



Loma Linda University



LOMA LINDA
UNIVERSITY

School of Allied Health Professions
Department of Physical Therapy

Physical Therapist Assistant Program

PTA Student Handbook

2025 - 2026

Physical Therapist Assistant Program

2025 - 2026 Student Handbook

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Loma Linda University

Welcome to Loma Linda University and the Physical Therapist Assistant Program! The dean, program director, faculty and staff are delighted to meet you. We are committed to providing learning experiences that will help you excel in your chosen profession.

Market analysts are reporting that the field of physical therapy is growing rapidly and that demand for PTs and PTAs will continue to increase in anticipation of the high number of baby boomers who are aging: many are retiring from the field, and, as a demographic group, they will potentially create increased demand for physical therapy services. Our office frequently receives calls and emails from facilities that want to hire LLU PTAs. Announcements for job openings sent by email to our office are forwarded to all recent alumni via their LLU email addresses for several years after graduation and are posted regularly on <https://lluhconnect.org/>

In order to receive the PTA degree, students must satisfactorily complete the entire program, including clinical experiences. Occasionally, a student may drop out of the program for personal reasons, and unfortunately, some leave due to academic disqualification. When this happens, the student may re-apply for the next year, and if accepted, may complete the program with the next class. The average graduation rate over the past two years is 74% and employment rate is 100%. Program instructors will do all they can to assist student in the program, but ultimately, each student is responsible for their own grades. For more details, see the Appendix One, page 47, for current *Student Outcomes Data*.

Disclaimer Notice

This handbook is intended to assist the student in the Physical Therapist Assistant Program. This book is NOT intended to take the place of the official *Loma Linda University Student Handbook* which may be found online at: <https://llucatalog.llu.edu/about-university/student-life/>

The PTA program policies honor all the laws, codes, regulations and policies of nondiscrimination and equal opportunities specified in the state of California and approved by the University.

The policies in the *PTA Student Handbook* harmonize with policies found in the *University Student Handbook*, and the School of Allied Health Professions section of the *University Catalog*, found online at <https://llucatalog.llu.edu/> and the *LLUAHSC Security Handbook*, found online at <http://medical-center.lomalindahealth.org/patients-visitors/security-services>

Students are expected to be familiar with the policies in these documents. If students need clarification regarding policies or procedures, they may speak to the program director.

The Mission of Loma Linda University

Loma Linda University--a Seventh-day Adventist Christian health sciences institution--seeks to further the healing and teaching ministry of Jesus Christ "to make man whole" by:

Educating ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth;

Expanding knowledge through research in the biological, behavioral, physical, and environmental sciences and applying this knowledge to health and disease;

Providing comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

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 health-care 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.

A Seventh-day Adventist Health Science Institution

LLU Catalog

Core Values of Loma Linda University

- ◆ **Compassion:** Reflects the love of God with respect, mercy, and empathy.
- ◆ **Excellence:** Exceeds expectations with effectiveness, reliability, and efficiency.
- ◆ **Humility:** Puts self-importance aside for the greater good of others.
- ◆ **Integrity:** Carries out actions with honesty and trustworthiness.
- ◆ **Justice:** Commits to diversity, equity and inclusion.
- ◆ **Teamwork:** Collaborates to achieve a shared purpose.
- ◆ **Wholeness:** Loved by God, growing in health, living with purpose in community.

Student Responsibilities

Enrollment in this University constitutes the student's commitment to honor and abide by the academic and social practices and regulations stated in announcements, bulletins, 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 poor judgment, moral inadequacy, or other forms of immaturity, will inevitably come under question. A faculty committee will review the case, evaluate the student's fitness for a career in his/her chosen profession, and recommend appropriate action to the Dean regarding the student's continuation in the program.

LLU Accreditation

Loma Linda University has regional accreditation with the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC). The address for this agency is: PO Box 9990, Mills College, Oakland, CA 94613-0990. (See "Program" section for *Program Accreditation*).

Schools within Loma Linda University

The University consists of eight Schools and one Faculty; SAHP has the largest number of programs and students.

School of Allied Health Professions

School of Behavioral Health

School of Dentistry

School of Medicine

School of Nursing

School of Pharmacy

School of Public Health

School of Religion

Faculty of Graduate Studies

University Student Services

Del E. Webb Memorial Library

If you need immediate assistance, please call the main library number at **(909) 558-4550**

For more information on hours and services, please visit the library's page at <http://library.llu.edu>

Reference Services: **(909) 558-4588** or send an email to libref@llu.edu

Request Articles and/or Books: contact Interlibrary Loan Services at **(909) 558-4925** or submit an online request at this webpage:

<https://library.llu.edu/services/interlibrary-loan-policies>

Web-Based Resources

Students are supplied with information about accessing web-based resources during the initial orientation session: how to access the web, how to access *CANVAS* (the LLU online Learning Management System) and *BANNER* (the online Records Management System) and how to manage the LLU student email address.

The PTA Program and offices throughout the University communicate with students frequently via the student LLU email address and **STUDENTS ARE RESPONSIBLE FOR INFORMATION** sent to them via their LLU email address. Students are required to check their LLU email on a regular basis. The LLU student email may be forwarded to a personal email address if desired.

View this presentation by Rajae Aree for more details

http://prezi.com/aqpieg9q2uxg/?utm_campaign=share&utm_medium=copy

For help with SAHP technology questions and password issues, contact **Rajae Aree** at raree@llu.edu or **Azlin Reed** at azlinreed@llu.edu.

Campus Store

The LLU Campus Store is located at 11161 Anderson Street, Suite 110, in the Campus Plaza, and offers text and reference books, office and school supplies, cards, computers, clothing, gifts, and other items. It is under management by Barnes and Nobles, Inc. The store's website is llu.bncollege.com

Merchandise may be purchased using 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 quarter's "enrolled" sticker at the cash register (a \$5.00 minimum purchase is required to charge to student accounts). The charge appears on the monthly tuition statement from the Student Finance Office.

Contact the Campus Store at (909) 558-4567

Store hours:	Mon – Thurs:	9:00am – 5:30pm
	Friday:	9:30am – 2:00pm

The Campus Store is closed on Saturdays and holidays, and on Sundays with the exception of Graduation weekends.

Counseling Services

SCS: Student Counseling Services

The Student Counseling Services is designed to help students reach their academic goals by securing assistance for personal problems, stress from everyday life, family and marital problems, alcoholism, drug abuse, financial and budget concerns, legal issues, adjustment to life issues, and psychiatric disorders. Staff expertise, combined with the knowledge of community resources, enables the Student Counseling Services to provide comprehensive assistance to the students of LLU. *Unlimited free visits for students.*

There are two essential components to the Student Counseling Services: voluntary self-referral and referral by faculty and staff. The primary services are diagnostic evaluation and placement in services to address the individual needs of the student. Through student assistance, training and educational efforts, the student is able to develop skills regarding stress management, communication techniques, and may other topics that can aid them in healthful living. Students are encouraged to use the program voluntarily and privately to resolve personal problems before any involvement by faculty and staff is necessary.

Counselors meet with students individually, in one-on-one sessions. Typical issues involve conflict and communication in relationships, dealing with symptoms of traumatic experiences, substance abuse, eating disorders, adjusting to academic rigors, or any situation that generates anxiety or depression. The SCS also offers training in reducing test anxiety and improving concentration. All discussions are confidential. *Unlimited free visits for students.*

Any student in need of assistance may call (909) 558-6050, or email Dr. Jana Boyd at jkboyd@llu.edu or visit the clinic:

Student Counseling Services

11360 Mountain View Avenue, Hartford Building, Suite A,
Loma Linda, CA 92354

Office: (909) 558-6050

Hours: Mon - Thur: 9:00 am to 5:00 pm.
Friday: 9:00 am to 2:00 pm.

For emergencies, call the SAP Office at (909) 558-6028 during regular hours, or the Behavioral Medicine Center Helpline at (800) 752-5999. Transportation will be provided if necessary. *Unlimited free visits for students.*

Student Health Services

Loma Linda University provides primary health care to LLU students through the Student Health Services Center, located in Room 111 of **Evans Hall**, next to the *Center for Health Promotion* (southwest corner of Stewart & Anderson streets).

Telephone: (909) 558-8770 or ext. 88770 Same-day appointments available. Fax: (909) 558-0433

Services offered at **Student Health Services Center**:

Primary care services	Immunizations
Sports medicine clinic	Women's health services
Health education	Counseling or referral to counseling

Student Health Service Hours: Monday – Thursday: 8:00am – 12:00 noon and 1:00pm – 5:00pm
Friday: 8:00am – 1:00pm

There is no extra charge for most services at the Student Health Services Center. However, students are responsible for payment of all immunizations; there may be a charge for certain lab tests. Prescriptions may be purchased for minimal co-payments at the Loma Linda Community Pharmacy or at the LLU Medical Center Pharmacy. **Bring your student ID card and your Risk Management card!**

In **emergencies or after hours**, go to the **Loma Linda University Medical Center-East Campus Advanced Urgent Care Department**, at 25333 Barton Road. Hours are 8:00am – 8:00pm, 7 days a week. (Office is open at 8:00am, but no MD until 9am) Phone number is (909) 558-6644 or ext. 66644. If your emergency is outside the hours that Urgent Care is open, go to the **Loma Linda University Medical Center Emergency Department** on Campus Street.

Refer to the "Safety" section this Handbook for steps to take following **exposure to blood borne pathogens** through a needle stick or a mucous membrane splash.

For more information see <http://www.llu.edu/central/studenthealth/index.page> or the Office of Risk Management (909) 651-4010.

Security

The Department of Security is administered by the Loma Linda University Medical Center and is located at 24690 University Avenue. Security officers patrol the University 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 ext. 44320 for all Department of Security services.**

Security escort service: Security officers provide the following non-emergency services as time allows:

- ◆ Jump-starting cars
- ◆ Retrieving keys in locked cars, calling for tow service for stranded motorists
- ◆ Fingerprinting services for required licenses (fee required)
- ◆ Engraving private property for security and identification

Loma Linda Academy Children's Center

25228 Shepardson Drive, Loma Linda, CA

From the LLACC website: "In addition to child care for children twelve weeks old through four years of age, the center provides valuable educational experiences and fosters growth and development in all aspects of the child's life--spiritual, social, intellectual, and physical. Children participate in activities designed to help them grow into independent, creative, confident, and thoughtful individuals who will be able to work effectively with adults and other children.

The Loma Linda Academy Children's Center has a working relationship with the Loma Linda University Medical Center and the Loma Linda University Church. It is licensed by the State of California Department of Social Services."

For more information see <http://www.lla.org/academics/childrens-center>

LLU Student Services Center

On Anderson Street south of Nichol Hall in the Campus Plaza.

FINANCIAL AID: Find guidance in applying for financial aid online. All required information must be provided for accurate assessment of eligibility. Each applicant is screened for eligibility to all institutional, state and federal money. Diversity loan applications are available upon request. Renewal of financial aid is not automatic from year to year. Students must apply each year, and the earlier the better. When student financial aid is awarded, the student must let the office know that it is ACCEPTED, before it is credited to their account.

STUDENT FINANCE: Students must obtain financial clearance **each quarter** in order to register. Quarterly tuition fees are payable at the beginning of each quarter, and charges that are made to your account must be paid monthly. ANY financial aid checks that the student receives must be endorsed by the student or parent and deposited in the student's account. Accounts must be paid in full prior to the granting of diplomas and program completion notices required by applications for the national PTA licensing examination.

REGISTRATION: Registration is on-line. Student Services will notify student via LLU email regarding the registration schedule and deadlines each quarter. The schedule is available online on the Student Services Portal. The staff at University Records will answer questions and provide assistance at 909-558-4508.

UNIVERSITY RECORDS: Confidential academic records are maintained by the University Records Office. Official transcripts must be received from all previous colleges attended, including high school, unless the student has a bachelor's degree, or needs credit from high school math. Requests for transcripts from Loma Linda University must be submitted online. Upon program completion, the University Records staff will review the degree compliance record of each graduate and prepare the official completion documents required by examining and licensing boards.

INTERNATIONAL STUDENT OFFICE: Every student that is not a US Citizen is required to register with this office each quarter. Strict regulations govern certain affairs of international students, and LLU complies with state and federal government guidelines.

OFFICE OF STUDENT AFFAIRS (OSA): The director of the OSA is available for counseling or assistance as needed. Registration photographs are taken at the OSA for student ID cards and information is available for a wide range of social activities and volunteer/outreach programs.

STUDENT EMAIL: Students must check their LLU email daily to avoid missing essential messages from entities within the institution.

Drayson Center

Located at 25040 Stewart Street, the Drayson Center has many opportunities and programs for developing personal wellness: aerobic classes, weight-training rooms, pools, intramurals, racquetball and tennis courts, personal training and massage therapists. Students are encouraged to explore the Center and establish a regular exercise program. (909) 558-8975 See website for hours and activities schedules <http://www.llu.edu/central/drayson/index.page>.

Access to the sports/exercise/recreational center is **FREE** for all enrolled students.

When registration is completed, students may go to the Drayson Center and request an entrance card ID.

Lending one's entrance card to another person, even another student, is **strictly prohibited** and will lead to disciplinary action, up to and including dismissal.

School of Allied Health Professions

School of Allied Health Professions

Dean of School: Craig Jackson, JD, MSW
Nichol Hall, Room 1603
909-558-4545

Mission, Purpose, and Vision Statements

Mission:

The School of Allied Health Professions is dedicated to fulfilling the mission of Loma Linda University through academic and clinical training of allied health professionals. The school prepares competent health professionals in a Christian environment that emphasizes the teaching and healing ministry of Jesus Christ, "to make man whole."

To meet local, national, and international allied health-care needs, the school seeks to serve:

Students choosing to become health-care professionals.

Individuals in need of medical care or health promotion programs.

Faculty and staff members committed to working with students in a Christian educational setting.

Goals:

The goals of the School of Allied Health Professions are to:

- Provide an environment in which the student may develop responsibility for integrity, ethical relationships, and empathetic attitudes that contribute to the welfare and well-being of patients.
- Help the student accept responsibility for integrity, ethical relationships, and empathetic attitudes that can contribute to the welfare and well-being of patients.
- Help the student develop a background of information and attitudes conducive to interprofessional understanding and cooperation.
- Encourage the student to cultivate habits of self-education that will foster lifelong growth.
- Engender and nurture in the student the desire to serve humankind—and, in particular, to serve as needed, in the medical centers sponsored by the Seventh-day Adventist Church in this country and elsewhere.
- The School of Allied Health Professions has adopted the University's institutional learning outcomes.

Vision:

We envision an environment that enables learners to lead, to heal, to serve, and touch the world in a way that transforms lives.

Values:

- ◆ To lead with EXCELLENCE
- ◆ To heal with COMPASSION
- ◆ To serve with HUMILITY

Department of Physical Therapy

See Appendix for the following:

1. Directory for Faculty and Staff of the Department of Physical Therapy
2. Professional Appearance Standards for Department of Physical Therapy - Acknowledgement Form

Physical Therapist Assistant Program

PTA Program Philosophy Statement

In accordance with the mission of Loma Linda University and the School of Allied Health Professions to continue the healing and teaching ministry of Jesus Christ and promote the aim “to make man whole,” we are committed to the highest development of the physical, emotional, mental and spiritual capacities of our faculty and our students. We believe that promoting wholeness constitutes a caring commitment to the well-being of others, our students and ourselves, to active engagement in the advancement of our profession, and to a living consecration to God. Our students will have opportunities to develop a commitment of excellence in service for others and their profession, and to develop Biblically-informed faith and a commitment to life-long spiritual growth.

Mission

The PTA Program affirms the mission and values of Loma Linda University and the School of Allied Health Professions in providing an educational program that prepares physical therapist assistants whose lives are balanced in the development of intellect, social skills, competent practice, and spiritual connection.

Student/Graduate Goals

The mission of the PTA program is to graduate physical therapists assistants whose lives are balanced in the development of intellect, social skills, competent practice, and spiritual growth. The graduate will be able to:

1. Demonstrate entry-level knowledge and skills appropriate for safe practice as a PTA with effective clinical reasoning and life-long learning skills.
 - a. Expected Outcomes
 - i. Graduates have a first-time pass rate within 5% of the national mean or higher.
 - ii. Graduates have an ultimate NPTE pass rate $\geq 95\%$
 - iii. 100% of students rating \geq *Advanced Intermediate* on CPI Criterion #7 “Clinical problem solving” (≥ 15 /17-point VAS)
2. Provide PT interventions and services under the direction and supervision of a licensed PT in a variety of settings.
 - a. Expected Outcomes
 - i. 100% of students have a 6-week clinical experience (CE) in one inpatient and in one outpatient site and in any PT clinical setting-type for 3rd CE (total 18 wks).
 - ii. 100% of students are supervised by a licensed PT on 100% of their clinical experiences.
 - iii. 100% of students rating \geq *Advanced Intermediate* on CPI Criterion #12, *Interventions* (≥ 15 on 17-pt VAS)
3. Exhibit legal and ethical behavior consistent with legal and professional standards when interacting with instructors, classmates, patient/clients, family members and clinical personnel, including compassionate respect for individual differences.
 - a. Expected Outcomes:
 - i. $\geq 90\%$ of students submit a reflection paper on “*Geriatric Experience*” with minimum score of 35 out of 40.
 - ii. 100% of students rated at \geq *Advanced Intermediate* (>15 on 17 pt VAS) on CPI Criterion #3, “Accountability”
 - iii. $\geq 90\%$ of students score minimum of 130 points (85%) on reflection paper for the *Service-Learning Experience* assignment.

Faculty Goals

In order to provide the learning experiences necessary and desired to prepare graduates for practice, the program faculty will:

1. Hold state practice licensure, minimum of a master's degree, and membership in the American Physical Therapy Association and maintain contemporary expertise in areas related to teaching responsibilities.
 - a. Expected Outcomes:
 - i. 100% of core faculty hold a current California license and current membership in the APTA
 - ii. 100% of core faculty have earned a master's degree at minimum.
 - iii. 100% of instructors maintain contemporary expertise in area related to teaching responsibilities
2. Practice effective instructional methods including course content, design, learning assessment methods and mission-focused learning.
 - a. Expected Outcomes:
 - i. $\geq 80\%$ of students will rate all instructors on three items at level of "4/Agree" or "5/Strongly Agree" on 5-point scale: 1) course materials; 2) clarity of instructor expectations; 3) feedback on academic performance
 - ii. 100% of classroom performance evaluations by peers find evidence of mission-focus learning techniques
 - iii. 100% of course syllabi show evidence of alignment of learning experiences and methods of assessment with course objectives.

Program Goals

In order to achieve the PTA program mission, the PTA program goals are to:

1. Provide adequate space, equipment and resources for an appropriate learning environment for technical portion of education for the physical therapist assistant, associate of science degree.
 - a. Expected Outcome: Surveys of instructors, faculty and students report they experience an appropriate learning environment.
2. Provide opportunities for graduates to practice the concept of wholeness in terms of physical, mental, and spiritual concerns when addressing the needs of the patient/client.
 - a. Expected Outcome: Surveys of clinical instructors, employers and graduates report evidence of practice of whole person care.
3. Maintain compliance with CAPTE *Standards and Required Elements* for PTA educational programs.
 - a. Expected Outcome: Continuous full accreditation from the Commission. See next item below.

PTA Professional Accreditation

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

The LLU Physical Therapist Assistant Program's current accreditation term extends through June 30, 2032.

The PTA National Licensing Examination

The Federation of State Boards of Physical Therapy (www.fsbpt.org) administrates the National Licensing Exams for graduates of accredited PT and PTA programs in the United States. All states, including California, now require a passing score on the PTA national exam to be eligible for a state license to practice as a PTA. One of our primary goals is to prepare students to perform successfully on this exam.

We have observed that students tend to perform well on the exam if they perform well in this program. In addition, the program provides access to exam prep resources at the end of spring quarter to help prepare students for the national exam.

Completion of the PTA program and passing the PTA National Exam do not automatically make one eligible to become licensed and/or practice as a PTA in other countries. Each student is responsible for determining the regulations that govern PTA licensing in the state, country or region in which they seek employment.

Admission Criteria for the PTA Program

Students are admitted into the PTA program based on the following criteria:

- ◆ Satisfactory completion of all academic prerequisites (science and non-science minimum GPAs of 2.5)
- ◆ Personal admissions interview with a faculty member
- ◆ Writing assessment done at time of admissions interview
- ◆ Documentation of observation hours in PT clinic settings (minimum of 80 hours)
- ◆ Work experience as a physical therapy aid is recommended, but not required
- ◆ Signing of the University mission statement (required in online application)
- ◆ Recommendation letters

Student Awards

Toward the end of the academic program, the faculty will select outstanding individuals for the following awards:

- ◆ **Scholarship Excellence Award** – Given in recognition of the highest levels of scholarship during the physical therapist assistant didactic program.
- ◆ **Exceptional Service Award** – Given in recognition of outstanding scholarship and genuine interest in school and community activities.
- ◆ **PTA Faculty Award** – Given in recognition of outstanding potential and promise as a physical therapist assistant.

Other awards:

- ◆ **Randall C. Isley Memorial Award** – Selected by classmates and given in recognition of extraordinary compassion in the life of a PTA student who has been engaged in one or more prior careers.
- ◆ **SAHP Scholarship Endowment Awards**: candidates may apply for these awards through the SAHP Scholarship Awards program; details will be sent by email to all students in winter quarter from the LLU Office of Philanthropy. Includes the **Matthew Lynn Schrader Memorial Award** and the **Appleton Award for Excellence in Clinical Performance**.

The Dean's List

Students may earn special recognition for high scholarship each quarter which includes being named on the *Dean's List* and receiving a signed certificate. To qualify for the *Dean's List*, a student must be taking at least 12 units of coursework, receive no "unsatisfactory" grades and earn a Grade Point Average of 3.5 for the quarter.

Graduation Ceremonies

University graduation ceremonies are held each year in May and June. While the PTA students participate in the June graduation ceremonies, the program curriculum extends into the summer with clinical courses. The expected program completion is typically near the end of September.

To complete the physical therapist assistant AS degree program, a student must pass all courses in the curriculum with at least a "C" grade (therefore maintaining a minimum GPA of 2.0 in the didactic portion of the program), and receive a satisfactory grade for all clinical experiences and any other Satisfactory/Unsatisfactory courses. Graduation candidates must be in good standing with the department with regards to professional behavior. Students who earn a cumulative program GPA of at least 3.5 receive purple honor cords to wear at the commencement ceremonies.

Cost of the Program

Please see **Appendix** for complete details for the current year.

Fees for National Licensing Exam and State Licensure

Upon completion of the PTA program, graduates are eligible to sit for the national PTA licensing examination (an online, computer-based test) which is administered by the Federation of State Boards of Physical therapy (FSBPT). An additional testing fee must be paid to a local, computerized testing center. Concurrently, candidates must apply to a state board of physical therapy for a license to practice as a PTA and take the jurisprudence exam (state practice law). There are also fees for the state license *application* and for the state *license*. The total costs are estimated to be approximately \$900 - \$1,000. Students receive detailed instructions during the spring term course *PTAS 261 PT Practice* on how to apply for the exam and how to obtain state licensure.

PTA Student Consent & Essential Functions Form

All enrolled students are required to sign and submit a copy of the PTA Student Consent Form. A copy of this form may be found in **Appendix**.

Year at a Glance

See **Appendix** for an outline of the curriculum for the current year.

Class Officers

Near the end of the first summer quarter, the students will elect class officers who help organize class activities and represent the class members at faculty meetings. Class officers need to be mature individuals who can well represent the members of the class and serve as leaders. Class officers donate considerable time to the class; therefore, we recommend 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 that are traditionally filled and a description of the accompanying duties.

- ◆ **President:** A mature spiritual leader, able to organize the class and promote cohesiveness that will bind the class together during time at LLU. The president is the class spokesperson and is present at faculty meetings to represent the class members.
- ◆ **Vice-President:** similar characteristics to president. Able to take over when president is not available. Also a representative at faculty meetings.
- ◆ **Secretary/Treasurer:** Must be able to handle money responsibly and help with arrangements for class functions and fundraising activities. A class account may be opened at Student Finance. This person would be responsible for operating the account.
- ◆ **Social Vice President:** A person to plan and arrange social activities for the class, (e.g., class banquets, picnics, group camping trips, beach trips, etc.).
- ◆ **Sports Representatives:** One male and one female are needed to organize the respective men's and women's sporting teams and activities. They need to have an ability to organize teams in an impartial and balanced manner to encourage sportsmanship and class cohesiveness.
- ◆ **Chaplain(s):** Someone who is interested and willing to work with the faculty and class to organize activities of a spiritual nature, (e.g. Vespers at the beach, mountain retreat, prayer groups, morning devotionals, Bible fellowship groups, class service projects, etc.).
- ◆ **Historian:** This person strives to keep the class connected after you have all left the university. Someone who will keep records of where you are (as much as you tell that individual!). Perhaps they will 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.

Academic Policies

Registration

Registration must be completed online, every quarter, *including the final summer quarter of clinical experiences*. A letter of instruction is sent to each student's LLU email address prior to the end of every quarter; each student is responsible for following those instructions. If problems do occur, students may contact the program office for assistance. Each student must obtain "Financial Clearance" to validate registration every quarter. If lender funding is expected, the student must communicate with the finance office for actual **acceptance of** the funds expected. Until the student formally accepts the funding, it will not be credited to the student's account, and the student has not "cleared finance" and has not completed registration.

In order to receive credit for a specific class, a student must register and clear finance by the final deadline for adding classes. **Students may not attend any class or lab for which they are not registered.** A late registration will automatically engender a late fee of \$200. Registration Holds may be lifted by request for the first summer quarter if official transcripts have not yet arrived at the University Student Records office for spring term of the same year. However, they will NOT be allowed to register for fall quarter unless all official transcripts are in. It is the student's responsibility to ensure transcripts have been received by checking their registration portal or by contacting University Records. Registration schedules, deadlines and more information on registration may be found at www.llu.edu/ssweb/registration.html.

Adding or Dropping Classes

Students may change their schedule by completing a *Change Request* form available on the web, under the heading "Forms." The last day to add a course is five days after the beginning of instruction. The last day to drop a course without record of the transcript is ten school days after the beginning of instruction of any quarter. A "W" (withdrawn status) 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. Dropping a course will jeopardize the student's ability to graduate with the same class, as courses are only taught once per year.

Accommodations

Any individual with a disability, who needs reasonable accommodations to fully participate in this program, must submit a request to the SAHP Assistant Dean of Student Affairs, Dr. Chuck Dart, using the *Student Information and Requested Accommodation* form. This form is available in Dr. Dart's office in Cottage 60 which is located on the lawn immediately east of Nichol Hall. Accommodations granted for the didactic/classroom portion of the curriculum do not automatically extend to the clinical education experiences. A new request must be submitted and approved for reasonable accommodations in any clinical setting. Although the faculty will be notified of students who have been granted accommodations, it is the student's responsibility to speak with each instructor each quarter and show the instructor a copy of the accommodations granted and discuss which, if any, of the accommodations may be necessary for each course. Thus it is important for the student to meet with each instructor to determine which granted accommodations would be appropriate.

Required Text Books

Each student must obtain a copy of the required textbooks listed in the course syllabi within the first two weeks of the quarter. Required textbooks in stock at the Campus Store which are not purchased within two weeks will be

returned by the Store to the publisher. It will then become the student's responsibility to obtain the textbook on their own.

Attendance

Class: Punctual attendance is required. Tardiness is not acceptable and shows disrespect for the instructor and students. Regular attendance is required beginning the first day of every term for all appointments including course lectures, labs and field trips; any special assignments from instructors; all assigned clinical experiences; Wednesday Chapels and TBA's. In classrooms, **once the class has begun and the door has been shut, students may not enter until the next break time.** This will ensure that on-time students are not disturbed by those who are late. Excessive absence may be cause for a reduction of the final course letter grade. Absences from laboratory assignments or classes are not excused except in cases of emergency in which case the PTA office must be notified. **Pagers and cell phones** must be on silent or vibrate during class time.

Examinations: All exams must be taken as scheduled. If a situation arises that a student believes will necessitate taking an examination at a different time than scheduled, they may request permission ***in advance*** and ***in writing*** using the appropriate form available in the PTA Office, *Request for Special Examination*. All requests are reviewed by the faculty; if the request is granted, a \$50 fee is required for each rescheduled exam.

Absences: The program office must be informed of **any absence** so that the instructor may be notified, if possible, prior to the class period, or as soon as possible thereafter (909-558-4634). Failure to notify the office or instructor will likely result in an unexcused absence which may jeopardize the student's grade. However notification, 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, the student must contact the instructor within 48 hours. Time does not permit the routine administration of "make-up" examinations or quizzes. Such exams will be given only because of documented illness, or at the discretion of the faculty. Students are responsible for obtaining all information that was presented while absent. This includes times from absences in the clinical setting. Options to make up absences from clinical setting will be addressed by the Director of Clinical Education.

TBA: To Be Arranged

Certain blocks of time in the schedule are labeled "To Be Arranged (TBA)." This time period may be used by instructors for examinations, guest lectures, or clinical education orientation. Most TBA times are utilized and you need to plan to be in class during that time. **Do not make other appointments during this time.** The TBA schedules are posted in the PTA office: Students must check at least once per week for updates.

Clinical Education

Clinical Education generally refers to training completed in a full-time clinical environment including ***in-patient settings*** (acute and sub-acute hospitals and medical centers, rehabilitation centers, skilled nursing facilities), and ***out-patient settings*** (private practice, pediatric, geriatric, rehabilitation, wellness centers, sports medicine, etc). The Year-at-a-Glance schedule reveals how the didactic segments are integrated with three six-week clinical experiences for a total of 18 weeks. Completion of the full 18 weeks (5 days/week) is required for program completion. See the *LLU PTA Clinical Education Handbook* for details regarding emergencies affecting completion.

Each student is responsible for their own transportation to clinical sites. In most cases, this will require a car. Note that the first full-time clinical course (*PTAS 293*) comes in the first six weeks of spring quarter. **PTA students are covered by health and liability (malpractice) insurance** provided by the University during clinical education

experiences. Prior to engaging in clinical education courses, the student must demonstrate they are competent and safe by successful completion of **ALL** curricular didactic courses scheduled prior to clinical courses which includes successful completion of laboratory practical exams in the PTAS courses. These include specific data collection skills and intervention skills involving the major systems (cardiovascular, pulmonary, integumentary, musculoskeletal, and neuromuscular). For more details, see the Comprehensive Skills Master List in the appendix.

All full-time clinical experiences will be arranged by our director of clinical education (DCE), Jennifer Rae Rubio, who is responsible for the assignment and supervision of the full-time clinical experiences. Occasionally, other PTA faculty members assist with monitoring the clinical experiences with midterm visits or phone calls to clinical instructors and students.

The Department of Physical Therapy maintains approximately 900 active affiliation agreements with clinical facilities across the country. Assignments will be drawn primarily from this set; 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. Such requests must be submitted at least six months to nine months in advance to allow for completion of extensive legal work for each contract.

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

Competition among professional schools for access to clinical education sites in California is keen. Our program cooperates with the *Intercollegiate Academic Clinical Coordinators Council*, a consortium of DCEs from other PT and PTA programs in southern California. One of the objectives of IACCC is to facilitate communication between the academic programs and clinical sites shared by consortium members, particularly with regards to clinical experiences. Thus, we have the most effective means for securing clinical rotations in competitive sites, but we are also limited by the needs of other programs.

If the student has not reached entry-level competency at the end of the scheduled clinical experiences, an additional six-week clinical course may be arranged. Only one such additional clinical course is allowed. Most problems in the clinical setting are remediated early in the rotation. If you are having problems in the clinic, contact Jennifer Rae Rubio immediately. Students will not be asked to continue working in a clinical site that is found to be out of compliance with state/federal laws and regulations, or where the student feels they are placed in jeopardy.

Jennifer Rae Rubio will meet regularly with the PTA class for orientation to clinical education throughout the year. Students may submit requests for specific sites to the DCE for consideration through a designated process; however, a request does not entitle one to the clinical assignment. **Please note: Students are prohibited from contacting clinical instructors or staff at clinical sites to request clinical rotations. Severe consequences may result for the student who attempts to make such contact. All requests made directly to any clinical sites must be submitted only by the DCE.**

Clinical Facility Requirements

Proof of current certification in Cardio-Pulmonary Resuscitation (**CPR**) from the **American Heart Association** is required for participation in Clinical Experiences I, II, and III; in addition, a variety of site-specific requirements must be completed. Some clinical facilities require a new TB test just before starting the affiliation in addition to the TB test required for initial LLU enrollment; some sites require an interview prior to placement; others may require an additional criminal background check, and/or drug testing. Students will be asked to sign a release form for required health information to be sent to the clinical facilities. The director of clinical education will discuss all

of these things in greater detail during the scheduled Clinical Education orientation sessions. Due to the number of students across campus involved in clinical rotations, **LLU policy mandates flu vaccination of all students in fall quarter**. A registration hold will be imposed for winter quarter until completed. Lastly, some clinical sites may require vaccination against COVID-19. This may result in difficulty obtaining certain placements for students who are not vaccinated and may delay completion of the program.

Professional Development

Students in the Loma Linda University Physical Therapist Assistant program are expected to demonstrate attributes, characteristics and behaviors that are not explicitly part of the professional core of knowledge and technical skills but are nevertheless required for success in the profession. The faculty and instructors are committed to assisting students in developing and refining expected behaviors. Students will be evaluated based on expectations for professional behaviors in the classroom, in labs and in clinical settings.

Several documents will be used when defining professional behaviors:

1. *Core Values* of Loma Linda University; <http://llucatalog.llu.edu/about-university/core-values-loma-linda-university/> See Page 6 of this *PTA Student Handbook* for definitions of these values.
2. American Physical Therapy Association *Standards of Ethical Conduct for the Physical Therapist Assistant*; [http://www.apta.org/uploadedFiles/APTAorg/About Us/Policies/Ethics/StandardsEthicalConductPTA.pdf](http://www.apta.org/uploadedFiles/APTAorg/About%20Us/Policies/Ethics/StandardsEthicalConductPTA.pdf)
3. American Physical Therapy Association, *Core Values for the Physical Therapist and Physical Therapist Assistant*; <https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>

Descriptions and expectations for professional behaviors are introduced and reinforced by instructors throughout the curriculum to help students identify with and integrate these behaviors while in the program and before the onset of the fulltime clinical experiences. Students will be given periodic opportunities to evaluate themselves regarding their developmental level toward reaching these expectations. Program and clinical faculty may also evaluate students regarding these expectations.

The following actions will be taken if a student demonstrates behavior inconsistent with the criteria established in the identified documents.

1. When behavior is perceived as being inappropriate, the student will be given feedback regarding the behavior and will be provided with relevant expectations for remediation. This feedback may be provided by faculty, instructors, and/or clinical educators. The student will be expected to remediate the behavior as advised.

In the academic setting, feedback may take the form of a *Professional Development Card* (see Appendix One, Page 56) which may be handed to the student at the time inappropriate behavior has been observed by faculty/instructor. Upon receipt of a card, the student may record any extenuating circumstances on the card, and must sign the card and return it to the person who issued the card by the end of the same class period or lab, if not immediately.

A faculty member/instructor may also choose to send an email to the student identifying the email as a *Professional Development Card*. The student is expected to respond to this email by the end of the following school day. The program director is expected to be included in the email conversation.

An accumulation of one or more cards, depending on the situation, may require the student to appear before a faculty committee for professional development review. Three cards will automatically trigger an appearance before the faculty committee.

2. In either an academic or a clinical setting, if a change to more appropriate behavior does not occur as a result of the feedback system, the faculty will determine consequences for the student which may include remediation of the unprofessional behavior or dismissal from the program.

Laboratory Behavior Expectations

Many PTA courses include a laboratory component where interventions and patient-handling skills will be demonstrated and practiced. The following specific expectations related to conduct while using the lab rooms are posted in each room. While in the laboratory, the PTA student will:

1. Behave in a professional and responsible manner when using the laboratory.
2. Be prepared to dress for all labs according to the guidelines of the course instructor.
3. Refrain from any inappropriate remarks regarding other's appearance in lab attire.
4. Refrain from touching fellow students, apart from the professional manner required for practicing skills.
5. Keep equipment surfaces free of all personal items, such as bags, books, coats, towels etc.
6. Place all soiled linen in the linen hamper.
7. Always use pillows that are enclosed in a pillow case.
8. Return clean, unused linens to the linen closet.
9. Place all trash in the trash receptacle.
10. Take all personal belongings when leaving the lab. Items left in the lab will be placed in "Lost and Found." If not claimed, they will be recycled or discarded.
11. Return all furniture and equipment to their correct positions.
12. To ensure safety, always have at least two persons present whenever studying or practicing in the lab.
13. To ensure safety, refrain from using any lab equipment that they have not been fully trained to use by the course/lab instructors.
14. Obtain permission of the course instructor before using any electrical lab equipment to practice skills; the instructor must be present throughout the time students are using electrical lab equipment. (All electrical equipment is stored in a locked storage space separate from the lab rooms.)
15. **Report any suspicious activity to Security – dial 911.**

Safety of Students When in the Role of Patient-Simulator in Lab Courses

Laboratory skill-learning experiences include instruction and demonstration of interventional skills prior to practice by students who may alternate the role of patient-simulators with other students. It is the student's responsibility to inform the instructor of any and all labs if he or she has an injury or there is reason to protect the student from injury or harm to that student or his/her lab partner. To ensure safety, the student: instructor ratio is 14:1 or lower for careful monitoring. Anatomy Lab is closer to 5:1. Equipment is well-maintained according to program policies, and students are mandated to abide by the laboratory behavior expectations listed above.

The Human Anatomy Dissection Lab

PTA students enrolled in *PTAS 201 Anatomy* will need to take certain steps to obtain access to the LLU Swatek Anatomy Lab in the Centennial Complex after they complete registration for summer quarter and receive their LLU ID badge. Students will receive an email with a link to instructions that must be followed and completed to obtain access to the Lab. The link may also be found on the Anatomy course Canvas page.

Standards for Academic Conduct

The purpose of Christian education is to integrate the highest intellectual, social, emotional, physical, and spiritual development of students while learning the knowledge and skills of the profession. In the classroom, students will 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, 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. For these reasons, cheating will not be tolerated and will be dealt with as a matter of serious discipline.

Violations of ethical conduct encountered in educational programs in the health-related professions are of particular concern. Instructors and students are charged with the responsibility of reporting instances of such behavior to the program director. **Substantiated violations will be brought before the faculty for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program.** The following examples are illustrative but 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:

1. Copying from peers, or knowingly and willingly permitting or assisting others to copy from you, or from examinations, assignments, or lab materials;
2. Using unauthorized aids for examinations, quizzes, assignments, clinical and laboratory procedures;
3. Looking at another individual's examination or quiz in a way that appears that information is being sought;
4. Plagiarizing, which includes the undocumented use of sources or ideas, whether quoted or paraphrased, or otherwise presented as one's own;
5. Fabrication and/or fraudulent insertion of scholarly materials, not the product of one's own efforts, into an assignment or clinical record;
6. Interfering in a harmful way with another's work (e.g. sabotaging laboratory work, or illicit entry or deletion of computer data);
7. Writing a test, or examination, or assignment for another student, or having another person wrongfully write an examination for a third party;
8. Misrepresenting the attendance of self or of another party in a required class, laboratory or assembly;
9. Altering grades or arranging for others to wrongfully alter grades on tests or examinations, instructors' records, or records of the school or University;
10. Handing in an assignment that has been done by another person, or copied from the internet or web, and indicating that it is your own original work.

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:

1. Falsifying instructor's signatures on charts or evaluation forms;
2. Altering patient records, grade forms, evaluation sheets, or other documents after signing;
3. Signing another student's name on a classroom attendance record;
4. Forging a person's signature on clinic records.

Grading System

The program's grading system is designed to objectively measure the student's achievement of the stated student learning objectives for each course in a manner that encourages student cooperation rather than competition. In most lecture/lab courses, letter grades are assigned based on a percentage of maximum possible points in the course. In only a few didactic courses and in all clinical education courses, students receive either "Satisfactory" or "Unsatisfactory" grades. S/U grades do not contribute to the calculation of the grade point average. The following percentage ranges will be used by the Grade Review Committee when determining final grades:

Percent	Letter Grade
95-100	A
92-94	A-
89-91	B+
85-88	B
82-84	B-
78-81	C+
75-77	C
74	D
73	F

Around the mid-point of the term, instructors distribute "Unsatisfactory Scholarship Report" forms to students who appear to be at risk of academic failure with cumulative scores below 75%. The reports identify the course and indicators of academic risk (attendance, low lab scores, low exam scores, etc.). Each student who receives such a report is strongly advised to contact the course instructor immediately to discuss possible strategies to improve their grade prior to the end of the course.

Course Failure and Remediation

Anatomy as a "Gate Keeper"

PTAS 201 Anatomy is a four-unit course that is considered a "gatekeeper" course; failure of this course results in dismissal for academic disqualification. If a student re-applies and is re-admitted, they must retake the class at full price. As a "gate," the Anatomy course is exempt from the policy allowing one course of academic failure.

A student who fails the Anatomy course will be permitted to continue the summer quarter courses that have already begun. However, summer courses that have not yet started will be dropped from the student's enrollment by the program director in conjunction with an online academic dismissal process. This allows the student to complete summer courses that are not yet graded.

Course Failure after Passing Anatomy

There is a limit to the number of courses that a student may fail before dismissal from the program. A student is not allowed to fail more than one course throughout the program, regardless of the units of the course, during the remainder of the program after PTA Anatomy (all of which must be remediated). Each failure of a course accounts for one failure disqualification point, regardless of units. A **failure of more than one course (2 disqualification points or more)** results in **academic dismissal** from the program regardless of remediation measures.

Students in the program must receive a grade of C or better in all subjects to complete the program. Grades of C-, D or F are considered failing grades in the PTA Program. If a student fails one course (and no more than one) the

course may be remediated and the student may remain in the program according to the process below. If the student successfully remediates the course, it still counts as one point from a failed course.

Remediation

The University policy for **remediation** of a failed didactic course offers the student two options:

1. Repeat the class the following year, paying full tuition. The grade earned in the course will be the grade the student receives. Students may not be enrolled in courses for which the failed class is pre-requisite, until the course has been completed satisfactorily. Thus, the student would need to withdraw, take a leave of absence and resume the program the following year.
2. The student must register for a specified course which is a tutorial version of the same course. The tutorial course must be completed during the subsequent quarter in addition to the normal PTA curricular courses for the quarter. The tutorial rate (50%) applies to repeated units. The student reviews the course work under supervision of the instructor, and then takes a final examination. This exam can be taken no sooner than two weeks after the final exam of the failed course and no later than the Friday prior to exam week for the term. If the student passes the tutorial final exam, the resulting course grade will be "C." However, the number of failed, disqualification points remains on the student's record and is cumulative.

The student must pass the final exam in the tutorial course to continue in the program. Consequences of failure of the final examination for the tutorial course are determined by faculty review of the student's performance regarding progression in the program. The student will face either 1) suspension from the program at the end of the current term and until the full course is offered the following year and can be repeated, or 2) disqualification from the program.

If a student fails any PTAS course in winter term, they will not be allowed to progress to *PTAS 293 PTA Clinical Experience I* in spring term. The student is allowed to progress to the didactic courses in the normal PTA curriculum in spring term while remediating the failed course. Under these circumstances, all didactic courses must be satisfactorily completed prior to progression to any fulltime clinical experience. The three fulltime clinical experiences would be postponed and rescheduled pending satisfactory completion of all didactic courses.

Dismissal for Non-Academic Reasons

A student may be dismissed from the program for reasons other than low academic performance, such as cheating, harassment, theft, unethical behaviors or other activities that do not uphold the University standards. A partial list of such activities is listed in the Student Handbook. **The list includes, but is not limited to, using or being in possession of firearms, alcohol, tobacco, drugs or other controlled substances.**

Re-Admission Policy

Re-Admission Following Scholastic Disqualification

If a student who is dismissed from the program wishes to re-apply to the program for the following year, that student must:

1. Re-apply online for admission to the program and pay a re-application fee.
2. Write a letter to the program faculty committee describing what steps have been taken to overcome the problems that may have contributed to the academic dismissal.

The committee will evaluate the student's request and may grant re-admission to the program if the evidence submitted is sufficient to predict that the student could be successful in the program on a second admission.

If a student is re-admitted into the program for the following year, the student may choose either of **two options**:

OPTION #1: The student would enter as a "new" student and retake ALL PTAS courses, regardless of the grade earned on the first admission. Scholastic disqualification points from the first admission would be erased and would not carry over to the second admission. See Policy #27.

OPTION #2: All PTAS courses with grades of C+ grades or below are repeated. Only the most recent grades are counted towards requirements for program completion. In addition, any other requirements that the faculty determine are necessary must be completed. A maximum of ten units of repeat work will be charged at the reduced tutorial rate (50% of current tuition).

Failure of any course during readmission under Option #2 will result in permanent dismissal from the program.

Non-PTAS Courses on Re-Admission

The student who returns on a second admission following academic dismissal does not need to repeat any courses in the program that do not carry the "PTAS" prefix if the course was completed with a "C" grade or higher.

Courses in this category would include:

RELE 257	Health Care Ethics
RELR 275	Intro to Art & Science of Whole Person Care
AHCJ 305	Infectious Diseases and the Healthcare Provider

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 experiences and the well-being of students, faculty, employees and patients. Other types of harassment are also not in keeping with the standards of the University and will not be tolerated. For complete details on this policy and related procedures, see page 72-74 in the online LLU Student Handbook at <http://www.llu.edu/assets/central/handbook/documents/student-handbook.pdf>.

Background Checks for Criminal Record

Each new student is required by LLUH to complete an online Background Check (BGC) for initial enrollment as instructed on the *New Student Registration Portal*. An updated BGC may be required before completion of the program.

All BGC hits are reviewed by the LLUH Office of General Counsel. The LLUH General Counsel's office may determine that, based on the BGC results, a student is not allowed to participate in clinical education experiences at any LLUH entities. In such cases, the program finds the student disqualified from the program and the student is given administrative dismissal.

Loma Linda University is not held liable if a graduate cannot obtain the license to practice in their chosen field.

Policy on Individual Rights and Safety

Safety, the right to privacy, confidentiality and informed consent apply to any individual involved with the Physical Therapist Assistant Program, including, but not limited to students, faculty, staff, visitors to the program, human subject for classroom or laboratory demonstrations, and clients interacting with students at clinical facilities.

Steps of the Complaint Procedure

1. Speak with the student, teacher or clinical instructor concerned and try to resolve the problem at that level;
2. If unresolved, speak with the director of the program;
3. The director will work with the parties involved to attempt dialogue and resolution of the problem. The problem may also be referred to faculty. This will be documented in a folder of complaints kept in the department;
4. If the director is unable to achieve a satisfactory resolution, the complaint goes to the Dean of the SAHP;
5. A final step would be to request a faculty review committee and begin a *grievance process*.

Steps of the Grievance Process

Any person with an unresolved complaint or concern about the PTA Program or one of its policies, programs, faculty, staff or students will be asked to submit their concern in writing. Persons with a verbal complaint/concern should be asked to submit their issues in writing to the program director, department chairperson or to the Dean of the School of Allied Health Professions. For the PTA program, if the nature of the concern falls into the possibility of a formal complaint to the program's accrediting body, contact the APTA's Department of Accreditation to discuss the nature of the complaint and to determine what procedures should be taken. This department can be reached by fax at (703) 684-7343 or email at accreditation@apta.org.

Use of Protected Information

Information collected from students, lab subjects, and patients or clients is considered confidential information, and is protected by applicable Health and Human Services laws (available through: <https://www.hhs.gov/ohrp/>). As such, the information can only be used for purposes other than direct health care, upon written informed consent from the patient/client or designated official. Use of the information should still protect the right to anonymity, when possible, and be used for educational purposes, either in the classroom or for other professionals. If images are requested, a separate consent form must be obtained prior to obtaining and using such images.

Human Subjects

Policies regarding patient/client rights within the clinical setting are established by the institution and should allow clients the right to refuse to participate in clinical education. Subjects used to demonstrate in the classroom setting are afforded the same right to informed consent as in other settings. Forms may be obtained from the administrative assistant, and completed forms should be placed in the course curriculum file.

Personal safety

Faculty, staff and students should follow universal precautions, as identified by the Center for Disease Control, available at: <https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html> when there is the possibility of contact with any body fluid or potential contaminant. This policy is presented in another section of this *PTA Student Handbook* and PTA students receive instruction in universal precautions during their first quarter in the program in the course *PTAS 231 PT Modalities*. (See also "Safety" in the next section of this Handbook).

Remember that Loma Linda University is committed to maintaining a smoke-, drug-, alcohol-, and harassment-free campus. Any student violating these policies is jeopardizing their student status.

The American Physical Therapy Association

The American Physical Therapy Association (APTA) is the professional organization that represents physical therapists and physical therapist assistants. All PTA students are required to maintain membership in the APTA while enrolled in the program (sign-ups will be done during new student orientation). Members receive monthly physical therapy journals by mail. Students are encourage to read the journals and attend the local APTA-sponsored education meetings held monthly.

The PTA program provides up to \$1,000 per class to assist student attendance at APTA sponsored meetings as follows:

1. The program will pay up to \$500 for the elected APTA representative/s to attend APTA conventions with the following restriction: The program will pay for non-Saturday registration only.
 2. The program will additionally pay up to \$500 per class for student attendance at APTA conventions with the following restrictions:
 - a. Program will pay a maximum of \$100 per student for the convention;
 - b. Program will pay for non-Saturday registration only;
 - c. Student must submit receipts for reimbursement. Expenses eligible for reimbursement are registration, lodging, transportation, and meals (per diem);
 - d. Maximum meal allowance per day is set by the University;
 - e. Maximum mileage allowance is set by the University.
- ◆ With class officers' approval, the APTA representative may receive money from both #1 and #2 for the same convention.
 - ◆ With class officers' approval, an alternative representative in place of the elected APTA representatives may be appointed to attend a convention, and receive appropriate monetary support.

Wholeness Incorporated Now

The PTA program has a plan of action to incorporate "WHOLENESS" for each student while in the program. It is called the *WIN* program –*Wholeness Incorporated Now*. The students are encouraged to reflect on these four components of their lives and to nurture each component on a weekly basis. The areas include:

Physical	Emotional/Social	Mental	Spiritual
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During fall, winter and spring quarters, students may submit weekly summaries of their activities through the Canvas portal for PTAS 265 Professional Seminar. At the end of each quarter, the number of weeks the student participated in each of these four areas is tallied. Participating student will receive extra credit of one-tenth of a percentage point for each (up to a maximum of one percentage point per quarter) which is added to the final grade in each didactic course in the given quarter. For full details of this opportunity, see the "Module 11" section of the *PTAS 265 Professional Seminar* course in the Canvas portal.

Student Identification Numbers

Each student is given a personal LLU identification number, which will be used on Scantron (in rare circumstances that Scantrons are used) exam answer forms and other items when identification is needed in addition to the name. The program maintains confidentiality of all identification numbers.

Web Access to Personal Information and Grades

Each student will be able to access the web to access test scores and course grades (via the online CANVAS course management system) and to discover the status of transcripts or registration “holds” or degree completion status. Please keep your Personal Identification Number (PIN) in a safe place for future reference to these sites.

Video and Audio Recording

Video-recording of any activities in any lecture or laboratory settings or other instructional environment by students is not permitted.

Audio-recording of any activities in any lecture or laboratory settings or other instructional environment by students may be permitted at the discretion of the course instructor.

Safety

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 prevent and/or stop fires.

Prevention

The best way to stop fires is to keep them from getting started. 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 first by keeping these three elements separate. Do not allow fuel to accumulate, e.g. paper, sawdust, dirty linen and oily rags.

Sources of heat and sparks should be identified and kept away from combustible materials. Heaters with open heating elements (e.g., glowing coils) are prohibited throughout all LLUAHSC facilities.

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

The Fire Response 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 you. If people are unable to get out of the room on their own, like hospital patients, assist them if you can. If possible, get assistance and use a 2 or 3 person carry method. 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 when the fire alarm sounds. Because many of your classes are held in Nichol Hall, you should know your emergency exit route. **From Room 1609, exit via the fire escape at the front left of the classroom. The PTA class members should meet south of Nichol Hall near the large tree on the lawn area. Wait there until your instructor has taken roll call, to check that everyone is accounted for.** Thereafter, you will be instructed to either leave the premises or wait until the “all-clear to return” command has been given. Assist anybody who has a disability; do not use the elevator unless authorized by Fire Department personnel. Remain outside until the Fire Department says it is safe to re-enter.

Fire Extinguishers

In order to fight a fire, it is helpful to understand the three classes of fire you would see in normal situations and the types of extinguishers that are available:

Classes of Fire

- ◆ **Class A fires** occur in combustible solids, like paper, linen, mattresses, and clothing. Water puts out Class A fires.
- ◆ **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 motor 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 (CO₂) – the red extinguisher with the plastic horn contains CO₂ under pressure. Good for Class B & C fires only.
- ◆ Dry chemical – generally red, may have a hose or 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 also handle Class A fires. Usually found only where there is a lot of electronic equipment.

To understand how to use a fire extinguisher, it helps 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. Break the plastic tie that holds it in place by turning 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 CO₂ 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 fire area. Continue sweeping motion until you are sure the fire is completely out, or you run out of extinguishing material. If needed, several extinguishers can be used.

- ◆ Use **RACE** and **PASS** as described previously in this section and be ready to put them into action 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.

Earthquake

Southern California is prone to earthquakes of unpredictable force. The plan for earthquake safety is as follows:

- ◆ DUCK – Duck down beneath a desk or table. If beams fall from the roof, the table or desk should break their fall
- ◆ COVER – cover yourself by getting under a desk, and cover your head and neck by crouching in a fetal position
- ◆ HOLD – Hold onto the legs of the desk or chair as firmly as possible. You do not want them to slide away

If the earthquake is small and no damage is done, class will resume once the shaking stops. If the earthquake is larger and the building is damaged, you must exit the building WHEN the shaking stops. Do not try to run out of the building as it is shaking.

From Room 1609, exit quickly through the back fire exit door and proceed down the external stairs if they appear safe. If they are detached, walk down the 1600 Hallway and through the rotunda and out the front door. Close doors after you to prevent fire from spreading, if fire should break out.

PTA students must make their way to their meeting place, which is the large tree at the back (south side) of the building. **DO NOT RETURN INTO THE BUILDING TO REACH THE TREE---**go around the outside.

Wait there in a group until your instructor has taken roll call. You will then be told that it is clear for you to re-enter the building, or to leave the premises. It is important that you call if you are sick or absent, so that instructors will know of your absence. In an emergency situation such as an earthquake or fire, it is not a good idea for a teacher to be hunting for someone who was not present immediately prior to the event. Fire, earthquake or disaster drills will be held from time to time. Treat each alarm as if it is a disaster – it may be. **DO NOT GO AWAY FROM THE TREE AREA until you have been accounted for and dismissed by your instructor.**

Hazardous Materials Safety

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

Material Safety Data Sheets (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
- ◆ Precautions for Safe Handling – spill procedures, storage and handling precautions
- ◆ Control Measures – personal protective equipment (PPE), ventilation, safe work practices
- ◆ **THE MSDS BOOK IS IN PROGRAM OFFICE** on the top shelf opposite the copy machine.
- ◆ Hazardous materials that may be encountered during your training include: Rubbing alcohol, Clorox, Wex-cide solution, Matar germicidal detergent, Formalin, Betadine solution, and Cidex

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 Personal Protective Equipment (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 injury.

- ◆ Consult the label and MSDS to identify the material.
- ◆ Decontaminate the affected body part (e.g., eyes, hands) with running water for a 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, if the material is giving off vapors and it is difficult to breathe.
- ◆ Use a spill kit for spills of mercury, blood and body fluids, or chemotherapy materials. Spill kits are available from Central Services.
- ◆ If this is a different type of hazardous material and not any of the material 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.

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, nick, 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. While performing your duties you may be at risk for exposure to the following blood borne pathogens: Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and Hepatitis C Virus (HCV).

Ordinarily, our healthy, unbroken skin is a barrier to blood borne disease. However, when you are scratched or struck by a bloody needle, lancet or other sharp object, your skin barrier is 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, and abdominal pain, loss of appetite, or occasional nausea and vomiting. About one-half 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; 85% of cases result in 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 Viruses, 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 a HIV-contaminated sharp, your chances of becoming HIV positive are less than 1/2 a percent.

Seven ways to minimize your risk of exposure:

1. Get vaccinated against Hepatitis B before an injury occurs.
2. Engineering controls are designed to eliminate the exposure of hazard. Examples are needle-safe IV injection ports, needle-safe syringes, and needle-safe venipuncture devices, lancets with retractable blades, face shields or picket masks with a one-way valve for mouth to mouth resuscitation and sharps disposal containers.
3. Work as if you and your co-worker's 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 close, 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, wash your hands.....

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

5. Personal Protective Equipment (PPE) helps guard your skin, eyes, mouth and personal clothing from exposure to Blood borne pathogens. Your department will provide PP that is effective for your particular job. This may consist of gloves, goggles, face shields, gowns, lab coats, aprons, clinic jackets, and/or masks.
6. 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
7. Biohazard labels and/or signs are affixed to containers/bags that store, transport, or are used to ship blood or potentially infectious body fluids. For more information on blood borne pathogens, talk with your supervisor/department manager, or call LLUMC Hospital Epidemiology, ext. 66115.

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, ext. 66115.

Exposure Monitoring Program

A body fluid exposure can occur if there is an exchange of body fluids into mucus 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 and 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 Worker's Compensation Benefits must be filled out before reporting to the Emergency Department for medical evaluation.

Faith-Based Activities

Diversity of Beliefs

Loma Linda University welcomes students from many different cultural and faith backgrounds with an emphasis on what we have in common, rather than our differences. We believe that LOVE, HOPE and a longing for PEACE are universal. As members of a Christian university family, we endeavor to embrace these attributes and to show RESPECT to all persons.

Chapel

Every Wednesday from 11:00am – 12:00 noon, during fall, winter and spring quarters, students meet in the LLU University Church for a Chapel Service. Students are expected to attend each week and attendance is recorded by badge readers after each session. Students are allowed two absences per term. If more than two chapels in one quarter are missed, the dean of the SAHP Office of Student Affairs will require such student to complete an assignment to remediate the absences(s). If the requirements are not completed, a registration “Hold” may be placed on the student’s enrollment for subsequent quarters. If a student does not have a class or lab on campus on Wednesdays, that student is not required to attend chapel.

Week of Renewal

For one week during fall, winter and spring quarters, the University engages in a series of programs entitled “Week of Renewal.” During these special weeks, chapels will be held every day of the week, Monday – Friday, at 11:00am. Students are required to attend these chapels each day unless the student does not have a class or lab on a given day.

Lunch Power

During fall, winter and spring quarters, the *Lunch Power* programs are presented by the *SAHP Committee for Spiritual Life and Wholeness* during the **noon hour on Tuesdays** for eight weeks. Students are welcome to enjoy a free meal provided by the Dean, and prepared by the Department of Nutrition & Dietetics. *Lunch Power* features a short devotional talk or a cultural or musical presentation while students eat their meals. The SAHP ID badge is your pass to this free meal; you are expected to stay for the presentation. Attendance at *Lunch Power* is optional. Held in Nichol Hall, Room 1609.

Prayer

Our faculty members routinely begin the first class period of the day with prayer and a short devotional thought. You are also encouraged to share with the class. Ask your teacher to schedule a time when you can be the speaker, if you would like to be involved. Once the class chaplain is elected, that person is involved with the instructors, in organizing a devotional schedule. Any time you have worries, problems or illness, at home or at school, you are invited to talk with any of your teachers. We will be happy to talk with you, or pray with you. We have an open door policy which means you are welcome at any time we are in the office. Students may be referred to the student counseling services when a situation requires professional help.

Other Activities

Opportunities for service and spiritual growth may be found on bulletin boards, in emails from campus organizations and the online weekly *LLU Newsgram*. Church services are held each Saturday at several churches on campus. The Chaplain’s office is in the Drayson Center. The Dean of Student Affairs and the Chaplain, together with student leaders, often plan student activities at various locations, such as the Drayson or at the beach, etc.

Appendix

Department of Physical Therapy

DEPARTMENT CHAIR

Larry E. Chinnock, PT, EdD, MBA
Associate Professor
909-558-4632 ex: 47251
lchinnock@llu.edu

PROGRAM DIRECTORS

PTA Program Director

R. Jeremy Hubbard, PT, DSc
Assistant Professor
909-558-4632 ex: 47254
rjhubbard@llu.edu

DPT Program Director

Larry E. Chinnock, PT, EdD, MBA
See above

DPT Assistant Program Director

Eric Johnson, PT, DSc
Professor
909-558-4632 ex: 47471
ejohnson@llu.edu

Post-Professional and DSc Programs

Everett B. Lohman III PT, DSc
Professor; SAHP Assistant Dean
909-558-4632 ex: 83171
elohman@llu.edu

DIRECTORS OF CLINICAL EDUCATION

PTA Program

Jennifer Rae Rubio, PTA, BS
Instructor
909-558-4632 ex: 47208
jrubio@llu.edu

DPT Program

Theresa Joseph, PT, MBA, DPT
Assistant Professor
909-558-4632 ex: 87744
tjoseph@llu.edu

Henry A. Garcia, PT, DSc
Assistant Professor
909-558-4632 ex: 47332
hgarcia@llu.edu

FACULTY

Lee Berk, PhD
Associate Professor
909-558-4632 ex: 47274
lberk@llu.edu

Bruce Bradley, PT, DSc
Associate Professor
909-558-4632 ex: 47211
bbradley@llu.edu

Tim Cordett, PT, DPT
Assistant Professor
909-558-4632 ex: 83866
tcordett@llu.edu

Mike DeLeon, PT, DPT
Assistant Professor
909-558-4632 ex: 47320
mdeleon@llu.edu

Gina Gang, PT, DSc
Assistant Professor
909-558-4632
ggang@llu.edu

Susan M. Huffaker, DPT
Assistant Professor
909-558-4632 ex: 47456
shuffaker@llu.edu

Pablo Mleziva, PT, PhD
Assistant Professor
909-558-4632
pmleziva@llu.edu

Todd Nelson, PT, PhD
Assistant Professor
909-558-4632 ex: 87476
TNelson@llu.edu

Wes Swen, PT, PhD
Assistant Professor
909-558-4632 ex: 47221
rswen@llu.edu

Christi Wilson, PT, DPT
Assistant Professor
909-558-4632 ex: 41375
cdwilson@llu.edu

STAFF

Barbara Cassimy
Senior Admin Assistant
909-558-4632 ex: 88108
bcassimy@llu.edu

Andrea Lopez
PTA Senior Admin Assistant
909-558-4634 ex 44634
andlopez@llu.edu

Heather Hebron-Roybal, MSJ
DPT Admissions Liaison
909-558-4632 ex: 83254
hhebron@llu.edu

Loma Linda University Department of Physical Therapy
PHYSICAL THERAPIST ASSISTANT PROGRAM

Student Outcomes Information

Graduation Rates Auto-calculated in the *CAPTE 2020 Annual Accreditation Report portal*; 2020-11-17.

Graduation Year	Graduation Rate
2021	74.0%
2022	86.0%
2023	
2024	

National Exam Passing Rates: *Ultimate Two-Year Passing Rate*, from Federation of State Boards of Physical Therapy at www.fsbpt.org. 2022-04-12

Graduation Year	Ultimate Pass Rate
2021	
2022	
2023	
2024	

Employment Rate of Licensed Graduates*

Graduate Year Cohort	Employment Rate
2020	100%
2021	100%
2022	100%
2023	100%

*According to all the information available from the last four cohorts (surveys and oral reports of alumni and clinical education faculty), all licensed graduates who sought employment as PTAs were working as PTAs within six months of licensure.

Accident/Illness Protocol

Condition	Facility	Co-Pay
Health Clearance and immunization	Student Health Service	No co-pay
Minor illness or injuries - including injuries while functioning as a student in a clinical setting	Student Health Service Urgent Care if Student Health is closed FMO various physicians	No co-pay \$40 \$40 at FMO
If a student is injured while functioning as a paid employee (students in clinical assignments are not considered employees unless they are receiving a wage for this work)	Employee will be provided with 2 forms - form 0032A Accident Illness and form 2072 Worker's Compensation Claim form (dwc1) which must be taken to Occupational Medicine Center - Emergency Department if Occ Health is closed.	No co-pay if work related injury or illness
Serious or life threatening injuries	LLUMC Emergency Department	\$100
Needle stick or other forms of exposure to bloody/body fluids -	LLUMC Emergency Department If at clinical site other than LLU entity go to the designated post-exposure assessment and treatment center (See Procedures following exposure to occupational blood/bloody fluids policy in Student Handbook)	No co-pay
Emotional/Behavioral/Relationship issues	Student Counseling Services or Student Health Plan Preferred Providers	Up to 10 free visits - then \$10 co-pay \$10 co-pay

For life threatening conditions or injuries please call 911

Student Health Service

Evans Hall, Suite 111

909-558-8770, or extension 88770

Monday - Thursday: 8 a.m. - 12 p.m., 1 p.m. - 5 p.m.

Friday: 8 a.m. - 1 p.m.

Occupational Medicine Center

328 E. Commercial Road, Suite 101

San Bernardino 92408

909-558-6222, or extension 66222

Monday - Friday: 7 a.m. - 5 p.m.

*Must obtain injury form from dean's office, teacher, or supervisor

Emergency Department

Loma Linda University Medical Center

909-558-4444, or extension 44444

Open 24 hours a day

Current Risk Management insurance card is required.

Urgent Care

Loma Linda University Medical Center East Campus

909-558-6641

Open 9 a.m. - 8 p.m.

Seven days a week including holidays

Current Risk Management insurance card is required.

Student Assistance Program and Counseling Services

11360 Mt. View Ave., Cape Cod Buildings

Hartford Building, Suite A

909-558-6050, or extension 66050

Monday & Thur. 8 a.m. – 7 p.m., Tues. & Wed. 8 a.m. – 5 p.m.

Fri. 8 a.m. – 2 p.m.

<http://home.llu.edu/campus-and-spiritual-life/student-health-service/emergencies-and-after-hours/accidentillness-protocol>

2019-05-02

Professional Appearance Standards

Students are expected to present an appearance consistent with the highest professional standards in healthcare and with the mission and philosophy of Loma Linda University. These standards apply during scheduled school hours in classrooms, laboratories, chapel and in all facilities used for physical therapy education purposes, including clinics and off-campus assignments. Clinical sites affiliating with Loma Linda University may prescribe additional codes of dress for students in training. Alternate dress codes during laboratory sessions will be outlined by the course instructors.

In essence, a professional appearance is defined as modest, neat, clean, and conservative in style.

- Men
 - Dress slacks or long pants such as chinos or khakis
 - Shirts: neatly pressed and with collars
 - Scrub sets may be worn as an alternative (see below)
- Women
 - Dresses/skirts must approximate or fall below the knees
 - Dress slacks or long pants such as chinos or khakis
 - Blouses/tops: modesty required; no exposed mid-ribs, low-cut necklines and skin-tight clothing
 - Scrub sets may be worn as an alternative (see below)
- Scrub sets for men or women
 - Scrubs must be neat, clean and in a solid color
 - Scrub top and pants must be the same color
 - A black polo shirt with departmental logo may be paired with scrub pants
 - 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.
- Shoes: clean, good condition; no flip-flops
- The following items are considered inappropriate for professional attire:
 - T-shirts worn as outer garments
 - Visible undergarments
 - Denim clothing of any color
 - Shorts
 - Halter tops, tank tops, midribs, or “spaghetti” straps
 - Sweat pants, leggings (aka: yoga pants)
 - Hats, caps, beanies, or hoods of sweatshirts worn indoors
- Extreme hairstyles are not acceptable for men or women:
 - Men: Hair must be clean, neat, and not fall below the collar. Mustaches and beards must be closely trimmed.
 - Women: Hair must be clean, neat; long hair may need to be tied back.
- Jewelry, if worn, must be conservative. Rings, if worn, should be low-profile and limited to one finger per hand. Ear ornaments, if worn by women, are limited to simple studs in the earlobe, one per ear, and should not drop below the bottom of the earlobe. Men may not wear ear ornaments. Rings or ornaments in other anatomical sites are not acceptable.
- Nails must be closely trimmed. Nail polish, if worn, should be a subdued tone.
- Excessive makeup and strong fragrances are not appropriate.
- Any display of words, pictures, and symbols must be consistent with Christian principles and be sensitive to others’ views. If found offensive, tattoos must remain covered while in program, at the discretion of faculty.

I have read the Professional Appearance Standards and I agree to observe them.

Student Signature _____ **Date** _____ Revised 2018-12-12

ACKNOWLEDGEMENT – PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT HANDBOOK

I hereby acknowledge that I have viewed and am aware of how to access the online 2024-2025 *PTA Program Student Handbook* and I understand that I am expected to read and abide by its contents which set forth the terms and conditions of my enrollment.

I understand that this *Handbook* is also found on the program website <https://alliedhealth.llu.edu/academics/physical-therapy/physical-therapy-degree-options/physical-therapist-assistant-pta> and that if I have any questions about the *PTA Student Handbook* or its contents, I may discuss them with the Program Director.

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

Student name (Please print)

Date

Student signature

ACKNOWLEDGEMENT – LOMA LINDA UNIVERSITY CATALOG

I hereby acknowledge that I understand the current online *Loma Linda University Catalog* can be found at this website:
<http://llucatalog.llu.edu/>

Student name (Please print)

Date

Student signature

ACKNOWLEDGEMENT – LOMA LINDA UNIVERSITY STUDENT HANDBOOK

I hereby acknowledge that I understand the *Loma Linda University Student Handbook* can be found at this website:
<http://www.llu.edu/assets/central/handbook/documents/student-handbook.pdf>

I understand that I am to abide by its contents which set forth the terms and conditions of my enrollment.

I understand that if I have any questions about the *University Student Handbook* or its contents, I may discuss them with the dean of my school.

I understand that circumstances will undoubtedly require that the policies, procedures rules and benefits described in this *Handbook* change from time to time as the University deems necessary or appropriate, and that those changes will be valid when voted by the Board of Trustees. I understand that I will be notified of those changes by formal publication in the official University publication titled *TODAY*, and that such changes will be incorporated in future editions of the *Student Handbook*.

Student name (Please print)

Date

Student signature

LOMA LINDA UNIVERSITY
SCHOOL OF ALLIED HEALTH PROFESSIONS
Department of Physical Therapy
Enrolled PTA Student: Consent Form/ Essential Functions

I, _____ (print name), hereby voluntarily agree and consent to the following:

☐ _____ (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, corona viruses)
- Musculoskeletal injury - due to performing/receiving physical therapy treatment activities on/from partners in the laboratory setting and on clinical rotations
- Psychological Stress - the curriculum load requires commitment in, and out of, class to successfully complete program
- Exposure to hazardous material (Examples: formaldehyde, Betadine, rubbing alcohol)

☐ _____ (please initial) I understand that clinical requirements of facilities used for PTA clinical education may include drug testing and/or background checks and I give permission for such information to be released via mail, email or fax to clinical facility representatives.

☐ _____ (please initial) I understand that to successfully complete the program I must be able to perform the Department of Physical Therapy's "Essential Functions" that are listed below. 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.

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. Assist in performing a physical therapy assessment 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 execute a plan of physical therapy management, in a timely manner, appropriate to the plan developed by the physical therapist, consistent with acceptable norms of clinical settings.
4. Report to the physical therapist any changes in the patient that may require a reassessment or revision of 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:
 1. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and work stations.
 2. Physically maneuver in required clinical settings, to accomplish assigned tasks.
 3. Move quickly in an emergency situation to protect the patient, e.g. from falling.
2. Manual tasks:
 1. Maneuver another person's body parts to effectively perform treatment interventions.
 2. 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.
 3. 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).
 4. Manipulate another person's body in transfers, gait, positioning, exercise, and mobilization techniques. (Lifting weight up to 100 lbs). Involves bending and twisting by PTA student.
 5. Manipulate evaluation and treatment equipment safely and accurately apply to clients.
 6. 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 up to 100 lbs)

7. Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association for "Basic Life Support for Healthcare Providers".
3. Small motor/hand skills:
 1. Legibly record thoughts for written assignments and tests.
 2. Legibly record/document patient care notes and communications in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
 3. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to report such changes to the physical therapist in a timely manner and sense that individual's response to environmental changes and interventions.
 4. Safely apply and adjust the dials or controls of therapeutic modalities
 5. Safely and effectively position hands and apply therapy interventions
 6. Use a telephone
4. Visual acuity to:
 1. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, web pages, literature and patient's chart.
 2. Observe active demonstrations in the classroom.
 3. Visualize training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
 4. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of assessing and reporting changes to physical therapist
 5. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
 6. 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:
 1. Hear lectures and discussion in an academic and clinical setting.
 2. Distinguish between normal and abnormal breathing, lung and heart sounds using a stethoscope.
6. Communication:
 1. 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 must be done in a timely manner, within the acceptable norms of academic and clinical settings.
 2. Receive and interpret written communication in both academic and clinical settings in a timely manner.
 3. Receive and send verbal communication in life-threatening situations in a timely manner within the acceptable norms.
 4. 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:
 1. Maintain general good health and self-care in order to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
 2. 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.
1. 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.
2. 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.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.

Signed: _____

Witnessed by: _____

Date: _____

COST OF THE PTA PROGRAM

2025– 2025

Tuition covers the cost of instruction; quarterly **enrollment fees** contribute to the University's general operating fund. Additional charges cover textbooks and supplies. When the course instructor prepares a major syllabus for a course (often in lieu of a textbook), the student is charged for printing costs. Each student is required to pay for student membership in the American Physical Therapy Association for one year. These incidental charges total approximately \$1000 and are distributed over the entire program (see details below).

Cost of the entire 15-month PTA "block" program for 2024- 2025:

Tuition: \$31,500 = \$500per unit x 63 total number of tuition units. (Actual number of **academic units** = 72; *clinical courses* have twice as many academic units as compared to tuition units.)

Enrollment Fees: \$4,750 = \$950/quarter x 5 quarters (approx.)

Fees for books, supplies, equipment = \$1000 (approx.)

Total: \$37,250 (does not include housing and living expenses)

Quarter	Tuition units/qtr	\$500/unit	Enrollment fee/qtr	Additional fees (approx))	Total cost per quarter
1 st Summer	16	\$8,000	\$1017	\$500	\$9,517
Fall	15	\$7,500	\$1017	\$200	\$8,717
Winter	16	\$8,000	\$1017	\$200	\$9,217
Spring	10	\$5,000	\$1017	\$100	\$6,117
2 nd Summer*	6	\$3,000*	\$1017 (est.)	\$100	\$4,117
Totals	63	\$31,500	\$5,085	\$1000	\$37,685

* new academic/fiscal year begins in July; tuition and enrollment fee may increase for summer 2023

Additional Fees

The estimated expenses listed below are in addition to tuition and enrollment fees and are charged to the student's LLU account per quarter as indicated:

1st SUMMER **Approx. \$500.00**

Text Books and Course Syllabi

PTA Clinical Tool Kit: Stethoscope, Blood Pressure Cuff, Goniometer, Gait Belt

FALL **Approx. \$200.00**

Text Books and Course Syllabi

Lab Supplies

Student Name Pin

APTA Membership Fee (\$103)

WINTER **Approx. 2100.00**

Text Books and Course Syllabi

Clinical Performance Instrument

SPRING **Approx. \$100.00**

Text Books and Course Syllabi

2nd SUMMER **Approx. \$100.00**

Review Course during the end of spring term in preparation for the National PTA Licensing Exam

- Laboratory fees cover expenses incurred for clinical skills laboratories. The program does not charge students for use of the gross anatomy lab, simulation center or clinical skills center.
- Program supplies and equipment include textbooks, course syllabi, the PTA Clinical Tool Kit, lab materials, a national licensing exam review course, one-year APTA student membership. The estimate reflects an average cost for all items.
- A personal laptop computer or an iPad with wireless capability and a broadband connection are required, and all students must have software compatible with the newest version of Microsoft Office. Additional recommended items such as a personal printer are not included in the estimate.
- Cards for use of copier machines can be obtained to use on campus.
- For students to obtain financial aid to cover computer expenses, a form must be filed with the Financial Aid office. Please contact the Financial Aid office for more details.
- Housing and living costs are based on the living allowance provided by financial aid for off-campus students. Those students who live in an on-campus dorm or living with parents will be allotted less per month for housing. Please contact the Financial Aid office for more information.
- Personal living expenses are not included.
- The dress code for the program may require students to wear white coats, scrubs or business casual clothing during both the preclinical and clinical quarters. Students often add these expenses to their personal budget before arriving on campus.
- Transportation costs to and from campus and to clinical sites, and relocation or moving costs are not included and are the student's responsibility.
- Fees associated with background checks or finger-printing are not covered by financial aid and are the student's responsibility.
- Membership dues for both the national- and state-level professional organizations of the American Physical Therapy Association are included in the total cost (estimate \$103). Student membership is required while in the program.
- For financial aid purposes, the school year runs from summer through spring. Thus, each student will apply for financial aid for each of the two years if they need aid for the final summer quarter.
- International students are subject to additional fees that will be applied to their tuition.

Expenses after Graduation

Students can expect a number of expenses that will need to be budgeted for immediately upon graduation in order to become certified and obtain licensure. Those graduates who desire to become involved in the profession through participation in the national and state professional associations will also need to budget for membership with these organizations.

Estimated costs associated with each of the above are listed below:

- Professional Fees upon Graduation
 - National physical therapy licensing examination: \$400
 - California state licensure examination: \$65 plus application fee of \$300
 - Additional costs: approx. \$49.00 for finger-printing
 - Other state licensure examination and application fees vary
- Professional Practice Fees after graduation
 - Continuing education (CE) credits – variable by state
 - License renewal fees
- Professional Association Fees after graduation (Annual; optional)
 - American Physical Therapy Association (national): \$190
 - California Chapter of APTA: \$156

Financial Aid & Questions

The majority of our students apply for assistance to finance their education. For more information, contact our Financial Aid office <http://www.llu.edu/students/financial-aid/>

Professional Development Card

Dear PTA Student,

We expect students to behave in a professional manner during all didactic courses and clinical training. Professional conduct includes, but is not limited to, punctuality, respect for other people, their property and their right to learn. Today, I noticed behavior on your part that was perceived as unprofessional. Please make changes so that the behavior is not seen again.

The behavior I am referring to is:

- | | |
|---|---|
| <input type="checkbox"/> Arriving late | <input type="checkbox"/> Dress code non-compliance |
| <input type="checkbox"/> Talking in disruptive manner | <input type="checkbox"/> Unprofessional communication style |
| <input type="checkbox"/> Sleeping in class | <input type="checkbox"/> Inappropriate use of e-devices |
| <input type="checkbox"/> Other _____ | |

Please sign this form and return it to me at the end of this class period. If there are any extenuating circumstances that led to the behavior, please explain: _____

Name (printed) _____ Signature _____ Date _____

Continued display of unprofessional behavior leads to discipline which may include program dismissal. Come and talk with me if you feel further clarification is needed.

Office use only:

Instructor _____ Course _____ Date _____

LOMA LINDA UNIVERSITY
PHYSICAL THERAPIST ASSISTANT PROGRAM
Curriculum Year-at-a-Glance
2024-2025

SUMMER	12 WEEKS	Monday, June 17 – Sept 06, 2024	Units	Instructor
PTAS 201	Anatomy (<i>with lab</i>)		4	Mike DeLeon
PTAS 203	Applied Kinesiology		3	Wes Swen
PTAS 205	Intro to Physical Therapy		1	Sue Huffaker
PTAS 206	Documentation Skills		1	Sue Huffaker
PTAS 212	P.T. Procedures (<i>with lab</i>)		3	Henry Garcia
PTAS 275	Psychosocial Aspects of Health		2	Jennifer Perkins
PTAS 265	Professional Seminar		0	Jeremy Hubbard
RELE 257	Health Care Ethics		<u>2</u>	SR Faculty
SUMMER QUARTER TOTAL			16	
AUTUMN	12 WEEKS	Sept 23 – Dec 13, 2024		
PTAS 204	Applied Gait (<i>with lab</i>)		1	Sue Huffaker
PTAS 224	General Medicine I (<i>with lab</i>)		3	Pablo Mleziva
PTAS 225	Neurology		3	Sue Huffaker
PTAS 227	Therapeutic Exercise (<i>with lab</i>)		2	Pablo Mleziva
PTAS 243	Applied Geriatrics (<i>with lab</i>)		3	Bruce Bradley
PTAS 246	PTA Integrated Clinical Experience		0	J Hubbard/ J R Rubio
PTAS 264	Applied Orthotics & Prosthetics (<i>with lab</i>)		2	Michael Davidson
PTAS 265	Professional Seminar		0	Jeremy Hubbard
AHCJ 305	Infectious Disease & the Healthcare Provider		<u>1</u>	SAHP Faculty
AUTUMN QUARTER TOTAL			15	
WINTER	11 WEEKS	Jan 06 – March 21, 2025		
PTAS 226	Orthopedics (<i>with lab</i>)		3	Wes Swen
PTAS 229	P.T. Biophysical Agents (<i>with lab</i>)		3	Pablo Mleziva
PTAS 234	General Medicine II (<i>with lab</i>)		3	Pablo Mleziva
PTAS 238	Wound Care		1	Melanie Grove
PTAS 246	PTA Integrated Clinical Experience		1	J Hubbard/ J R Rubio
PTAS 252	Applied Neurology (<i>with lab</i>)		3	Sue Huffaker
PTAS 265	Professional Seminar		0	Jeremy Hubbard
REL R 275	Intro to Art & Science of Whole Person Care		<u>2</u>	SR Faculty
WINTER QUARTER TOTAL			16	
SPRING	11 WEEKS	March 31 – June 13, 2025 (<i>On-campus courses resume May 12</i>)		
PTAS 293	PTA Clinical Experience I (6 wks Mar 31 – May 09)		3, 6	Jenni Rae Rubio
PTAS 241	Applied Pediatrics (<i>with lab</i>)		2	Edna Barrett
PTAS 251	Orthopedics II (<i>with lab</i>)		3	Wes Swen
PTAS 261	P.T. Practice		1	Sue Huffaker
PTAS 265	Professional Seminar		<u>1</u>	Jeremy Hubbard
SPRING QUARTER TOTAL			10, 13	
Sunday, June 15, 2025 Graduation Ceremonies for LLU/SAHP/Department of Physical Therapy				
SUMMER	12 WEEKS	July 07 – Sept 26, 2025		
PTAS 294	PTA Clinical Experience II (6 wks July 07 – Aug 15)		3, 6	Jenni Rae Rubio
PTAS 295	PTA Clinical Experience III (6 wks Aug 18 – Sep 26)		<u>3, 6</u>	Jenni Rae Rubio
SUMMER QUARTER TOTAL			6, 12	

TOTAL UNITS: 63 tuition units, 72 academic credit units

**Loma Linda University
PTA Program**

EXAMINATION POLICY

Academic dishonesty is not tolerated. To protect the integrity of the assessment process in face-to-face and remote testing environments, multiple exam formats and video surveillance may be used during exams. Remote online quizzes and exams will be administered via Canvas utilizing Respondus Lockdown Browser and student webcams.

Please observe the following:

1. The student is expected to remain in front of their computer screen or paper exam for the entire examination. Restroom breaks or other activities should be taken care of prior to starting the exam. If a student leaves the room, the test will be considered completed at that moment.
2. All quizzes and tests are to be completed individually (as are all assignments), and not in group settings, unless indicated otherwise by the course instructor.
3. All course notes, books, and reference materials, and all electronic items not required for test-taking must remain out of the student's sight during the exam (i.e., cell phones, pagers, smart-watches, headphones, ear devices, Bluetooth devices, etc.).
4. Hats may not be worn during examinations.
5. All exams are timed. If the Internet connection is lost during a remote exam, the allotted time will continue to count down. (Note that wired connections tend to be more reliable than wireless.)
6. Students cannot begin taking the exam before the established start time and are not be allowed to pause the exam. The exam will no longer be available to any student at the end of the scheduled time period for the exam.
7. The reproduction or saving of exam/quiz questions in any fashion is prohibited (i.e., use of cameras, screen shots, pictures, writing, copying, etc.).
8. No talking is permitted during an exam. The instructor cannot answer questions during the exam.
9. Students may email the instructor for clarification on test questions. Requests to consider possible errors in grading must be submitted to the instructor **in writing within one week** of the posting of test scores.
10. In extenuating circumstances, the student may wish to take an examination at an alternative time. The student must submit a written request in advance to the program director. If the request is approved, a \$50.00 fee is applied to each examination that will be taken at an alternative time.
11. Unless otherwise stated, ALL quizzes, tests, or other student assessments will occur in person and on campus at the room or laboratory identified in the class schedule and it will be conducted during class hours or as specified in the class schedule or the final testing schedule of the program.

Rev. 2024-04-12