotional, intellectual, and spiritual development of young children. The Center is accredited by the National Academy of Early Childhood programs.

Located at 25228 Shepardson Drive, the Center offers 10 classrooms of whole-day programs for children from age three months through kindergarten. Children are placed in rooms with others of their own age with the following teacher/child ratios: infants/toddlers 1:3, twos 1:6, preschoolers 1:8, and kindergarten 1:12.

Students are encouraged to explore this resource on an hourly or daily basis for their children. There is limited financial assistance available for children of University students. For more information call (909) 558-4568, or extension 44568.

### **Hours of operation:**

Monday-Friday: 6:00a.m.-6:00p.m.

Website: <https://www.lla.org/schools-/childrens-center/>



## COUNSELING SERVICES

### **Employee and Student Counseling Services**

Employee and Student Counseling Services (ESCS) is a free counseling resource for currently full-time enrolled LLU students, LLUH employees and their partners. Our professional counselors offer confidential and spiritually sensitive support to help employees and students find practical solutions to difficulties experienced in personal and academic life. We currently offer appointments easily accessible off campus, by phone, and virtually for your privacy. Our group of friendly staff members looks forward to assisting with your wellness needs.

Some of the issues ESCS addresses includes addiction, relational problems, stress management, test anxiety, time management, anger management, depression, and personal adjustment.

If you need immediate help, call or text the Suicide & Crisis Lifeline at 988. The phone lines are open 24/7 and answered by trained professionals.

Services provided include crisis intervention, couples therapy, LGBTQ+ resources and support group, individual therapy, in-services (LLU/H psychoeducational presentations), premarital therapy, case management, and referrals to campus and community-based providers.

ESCS makes every effort to schedule appointments as soon as possible, though wait times can vary based on current demand for services. Same day service is available for crisis situations. *Please note: Healthcare provider licensing is state-based, which strictly prohibits telehealth treatment outside of California. While we are unable to provide student counseling services to online-only students, our staff can refer you to a list of healthcare providers in your area. Please contact our office for more information.*

Anyone in need of assistance may call (909) 558-6050 or visit the clinic at the Loma Linda Health Center, 11360 Mountain View Avenue, Hartford Building, Suite A, between the hours of 8:00am and 5:00 pm Monday-Thursday, 8:00am-2:00pm on Friday.

## HEALTH SERVICES

Loma Linda University provides primary health care to LLU students through the Student Health Service.

Location: The Center for Health Promotion on the southwest corner of Stewart and Anderson streets, Evans Hall, Room 111. (909) 558-8770 or extension 88770; Fax: (909) 558-0433

Services offered at Student Health Service include primary care services, immunizations, sports medicine clinic, women's health services, health education, counseling or referral to counseling services.

There is no charge for most services at the Student Health Clinic. It is included in the tuition fees. Students are responsible for payment of all immunizations and there may be a charge for certain lab tests. Prescriptions may be purchased for a minimal co-payment per prescription at the Campus Store pharmacy or at the LLU Medical Center pharmacy.

Student Health Service Hours:

Monday-Thursday: 8:00am-5:00pm

Friday: 8:00am-2:00pm

Call (909) 558-8770 or extension 88770 for appointments. Walk-in appointments accepted on a first come basis. Bring: Student ID card

There are several locations where you can or should be treated under the student health. The following table will help guide you to the most appropriate location.

	Condition	Hours	Co-Pay	Location
Student Health Service extension 88770	Sick or treatment of minor injury. Health clearance and immunization, as needed	8:00-5:00 M-Th 8:00-2:00 F	None	Evans Hall Room 111
Urgent Care extension 66644	Colds, flu, headache by appointment. No injuries.	8:00-4:00 M-F	\$20.00 if full-time student.	East Campus
Emergency Room ex: 44444	Needle sticks, MVA, or any type of trauma.	24 hours a day		LLUMC

## LIBRARY

Please see the web site for information on the library: <https://library.llu.edu/>

## SECURITY

The Department of Security is administered by the Loma Linda University Medical Center Department of Security which is located at 24690 University Avenue. Security officers patrol the campus and Medical Center 24 hours a day with primary concern for the protection of students, patients, visitors, and employees. Their secondary concern is for the prevention of property thefts. Security officers also respond to alarms and other requests for assistance.

Call (909) 558-4320 or extension 44320 for all Department of Security services.

**Emergencies:** In case of an emergency dial 911. You will be assisted immediately by a security dispatcher. In addition, each campus parking lot contains clearly marked emergency phones. These phones ring directly to the Security Department Control Center in the basement of the Medical Center. You may use these phones to contact Security in an emergency or for non-emergency services and assistance.

**Security escort service:** Security officers provide escort for students, patients, visitors, and employees to any destination on campus during night hours and in special situations as may be required. Call extension 44320 for a security escort. If you choose not to use a security escort, always walk with a friend; never walk alone after dark.

**Non-emergency service:** Security officers provide the following non-emergency services as time allows jump-starting cars, retrieving keys in locked cars, calling towing service for stranded motorists, fingerprinting services for required licenses (fee required), engraving private property for security and identification

The Student Right-To-Know & Campus Security Awareness Handbook may be found online at:  
<http://www.llu.edu/assets/central/handbook/documents/right-to-know-handbook.pdf>

# Safety

For complete copy of the Student Safety Guide please click on this link:

[https://one.luh.org/vip/Departments/LLUSS-Departments/Environmental-Health-and-Safety/Program-Areas#other\\_program\\_areas](https://one.luh.org/vip/Departments/LLUSS-Departments/Environmental-Health-and-Safety/Program-Areas#other_program_areas)

## **BLOOD BORNE PATHOGENS**

You have chosen to work in a Health Care profession, and it is important you understand how to protect yourself from Blood borne pathogens. These pathogens need to get inside of your body to cause disease. They may enter your body and infect you through:

1. an accidental injury caused by a sharp object that is contaminated by blood borne pathogens,
2. open cuts, nicks, and abrasions
3. mucous membranes of your mouth, eyes, and nose

Blood borne pathogens live in blood and other body fluids, such as saliva, semen, and vaginal secretions. In specialized areas, like laboratories, Blood borne pathogens may be in unfixed cells, tissue and organ cultures. Blood borne pathogens are not a friend to you; in fact, Blood borne pathogens can make you very sick. While performing your duties you may be at risk for exposure of the following Blood borne pathogens: Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and Hepatitis C virus (HCV).

Ordinarily, your healthy, unbroken skin is a barrier to Blood borne diseases. However, when you are scratched or stuck by a bloody needle, lancet or other sharp object, your skin barrier would be broken. Air does not carry Blood borne pathogens; however, splashing or splattering them into your mucous membranes is a possibility for exposure while performing some procedures. It is in your best interest that you use the right barriers to minimize or eliminate your exposure to Blood borne pathogens in your work setting.

Hepatitis B Virus is a vaccine-preventable disease that is caused by a virus that attacks the liver. It can cause lifelong infection, cirrhosis (scarring) of the liver, liver cancer, liver failure, and death. Symptoms can include jaundice, fatigue, abdominal pain, loss of appetite, or occasional nausea and vomiting. About one half of those infected with HBV will feel no symptoms at all. With prompt and proper treatment, over 90% of those infected with HBV will recover and clear the infection. If you are stuck with a needle or sharp contaminated with HBV, you have a 6 to 30 percent chance of developing Hepatitis B. However, remember that all employees who may potentially be exposed to Hepatitis B on the job are offered a free vaccine that will protect them from Hepatitis B.

Less common than Hepatitis B is Hepatitis C. This, too, is an inflammation of the liver which 85% of the time leads to chronic liver disease. The symptoms are similar to Hepatitis B. Currently there is no vaccine for the prevention of Hepatitis C. There are newly approved antiviral drugs that may be effective in treating some people who have Hepatitis C.

Human Immunodeficiency Virus, or HIV, causes AIDS. HIV causes a breakdown of the immune system, and the clinical picture of HIV infections differs widely from person to person. Some persons remain apparently healthy for many years, while others become seriously ill, develop AIDS, and eventually die. There is no preventive vaccine against HIV. If you are stuck with an HIV-contaminated sharp, your chances of becoming HIV positive are less than 2 percent.

Seven ways to minimize your risk of exposure are:

1. Get vaccinated against Hepatitis B before an injury occurs.

2. Engineering controls are designed to eliminate the exposure hazard. Examples are needless IV injection ports, needle-safe syringes, needle-safe venipuncture devices, lancets with retractable blades, face shields or pocket masks with a one-way valve for mouth-to-mouth resuscitation and sharps disposal containers.
3. Work as if you and your co-workers lives depend on it. Much of work practice controls are common sense. Listed below are several that should become your standard of practice:
  - Place sharps in a container without recapping, bending, or breaking the used needle.
  - Transport specimens in closed, leak-proof containers.
  - Do not eat and drink, apply cosmetics or handle contact lenses in areas where there is a chance of exposure to potentially infectious materials.
  - Store specimens away from food.
  - Handle contaminated patient equipment with care and clean reusable equipment properly before using it on another patient.
4. Wash your hands with soap and water for 10-15 seconds whenever the following occur:
 

Before you:	After you:
Prepare or eat food	Blow your nose, cough or sneeze
Insert or remove contact lenses	Use the bathroom
Treat a cut or wound	Handle garbage
Tend to someone who is sick	Tend to someone who is sick or injured

In addition to the above, when in a patient care setting:

- After removal of gloves
- After contact with blood or body fluids
- Before performing invasive procedure

4. Personal Protective Equipment (PPE) helps guard your skin, eyes, mouth, and personal clothing from exposure to blood borne pathogens. Your department will provide PPE that is effective for your particular job. This may consist of gloves, goggles, face shields, gowns, lab coats, aprons, clinic jackets, and/or masks.
5. Good housekeeping is everyone's responsibility. General rules would include:
  - Clean all blood and body fluid spills promptly.
  - Spill kits are available in your department or through Central Service. Each kit includes instructions, clean up equipment, disinfectant, and PPE necessary to protect you while cleaning up a spill.
  - Keep work surfaces and protective coverings clean.
  - Never use your hands or feet to compact trash or soiled linen.
  - Never pick up potentially contaminated broken glass with your hands.
6. Biohazard labels and/or signs are affixed to containers/bags that store, transport, or are used to ship blood or potentially infectious body fluids. These labels/signs must be orange or orange/red and are used to alert you of a potential hazard if you were to come in contact with the contents of the container/bag and you were not wearing PPE.

The risk of infection is real and should be taken seriously. Taking necessary precautions to prevent risks will protect you from blood borne infections. For more information on blood borne pathogens, talk with your supervisor/department manager, or call LLUMC Hospital Epidemiology, extension 66115.

## **EXPOSURE MONITORING PROGRAM**

A body fluid exposure can occur if there is an exchange of body fluids into mucous membranes or into skin that has been broken, torn, or pierced. Examples of blood and body fluid exposures include:

A puncture with a contaminated needle.

A cut or puncture with contaminated instruments.

Transmission of blood or body fluids to mucous membranes, such as a splash to the eyes or mouth.

If you are exposed to blood or other body fluids, the procedure to follow is:

Wash the wound(s) with soap and water or irrigate mucous membranes with water or saline.

Report the incident to your supervisor immediately.

Fill out two forms: Report of Accident/Illness (Form 20-0032-A) and Employee's Claim for Workers' Compensation Benefits (Form DWC-1) and have your supervisor sign it.

Go to the Emergency Department for medical evaluation

The Exposure Monitoring program operates by:

Identifying work areas where there is a risk of exposure to blood borne pathogens.

Providing education and training on how to prevent an exposure.

Evaluating and treating those who have been exposed to blood borne pathogens such as Hepatitis B virus and human immunodeficiency virus (HIV).

When reporting an exposure to Blood borne pathogens, both the Report of Accident/Illness and the Employee's Claim for Workers' Compensation Benefits must be filled out before reporting to the Emergency Department for medical evaluation.

## **FIRE SAFETY**

Fire can be beautiful - but it can also be destructive. Risley Hall, one of our older university buildings, used to be one story taller than it is today. A fire did so much damage to the top floor that it had to be demolished.

Other, smaller fires have also taken place. Late one night, a fire occurred in a patient care unit in the Medical Center. It was extinguished by the sprinkler system and the damage was minimal, but the clean-up was extensive. The bottom line is that everyone needs to be constantly vigilant to stop fires.

**Prevention:** The best way to stop fires is to keep them from getting started. Some of the benefits of preventing fires are we don't have to worry about injury or death from a fire, we won't have to clean up afterwards, and we don't have to listen to the fire alarm!

The basic elements that are needed to create a fire are:

fuel - combustible materials

heat - to get the fuel burning (could be sparks)

oxygen - needed for all fires, and the more the merrier!

We can prevent fires by keeping these three elements separate. Do not allow fuel to accumulate, e.g. paper, sawdust, dirty linen and oily rags

Oxygen cannot be eliminated in very many places, but we can be careful in areas where there is or may be a higher percentage of it than normal. This includes the area around an oxygen tent, cylinder, or oxygen medical gas wall outlet. It also includes the area where substances that are oxidizers are stored, like hydrogen peroxide and chlorine. Keep combustibles and sources of heat or sparks away from these.

**The Fire Plan:** Since prevention isn't always perfect, everyone needs to know what to do in case a fire does occur. Our basic fire response plan is called "R.A.C.E." or "the RACE Fire Plan." The four main steps you need to take if you find a fire are:

**RESCUE:** Remove anyone who is in immediate danger, including yourself. If people are unable to get out of the room on their own, like hospital patients, assist them if you can. If possible, get someone else's assistance and use a 2 or 3 person carry. If you are by yourself, use a blanket to drag the patient from the room. And be sure to close the door behind you.

**ALARM:** Turn on the alarm. Use the pull box, if your building has one, to get the Fire Department coming and to alert others in the building. Then, using a phone a safe distance from the fire, call 911 to report it to the Security Control Center. Be prepared to give them the specific information about the fire - location, size, number of people injured, etc. In addition to the Fire Department, an emergency response team will be sent, including Security officers, staff from engineering and housekeeping, and Respiratory Care technicians for patient care areas.

**CONTAIN:** Close the rest of the doors in the area to keep the fire and smoke confined. If possible, tuck towels or sheets under the door and around the sides to help keep the smoke from spreading.

**EXTINGUISH:** If you can do so without endangering yourself, fight the fire with an extinguisher. Use the right extinguisher for the type of fire and follow the PASS plan to use it correctly. (See below for information on extinguishers.)

**Evacuation Procedures:** Be prepared to evacuate. If you are within the M.C. or C.M.C., know your horizontal (primary & secondary) relocation points. In most of the other buildings, evacuation should occur when the fire alarm sounds. Know your building evacuation procedures and external relocation points.

Assist anybody who has a disability, remembering not to use the elevator unless authorized by Fire Department personnel. Remain outside until the Fire Department says it is safe to re-enter. NOTE: This plan is based on the idea that you are the only one around. If there are others in the area, get them involved, so several steps are being done at the same time.

**Fire Extinguishers:** Before you can fight a fire, you need to know the three classes of fire you would see in normal situations and the kinds of extinguishers that are available.



**Classes of Fire:**

- Class A fires occur in combustible solids (paper, linen, mattresses, clothing). Water puts out Class A fires very nicely.
- Class B fires involve flammable liquids, like gasoline, alcohol, and some cleaning fluids. Using water on such fires would just spread the flaming liquid around.
- Class C fires involve electrical equipment, such as TV's, computers, and beds with motors in them. Using water on this kind of equipment could get you electrocuted.

**Types of Fire Extinguishers:**

Water - the tall, silver can with a hose contains water under pressure. Good for class A fires only.

Carbon dioxide (CO<sub>2</sub>) - the red extinguisher with the plastic horn contains CO<sub>2</sub> under pressure. Good for class B & C fires only.

Dry chemical - generally red, may have a hose or just a short nozzle. Usually good for all three classes of fire (A,B,C). Also called multi-purpose extinguishers. This is the kind you will find in most locations.

Halon - generally red with a yellow-green label. Primarily for electronic equipment, but good for class B & C fires. If large enough, can handle class A fires. Usually found where there is a lot of electronic equipment.

To understand how to use a fire extinguisher, you need to know the acronym **PASS** and what it stands for. When the first three steps of RACE have been taken care of, you are ready to attempt to extinguish the fire - If you can do so without endangering yourself! If the fire is too big, close the door and wait for the guys with the big hoses - the Fire Department. But, if the fire is still small, and if you have a clear exit from the fire in case it does get out of hand, grab the proper fire extinguisher from its cabinet or hook, and follow these steps:

**PULL** the pin. You will have to break the plastic tie that holds it in place. The easiest way is to turn it like a key in a lock. Or give it a good, sharp yank.

**AIM** at the base of the fire. Keep the extinguisher itself upright and point the hose or horn at the fire. If you're using a CO<sub>2</sub> extinguisher, let go of the horn - it will stay where you aim it.

**SQUEEZE** the handle. This activates the extinguisher.

**SWEEP** from side to side, covering the whole area that's on fire. Keep this up until you are sure the fire is completely out, or you run out of extinguishing material. If needed, several extinguishers can be used - we have plenty!

A hands-on class in the use of extinguishers is held each Fall, and all employees are urged to take it their first year of employment and at least every three years thereafter. Some staff are required to take it every year due to their particular job requirements. Finally, learn and remember the following:

RACE and PASS as described previously. Be ready to put them into action right away when needed.

Evacuation Plan - Know where your relocation points are and how to evacuate yourself and others. Be ready to assist any visitors, disabled employees or students as needed.

## **HAZARDOUS MATERIALS SAFETY**

Hazardous materials are things that can harm you if you are exposed to them. They can be chemical or biological materials and be found as a solid, liquid or gas. Hazardous materials are found in almost every work environment. Work areas like Housekeeping, Engineering, offices, laboratories, and even patient care can have hazardous materials.

Materials are classified by both the manufacturer and the Environmental Protection Agency (EPA) as hazardous if they can burn easily, corrode, or destroy living tissue or metals, cause cancer, react with other materials, or cause an infection or disease.

The Occupational Safety & Health Administration (OSHA) regulates employees' use of and exposure to hazardous materials through our Hazard Communication program. This program gives employees their Right-to-Know information through two main sources of information: labels and Material Safety Data Sheets (MSDS).

Hazardous materials are required to be labeled appropriately by both OSHA and EPA. The label is your first warning that the material with which you are working is hazardous and why it is hazardous to you. Since there is only a small amount of space on a label, it will give a warning statement to tell you this information. If you see "Warning," "Caution," or "Danger," it means that this material is potentially harmful to your health and safety. Hazardous material labels must include the name of the product, a list of ingredients, the name and address of the manufacturer and a warning statement.

MSDS are written by the manufacturer of the product to tell employees the specific hazards with using that product. The Office of Hazardous Materials Safety (OHMS) and your supervisor are your sources of MSDS. Types of information which can be found on a MSDS are:

- Hazardous Ingredients - a list of the hazardous components
- Physical and Chemical Characteristics - boiling point, density, vapor pressure
- Fire and Explosion Hazards - flash point, firefighting procedures, flammable limits
- Reactivity - incompatible materials, stability, decomposition products
- Health Hazards - routes of entry, signs and symptoms of exposure, emergency and first aid procedures
- Precautions for Safe Handling - spill procedures, storage and handling precautions
- Control Measures - personal protective equipment (PPE), ventilation, safe work practices

**Hazardous Material Exposures:** The best treatment for an exposure to a hazardous material is prevention. By reading the label and MSDS, practicing good housekeeping techniques, using the right PPE and eliminating shortcuts, you can minimize your risk of exposure to the hazardous materials with which you work.

However, if you or a co-worker is exposed, follow these steps to reduce the injury.

Consult the label and MSDS to identify the material.

Decontaminate the affected body part (e.g., eyes, hands) with running water for at least 15 minutes.

Report the incident to your supervisor immediately and fill out the right notification forms.

Report (with your forms) to the Occupational Health Center or the Emergency Department for medical evaluation and follow-up.

**Hazardous Material Spills:** Again, prevention is the best way to avoid spilling a hazardous material (see the above section for preventive techniques). If a hazardous material has been spilled, follow these steps to minimize the risk of you and others being exposed to it.

Identify the material using the container label and MSDS.

Confine or contain the spill. Try to keep it from spreading.

Evacuate affected areas in an emergency. For example, the material is giving off vapors and it's difficult to breathe.

Use a spill kit for spills of mercury, blood and body fluids, or chemotherapy materials. Spill kits are available from Central Service.

If this is a different type of hazardous material and not any of the materials listed above, call the Security Control Center and have the officer page OHMS staff for clean-up. Don't try to clean it up yourself

# FORMS

# Parking

For information on parking, please click on this link:

<https://luhparking.aimsparking.com/>

SCHOOL OF ALLIED HEALTH PROFESSIONS  
DEPARTMENT OF PHYSICAL THERAPY  
STUDENT CONSENT FORM

I, \_\_\_\_\_, hereby voluntarily agree and consent to the following:  
(Print Name)

\_\_\_\_ (please initial) I understand that while I am enrolled in the Department of Physical Therapy, School of Allied Health Professions, Loma Linda University I will be involved in activities that may increase my risk of injury or illness above those associated with everyday activities of daily living. These activities include:

Exposure to blood, body fluids and airborne pathogens (Examples: Hepatitis, TB, HIV, needle sticks)

Musculoskeletal injury - due to performing/receiving physical therapy treatment activities on/from partners in the laboratory setting and on clinical rotations

Psychological Stress - due to the curriculum load which requires in and out of class commitment to successfully complete the program

Exposure to hazardous material (Examples: formaldehyde, betadine, rubbing alcohol)

\_\_\_\_ (please initial) I allow still and video images to be taken of me while I am enrolled at Loma Linda University. I understand that these images will be used for educational and promotional purposes only.

\_\_\_\_ (please initial) I understand that to successfully complete the program I must be able to perform the Department of Physical Therapy's "Essential Functions". I understand that if I am an individual with a disability and need reasonable accommodation to fully participate in this program, I must obtain the Student Information and Requested Accommodation forms from Dr. Craig Jackson, Dean, School of Allied Health Professions in Nichol Hall Room 1603.

**ESSENTIAL FUNCTIONS REQUIRED TO GRADUATE AS A PHYSICAL THERAPIST**

**Cognitive Learning Skills**

I will be required to demonstrate the ability to:

7. Receive, interpret, remember, reproduce, and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.
2. Perform a physical therapy evaluation of a patient's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use evaluation data to formulate and execute a plan of physical therapy management in a timely manner, appropriate to the problems identified consistent with acceptable norms of clinical settings.
4. Reassess and revise plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

**Psychomotor Skills**

I will be required to demonstrate the following skills.

1. Locomotion ability to:
  - a. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and workstations.
  - b. Physically maneuver in required clinical settings, to accomplish assigned tasks.
  - c. Move quickly in an emergency situation to protect the patient (e.g. From falling).
2. Manual tasks:
  - a. Maneuver another person's body parts to effectively perform evaluation techniques.
  - b. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.
  - c. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
  - d. Manipulate another person's body in transfers, gait, positioning, exercise, and mobilization techniques. (Lifting weights between 10-100+ lbs)
  - e. Manipulate evaluation and treatment equipment safely and accurately apply to clients.

- f. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively. (Lifting, pushing/pulling weights between 10-100 lbs)
  - g. Competently perform and supervise cardiopulmonary resuscitation (C.P.R.) Using guidelines issued by the American Heart Association or the American Red Cross.
3. Small motor/hand skills:
    - a. Legibly record thoughts for written assignments and tests.
    - b. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
    - c. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
    - d. Safely apply and adjust the dials or controls of therapeutic modalities
    - e. Safely and effectively position hands and apply mobilization techniques
    - f. Use a telephone
  4. Visual acuity to:
    - a. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient's chart.
    - b. Observe active demonstrations in the classroom.
    - c. Visualize training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
    - d. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of evaluation of movement dysfunctions.
    - e. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
    - f. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.
  5. Auditory acuity to:
    - a. Hear lectures and discussion in an academic and clinical setting.
    - b. Distinguish between normal and abnormal breathing, lung and heart sounds using a stethoscope.
  6. Communication:
    - a. Effectively communicate information and safety concerns with other students, teachers, patients, peers, staff, and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
    - b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
    - c. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
    - d. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health care team.
  7. Self-care:
    - a. Maintain general good health and self-care to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
    - b. Arrange transportation and living accommodations to foster timely reporting to the classroom and clinical assignments.

### **Affective learning skills**

I must be able to:

1. Demonstrate respect to all people, including students, teachers, patients, and medical personnel, without showing bias or preference on the grounds of age, race, gender, sexual preference, disease, mental status, lifestyle, opinions, or personal values.
8. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical settings and to be in compliance with the ethical standards of the American Physical Therapy Association.
9. Sustain the mental and emotional rigors of a demanding educational program in physical therapy which includes academic and clinical components that occur within set time constraints, and often concurrently.
10. Acknowledge and respect individual values and opinions to foster harmonious working relationships with colleagues, peers, and patients/clients.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

LOMA LINDA UNIVERSITY  
SCHOOL OF ALLIED HEALTH PROFESSIONS  
DEPARTMENT OF PHYSICAL THERAPY

**Professional Appearance**

Students of the entry-level Doctor of Physical Therapy program are expected to present an appearance consistent with the highest professional standards and competence. The image should be modest and consistent with the mission and philosophy of Loma Linda University.

To that end, professional appearance standards are applied during scheduled school hours in classrooms, laboratories, chapel, all campus facilities used for physical therapy education purposes, clinics, and off-campus assignments. The intent of the appearance standards is to create a professional culture and environment.

**Professional appearance standards**

Appearance must be modest, neat, clean, and conservative in style.

- For Men:
  - Slacks or professional long pants such as khakis must be worn.
  - Shirts must be neatly pressed and have collars.
  - Scrubs may be worn as an alternative (see below for standards)
- For Women
  - Dresses and skirts must approximate or fall below the knees
  - Pants, if worn, must be dress pants.
  - Tops must be modest.
  - Scrubs may be worn as an alternative (see below for standards)
- Shoes must be clean and in good repair
- Scrubs
  - Scrubs must be neat, clean and professional in appearance
  - Scrubs must be of a solid color
  - Tops and bottoms must match or the Department polo shirt with scrub bottoms.
  - A plain t-shirt (long or short-sleeved) with a crew or v-neck may be worn under the scrub top and must be tucked in at the waist.
- The following are considered inappropriate for professional attire:
  - T-shirts worn as outer garments
  - Visible undergarments
  - Denim clothing of any color
  - Shorts
  - Halter tops, tank tops, midriffs, or “spaghetti” straps
  - Sweatpants
  - Leggings (aka: yoga pants)
  - Hats, caps, beanies, or hoods of sweatshirts worn indoors
  - Flip flops
- Hair must be clean, neat, and well-groomed. Facial hair must be neatly trimmed.
- Rings, if worn, should be low profile and limited to one finger per hand.
- Jewelry, if worn, must be conservative and professional.
- Ear ornaments, if worn by women, are limited to simple studs in the earlobe and should not drop below the bottom of the earlobe. Such ornaments are limited to one per ear. Men may not wear ear ornaments. Rings or ornaments in other anatomical sites are not acceptable.
- Fingernails should be maintained in a professional manner, closely trimmed and should not interfere with patient safety and comfort during treatments. Nail polish, if worn, should be of a subdued color.
- Excessive makeup and fragrances are not appropriate.

**Area-specific standards**

- Chapel – students must meet the standards listed above when attending chapel.
- Integrated Clinical Experience – Students must wear the Department black polo shirt and black or khaki colored pants.
- Laboratories – Lab dress will vary from course to course and will be outlined by the instructor.
- Clinical Rotations (Practicums & Affiliations) – specific dress requirements will be outlined in the Clinical Education Policies and Procedures Manual.

**I have read the above standards and I agree to observe them.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please Print Name



# Add/Drop Form

For access to the add/drop form, please click on this link:

<https://home.llu.edu/sites/home.llu.edu/files/docs/students/academic-life/regchange.pdf>

## REQUEST FOR SPECIAL EXAMINATION

*To take an examination at a time other than when it is scheduled, a student must secure the consent of the instructor and the chair of the department and must file a permit (fill in form below) with the instructor. A \$50.00 fee is charged for a special examination.*

I, (student name) \_\_\_\_\_,  
a student in the (program name) \_\_\_\_\_,  
in the (department name) \_\_\_\_\_,  
herewith request permission to schedule a time for a special examination of

REGULARY SCHEDULED DATE \_\_\_\_\_ & TEST TIME \_\_\_\_\_

TEST NAME OR REFERENCE \_\_\_\_\_

This request is made for the following reason/s:

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CONSENT OF:

Instructor: \_\_\_\_\_ Department Chair: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

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**COPY FOR STUDENT**

**INSTRUCTOR**

**DEPARTMENT**

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**(M drive; Deans office; FORMS – Request for Special Examination)**

**LOMA LINDA UNIVERSITY**  
**School of Allied Health Professions**  
**Physical Therapy Program**

<b>UNSATISFACTORY SCHOLARSHIP REPORT</b>		<b>Date:</b>	<b>Week#:</b>
<b>STUDENT'S NAME:</b>			
<b>COURSE:</b>			
<b>REASON(S):</b> Check box in front of the reason below.			
Attendance	Absent from Examination(s)	Absent for quizzes	Low on Assignments
Lacking Assignments	Low on Examination(s)	Low on quizzes	Other

Please be advised that your Director and your Instructors are available to counsel with you during regular office hours or by special appointment.

INSTRUCTOR \_\_\_\_\_ PROGRAM DIRECTOR \_\_\_\_\_

White - Student    Canary - Course File    Pink - Student File

PSS8763 (3-08)

# Academic Variance

For access to the academic variance form, please click on this link:

<https://home.llu.edu/sites/home.llu.edu/files/docs/students/academic-life/acadvar.pdf>

ACKNOWLEDGMENT – DEPARTMENT OF PHYSICAL THERAPY STUDENT HANDBOOK

I hereby acknowledge that I understand that the web address for Department of Physical Therapy (entry-level DPT) student handbook is: <https://alliedhealth.llu.edu/dpt-student-handbook> I understand that I am to promptly read and abide by its contents which set forth the terms and conditions of my enrollment.

I understand that if I have any questions about the PT Student Handbook or its contents, I am to discuss them with the program director.

I understand that circumstances will undoubtedly require that the policies, procedures, rules and benefits described in the PT Student Handbook change from time to time as the Department deems necessary or appropriate. I understand that I will be notified of those changes by notice sent to me on my LLU email address and/or announced by a faculty member or class representative.

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ACKNOWLEDGMENT – LOMA LINDA UNIVERSITY CATALOG

I hereby acknowledge that I understand that the web address for Loma Linda University’s Catalog is <http://www.llu.edu/llu/academics/catalog.html>.

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By signing this form, I acknowledge two “Acknowledgment” statements listed above.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Memo

**To:** Physical Therapy Department

**From:** Print Name: \_\_\_\_\_

**Date:** \_\_\_\_\_

**CC:** Department of Physical Therapy Clinical Education Office

**Re:** Drug/Alcohol, Background Check, Health -screens for PTA/DPT Students

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I am currently a student in the PTA/DPT Program in the Department of Physical Therapy, SAHP at Loma Linda University.

I hereby give my written consent to the Physical Therapy Department for the release of specified results of drug, alcohol, background check and health screen information as requested by representatives of individual clinical facilities.

I understand that this information may be forwarded to clinical education faculty via mail, email, fax or other method deemed appropriate for timely processing.

Information will be released only as required for permission to enter specific clinical facilities. I understand that timely submission of required information may be necessary for finalizing the clinical assignment. I understand that the clinical experiences are required for completion of the DPT/PTA program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## EMERGENCY CONTACT INFORMATION

### DEPARTMENT OF PHYSICAL THERAPY ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY PROGRAM

NAME: \_\_\_\_\_  
LAST FIRST

LOCAL ADDRESS: \_\_\_\_\_  
STREET CITY ZIP

PHONE: \_\_\_\_\_ Home  
\_\_\_\_\_ Cell

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NAME OF PARENTS: \_\_\_\_\_

ADDRESS OF PARENTS: \_\_\_\_\_  
STREET CITY ZIP

PHONE: \_\_\_\_\_ Home  
\_\_\_\_\_ Cell

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OTHER EMERGENCY CONTACTS:  
NAME PHONE

NAME PHONE

## **Social Media Guidelines**

Social media is any form of online presence that allows interactive communication, such as social forums, photo sharing platforms, internet websites, blogs, and wikis. Some examples of social media include: Facebook, Twitter, Instagram, Flickr, YouTube, LinkedIn, Wikipedia, to name a few. Some examples of social media uses include:

- Blogging about movies, sports, or news events
- Posting on Facebook
- Uploading photos on Instagram
- Sharing videos on YouTube
- Creating content on a Wiki page
- Tweeting about current events

It's a very natural response to just want to "post everything". But not "everything" should be posted. Loma Linda University Health and the School of Allied Health Professions would like to help clarify how best to enhance your social media experience while you are at LLU student.

## **Social Media: The Three Rules of Engagement**

- **Be smart:** Privacy does not exist in social media. Consider what could happen if your post becomes widely known. Search engines can turn up posts years after they are created. Double check your posts for professional content and accuracy. Acting in anger or impulsively could create a lasting impact that you may not want. Just think twice before pressing "send".
- **Act Ethically:** Remember that your social media activity can impact you both personally and professionally. Posts that put your education or future professional career in a positive light are really the best. Just consider your future before you post. And consider if it is the "right" thing to do.
- **Protect Yourself and Others:** Be respectful of others by not engaging in careless behavior that could hurt someone. Be sure that your posts or photos represent you and the people, clinical site, and school you're associated with in a professional way. It is important to be aware of FERPA and HIPAA, so that the privacy of patients and fellow students is protected. Acting with respect keeps you and others safe.

Social media is a powerful tool. It has the power to make a significant impact, both positive and negative.

If you just remember the social media three rules of engagement - be smart, act ethically, and protect yourself and others - and you'll have a great time and engage responsibly.

I have received and read the School of Allied Health Professions Guidelines:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
SAHP Program & Department

\_\_\_\_\_  
Print

\_\_\_\_\_  
Date





LOMA LINDA UNIVERSITY  
HEALTH SERVICES

We are very glad that you choose Loma Linda University to earn your Doctor of Physical Therapy Degree. In order to learn how we can serve potential applicants in the future, please take a few minutes to answer the following questions.

1. How did you learn about Loma Linda University's physical therapy program? (e.g. school counselor, recruiter, friends, web site, etc.)

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2. Where did you get the majority of your information about the program? (e.g. school counselor, web site, program director, recruiter, etc.)

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3. What were the main reasons you choose to come to Loma Linda University?

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4. Since being accepted, what has been the biggest help in getting you to this day?

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5. Since being accepted, what has been the biggest hindrance in getting you to this day?

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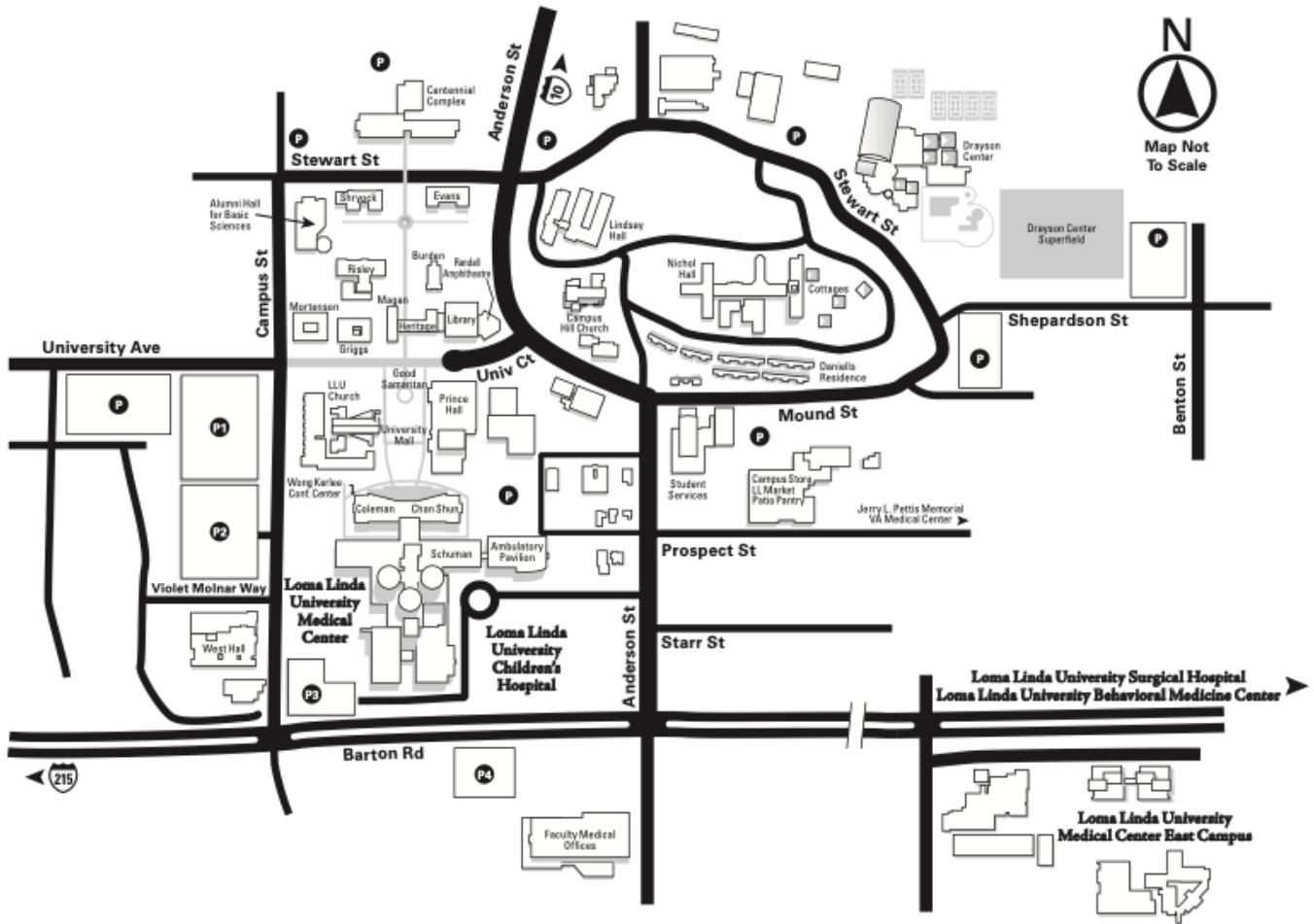
6. Please give suggestions as to what we could do better.

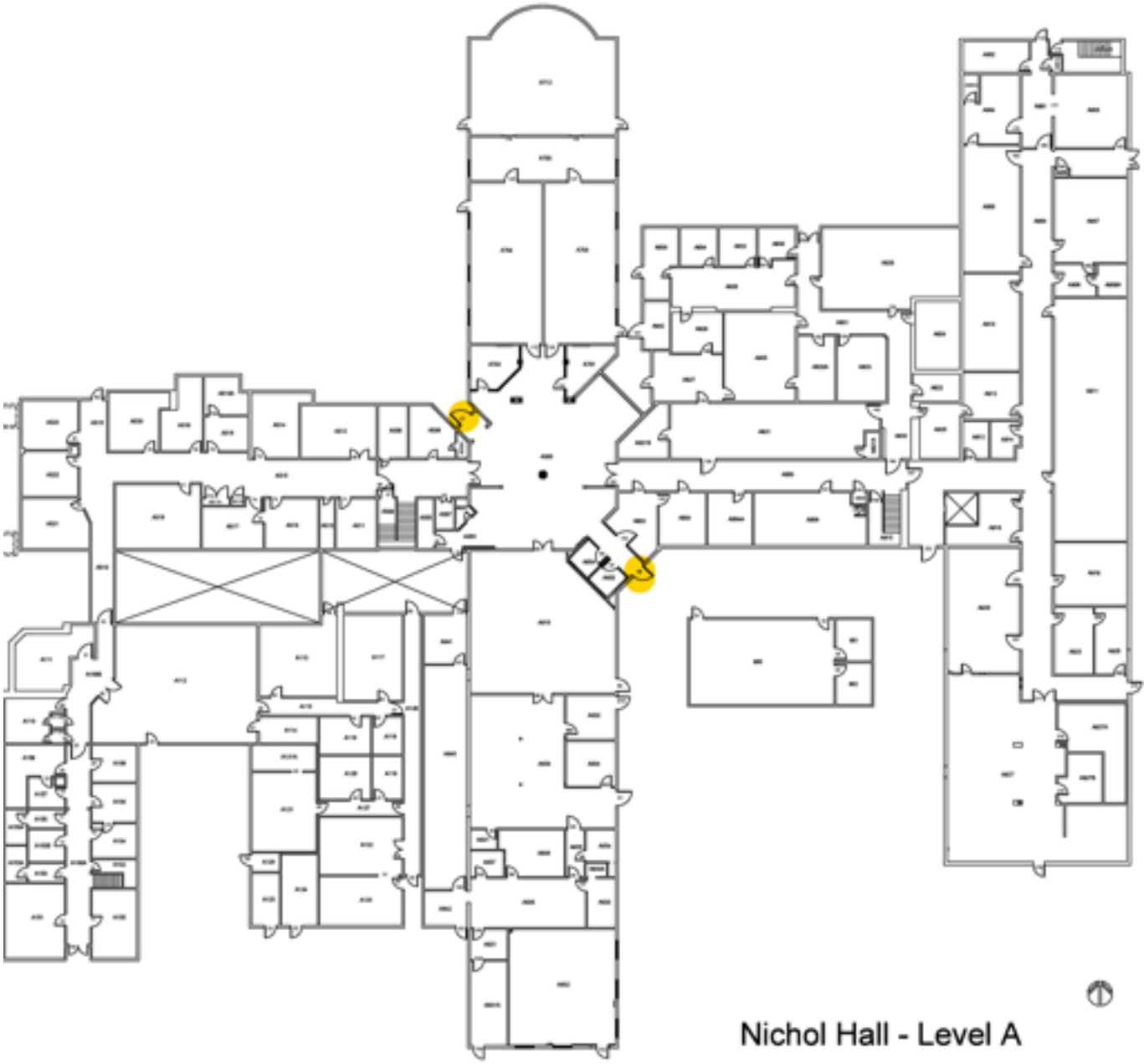
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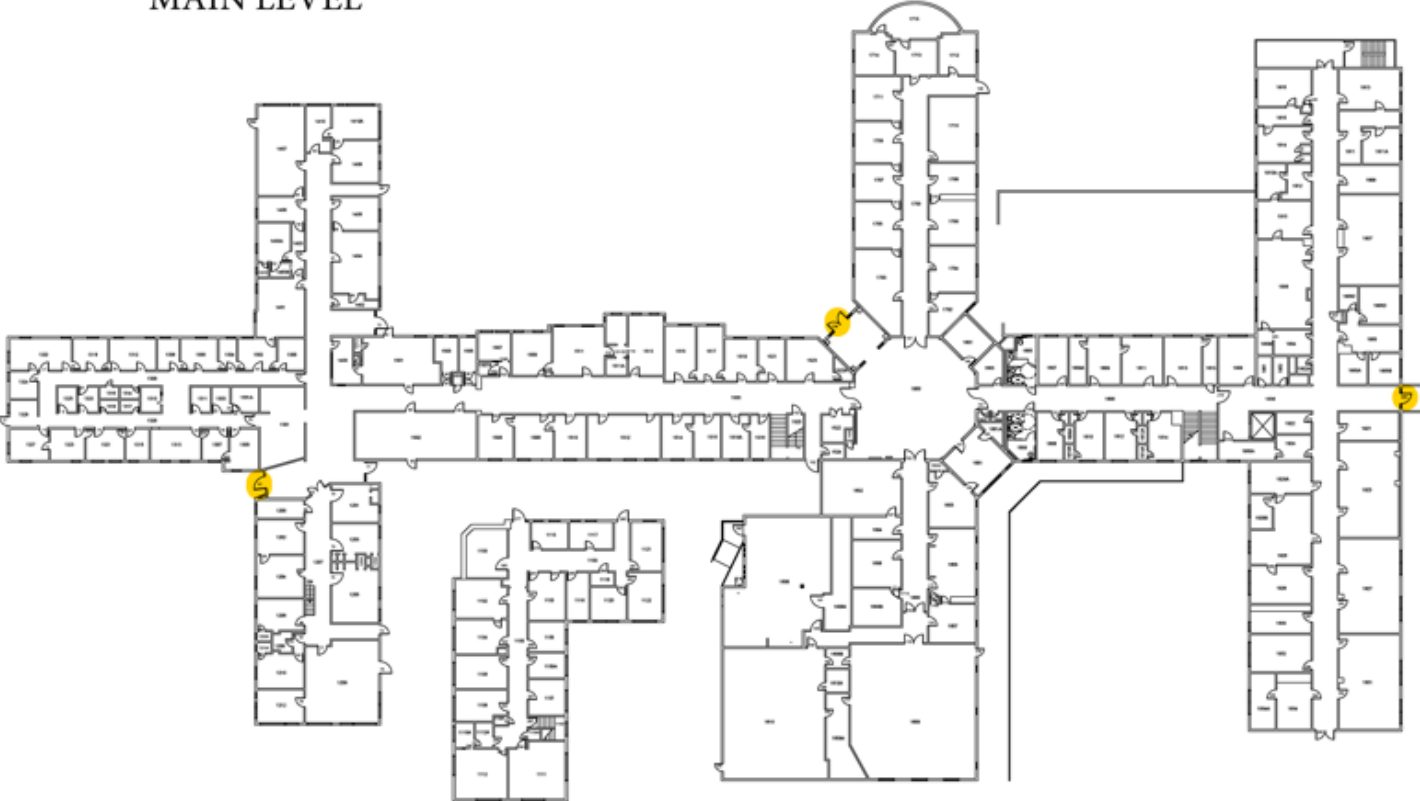
# MAPS





Nichol Hall - Level A

MAIN LEVEL



# FORMS TO BE TURNED IN

Entry Level Doctor of Physical Therapy Program  
Department of Physical Therapy  
School of Allied Health Profession

NAME: \_\_\_\_\_

Please make sure that you complete the following forms and submit them at the end of the orientation session.

- Student Consent Form
- Professional Appearance Form
- Acknowledgement of PT Student Handbook/University Catalog
- Authorization for Disclosure of Protected Health Information
- Drug/Alcohol, Background Check, Health Screen Release Form
- Authorization and Consent to Record Audio and/or Video
- Emergency Contact Information
- Social Media Guidelines
- Incoming Survey
- 2024 APTA Membership Application
- Scantron Student Enrollment Sheet
- Name Tags