



# **Physical Therapist Assistant Program**

## **Student Policy and Procedure Manual**

**2023-2024**



## **ACCREDITATION STATEMENT**

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective 4/25/2023, Collin College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 972-549-6319 or email mcox@collin.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.



## Welcome to Collin College's Physical Therapist Assistant Program

Welcome to the developing Physical Therapist Assistant Program at Collin College. Our Program aims to prepare physical therapist assistants (PTA's) who are entry-level and ready to positively impact the physical therapy profession and the community they serve.

The Student Policies and Procedures Manual is designed to be used as a source of information that serves as a guideline for the PTA program at Collin College. More specific policies related to the College can be found in the Collin College Handbook, which can be accessed via the following link, [Collin College Student Handbook](#).

The Program may enact new policies or procedures deemed necessary to maintain the Program's guidelines. The policies and procedures are subject to change at any time. In the absence of a specific policy, the program director and/or College administration will decide on various issues based on the following guidelines (but not limited to):

- a. Preservation of academic standards
- b. Present and future integrity of the Program
- c. The ability of the Program to fulfill its goals and objectives

We are excited about what lies ahead and hope you are ready for a rewarding, challenging, and exciting adventure over the next five semesters. Don't hesitate to contact us if you have any questions or concerns. We look forward to helping you become a physical therapy assistant and positively impacting the profession and community you serve.

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## **I. ACADEMIC INFORMATION AND STANDARDS**

### **1.1 Institutional History and Accreditation**

Collin College began offering classes at area high schools in 1985. The College has expanded to serve more than 56,000 credit and continuing education students each year. Collin College is the only public College based in the county and offers more than 100 degrees and certificates in a wide range of disciplines.

Collin County Community College District is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees, associate degrees, and certificates. Questions about the accreditation of Collin County Community College District may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The Physical Therapist Assistant (PTA) Program is seeking accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE).

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## Contingency Plan

The Collin College PTA Program has developed a contingency plan in the event of failure to achieve accreditation status.

If initial accreditation is not achieved after the Candidate for Accreditation is granted, the first cohort's graduation will be delayed until the identified deficiencies can be addressed. The College will keep the students informed of the progress and status of the accreditation process.

If the Program could not correct the deficiencies after remediation attempts for the Initial Accreditation status, Collin College staff would identify other healthcare programs the students could pursue. The staff will assist with identifying other PTA programs in the State but cannot guarantee credits will be transferred to those programs. If the Program does not achieve accreditation status, students will not receive financial credit or refunds for coursework completed.

Acknowledgment of the Contingency Plan (APPENDIX) is signed at orientation and upon acceptance into the Program.





## **1.2 Program Summary**

The PTA Program at Collin College is a two-year program involving six semesters (66 credit hours). Graduates of the Program will receive an Associate of Applied Science in Physical Therapist Assistant. The Program curriculum includes courses in general education and basic science as well as technical physical therapy coursework. The Program places a strong emphasis on integrating clinical education throughout the curriculum. Students will complete three Practicum courses and be enrolled in full-time clinical education experiences. The first Practicum will occur after the completion of the first two semesters. The second and third Practicums will occur in the last semester of the Program. Each Practicum is a full-time experience for six weeks resulting in 720 hours of clinical education.

## **1.3 Equal Opportunity/Nondiscrimination**

The College District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy and is prohibited. (Board Policy: GA (LEGAL))

Collin County Community College District is an equal opportunity/affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, or veteran status. (Board Policy: DAA (LEGAL))

## **1.4 Mission Statements**

### **Mission Statement- Collin College**

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

### **Collin College Core Values**

- |                            |                      |
|----------------------------|----------------------|
| -Learning                  | -Academic Excellence |
| -Service and Involvement   | -Dignity and Respect |
| -Creativity and Innovation | -Integrity           |



### Mission Statement- Health Sciences And Emergency Services Division

Preparing healthcare professionals and first responders for optimal performance in challenging environments.

### Mission Statement- PTA Program

The mission of the Physical Therapist Assistant (PTA) Program is to prepare graduates through a contemporary and interactive curriculum to obtain the skills and character to positively affect their community as entry-level physical therapist assistants working under the direction and supervision of a licensed physical therapist.

### **1.5 Program Goals**

The PTA Program will:

1. Contribute to the local healthcare workforce by developing entry-level physical therapist assistants able to work under the direction and supervision of a physical therapist in diverse and challenging environments
2. Develop graduates who provide ethical, legal, and professional care with integrity and character to positively impact the profession and community they serve.
3. Provide experienced and dedicated faculty to promote client-centered, contemporary, evidence-based, and productive learning environments to produce skilled and competent entry-level physical therapist assistants.
4. Advocate for cultural diversity, professional development, community service, and personal growth by students, graduates, and faculty.
5. Provide a curriculum that promotes effective communication, intercollaborative teamwork, knowledge-seeking, problem-solving, and critical thinking to enhance the future success of the entry-level physical therapist assistant graduate.

### **1.6 Student and Graduate Achievement Measures**

1. Graduation rates from the Program will be equal to or exceed 70% annually
2. Licensure pass rates will be equal to or exceed 90% annually
3. Employment rates for graduates actively seeking employment will be equal to or exceed 90% annually within one year of graduation
4. 100% of students will demonstrate entry-level clinical performance on the Master List of Skills in the Physical Therapist Assistant Manual for the Assessment of Clinical Skills (PTA MACS) before graduation.



5. 100% of students will demonstrate entry-level professionalism as assessed by faculty on the Professional Behaviors Assessment



## 1.7 Program Curriculum

| Pre-Entrance Requirements                  | Lec | Lab | Ext | Cont | Credit |
|--|-----|-----|-----|------|--------|
| BIOL 2401 Anatomy and Physiology I         | 3   | 4   | 0   | 112  | 4      |
| ENGL 1301 Composition I                    | 3   | 1   | 0   | 64   | 3      |
| PTHA 1409 Introduction to Physical Therapy | 3   | 2   | 0   | 80   | 4      |
| Total Hours                                | 9   | 7   | 0   | 256  | 11     |

### Year 1

| Fall I                                | Lec | Lab | Ext | Cont | Credit |
|---------------------------------------|-----|-----|-----|------|--------|
| PTHA 1229 Applied Physical Principles | 1   | 2   | 0   | 48   | 2      |
| PTHA 1405 Basic Patient Care Skills   | 3   | 4   | 0   | 112  | 4      |
| PTHA 1413 Functional Anatomy          | 3   | 2   | 0   | 80   | 4      |
| PTHA 1225 Communication in Healthcare | 2   | 0   | 0   | 32   | 2      |
| BIOL 2402 Anatomy and Physiology II   | 3   | 4   | 0   | 112  | 4      |
| Total Hours                           | 12  | 12  | 0   | 384  | 16     |

| Spring I                                | Lec | Lab | Ext | Cont | Credit |
|---|-----|-----|-----|------|--------|
| PTHA 1431 Physical Agents               | 3   | 4   | 0   | 112  | 4      |
| PTHA 1321 Pathophysiology               | 3   | 0   | 0   | 48   | 3      |
| PTHA 2201 Essentials of Data Collection | 1   | 4   | 0   | 80   | 2      |
| PTHA 2205 Neurology                     | 1   | 2   | 0   | 48   | 2      |
| PTHA 2409 Therapeutic Exercise          | 2   | 4   | 0   | 96   | 4      |
| Total Hours                             | 10  | 14  | 0   | 384  | 15     |

| Summer                | Lec | Lab | Ext | Cont | Credit |
|-----------------------|-----|-----|-----|------|--------|
| PTHA 1266 Practicum I | 0   | 0   | 15  | 240  | 2      |
| Total Hours           | 0   | 0   | 15  | 240  | 2      |

### Year 2

| Fall II  | Lec | Lab | Ext | Cont | Credit |
|--|-----|-----|-----|------|--------|
| PTHA 2431 Management of Neurological Disorders | 3   | 4   | 0   | 112  | 4      |
| PTHA 2435 Rehabilitation Techniques            | 3   | 3   | 0   | 96   | 4      |
| PTHA 2250 Current Concepts in Physical Therapy | 1   | 4   | 0   | 80   | 2      |
| PSYC 2301 General Psychology                   | 3   | 0   | 0   | 48   | 3      |
| GEN ED Humanities/Fine Arts Course             | 3   | 0   | 0   | 48   | 3      |
| Total Hours                                    | 13  | 11  | 0   | 384  | 16     |

| Spring II                     | Lec       | Lab       | Ext       | Cont        | Credit    |
|-------------------------------|-----------|-----------|-----------|-------------|-----------|
| PTHA 2239 Professional Issues | 2         | 0         | 0         | 32          | 2         |
| PTHA 2266 Practicum II        | 0         | 0         | 15        | 240         | 2         |
| PTHA 2267 Practicum III       | 0         | 0         | 15        | 240         | 2         |
| Total Hours                   | 2         | 0         | 30        | 512         | 6         |
| <b>TOTAL</b>                  | <b>46</b> | <b>44</b> | <b>45</b> | <b>2160</b> | <b>66</b> |



## **1.8 Course Descriptions**

### **BIOL 2401 Anatomy and Physiology I**

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body, including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous, and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

### **ENGL 1301 Composition I**

Intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

### **PTHA 1409 Intro to Physical Therapy**

The course introduces the learner to the physical therapy profession and the role of the physical therapist assistant. The course includes introducing basic patient care skills.

### **PTHA 1229 Applied Physical Principles**

The course involves the application of physical principles to selected interventions in physical therapy. The course will cover biomechanics and kinesiology principles to help students understand the components and factors that affect human movement.

### **PTHA 1431 Basic Patient Care Skills**

This course covers the application of basic patient handling, functional skills, communication, and selected data collection techniques. Students will learn infection control principles, how to measure vital signs and safety issues related to patient emergencies. Patient handling skills and mobility techniques will be addressed, including draping, positioning, bed mobility, transfers, wheelchair management, passive range of motion, and gait training.



### **PTHA 1413 Functional Anatomy**

The course covers the relationship of the musculoskeletal and neuromuscular systems related to normal and abnormal movement. Assessment of dermatomes, myotomes, and reflexes will be addressed. Students will learn the origin, insertion, innervation, and action of muscles that produce movement in the human body and learn palpation techniques to use for assessment and intervention techniques. Postural and gait analysis will also be included.

### **PTHA 1321 Pathophysiology for the PTA**

The course studies the pathophysiology, prognosis, and therapeutic management of diseases/conditions encountered in physical therapy. The course includes the effects of pharmacological management on the disease process and how it affects physical therapy.

### **BIOL 2402 Anatomy and Physiology II**

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body, including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

### **PTHA 1225 Communication in Healthcare**

The course addresses communication theories and principles for optimal healthcare delivery. The course introduces the basics of communication in healthcare. Cultural diversity and ethics are addressed and how they relate to communication. Common documentation standards and systems are addressed and discussed in relation to the physical therapy profession.

### **PTHA 1431 Physical Agents**

The course addresses biophysical principles, physiological effects, efficacy, and application of physical agents. Students will learn the indications, contraindications, and precautions for physical agents used in physical therapy. The focus will be on preparing the student for the safe and practical application of physical agents for patient treatment.



### **PTHA 2201 Essentials of Data Collection**

This course addresses data collection techniques used to assist in patient/client management. Evidence-based practice and basic research terms are addressed to assist the physical therapist assistant in practice. Data collection utilized in this course will be ROM testing, manual muscle testing, and other common tests and measures used in physical therapy. Students will learn how to measure ROM, strength, and length and assess muscle tone while collecting data for documentation and measuring patient progress.

### **PTHA 2205 Neurology**

The course involves the study of neuroanatomy and neurophysiology as it relates to neurological conditions. Basic neuroanatomy and physiology concepts are covered, along with gross and fine motor milestones, righting and equilibrium reactions, and other assessment procedures. Topics covered include sensation, mental status, pain, balance, proprioception, and cranial nerve assessment. Students will apply the concepts of motor control, motor learning, and neuroplasticity.

### **PTHA 2409 Therapeutic Exercise**

The course covers the concepts, principles, and application of therapeutic exercise and functional training techniques. All types of exercises and how the exercises are used as interventions in physical therapy will be introduced.

### **PTHA 1266 Practicum I**

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. Direct supervision is provided by the clinical professional. Students will be introduced to the practice of the physical therapist assistant in a clinical setting.

### **PTHA 2431 Management of Neurological Disorders**

The course covers comprehensive rehabilitation techniques of selected neurological disorders. The pathology, management, and progression of treating these disorders will be addressed as well as interprofessional collaborative care.

### **PTHA 2435 Rehabilitation Techniques**

The course covers comprehensive rehabilitation of selected diseases and disorders. The course will explore additional diagnoses and conditions the PTA may encounter



and prepare them to treat these conditions. Assistive technology, adaptive equipment, and orthotics will be addressed and return to the functional environment. Specific areas covered include rehabilitation for wound care, amputation, vestibular disorders, cardiopulmonary disorders, lymphedema, and oncology.

### **PTHA 2250 Current Concepts in Physical Therapy**

The course covers current concepts, skills, and knowledge in the provision of physical therapy services. It includes the enhancement of professional development. Emphasis will be provided on common orthopaedic and sports medicine conditions.

### **PSYC 2301 General Psychology**

General Psychology is a survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes.

### **Humanities / Fine Arts**

Three credit hours are needed for the Humanities / Fine Arts Component of the AAS degree. Students can choose from the following courses. Dance 2302, English 2322, 2323, 2327, 2328, 2332, 2342, History 2311, 2312, 2321, 2322, Humanities 1301, Music 1306, 1307, 1310, Philosophy 1301, 1304, 2302, 2306, 2307, 2321, Drama 1310, 2361, 2362, 2366, and Art 1301, 1303, 1304, 1313.

### **PTHA 2239 Professional Issues**

The course discusses professional issues and behaviors related to clinical practice and prepares the student for transition into the workplace. The student will begin preparing for the board examination, discuss professional issues related to physical therapy, begin resume preparation, discuss patient-centered interprofessional collaborative care, participate in performance improvement activities, understand the organizational planning and operation of the physical therapy service, and review accurate and timely information for billing and payment purposes. Ethical decision-making will also be addressed.

### **PTHA 2266 Practicum II**

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. Direct supervision is provided by





the clinical professional. Students will continue to develop and acquire skills in the physical therapist assistant clinical setting.

### **PTHA 2267 Practicum III**

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. Direct supervision is provided by the clinical professional. Students will continue to develop and acquire skills in the physical therapist assistant clinical setting to become entry-level providers.

#### **1.9 Policies and Procedures Acknowledgement**

The PTA Program abides by Collin College policies. The most current college policies can be found at [http://www.collin.edu/hr/Board\\_Policy\\_Updates.html](http://www.collin.edu/hr/Board_Policy_Updates.html). Many, but not all, of these policies can also be found in the Collin College Student Handbook. [https://www.collin.edu/studentresources/personal/student\\_handbook\\_pdf\\_documents/2022-2023%20Student%20Handbook.pdf](https://www.collin.edu/studentresources/personal/student_handbook_pdf_documents/2022-2023%20Student%20Handbook.pdf).

Students are expected to have a working knowledge of the content of the Collin College PTA Program Student Policy and Procedure Manual, which is provided annually at the start of the fall semester and is available on the Program's website. After reviewing the policy and procedure manual, students will sign and date the "Student Policy and Procedure Manual Agreement" (APPENDIX), which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Program Policy and Procedure Manual is reviewed and revised annually by the program faculty. To ensure all program policies are consistent with the College's, the Dean of Academic Affairs for Health Sciences and Emergency Services reviews the manual annually. Program faculty will consider input from students, college administration, PTA Program advisory committee members, and college staff. When changes are made after the initial publication of each year's Policy and Procedure Manual, PTA Program students and Collin administration will be notified of updates. The manual available on the program website will also be updated.

#### **1.10 Course Grading**

All lecture/lab and clinical education courses must be taken in sequence. A minimum grade of "C" is required in all clinical and technical courses within the PTA Program Curriculum. GPA calculation is consistent with Collin College policy. The grading scale that will be used in the PTA Program is as follows:



A = 89.5% - 100%  
B = 79.5% - 89.4%  
C = 74.5% - 79.4%  
F = 0.00% - 74.49%

For each PTA technical and clinical course, students must achieve a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades. Please refer to the Clinical Education Handbook regarding grading for clinical courses.

All course assignments must be turned in on time and must be college-level work. Faculty have the right not to accept late assignments and/or deduct points for late or unacceptable work per course syllabi.

### **1.11 Grade Appeals**

Students have a right to be free from capricious grading and treated fairly in grading and classroom practices. In most circumstances, students should seek to settle any dissatisfaction concerning grades directly with the faculty member involved. If a grade dispute cannot be resolved this way, students should consult the program director and then the dean of the appropriate academic chair. If the issue remains unresolved, the student may appeal to the Grade Appeals Board (GAB). Please see the following website for additional information

<https://www.collin.edu/studentresources/support/gradeappeal.html>

### **1.12 Academic Integrity**

Every member of the College District community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. The College District may initiate disciplinary proceedings against a student or program applicant accused of scholastic dishonesty. While specific examples are listed below, this is not exhaustive, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty includes, but is not limited to, one or more of the following acts:

1. Cheating on tests or exams
2. Gaining assistance from another student or willful giving of assistance during testing
3. Collaborating with another student during an examination without authority



4. Reproducing the content of an exam, after test review, in written, oral, or electronic media
5. Modification of test answer sheet during test review
6. Dissemination of material tested (examination questions and content discussed at test reviews) to other students in your class or future classes
7. Using, buying, selling, soliciting, stealing, or obtaining course assignments and/or examination questions in advance
8. Use of tape recorders or cell phones (recording or taking pictures) during test reviews
9. Copying, printing, or photographing questions from practice tests on computer software (This would be a copyright violation.)
10. Plagiarism of copyrighted material. (Proper citation must be used in all assigned reports and papers.)
11. Use of cell phones during tests
12. Submitting or resubmitting an assignment (in whole or part) for more than one class or institution without permission from the professor(s)

Definitions of the scholastic dishonesty terms listed above are located in the current Student Code of Conduct. In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member will delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) will receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty occurred. The faculty member will determine the appropriate academic penalty, ranging from a zero (0) grade on the assignment to failing the course. A student would not be able to retake or make up a grade of (0) if a grade resulted from academic dishonesty. A (0) grade could cause the student to be dismissed from the program if they cannot make satisfactory academic progress.

### **1.13 Program Progression**

Academic progress standards are established to require students to progress satisfactorily and timely toward completing their degree. Students are responsible for their academic progress and seek assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or counselor to ensure that they successfully complete graduation requirements and maintain satisfactory progress.



All PTA Program technical courses must be completed with a grade of "C" or higher. If students do not obtain a minimum grade of "C" in any course within the PTA Program curriculum, the student will be dismissed from the program. To pass each course, students must also achieve a minimum of a 75% on all written examinations within a course, including the comprehensive examination at the end of semester two. Students must also pass all skills checks and practical examinations. To proceed within the program, students must complete all required coursework as scheduled and outlined in the course syllabi. Students must also complete Collin College's general education requirements attaining a GPA of 2.0 on the coursework applied to the Program.

For each PTA technical course, students must achieve a minimum of 75% for all examinations to successfully pass the course, regardless of non-examination grades.

To ensure students demonstrate an appropriate level of knowledge for curricular content, students must achieve a 75% on all written examinations. If a student does not achieve a 75% on a written examination, the student will be provided time (up to 2 weeks) for remediation and will have the opportunity to retake the exam, which will be composed of different questions on the same material. Remediation may include but not be limited to:

1. Review of wrong answers and identification of the correct answer with written documentation as to why the answer is correct
2. Review extra handouts, slides, videos, website, etc., to assist with learning the subject content
3. The student may be assigned a student mentor in the class who has mastered the subject area and is willing to assist the student
4. The student may be assigned extra one-on-one sessions with the instructor to review the subject content
5. The student may be assigned additional assignments or coursework to review the subject content
6. Other faculty recommendations.

Students must review the failed exam, meet with the course instructor, and complete the Exam Remediation Form (Appendix). The form must be returned to the Program Director before retaking the examination. The students will be provided one written exam retake for each exam in which the student does not



achieve a 75%. If a student obtains a score above 75% on a retaken examination, a maximum score of 75% will be used for final grade calculation. If a student does not achieve a 75% on the retake, they will automatically fail the course.

To achieve a passing grade, students must achieve a minimum of 75% competency on each lab practical examination within a course. Failure of any safety-related criteria results in a retake of the practical examination. Students must successfully pass the retake within two academic weeks of receiving notification of their original practical examination score. If a student obtains a score above 75% on a retaken practical examination, a maximum score of 75% will be used for final grade calculation. Students will be allowed a maximum of two retakes for a failed practical examination.

Students must pass each skills check and lab practical examination within a course in order to achieve a passing grade in that course.

#### **1.14 Dropping a Course**

If a student wants to drop a course, this will result in withdrawal from the Program. All courses must be completed in the degree plan sequence unless the Program Director approves. Therefore, dropping a course will result in withdrawal from the Program.

#### **1.15 Program Dismissal**

A student will be dismissed from the Program if not maintaining the established academic standards. The student may be dismissed from the Program for violating the Student Code of Conduct or Professional Behavior standards expected by the Program. A student who has a second violation will be dismissed from the Program. A student submitting a voluntary withdrawal from the Program will be dismissed. A student enrolled in the PTA Program who does not meet the following criteria will be subject to dismissal:

1. Individuals not meeting the satisfactory academic progress established by the College as written in the Collin College Satisfactory Academic Progress Policy <https://www.collin.edu/gettingstarted/financialaid/SAP.html> or the Program Progression Policy (1.13)
2. Student attendance has not met the program attendance policy (3.4)



3. The student disciplinary procedure will be initiated due to substandard, unethical, or inappropriate conduct at the discretion of the PTA Program Director in consultation with the PTA Program faculty. Program dismissal may result for any of the following reasons. This list is not exhaustive but provides examples of the types of violations that may result in discipline:
  - a. Committing an act of scholastic dishonesty, including, but not limited to, cheating, collusion, and/or plagiarism.
  - b. Conducting himself or herself in a manner that interferes with or disrupts the educational environment, orderly process of the College District, or lawful rights of others.
  - c. Committing any offense that violates the College District's Core Values.
  - d. Damaging, stealing, defacing, or destroying College District property, property belonging to a third party on a College District-sponsored trip, or property belonging to a College District student, faculty or staff member, or a campus visitor.
  - e. Theft, sabotage, destruction, distribution, or other use of the intellectual property of the College District or third parties without permission.
  - f. Knowingly giving false information in response to reasonable requests from College District officials.
  - g. Assaulting, threatening, abusing (physically, verbally, and/or sexually), or endangering in any manner the health or safety of a person at the College District, on College District property, or at a College District-sponsored event.
  - h. Violating the College District Student Code of Conduct; Board policies; laws; or administrative rules, regulations, and procedures (e.g., parking, guidelines for student events, registration of meetings and activities, use of College District facilities or the time, place, and manner of public expression).
  - i. Failing to comply with directions of College District officials and/or police acting in the performance of their duties.
  - j. Failing to notify College District officials of a change in residency status or current address.



- k. Being convicted of an indictable offense under either municipal, State, or federal law that occurred on College District property or at an off-campus, College District-sponsored event.
- l. Attempting to, or possessing, manufacturing, delivering, distributing, selling, purchasing, using, or being under the influence of alcoholic beverages, illegal controlled substances (as defined in the Texas Controlled Substance Act), steroids, substances referred to as "designer drugs," and inappropriately or illegally using over-the-counter medications, prescription medications, inhalants, herbal/"natural" euphorants, and/or lookalike products (i.e., what is represented to be any of the above-listed substances) at the College District, on College District property, or while attending College District-sponsored activities on- or off-campus.
- m. Retaliating against another student, campus visitor, or staff or faculty member.
- n. Discriminating against, harassing, committing sexual assault, committing dating violence, committing domestic violence, engaging in bullying, and/or stalking another student, campus visitor, or staff or faculty member, including, but not limited to, sexual, racial, and disability discrimination or harassment.
- o. Creating an intimidating, hostile, or offensive educational environment.
- p. Using, possessing, or displaying any location-restricted knives, clubs, knuckle devices, firearm silencers, or other prohibited weapons or devices, in violation of the law or College District policies and procedures, on College District property or at a College District-sponsored or -related activity, unless written authorization is granted in advance by the District President or designee. [See CHF]
- q. Engaging in gang-related activity and/or organized criminal activity at any College District facility or grounds. Such actions will subject a student to disciplinary penalties, while a student involved in illegal acts may be arrested and face criminal prosecution.
- r. Failing to secure, misusing, or sharing College-Wide Identification (CWID) numbers, College District email accounts, restricted course





registration numbers (CRNs), or other restricted access codes or passwords.

- s. Repeatedly violating College District policies, procedures, or guidelines and/or repeating less serious breaches of conduct.
- t. Misusing College District technology and/or using computing systems to harass others (including, but not limited to, sending, distributing, posting, or displaying offensive or threatening material, forging mail messages, and/or any violation of digital copyright laws resulting in demonstrable harm to the College District's network or disruption of classroom activities. These violations may result in the suspension of College District technology resource privileges and will be addressed as a formal disciplinary matter.
- u. Gambling illegally in any form, at the College District, on College District property, or at any College District-sponsored activity.
- v. Engaging in the disruptive use of electronic, digital media, telecommunication, and/or wearable devices (e.g., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during classes, labs, or other College District learning environments. In addition, all electronic, digital media, telecommunication, and/or wearable devices must be completely turned off (not in silent or vibrate mode) while taking examinations and prior to entering the College District's Testing Centers.
- w. Failing to demonstrate respect for the privacy rights of employees, other students, and visitors, not complying with all regulations and laws regarding the protection of confidential information, and not complying with all College District regulations regarding the use of cameras and recording devices.
- x. Engaging in hazing at the College District, on College District property, or at any College District-sponsored activity.
- y. Smoking or using any tobacco product or other electronic smoking device (including personal vaporizers) on College District property.
- z. Forging, altering, or misusing College District documents or records.
- aa. Unlawfully interfering with the exercise of expressive activities in common outdoor areas by others as permitted by Board policies.





4. Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional Behaviors or failure to meet the specific behavior levels by the defined target dates (outlined in section 3.1) will result in program dismissal
5. Students must pass a comprehensive examination at the end of the 2<sup>nd</sup> semester. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass the exam, although a different version of the exam will be given. The interval between exam attempts will not be less than one week to give students adequate preparation time. Students will not be able to participate in the clinical rotations or progress in the program until the comprehensive exam is passed. If a student fails the test three times, they will be dismissed from the Program.

### **1.16 Disciplinary Procedures**

The Program will attempt to work with students once professional or behavioral issues are identified by following these procedures.

1. Upon determination of a student's inappropriate conduct, the faculty member who was involved will meet with the student to discuss the matter and inform the student of the specific conduct that is deemed inappropriate. An action plan will be developed with a timeframe set for improvement. An oral warning concerning the inappropriate behavior will be given to the student, and a written record of the behavior will be placed in the student's program file. The Program Director can initiate step 2 at any point in the process. If a student does not meet the conditions and action plan outlined by the Program, the student will be reported to the Dean of Students and possibly dismissed from the Program.
2. If the student's conduct and behavior do not improve, the instructor will complete an Incident Report and send it to the Program Director and Dean of Students Office. The Program will follow the college's process as outlined in the following diagram.
3. If satisfactory improvement is not demonstrated by the timeframe set on the Program action plan or the plan/ruling from the Dean of Students, the PTA



Program Director may dismiss the student from the program.





### **1.17 Complaints**

Collin College has in place complaint/grievance policies and procedures for prospective students, parents of prospective or enrolled students, clinical education sites, employers of graduates, community members, and the general public. Please contact the Program Director to file a complaint/grievance. To file a complaint against the PTA Program, Program faculty, PTA student, or PTA graduate of the Program, please submit the complaint in writing and email it to the Program Director, Michael Cox, at [mcox@collin.edu](mailto:mcox@collin.edu). A complaint/grievance can also be filed at the following link. <https://www.collin.edu/hr/complaints/index.html>

Unresolved complaints or complaints about the PTA Program Director should be directed to the Dean of Academic Affairs of the Health Sciences & Emergency Services.

All complaints will be documented and kept on file at the program facility, including the projected outcome. No retaliation will occur by the college or program due to filing a complaint.

Complaints regarding the Accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education (CAPTE). The contact information for CAPTE is 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org)

It is the policy of Collin College's Physical Therapist Assistant program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, or discrimination. Students are urged to first take their problems to the instructor of the course in which the problem occurred. The informal grievance process is encouraged. The chain of command is as follows:





1. Take the complaint to the individual first.
2. In rare cases where a student cannot take the complaint to the individual, or if the student already has communicated with the individual with no resolution, the instructor will need to be involved. The instructor will follow up on the situation.
3. If the situation involves the instructor, please talk to your instructor first. If the grievance remains unsolved, take the issue to the Program Director. After an investigation, the Program Director will seek a resolution plan.
4. If the situation remains unsolved, the issue can be taken to the Dean of Academic Affairs, Health Sciences and Emergency Services Division.

Michelle Millen, MSCPM, RHIA  
Dean- Academic Affairs  
Health Sciences & Emergency Services  
McKinney- Campus – Collin College  
2200 W. University Drive, Office: H203  
McKinney, TX 75071  
Phone: 972-548-6677  
Email: [mmillen@collin.edu](mailto:mmillen@collin.edu)

If the situation remains unresolved, the issue would then be addressed by the Provost for the Health Sciences and Emergency Services Division.

Mark Smith, Ph.D.  
McKinney Campus Provost  
Collin College  
2200 W. University Drive, C307  
McKinney, TX 75071  
Phone: 972-548-6800  
Email: [masmith@collin.edu](mailto:masmith@collin.edu)

5. If a matter cannot be resolved informally, a formal complaint may be filed pursuant to Board policy FFDB (LOCAL) within 20 academic calendar days of the time the student knew or should have known of the alleged incident or



event giving rise to the incident. See page 87 of the Collin College Student Handbook.

Students who believe they have experienced prohibited discrimination, harassment, or retaliation or believe that another student has experienced prohibited conduct are encouraged to contact the ADA/Section 504 Coordinator at 972.881.5903 or by email at [lqualia@collin.edu](mailto:lqualia@collin.edu) and/or file a formal complaint.

### **1.18 Withdrawal from the Program**

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor. Students need to follow Collin College policies and procedures regarding program and course withdrawal, which can be found in the Student Handbook.

### **1.19 Readmission to the Program**

If dismissed and seeking readmission:

1. Students must meet all college and program admission requirements.
2. The student must request readmission to the program in writing.
3. Program faculty will determine the appropriateness for readmission on a case-by-case basis, considering factors such as the student's status at the time of exit from the program, the reason for program withdrawal, justification for readmission, adequacy of program space, and staffing levels.
4. The student must follow the program's policies and procedures consistent with the academic year he/she is readmitted.
5. All courses in the PTA curriculum must be completed within three years of entry into the program.
6. If the course content differs from when the student initially took a course before withdrawing from the program, the student must complete all course syllabi objectives and goals and pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
7. Students will be required to complete an examination on each course completed before they left the program. A minimum core of 75% on each



examination is required. If the student does not pass, the student will retake the course once readmitted.

8. The student is responsible for maintaining the ability to perform all previously-learned skills satisfactorily. Demonstration of satisfactory performance will be required before readmission into the program through the performance of skill checks.
9. A student is eligible for readmission into the PTA program one time only.

### **1.20 Graduation Criteria**

Upon successfully completing the following criteria, Collin College will grant an Associate of Applied Science Degree with a major in Physical Therapist Assistant.

1. Technical Courses: Students must complete all technical program coursework with a minimum grade of 75%, a "C" for each course.
2. Clinical Education: Students must pass all clinical education courses and complete all 60 mandatory skills of an entry-level physical therapist assistant, as noted in the Clinical Education Handbook from the PTAMACS
3. Complete the Collin College general education requirements.
4. Comprehensive Exam: Students must pass a comprehensive examination at the end of the 2<sup>nd</sup> semester. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass the exam, although a different version of the exam will be given. The interval between exam attempts will not be less than one week to give students adequate preparation time. Students will not be able to participate in the clinical rotations or progress in the program until the comprehensive exam is passed. If a student fails the test three times, they will be dismissed from the Program.
5. Program faculty must assess students at "Entry-level" for all ten Professional Behaviors.
6. Complete all program requirements and be in good standing with the Program

The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. To qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.





### **1.21 Transfer into the Program**

A student may transfer from a professional physical therapy program or another PTA program provided that the student meets the following criteria:

1. The Collin College and PTA Program application and registration procedures are completed.
2. All Collin College courses must be taken in their entirety, even if students have successfully completed units of the course in another PT or PTA program.
3. A plan to introduce a student from a PT program to the PTA role will be developed by the PTA Program faculty and the student. This plan may include self-study or an on-site visit with a PTA in the community.

### **1.22 Auditing Courses**

A student may be able to audit a PTA Program course that has been previously completed depending on the availability of space in the course. The PTA Program Director must discuss and approve a plan before registering to audit the course. The student must also follow the Collin College Grading Policy, which can be found in the Student Handbook. Program graduates and program clinical faculty who are PTAs will also be allowed to audit program courses depending on course enrollment.

### **1.23 Licensure**

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. All states require licensure or certification to work as a PTA. Once the PTA Program is accredited, graduates will be eligible to sit for the national examination administered by the Federation of State Boards of Physical Therapy (FSBPT). The steps for obtaining licensure can be found at the following website: <https://www.ptot.texas.gov/page/apply-by-exam>

### **1.24 Career Information**

Collin College is committed to providing resources and career information that will assist students in selecting and preparing for a career. The Collin College Career Center is available to help students navigate their future. The Career Center



provides a one-stop-shop dedicated to helping students with their career preparation. From personalized career advising to job fairs and everything in-between, the Career Center is available to help students get started in their careers. Information about the Career Center can be found at the following website. <http://www.collin.edu/studentresources/career/>.

PTA career information is located on the Program's website. The PTA Program will also email students information about open positions in the college region.

### **1.25 Off-Campus Learning Activities**

At times within the PTA Program, students and faculty may travel off campus for program-related learning experiences and off-campus laboratory sessions. The following procedures apply to off-campus experiences:

1. Students will be responsible for travel arrangements for off-campus activities.
2. All Collin College and PTA Program Policies and Procedures are applicable during the off-campus experience.
3. Students participating in off-campus learning experiences and laboratory sessions must complete the annual [Student Travel Procedures training](#) at the orientation session before each Fall semester.
4. After completing the training, students will sign the Student Travel Training Liability Waiver and Acknowledgement Form. This will be signed at the beginning of each semester for program activities. This Waiver is located in the Appendix and is accessible after completing the Student Travel Procedures training.
5. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for part-time and full-time clinical experiences.

### **1.26 Student Retention**

Each year's cohort size is limited to 24 to meet the community's needs, ensure the Program has adequate faculty, resources, and facilities to meet the accreditation requirements, and provide the education needed for success. If a PTA student has academic difficulty, they are encouraged to talk to the PTA Program faculty to seek





guidance and assistance. Services for tutoring, as well as academic and personal counseling, are available on campus. The PTA students will meet with their academic advisor once a semester. These faculty advisors will serve as mentors to the students throughout the Program until graduation. The role of the faculty advisor will include a review of academic, professional, and clinical performance as needed at each meeting. The PTA Program faculty want all students to succeed and are more than willing to help. The PTA program faculty will do everything they can to help students succeed and graduate, but ultimately, the student is responsible for their academic success. The staff will commit to the following while maintaining the academic standards and integrity of the Program:

1. Provide clear, concise, and timely feedback on assignments, tests, quizzes, and simulation exams
2. Answer all questions addressed during lecture, lab, and over email
3. Have available office hours and appointment times to address any questions or concerns
4. Meet with students who do not pass an assignment to determine the best course of action
5. Encourage study sessions, including test reviews, peer reviews, and study groups
6. Use a variety of teaching methods to ensure learning is taking place
7. Faculty advisers or the Director of the Program will meet with students once a semester to discuss the Program and academic success

The PTA Program is a full-time program, and working while enrolled will be difficult. A student may have a part-time job, but working full-time is not recommended. Students must take an active role in learning and invest a full-time effort to succeed. Students should follow these guidelines to facilitate success in the Program:

1. 100% attendance for lectures, lab, simulations, and clinical rotations
2. Turn assignments in when due
3. Ask questions. If you don't know or you don't understand, ask
4. Read passages assigned ahead of time and be prepared to discuss them in class
5. Review class notes and assigned reading passages every day



6. Arrange study groups and peer study sessions
7. Schedule time to meet with faculty if a concept is not understood or an assignment is not successful
8. Ask for help- other students, faculty
9. Study, study, study
10. Practice, practice, practice
11. Take care of yourself- time management techniques, stress management techniques, proper sleep time, proper nutrition and fluids, exercise

### **1.27 Program Cost**

|  |                 |
|--|-----------------|
| Tuition (66 hours, includes Student Activity Fee, \$62 per credit hour)  |                 |
| -Texas and Collin County Resident  | \$4,092         |
| Lab Fees   | \$264           |
| Textbooks (approximate cost)   | \$1,100         |
| PTA Lab Kit  | \$100           |
| PTA Scrubs   | \$65            |
| PTA Program Polo   | \$52            |
| Drug Screen  | \$29            |
| Background Screen  | \$60            |
| Exxat Immunization Tracker   | \$35            |
| Liability Insurance  | \$11            |
| Miscellaneous Costs*   | \$300           |
| Exxat Steps Program  | \$100           |
| National Licensure Exam  | \$650           |
| PTA eMACS Fee  | \$25            |
| PEAT Exam Fee  | \$79            |
| Scorebuilders Fee  | \$120           |
| Physio-U   | \$189           |
| <br>   |                 |
| Total Estimated Cost – In-District   | <b>\$7,271</b>  |
| *Includes personal copying and printing fees, office supplies, additional study materials, immunizations, etc. |                 |
| Tuition for    -Texas Resident, Outside of Collin County   | \$7,722         |
| -Out of State/County   | <b>\$13,332</b> |



## **II. FACILITIES AND SERVICES**

### **2.1 Open Lab**

There are open lab times scheduled each week where faculty will and will not be in attendance. Open labs can be used for practicing PTA skills, peer skill checks, and skill checks with faculty. Open lab time hours will be posted each semester.

The PTA Program expects that the lab will be maintained safely and orderly. Out of respect and as a professional responsibility to faculty and students who use the lab, everyone must:

1. Replace equipment in its proper location
2. Fold and put away linens and pillows
3. Put refuse in available receptacles

By taking a few minutes to do the above, the learning environment of the lab will be enhanced for all.

The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that equipment.

### **2.2 Lecture Rooms**

Collin College lecture rooms will be assigned for PTA lecture coursework each semester. The lecture rooms will be reviewed at the orientation, posted in Canvas, and on the syllabi. At times the PTA lab may also be used for lectures.

### **2.3 Study Areas**

The library is a quiet place for individual or group study. The PTA lab may be used for group study when classes are not held with PTA faculty permission or during open lab time. Several areas throughout the campus are available for group and individual study.



## **2.4 Student Records and Exam Copies**

The PTA Program maintains files that include department/student forms, consent forms, liability waivers, contracts, or correspondence. These files are maintained for all students and are stored in a locked file cabinet in the Program's office. Students may review the contents of their file during the ACCE's or PTA Program Director's respective posted office hours. Information will be maintained for seven years after graduation to assist faculty in providing employment references for students. After seven years, the files will be destroyed. The program abides by the institution's FERPA policy.

Copies of completed midterm and final exams will be kept in locked file cabinets in faculty offices. Students cannot keep copies of completed midterm or final exams. Before final exams, faculty will schedule a review session for students, during which student test files will be available for review. A faculty member will proctor this review, and students will not be allowed to leave the room with their test files.

## **2.5 Academic and Personal Support**

Collin College is committed to each student's educational success and has numerous resources available to help students meet their educational goals. The Student and Enrollment Services Division provides resources for academic and personal support. The website is <http://www.collin.edu/studentresources/>. Resources include a First Year Experience guide, library information, mentors, tutoring, counseling services, disability services, and other services to assist students. The College also offers TimelyCare, a free telehealth service available to students. <https://timely.md/schools/index.html?school=collincollege>

## **2.6 Financial Aid**

Collin College offers a variety of programs and services to assist students with financial aid. Contact the Financial Aid office or click on the following website for more information. <https://www.collin.edu/gettingstarted/financialaid/>

## **2.7 Library**

The Collin College library has a variety of holdings appropriate for the PTA Program. Online access to many physical therapy and other medical journals is available



through the library. The library also has subscriptions to several physical therapy journals. The library also has reserved holdings for the PTA Program. Included is the ICE Learning Center.

## **2.8 Computer Use**

Computer access is available in the college library and other computer labs. Owning a laptop is not a requirement of the PTA Program. Free Wi-Fi is available for Collin College students. Laptops can be checked out to current credit students for 4 hours for in-library use. Some laptops may be available for 14-day checkout for use outside the library at some times and locations. Only one laptop may be checked out at a time.

## **2.9 Resources – Written and Audiovisual**

Program faculty may allow students to borrow books and other materials from their personal libraries. Students should follow borrowing procedures set up by the individual faculty member and return the materials promptly.

## **2.10 Disabilities**

Students with documented disabilities may request reasonable accommodations. To receive accommodations, a student must contact the Accommodations at Collin College for Equal Support Services (ACCESS). Disability Services/ACCESS contact information is: Email: [access@collin.edu](mailto:access@collin.edu) Phone: 972-881-5898  
<https://www.collin.edu/studentresources/disabilityservices/index.html>

## **2.11 Equipment**

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location at Collin College. Care of this equipment is essential, and students are requested to leave the equipment in good repair. If problems arise during the use of equipment, they should be reported immediately to a PTA Program faculty member. Students may not remove equipment from Collin College under any circumstances.



### **III. PROGRAM POLICIES AND PROCEDURES**

#### **3.1 Professional Behaviors**

As a healthcare professional student, professional behavior is expected at all times. Students must demonstrate professional conduct and standards in the classroom, lab, and clinical settings. Guidelines for these standards are as follows:

1. Professional Behaviors (Appendix)

Ten specific "Professional Behaviors" are assessed throughout the PTA Program curriculum. PTA program faculty will assess the Professional Behaviors once per semester, with students also performing a self-assessment once per semester. Expected Professional Behavior levels are:

- a. End of Semester I: All Professional Behaviors at least beginning level
- b. End of Semester III: all Professional Behaviors at least intermediate level
- c. End of Semester V: all Professional Behaviors at entry level

The faculty will provide verbal and written feedback addressing professional behaviors each semester. Copies of this feedback will be placed in the student's file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and faculty will discuss any concerns about professionalism as soon as concerns arise. If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, the student may be dismissed from the program.

2. PTAMACS

The PTAMACS have eleven skills students must perform in the clinic and be checked off as entry-level by the end of their last clinical.

3. Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix)

Students must demonstrate an understanding of these standards provided by the American Physical Therapy Association (APTA).

#### **3.2 Professional Appearance**

In the interest of safety and professionalism, students are expected to adopt the following professional appearance behaviors during lab, skill checks, practical exams, and field trips:

1. No caps/hats or sunglasses allowed



2. Fingernails must be trimmed and clean and not extend past the tip of the finger. Acrylic nails are an infection control risk and will not be allowed.
3. No excessive makeup or brightly colored nail polish will be allowed
4. No excessive jewelry, and overall should be kept to a minimum.
5. No visible face or mouth jewelry/piercings other than the small earrings for ears.
6. Good hygiene is necessary, with no offensive body odors or smell of tobacco.
7. No strongly scented lotions, perfume, or cologne.
8. Hair should be well-groomed and out of the face.
9. Students should don neat, clean, and appropriate clothing based on the activity.
10. Tattoos must be covered entirely.

The students should dress appropriately for lecture classes. Undergarments or private body parts must not be exposed. Exceptions to the PTA dress code may be made for religious, cultural, or medical reasons. Please refer to the Collin College PTA Program Clinical Education Handbook for information on professional appearance behaviors expected during clinical education.

### **3.3 Food and Beverages**

No food or beverages are allowed in the PTA Program Laboratory, during class, or during open lab time, except for travel mugs and beverage bottles with closeable lids.

### **3.4 Attendance Policy**

The Collin College PTA Program faculty members are responsible for ensuring that all PTA students have an adequate background, including competence in technical skills. The faculty must ensure that each student can utilize these skills and knowledge safely, competently, and professionally. Learning experiences in the PTA Program are arranged sequentially to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the curriculum includes opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the



student's learning. Therefore, these learning experiences cannot be repeated, and attendance is a professional responsibility.

Due to the rigorous nature of the PTA program, attendance in all course lectures and laboratory and clinical experiences is required. Any student who is absent for a combined total of three (3) days in one didactic course will receive an automatic reduction in the final letter grade, which may lead to dismissal from the Program. Tardiness is defined as arriving late or leaving class early for any reason up to 15 minutes. Anything over 15 minutes will be considered an absence. Three (3) instances of tardiness will equal one absence. If the student has two absences in one course, the PTA program faculty will require an advising session to create a corrective plan. If an excused absence or excused tardy causes the student to miss daily work, such as quizzes, lab activities, and presentations, these may be made up at the instructor's discretion. If a student misses a scheduled exam, the exam may be made up at the instructor's discretion. An excused absence or tardy is defined as a written or phone message before the start of class with evidence of an appropriate reason why the tardy or absence occurred upon return to class. Collin College PTA Program expects students to participate in all scheduled classes, laboratories, and clinical education experiences. If an absence is anticipated, the STUDENT must notify the instructor in person or by phone/e-mail before the scheduled class. It is also the student's responsibility to adjust their travel time to suit anticipated weather conditions to ensure that the student arrives at school or clinical on time for class.

An absence would be excused for a personal or family medical emergency or a death in the family. The student must provide documentation of such an event. Vacations are not routinely excused absences. The course instructor has the right not to approve the student's reason for being absent from class.

Students absent from an examination, laboratory practical, or other graded activity will receive a "0" grade for the examination unless other arrangements are made with the individual instructor before the graded activity is conducted. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. This arrangement should be performed in person or by





telephone. If the instructor is unavailable, a message should be left with another member of the PTA faculty. The instructor will decide the time and method of make-up examinations individually. Messages sent by other students are not acceptable. The student is responsible for notifying the instructor of the reason for the absence.

### **3.5 Rescheduling of Classes**

On occasion, classes may need to be rescheduled. Efforts will be made to reschedule at a time most students can attend. If a faculty member must cancel a class session, they must notify the Program Director and Collin faculty support staff member. The staff member will post a class cancellation notification for students outside the scheduled classroom. The Program Director or other faculty member will notify the class via email if there is sufficient time. If the class session is to be made up, the faculty member must schedule the make-up session in communication with those involved.

### **3.6 Lab Protocol**

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts.
2. Changing areas are the respective Men's/Women's restrooms near the PTA Program Lab.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of scrubs and loose-fitting shorts and shirts for men, loose-fitting shorts and swimsuits (open back), sports bras, or open-back halter top under shirts for women. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role-play either patients or PTAs during practice sessions. STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA. Privacy will be respected, and modesty will be retained as appropriate using draping methods.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.



6. The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.
7. Students who know they will miss a lab section must contact the course instructor in advance. The student should also make arrangements to make up work with a lab partner.
8. Except for closed beverage containers, no food or beverages are allowed in the PTA Program Laboratory during lab or open lab time.
9. Gloves and masks are available for all students if needed. Infection control procedures and standard precautions should be followed.

### **3.7 Program Safety and Security**

1. All classroom and lab equipment is the property of Collin College and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.
2. Unsafe performance in any course, practical examination, or skill check may result in a failing grade even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that equipment.
4. All lab equipment and supplies must be returned to their proper storage place after use. No equipment may leave the lab without faculty approval.
5. PTA Program students must maintain up-to-date adult, child, and infant CPR certification for health care providers before the program's second semester starts. Students must submit a two-sided copy of their CPR certification card to the PTA Program via the Exxat software. This copy must include the expiration date, the student's name, and the instructor's signature. PTA Program faculty will also maintain current adult, child, and infant CPR.
6. Students will follow college policies for emergency and safety procedures. These policies can be found in the Collin College Student Handbook. Faculty will review emergency and safety procedures on the first day of each class.



7. PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during their enrollment in the PTA Program must report that fact to the program faculty and follow appropriate medical guidelines to minimize the risk of transmission.
8. Cost and liability of travel to and from off-campus clinical experiences, including but not limited to field trips, off-campus lab sessions, clinical education experiences, and service learning projects, are the student's responsibility.
9. Equipment user manuals are kept in the PTA Program Laboratory.

All PTA students will sign the Health Sciences Student Laboratory Agreement and Safety Procedures form. (APPENDIX)

If there is an emergency on any Collin College campus, immediately contact the Collin College Police Department at 972.578.5555 or extension 5555 from any campus phone. If it is a life-threatening medical emergency, go to the nearest phone and dial 911, then contact the Collin College Police Department at 972.578.5555 or extension 5555 from any campus phone.

### Criminal Activity

If a student, faculty, or staff member is the victim of, or a witness to, criminal activity, they should call the Collin College Police Department at 972.578.5555 or extension 5555 from any campus phone. Be sure to provide the dispatcher with your name, the location of the incident, the type of criminal activity, and a phone number where you can be contacted for additional information. If the Collin College Police Department instructs, dial 911 and report the criminal activity to emergency services. Do not attempt to interfere with the activity except in the case of self-defense or self-preservation.



## Medical Emergencies

Dial 911 for medical emergencies and call the Collin College Police Department at 972.578.5555 or extension 5555 from any campus phone. Give the dispatcher your name, the location of the emergency, and the type of emergency. Automated external defibrillators (AED) and first aid kits can be found in various locations on each campus. While on campus, students, faculty, and staff should make themselves aware of these locations.

### **3.8 Skill Checks**

Throughout the Program, there will be times when a particular skill needs to be assessed and performed to demonstrate competence and ensure safety. A skill check assesses a student's ability to demonstrate competence in a PTA skill. The skills assessed throughout the Program are identified at the beginning of each semester and noted on the course syllabus. The skill assessments are instrumental for learning in the lab and transferring the learning to the clinical environment. The utilization of skill checks and lab practical exams is part of the process designed to ensure the safety and competency of the student before contact with patients in the clinical setting. The skill checks are also instrumental in preparing for practical exams. The skills assessed throughout the Program are identified by, but not limited to, feedback from the Advisory Committee, faculty clinical practice, PTAMACS, FSBPT NPTE- PTA blueprint, and the Minimum Required Skills of Physical Therapist Assistants at Entry-level.

Skill check assessments are done in two different ways. First, one peer skill check must be completed with another PTA program student. The results of the peer skill check must be documented on the skill check form. Students will then have the opportunity to work on any problem areas before being tested by a course instructor. Faculty skills checks performed by an instructor will be performed during open lab times or scheduled course labs if there is time. Skills checks contain critical safety and performance elements of PTA skills that must be completed to pass the skills checks. If a student fails any critical safety or performance element, they automatically fail the skills check and must retake it. Students must successfully pass a faculty skills check before taking the practical exam containing the skills check content area. A student will be allowed two attempts to pass a Skill Check



with the instructor. If they do not pass after two attempts, additional training will be provided, and the student will attempt the skill a third time. If the student does not pass the skills check after the additional training and third attempt, they will receive a “0” for the skills check and not be able to take the practical. This will result in dismissal from the program. It is the student's responsibility to make sure all skills checks have been completed before practical exams. If skills checks are not completed before a practical exam, the student will receive a 0% on the practical exam. Students who have successfully passed a skills check are considered to have demonstrated competence in that skill and are expected to maintain their competence through regular review of the skill.

### **3.9 Practical Exams**

Practical Exams assess a student's ability to effectively and safely integrate course material and perform a patient treatment following a physical therapist's plan of care. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 75% and can be retaken up to two times if a 75% score is not achieved. If a student fails a practical examination, the student must take the responsibility to meet with the faculty member to create a study plan to address the identified deficits. If a student obtains a score above 75% on a retaken practical examination, a maximum score of 75% will be used for final grade calculation. Two PTA Program faculty members will be present for the practical exam if a 2<sup>nd</sup> or 3<sup>rd</sup> practical examination retake is required. To pass the course, students must demonstrate a 75% on either the initial practical exam or during an exam retake. If the student fails to pass on the third attempt, a failing grade, “0,” for the course results. Students will also be required to complete one peer skills check signed off by another PTA student and one faculty skills check approved before taking the practical exam for all skills related to the practical exam. If a student does not have the skills check(s) related to a practical exam completed at the scheduled time of the practical exam, the student will receive a failing grade, “0,” for the student's first attempt at the practical exam. Once the related skills check(s) are completed, the student can then complete up to two retakes, as stated above. Students will receive detailed instructions and a scoring rubric at least one week before scheduled practical exams. Required cueing to complete a practical exam will result in a reduction in the student's score. Unsafe behavior during a



practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam. Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

### **3.10 Insurance**

#### **Health Insurance**

Students are required to have health insurance while in clinical training. Collin College and clinical affiliation sites do not provide health insurance to students. Several clinical sites require health insurance coverage. It is the student's responsibility to provide this coverage. The student is responsible for any personal health-related expenses incurred during didactic and clinical training. Students will upload proof of health insurance into the Exxat software before the first clinical experience. Failure to upload proof of insurance will result in not being able to complete the clinical experience.

#### **Liability Insurance**

The college purchases liability insurance for the student, which is included in the course fees for the clinical courses.

### **3.11 Immunizations**

Collin College adheres to State and Federal recommendations for immunizations. The Texas Administrative Code (TAC) and the Dallas-Fort Worth Hospital Council Foundation Community Standards require students in health programs to complete required immunizations. The following also reflect individual clinical affiliate requirements and must be provided before the student begins the Program. The PTA Program requires all students enrolled to provide proof of vaccinations or immunity before the student is eligible to participate in clinical training unless an exception applies. If the records are not completed before the scheduled orientation day, the student will not be able to be admitted to the Program and will have to reapply the following year. All records must be up-to-date and current before beginning a clinical experience. The student is responsible for making sure records are up-to-date and current.

The Program requires the following:



1. Mumps, Measles, Rubella: 2 vaccinations or titer showing immunity
2. Varicella (chickenpox): 2 vaccinations or titer showing immunity
3. Tetanus/Diphtheria/Pertussis (within the past ten years)
4. Influenza: one dose annually during flu season. Exceptions are made for medical and religious reasons but must adhere to the clinical affiliation's policies.
5. Hepatitis B series: Proof of dose 1 is required when applying to the Program. The entire series must be complete by the beginning of clinical in the fall semester of the first year. Please note that it may take 3-6 months to complete the series. Documentation of immunity to Hepatitis B is sufficient. The student will not be allowed to attend clinical until documentation of Hepatitis B is provided. All clinical absences will be recorded as unexcused absences.
6. Negative Tuberculin (TB) Test: Annual requirement can be Quantiferon GOLD, IGRA, or T-SPOT. If a skin test is accepted and positive, a chest x-ray (CXR) will be needed to confirm no presence of disease. If there is a history of TB, the student must provide documentation of a negative CXR. Students with expired TB tests will not be allowed to attend clinical and receive unexcused absences until results are submitted. Students must be aware of the attendance policy for clinical. Some clinics, especially hospital-based facilities, may require a 2-step TB test which means the student may need to be tested twice based on facility guidelines.

The costs of these tests and immunizations are the student's responsibility. Select clinical sites may request additional immunization requirements. Collin College must abide by clinical affiliation sites at all times. Students must pay for their immunization tracker through Exxat, a secure portal the PTA Program uses to track required immunizations. Students will be responsible for uploading proof of immunizations in Exxat before the Program begins. The PTA Student will complete the Notice and Acknowledgement – Vaccines form. (APPENDIX)





### **3.12 Equipment Testing**

An outside biomedical vendor will test and calibrate all electrical equipment annually. All equipment will be labeled after testing and calibration. The annual inspection calibration record will be kept in the PTA offices. All instruction manuals for the equipment are located in the PTA lab in the cabinet labeled "Instruction Manuals."

All non-electrical equipment will be inspected annually by the PTA Program Faculty before the start of the Fall Semester. Repairs will be arranged as indicated, and all broken equipment will be labeled and removed from use until repaired or replaced.

Any actual or potential equipment safety concerns discovered by faculty or students will be labeled and taken out of use until repaired or replaced.

### **3.13 Personal Property and Valuables**

Collin College and the PTA Program do not accept responsibility for lost or missing personal items. Theft may occur on campus, and students are responsible for personal possessions.

### **3.14 Confidentiality/Data Privacy**

It is essential to maintain privacy and confidentiality. All student and faculty conversations regarding grades, student performance, clinical performance, personal /private issues, disciplinary actions, etc., should be performed in private or assigned office space. All students will sign a Confidentiality Form (Appendix) at the beginning of the Program. This agreement addresses privacy and confidentiality during the Program and maintains the privacy and confidentiality of patients during all offsite clinical activities and clinical experiences. During the program's first semester, all students will be instructed in HIPAA policies and procedures for properly using and handling confidential patient/client information.

The PTA Program will maintain privacy/confidentiality in the following manner:

1. No grades will be posted or provided over email or phone communication. All grades will be posted in Canvas which is username and password protected. Students may access their Canvas account to obtain grade information.





2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.
3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students.
4. Clinical faculty must follow the data privacy policies of Collin College and the PTA Program.
5. Requests for student information from any government agency will be referred to the Registrar's Office.
6. Students will sign a confidentiality agreement that applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA program, students are instructed in basic HIPAA (Health Insurance Portability and Accountability Act) policies and procedures for properly using and handling confidential patient/client information. PTA students must also pass an instructional module/knowledge test before their first clinical education course.

The PTA Program maintains files that include department/student forms, consent forms, liability waivers, contracts, or correspondence. These files are maintained for all students and are stored in a locked file cabinet in the Program's office. Students may review the contents of their file during the ACCE's or PTA Program Director's respective posted office hours. Information will be maintained for seven years after graduation to assist faculty in providing employment references for students. After seven years, the files will be destroyed.

The program abides by the institution's FERPA policy. Collin's policy for maintaining the confidentiality of student academic records is detailed on the FERPA section of the Collin College website.

<https://www.collin.edu/gettingstarted/register/ferpa.html>

Faculty member's responsibility as it relates to this legislation is to understand that the official records regarding a student (including grade books, papers/assignments that students have submitted, and any other record that is maintained that is



directly related to the student) would be considered education records and are protected by FERPA. Faculty cannot share this information with others, including the student's parents, spouse, classmates, or legal authorities, without the student's consent. Copies of completed midterm and final exams will be kept in locked file cabinets in faculty offices or stored on the Canvas student course management platform. Students cannot keep copies of completed midterm or final exams.

### **3.15 Standard Precautions**

The Introduction to Physical Therapy course and the Basic Patient Care Skills course will address infection control and standard precautions. Content includes but is not limited to:

1. COVID-19
2. HIV
3. Hepatitis B
4. Universal Precautions/Infection Control
5. Chain of Infection
6. Proper Hand Washing Technique

Skills checks will be performed to ensure all students demonstrate proper infection control. A basic understanding of standard precautions and infection control will occur through testing in the courses mentioned.

To ensure a clean classroom and laboratory environment, all tables, desks, plinths, mats, exercise equipment, modality equipment, assistive devices, other physical therapy equipment, etc., will be cleaned with a bactericidal agent after each use. When using these cleaners, students must don gloves and wash their hands upon completion. All soiled linen must be placed in the soiled linen hamper located in the lab. The hydrocollator should be cleaned a minimum of every six months, per the manufacturer's recommended cleaning procedures located in the user manual. The PTA faculty will ensure all infection control policies are enforced and observed.

### **3.16 COVID-19**

Collin College does not have a Covid-19 vaccination policy. The College or the PTA Program will not prevent a student from pursuing a program if they are



unvaccinated. However, many of our clinical partners do have a vaccination policy. Collin College cannot guarantee an unvaccinated student will be able to complete the clinical portion of the program if a clinical spot cannot be secured due to the student's vaccination status. The PTA Student will complete the Notice and Acknowledgement – Vaccines form. (APPENDIX)

### **3.17 Safety Data Sheets (SDS)**

All hazardous substances located in the lab have an SDS information sheet. The SDS Binder is located in the lab.

### **3.18 Laundry Usage**

To keep laundry costs at a minimum, students should conserve laundry by doing the following in lab courses:

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again
3. Place any towels, pillowcases, or sheets soiled with dirt, sweat, other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.
4. Gloves should always be donned when handling soiled laundry.
5. Towels used to wrap a paraffin hand enclosed in plastic may be used again if clean.

### **3.19 Electronic Devices**

Cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if students need one due to child care, etc.) during lecture and lab periods. Cell phones and other electronic devices must be turned off during off-campus labs and learning experiences. Students will have opportunities to check their phones for messages during scheduled breaks or between classes. If students have an emergency where they are waiting for a call, the instructor is to be notified before class. Calculators may be allowed for specific quizzes/tests/exams with permission from the instructor. Cell phones or other internet, recording, or messaging devices of any kind are not allowed during



testing. Audio or video recording of lectures, laboratory sessions, etc., may only be performed with the expressed permission of the instructor.

### **3.20 Informed Consent**

All students in the PTA program will sign a Student Informed Consent and Release form (APPENDIX) at the orientation session. The forms covers informed consent for the duration of the Program or all classroom and laboratory classes. Students are expected to participate in all classroom and laboratory classes and have a variety of physical therapy procedures performed on each other.

This form will be kept in locked files in the PTA Program office.

### **3.21 Photography/Videotaping**

Students will be photographed or recorded during classroom and lab activities from time to time. The photographs and videos may be used for marketing or educational purposes. Students will complete a Photography, Imaging, and Interview Form (APPENDIX) at the orientation session. The form will remain in effect for the duration of the PTA program from the date it is signed. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical education site for confidentiality and obtain consent.

### **3.22 Background Checks and Drug screens**

A criminal background check and drug screen will be required before a student begins the first clinical experience. The Program reserves the right to have additional background checks or drug screens before the second clinical. The Program can request a drug screen at any point during the Program. Students will sign a consent form to release the results of these screens to the Program and the Clinical Site. The background check must be clear, and the drug screen must be negative. Criminal background checks may be State or federal and may include criminal history, national sex offender search, social security verification/trace, healthcare fraud, abuse, and fingerprinting. Universal will perform background checks and drug screens.



Clinical affiliates have the right to refuse employment or eligibility to participate in clinical experiences based on background information or drug testing results. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program. If unable to complete the Program requirements, the student may be dismissed from the Program. Students are encouraged to follow the due process policy outlined in this handbook should they feel ineligibility was determined due to false or inaccurate information.

A student who feels that information provided from the criminal background and/or drug screen, which results in the inability to complete the clinical experience and dismissal from the PTA program, is false or inaccurate can initiate an investigation by notifying the Program Director in writing within 24 hours of the dismissal. The student will provide evidence that the criminal background and/or drug screen results were false or inaccurate within seven days. Students will sign a consent form to release this new information to the Clinical Site to determine eligibility for resuming the clinical experience. Students understand that the timeframe for the clinical experience may be adjusted to meet the contact hours required to complete the experience. If a student fails to provide evidence within seven days, the dismissal from the PTA program will stand.

### **3.23 Social Media**

A student's online presence reflects upon the reputation of Collin College and the PTA Program. It is imperative students maintain a professional presence in the online world. For the safety and privacy of students, faculty, and staff, no video recording, audio recording, or photography by PTA students is allowed unless permission has been granted in writing. Confidential, proprietary, or identifying information about the PTA Program, its faculty/students, clinical facilities/personnel, and patients must not be shared. Sharing information without patient consent is a HIPAA violation which is a federal offense. Violation of this policy and HIPAA guidelines may result in dismissal from the Program, and the violator may face fines and/or criminal penalties. Do not use external social networking/media sites to carry out program-related duties or share program/clinical-related documents with others. Behavior and content may be



deemed disrespectful, dishonest, offensive, harassing or damaging to the Program, and College's interests or reputation are not permitted. Do not use private social media accounts to share program-related information on quizzes, tests, lab competencies, or clinical data, including photographs or videos.

The PTA Program and Collin College intellectual property may not be used on websites or social networking/media outlets, nor can they be shared outside the Program. Students must not use the program name in their identity (i.e., user name, screen name). Current students will be allowed to join a private or class Facebook page, requiring a program faculty/staff administrator responsible for monitoring this account's content. On this page, with the permission of faculty and lab instructors, pictures or videos may be uploaded for education. Photos or videos will not be allowed on any other social media outlet. Once students have graduated, they will no longer be part of this Facebook page.

Recommended guidelines for appropriate online behavior:

1. Keep your personal and professional lives separate to help protect your privacy.
2. True anonymity does not exist in the online world. Students should remember when posting anonymously or to a private group. You never know who is near the person you text or send information to via apps.
3. Respect the Health Insurance Portability and Accountability Act and privacy policies. Please be aware that patient charts are audited routinely as to who accessed them and why.
4. Be transparent. Use good judgment, and do not misrepresent yourself.
5. Keep opinions appropriate and polite. Disengage from dialogues politely. Never participate in social media when the topic being discussed might be considered a crisis situation.
6. Do not participate in harassment, including obscene language or threatening statements.
7. When in doubt about posting a comment or image, don't! What you publish is widely accessible and will be around for a long time, so consider the content carefully. Google has a long memory.



### **3.24 Essential Functions**

Physical Therapist Assistant students must be able to perform essential functions during participation in the PTA program, while on clinical, and even on the job following graduation. Standards have been adopted to provide safety and quality care for patients. The standards reflect reasonable expectations of the PTA student for the performance of common physical therapy functions. Please refer to the Essential Functions list (APPENDIX).



# APPENDIX





## Acknowledgment of the Contingency Plan

The Collin College PTA Program has developed a contingency plan for failure to achieve accreditation status.

If initial accreditation is not achieved after the Candidate for Accreditation is granted, the first cohort's graduation will be delayed until the identified deficiencies can be addressed. The College will keep the students informed of the progress and status of the accreditation process.

If the Program could not correct the deficiencies after remediation attempts for the candidacy status or the Initial Accreditation status, Collin College staff would identify other healthcare programs the students could pursue. The staff will assist with identifying other PTA programs in the State but cannot guarantee credits will be transferred to those programs. If the Program does not achieve accreditation status, students will not receive financial credit or refunds for coursework completed.

I understand that the Collin College PTA Program is not fully accredited but working toward the accreditation process. I acknowledge the contingency plan and choose to move forward with admission into the Program.

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Printed Name

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Signature

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Date



# PTA STUDENT POLICY AND PROCEDURE MANUAL AGREEMENT

I have received and read the Policy and Procedure Manual for the Physical Therapist Assistant Program at Collin College. I understand its content and agree to abide by the policies and procedures during my tenure as a Physical Therapist Assistant student. The Program or PTA Program Director reserves the right to alter policies, procedures, and content.

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Printed Name

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Signature

---

Date



## Exam Remediation Form

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

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

Exam Grade: \_\_\_\_\_

Students will have up to two weeks to retake an exam on similar content. Students must review their original exam, meet with the course instructor, and complete this form before retaking a written exam. The form must be submitted to the Program Director before retaking the examination. Students must achieve a minimum of a 75% on the retake, but their original exam grade will be utilized for the exam grade and determining the course grade.

Have you reviewed the failed exam? Yes/No (Circle one)

Date of meeting with faculty member about exam: \_\_\_\_\_

Faculty member: \_\_\_\_\_

What factors influenced the failed grade on the exam?

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What is your preparation plan for the exam retake?

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What made this course content challenging to understand?

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What are your goals for the exam retake? \_\_\_\_\_

Student signature: \_\_\_\_\_

Date of retake exam: \_\_\_\_\_



## **Professional Behaviors Assessment Tool**

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

- Directions:**
1. Read the description of each professional behavior.
  2. Become familiar with the behavioral criteria described in each of the levels.
  3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
  4. At the end of each semester:
    - a. Using a highlighter, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
    - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
    - c. Place an “x” along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
  5. Sign and return to Program Director



|  |   |  |
|--|---|--|
| <b>1. Critical Thinking:</b> The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process. |   |  |
| <b>Beginning Level:</b><br>Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience   | <b>Intermediate Level:</b><br>Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions | <b>Entry Level:</b><br>Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected |
| <b>Specific Example:</b>   |   | <b>Place an "x" on the visual analog scale</b><br>_____<br>B I E   |

|  |  |   |
|--|--|---|
| <b>2. Communication:</b> The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.  |  |   |
| <b>Beginning Level:</b><br>Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic communication appropriately | <b>Intermediate Level:</b><br>Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and electronic) | <b>Entry Level:</b><br>Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently |
| <b>Specific Example:</b>   |  | <b>Place an "x" on the visual analog scale</b><br>_____   |



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| <p><b>3. <u>Problem Solving:</u></b> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>   |   |  |
| <p><b><i>Beginning Level:</i></b><br/>Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes</p> | <p><b><i>Intermediate Level:</i></b><br/>Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions</p> | <p><b><i>Entry Level:</i></b><br/>Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem</p> |
| <p><b>Specific Example:</b></p>  |   | <p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B                    I                    E</b></p>   |

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| <p><b>4. <u>Interpersonal Skills:</u></b> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</p>   |  |  |
| <p><b><i>Beginning Level:</i></b><br/>Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions</p> | <p><b><i>Intermediate Level:</i></b><br/>Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate</p> | <p><b><i>Entry Level:</i></b><br/>Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</p> |
| <p><b>Specific Example:</b></p>   |  | <p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B                    I                    E</b></p>   |





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| <p><b>5. Responsibility:</b> The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</p>   |  |   |
| <p><b>Beginning Level:</b><br/>Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility</p> | <p><b>Intermediate Level:</b><br/>Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence-based patient care</p> | <p><b>Entry Level:</b><br/>Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings</p> |
| <p><b>Specific Example:</b></p>  |  | <p><b>Place an "x" on the visual analog scale</b></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B I E</b></p>  |

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| <p><b>6. Professionalism:</b> The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</p>   |  |   |
| <p><b>Beginning Level:</b><br/>Abides by all aspects of the academic program policies and the APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</p> | <p><b>Intermediate Level:</b><br/>Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession</p> | <p><b>Entry Level:</b><br/>Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient &amp; family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups</p> |



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| <b>Specific Example:</b> | <b>Place an “x” on the visual analog scale</b><br><br><p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B                      I                      E</b></p> |
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| <b>7. <u>Use of Constructive Feedback:</u></b> The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.  |   |  |
| <b><i>Beginning Level:</i></b><br>Demonstrates active listening skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness | <b><i>Intermediate Level:</i></b><br>Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback | <b><i>Entry Level:</i></b><br>Independently engages in a continual process of self evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to patients/clients according to their learning styles |
| <b>Specific Example:</b>  |   | <b>Place an “x” on the visual analog scale</b><br><br><p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B                      I                      E</b></p>   |

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| <b>8. <u>Effective Use of Time and Resources:</u></b> The ability to manage time and resources effectively to obtain the maximum possible benefit.   |  |   |
| <b><i>Beginning Level:</i></b><br>Comes prepared for the day’s activities& responsibilities; Identifies resource limitations (i.e. information, time, experience); Determines when and how much help/assistance is needed; Accesses current evidence in a timely manner; Verbalizes productivity standards and identifies barriers to meeting productivity standards; Self-identifies and initiates learning opportunities during unscheduled time | <b><i>Intermediate Level:</i></b><br>Utilizes effective methods of searching for evidence for practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines | <b><i>Entry Level:</i></b><br>Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities |





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| <b>Specific Example:</b> | <b>Place an “x” on the visual analog scale</b><br><br>_____ <b>B I E</b> |
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| <b>9. <u>Stress Management:</u></b> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios. |  |   |
| <b>Beginning Level:</b><br>Recognizes own stressors;<br>Recognizes distress or problems in others; Seeks assistance as needed;<br>Maintains professional demeanor in all situations   | <b>Intermediate Level:</b><br>Actively employs stress management techniques;<br>Reconciles inconsistencies in the educational process;<br>Maintains balance between professional and personal life;<br>Accepts constructive feedback and clarifies expectations;<br>Establishes outlets to cope with stressors | <b>Entry Level:</b><br>Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed;<br>Prioritizes multiple commitments;<br>Reconciles inconsistencies within professional, personal and work/life environments;<br>Demonstrates ability to defuse potential stressors with self and others |
| <b>Specific Example:</b>  |  | <b>Place an “x” on the visual analog scale</b><br><br>_____ <b>B I E</b>  |

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| <b>10. <u>Commitment to Learning:</u></b> The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.   |  |  |
| <b>Beginning Level:</b><br>Prioritizes information needs;<br>Analyzes and subdivides large questions into components;<br>Identifies own learning needs based on previous experiences;<br>Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research or cases studies | <b>Intermediate Level:</b><br>Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and re-evaluates performance;<br>Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits of application to professional practice | <b>Entry Level:</b><br>Respectfully questions conventional wisdom;<br>Formulates and re-evaluates position based on available evidence;<br>Demonstrates confidence in sharing new knowledge with all staff levels;<br>Modifies programs and treatments based on newly-learned skills and considerations;<br>Consults with other health professionals and physical therapists for treatment ideas |





## **STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPY ASSISTANT**

The Collin PTA Program promotes and produces ethical physical therapy assistant graduates. The following is a guide for ethical conduct produced by the APTA for PTAs and applied in our Program.

Standards of Ethical Conduct for the Physical Therapist Assistant HOD S06-09-20-18 {Amended HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08}  
[Standard}

Preamble: The Standards of Ethical Conduct for the Physical Therapist Assistant (standards of Ethical Conduct) delineate the ethical obligation of all physical Therapist Assistants as determined by the House of Delegates of the American Physical Therapist Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive

***Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.***

1A. Physical therapist assistants shall act in a respectful manner towards each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

***Standard #2: Physical therapists assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.***



2A. Physical Therapists assistants shall act in the best interest of patients/clients over the interest of the physical therapist assistant.

2B. Physical Therapist Assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

***Standard 3: Physical therapist assistants shall make sound decision in collaboration with the physical therapist and within the boundaries established by laws and regulations.***

3A. Physical therapist assistants shall make objective decision in the patient's/client's best interest in all practice settings.

3B. Physical therapists assistants shall be guided by information about best practice regarding physical therapy interventions. 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of physical therapists and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

***Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers payers, and the public.***



4A. Physical therapists assistants shall provide truthful, accurate and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g. Patients/clients, students, supervisees, research participants or employees)

4C. Physical therapist assistants shall discourage misconduct by health care professionals, and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally or sexually.

***Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.***

5A. Physical therapist assistants shall comply with applicable local, State, and federal laws and regulations. 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities with to seek assistance or counsel.

5E. Physical therapist assistant who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.



***Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.***

6a. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advance in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

***Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.***

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for the interventions accurately reflect the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements or other arrangements that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

***Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.***

8A. Physical therapist assistants shall support organization that meet the health needs of the people who are economically disadvantaged, uninsured, and underinsured.



8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapists assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Proviso: The Standards of Ethical Conduct for the Physical Therapist Assistants as substituted will take effect July 1, 2010, to allow for education of APTA members and nonmembers.



## HEALTH SCIENCES STUDENT LABORATORY AGREEMENT AND SAFETY PROCEDURES

### 1. LOCATE AND BEWARE OF THE SAFETY ITEMS DESCRIBED BELOW

- **Emergency Exit Routes:** There are signs on or above each door that can be used as an exit route during an emergency.
- **Medical Waste Container (Sharps):** Red plastic containers are to be used for any needles, glass, vacutainer tubes, or sharp objects that have come in contact with biohazard waste. Do not fill past full line.
- **Disinfectant Spray or Wipes:** Bottles or wipes containing cleaning solution, used to clean and disinfect your work areas before and after lab.

### 2. ACCIDENT/INJURY REPORT: Report all injuries, spills, accidents, equipment malfunctions, strange occurrences, or other safety concerns PROMPTLY to the instructor. The instructor is required to report accidents or injuries to the campus police. The District policy can be found here:

<http://www.collin.edu/aboutus/riskmgmt/Accident-Injury%20procedures.pdf>

3. **DO NOT** eat, smoke, store food, or apply cosmetics in the laboratory. Drinks must be in a closed container and placed at front of classroom.
4. **DRESS:** Restrain long hair, loose clothing and dangling jewelry. Closed-toe shoes are the ONLY appropriate footwear for a laboratory. DO NOT wear sandals, flip-flops or other open-toed footwear. STUDENTS WILL NOT BE ALLOWED TO REMAIN IN LAB IF WEARING OPEN-TOED SHOES! No artificial long nails.
5. **WASH** your hands with soap and warm water before leaving the lab. Do not wear PPE outside of the lab.
6. **CLEAN** and disinfect work surfaces at the end of every lab period. Keep extra books and clothing in designated places so your work area is uncluttered.
7. **PROFESSIONAL CONDUCT** is expected to avoid creating dangerous situations. DO NOT: perform unauthorized experiments, touch or handle laboratory equipment without your instructor's approval, work in the lab without faculty-approved supervision, or carry out practical jokes or pranks. If you have any questions concerning the safety of a procedure, consult with your instructor.
8. **LABORATORY DOORS:** All laboratory doors must be closed in accordance with local fire safety codes. If you leave during a designated break time, inform your instructor who can then designate someone to open the door at your knock when you return.

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Printed Name

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Student Signature

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Date





## CONFIDENTIALITY FORM

In consideration of my status as a student at Collin College District and/or association with health care facilities that provide professional practice experiences, and as an integral part of the terms and conditions of association, I hereby agree, pledge, and undertake the Rules and Regulations of HIPAA Privacy and Security of personal health information. I will not at any time access or use personal health information or reveal or disclose to any persons within or outside the provider organization any personal health information except as may be required in the course of my duties and responsibilities and following applicable legislation and corporate and departmental policies governing the proper release of information. I understand that my abovementioned obligations will continue after my association with the College and/or facility ends. I further understand my obligations concerning protecting the confidentiality of personal health information related to all personal health information, whether I acquired the information through my association with the College and/or facility. I also understand that unauthorized use or disclosure of such information will result in disciplinary action, including involuntary expulsion from the College and the imposition of fines pursuant to relevant state and federal legislation.

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Printed Name

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Student Signature

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Date



**NOTICE AND ACKNOWLEDGEMENT – VACCINES**  
**(For Students in Programs with Clinical Skill Components  
or Field Experience Requirements)**

Collin College does not require the COVID-19 vaccine for its enrolled students. Given the nature of some of the nursing, EMS, allied health, and other healthcare-related programs (“Programs”) at the College, many students in these Programs are required to participate in clinical placements or field experience at third-party hospitals and facilities in order to fully complete program requirements.

When such clinical placements or field experience requirements begin, students will have to satisfy the requirements of those third-party clinical facilities or hospitals, including providing vaccination records or titer of immunizations for various vaccines, depending on each Program. Those required immunizations may include, but are not limited to: (1) Measles, Mumps, Rubella (MMR); (2) Varicella (Chicken Pox); (3) Tetanus, Diphtheria, and Pertussis (Tdap); (4) Meningitis; and other vaccinations depending on the requirements of each clinical facility or hospital. At this time, the existing clinical partners of our Programs are also requiring the COVID vaccine, subject to limited exemption or deferrals, which exist under their separate policies and procedures and are not within the control of Collin College.

**This form serves as notice to you that if you are unable to provide documentation indicating you have satisfied the vaccination or immunization requirements of the clinical partners of your Program, Collin College may not be able to guarantee a clinical placement or field experience placement. Failure to produce documentation of vaccination or immunization requirements will result in missed clinical day(s) or field experience opportunities and Program faculty cannot ensure alternate placement to meet those requirements. The inability for you to secure a clinical placement or field experience placement could jeopardize your ultimate completion of the Program in which you have enrolled. Collin College encourages you to obtain a copy of your vaccination or immunization records early or to discuss any questions regarding those external vaccination or immunization requirements of your Program with the Coordinator or Director of your Program as soon as possible.**

**BY SIGNING BELOW, YOU ACKNOWLEDGE YOU HAVE RECEIVED AND READ THIS FORM.**

Printed Name: \_\_\_\_\_

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



## Student Informed Consent Form and Release

Please read each statement below. Initial each statement in the space indicated. Once complete, please provide your printed name, signature, and date.

1. \_\_\_\_ I understand and agree that I intend to voluntarily participate in a program of study being offered through the Physical Therapist Assistant program at Collin College (the "Program"). I understand that participation in the Program, including lab activities, simulated patient scenarios, skills checks, practical examinations, and participation in clinicals and travel to and from the Program, may involve inherent risks of physical injury. Such risks include, but are not limited to, accidents, bodily injury, death, or other losses. I voluntarily assume all such risks, including exposure to health/safety hazards and infectious diseases.
2. \_\_\_\_ I understand that the healthcare profession has inherent health/safety hazards in the healthcare field, and I may be exposed to various infectious diseases through blood, body fluids, secretions, or tissues. I will use the appropriate personal protective equipment required when there is an inherent potential for mucous membrane or skin contact with blood, body fluids, secretions, or tissues or a potential for spills, splashes, or aerosolization of them. Appropriate protection may include using gloves, gowns, masks, face shields, eye protection, and other personal protective equipment. I understand that if I fail to use available personal protective equipment or abide by other safety measures as instructed, I may be subject to disciplinary action.
3. \_\_\_\_ I have been informed regarding the inherent health/safety hazards in the healthcare field, including the current risks associated with the global pandemic as a result of the spread of the coronavirus and the potential for COVID-19-related illnesses.
4. \_\_\_\_ I will complete all educational training modules as required by the Program and my clinical site.
5. \_\_\_\_ I will observe all safety procedures when working with patients and equipment, whether in class or clinical.
6. \_\_\_\_ I understand that maintaining medical health insurance coverage is my responsibility while in the Program.
7. \_\_\_\_ I will respect the confidentiality of patient information regardless of source. I shall not repeat information outside the classroom or clinical facility where any part of the patient's name appears.
8. \_\_\_\_ I will protect the property and property rights of Collin College, facility, clinical site, and patient. I shall not remove or borrow property without permission and shall not damage or misuse property while in the facility or classroom/lab.
9. \_\_\_\_ I agree to undergo a Criminal Background Check and Urine Drug Screen per clinical partner requirements.



10. \_\_\_\_ I agree to provide proof of my vaccination record and to obtain any needed titers or vaccinations as required by the Clinical Partners.

**RELEASE.** I, the undersigned student (for myself, my heirs, executors, administrators, and assigns) hereby agree, for the sole consideration of the enrichment I expect to derive from the Program and for the consideration of Collin College allowing my participation in the Program, to waive, release, hold harmless, covenant not to sue, and hereby forever discharge Collin College and all of its Board of Trustees, District President, administrators, faculty members, employees, representatives, agents, predecessors, successors, assigns, attorneys, insurers, education partners, clinical partners, and legal representatives and all other persons, firms or companies in privity with it, from any and all claims, demands, rights, causes of action actions, judgments, costs and expenses, or other liability of whatsoever kind or nature resulting from my participation in or growing out of or in any way connected with the Program either arising before, during and/or subsequent to the Program, including but not limited to any and all, known and unknown, foreseen and unforeseen, bodily and personal injuries, including death; damage to property; and the consequences thereof.

I understand the acceptance of this Consent and Release Form is in effect for the entirety of the Program from the first day until graduation.

I understand that the acceptance of this Consent Form and Release by Collin College shall not constitute a whole or part waiver of sovereign immunity by Collin College, its members, officers, agents, and employees.

I further understand that if I elect to drive any vehicle during the Program and/or travel to and from the Program, I will be personally responsible and liable for all damages and injuries arising from there, to the extent that said liability, damage, and/or injury is not covered by applicable Texas law.

This Consent Form and Release will be interpreted under the laws of the State of Texas. I agree that the venue for any action arising hereunder shall be in the appropriate state district or federal district courts in and for Collin County, Texas.

I hereby certify that I am 18 years of age or older. I also hereby certify I am competent and have read and understood the above Consent Form and Release carefully before signing and agree to be bound by its terms.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



## Photography, Imaging, and Interview Release Form

In order to be recognized as a student engaged in service-learning at Collin College, you must complete this form. The form should be completed at orientation and remains in effect for the entirety of the Program. I hereby give Collin County Community College District, their successors and assigns, and those acting under their permission or upon their authority or those by whom they are commissioned the unqualified right and permission to reproduce, copyright, publish, circulate, or otherwise use photographs of or comments from me, alone or in conjunction with other persons or characters real or imaginary, in any media of advertising, publicity or trade in any part of the world for an unlimited period. I hereby waive the opportunity or right to inspect or approve the finished text or photograph or the use to which it may be put or the advertising copy or photograph caused by optical illusion, distortion, alteration, or made by retouching or by using parts of several photographs or by any other method. I hereby assign and transfer to Collin County Community College District all my rights, title, and interest in and to all negatives, prints, and reproductions thereof, and I hereby warrant and state that I have not limited, restricted, or excepted to the use of my quotes or photographs with any organization or person; and do hereby release the said Collin County Community College District and their successors and assigns of and from any and all rights, claims, demands, actions or suit which I may or can have against them on account of the use of publication of said photographs or text.

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Printed Name

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Date

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Signature



## Essential Functions for Physical Therapist Assistants

Physical Therapist Assistant students must be able to perform essential functions during participation in the PTA program, while on clinical, and even on the job following graduation. Standards have been adopted to provide safety and quality of care for patients. The following standards reflect reasonable expectations of the PTA student for the performance of common physical therapy functions.

**Cognitive:** PTA students must possess critical thinking skills to use in problem-solving, reasoning, and judgment to provide safe, effective patient interventions. This includes but is not limited to the following:

Ability to collect, analyze, and interpret written, oral, and observed data

Ability to multi-task, prioritize, and make logical decisions

Ability to apply knowledge of principles, safety standards, indications, and contraindications for physical therapy interventions, including interventions for pain management, proper use of therapeutic modalities, manual treatments for human pathology or disability, and therapeutic exercise

Ability to modify treatment interventions based on sound clinical reasoning

Ability to remain focused and alert to the environment to ensure the safety of patients, colleagues, other students, instructors, and families/caregivers

**Behavior:** PTA students must exercise good judgment and empathy towards their patients. The student must act ethically, show no discrimination, and treat all other persons equally and fairly. The student must be tolerant of close contact with other students, patients, and staff from a broad and diverse population of people of all ages, races, and socioeconomic backgrounds. This population will also include people with varying weight disorders, physical disfigurement, and mental or physical health problems. This also includes but is not limited to the following:

Ability to work with multiple patients/families and colleagues at the same time

Ability to work with lab partners, patients, families, and others during stressful conditions that may consist of emotionally unstable persons, emergencies, or situations requiring timely decision making

Ability to develop and maintain mutually respectful relationships with other students, instructors, clinicians, patients, and families/caregivers

Ability to act safely, professionally, and ethically in the physical therapy lab and clinic

**Communication:** PTA students must be proficient in the English language to be able to communicate effectively and efficiently with other students, instructors, clinicians, patients, and families/caregivers. This includes but is not limited to the following:



Competent reading skills that allow the student to safely perform essential functions of assignments

Effectively interpret and express information regarding patient status, progress, and safety

Ability to orally communicate effectively with patients, families/caregivers, clinicians, laypeople, and payors

Ability to effectively communicate in writing with other students, instructors, clinicians, patients, families/caregivers

Ability to learn and navigate electronic health records (EHR) to effectively and accurately document detailed patient information and status

Ability to detect and interpret non-verbal communication of others

Ability to develop productive and polite interpersonal communication with other students, instructors, clinicians, patients, and families/caregivers

Demonstrate a willingness to give and receive constructive feedback.

**Sensory:** PTA students use their senses, including visual, tactile, auditory, oral, and vestibular, to communicate and provide effective patient interventions. Students must possess the following:

Ability to visually recognize and interpret facial expressions and body language. Able to read physician orders and documentation, set parameters on modalities, and read small numbers on goniometers, thermostats, etc. Able to visually interpret and assess the environment and discriminate color changes. Ability to distinguish between normal and abnormal postures/movements

Ability to recognize and respond to both soft and loud voices, timers, equipment alarms/bells, and effectively use a stethoscope to measure blood pressure and lung sounds

Ability to palpate a pulse, palpate soft tissue, and differentiate between normal and abnormal tone. Ability to detect texture as well as temperature through palpation

Sufficient balance to assist and safely guard patients, lift exercise equipment, and change surfaces during patient treatment interventions. Must possess adequate unsupported sitting balance as well

Possess tolerance of physical touch by other students and Professors during assigned laboratory tasks for learning purposes of physical exam and treatment techniques



Possess comfort and tolerance with appropriate, draped exposure of your skin to perform assigned laboratory tasks and for learning physical exam and treatment techniques

**Motor:** The role of the PTA student is physically demanding; therefore, students must possess sufficient motor capabilities. These include but are not limited to the following:

Ability to stand for 8 to 10 hours per day while in class and in the clinic

Ability to walk several thousand feet per day. This includes incline walking and stair ascension/descension

Ability to safely guard patients during gait training transfers from bed to chair to standing and during exercise performance activities while maintaining proper body mechanics

Ability to adjust and position heavy equipment in a safe manner

Ability to tolerate sitting for 8 to 10 hours per day during classroom and clinic activities

Ability to lift, pull, push, carry, and guide weighted objects and patients up to and including 80 pounds

Ability to use proper body mechanics to occasionally lift over 80 pounds with assistance

Ability to squat, stoop, bend, crawl, kneel, or twist safely to adjust equipment and patients

Ability to climb ladders and stairs multiple times per day

Coordination, agility, and speed to assist and safely guard patients who are walking, transferring, or exercising

Ability to use fine motor skills to adjust parameters on modality devices and use small equipment such as dynamometers and/or goniometers. Fine motor skills are also used frequently for documentation and writing

Able to perform repetitious motions with hands, arms, and legs during lab or patient treatment interventions

Ability to endure an 8 to 10 - hour day filled with patient care interventions or laboratory tasks

A student enrolled in the PTA program at Collin College is expected to be capable of the essential functions listed with or without reasonable accommodation. The PTA program fully supports the provision of reasonable accommodations to students with special needs to assist them with fulfilling the objectives of the program. The student must notify the faculty as soon as possible if they cannot meet these requirements with or without accommodation.