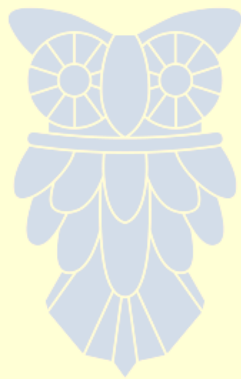




**Rio Grande Valley  
College**



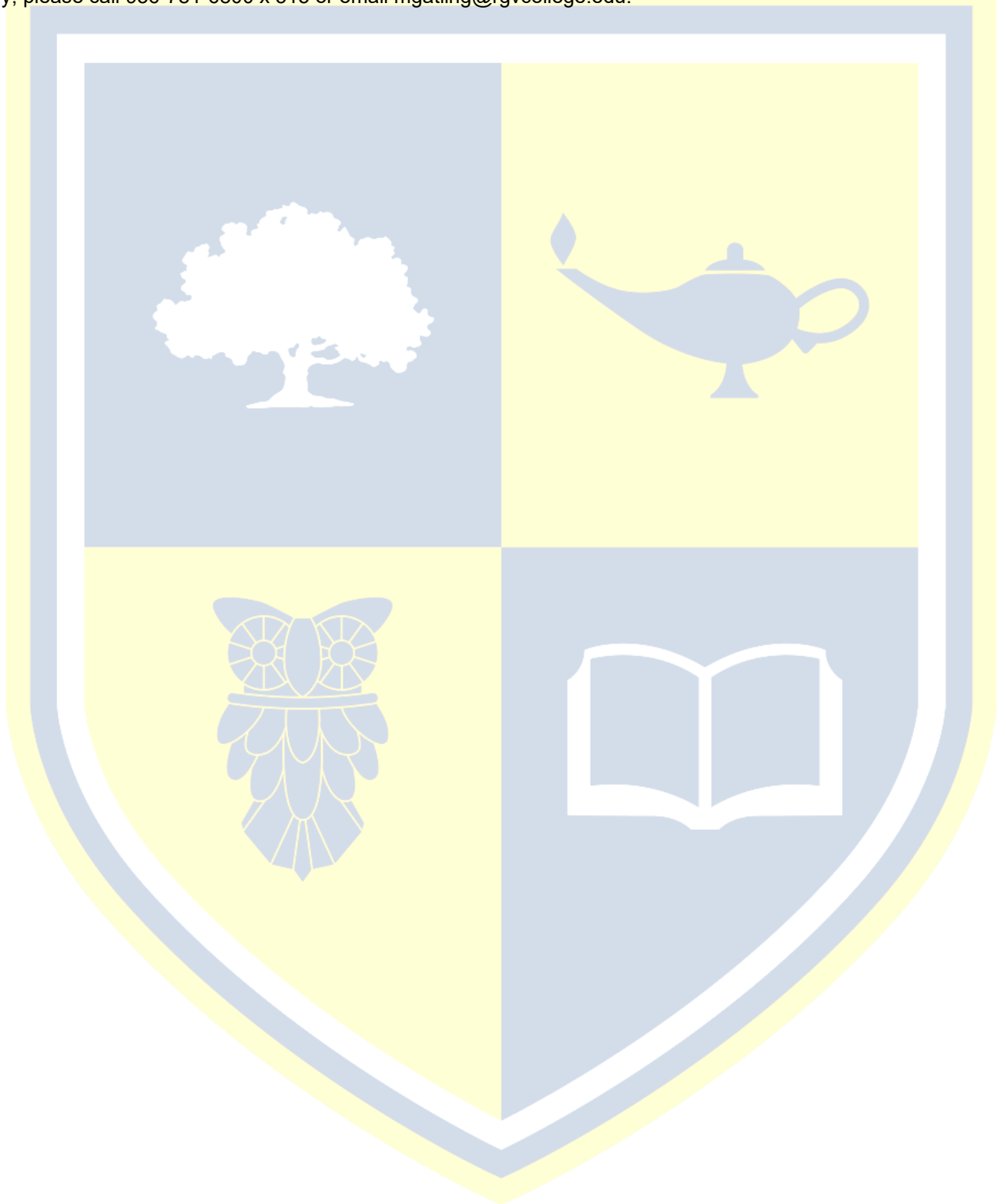
**Physical Therapist Assistant  
Program**



**Student Policy and Procedure Manual  
2025-2026**

### Accreditation Statement

The Physical Therapy Assistant Program at Rio Grande Valley College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 956-781-6800 x 515 or email [mgatling@rgvcollege.edu](mailto:mgatling@rgvcollege.edu).



## Welcome to the RGV College PTA Program

Welcome to the Physical Therapist Assistant Program at RGV College. The physical therapist assistant career path is one that will require dedication and compassion. It can also be very gratifying as we strive to improve the lives of others. We are pleased that you have chosen to allow the faculty of PTA program at RGV College to guide you in pursuing this worthwhile career.

We are committed to helping you navigate through the next two years that will be both exciting and challenging for you and the faculty.

This handbook has been designed to provide you information about the program and its specific policies and procedures. It will also be helpful to familiarize yourself with RGV College Student Policies and Procedures, which can be found on the RGV College website.

We encourage you to contact us if you have any questions, concerns, or difficulties that are interfering with your performance in the program. We will also be looking to you for feedback as we continually work to develop and improve the program.

Thank you,



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## **I. Academic Information and Standards**

### **Institutional History and Accreditation**

Located in the border of Pharr, Texas and established in 2008, Rio Grande Valley College was the vision of an educator who has guided this institution's growth into one of the most sought-after vocational schools in the Rio Grande Valley for its A+ level education. RGV College exists on the principle that all individuals, regardless of race, age, previous education, or economic background can take advantage of the benefits acquired through Vocational Education.

RGV College is located in one of the fastest growing metropolitan areas in the nation. Often considered a medical "mecca", the Rio Grande Valley is one of the regions with an increasing number of healthcare patients, and naturally, this community will also need a larger pool of competent and caring healthcare professionals. This gives our institution a greater advantage in educating those needed in the medical industry. Conveniently located, with easy access from expressway 281, which connects, our institution is in close proximity to many cities in the Rio Grande Valley allowing our students to travel from other cities with better and faster travel routes.

Rio Grande Valley College is accredited by The Accreditation Bureau of Health Education Schools (ABHES) and received accreditation to provide health education in specific health education disciplines in December 2010.

### **Program Summary**

The Physical Therapist Assistant (PTA) Program at RGV College is a two-year program involving five semesters. Graduates will receive an associate in applied science in Physical Therapist Assistant. The Program curriculum includes courses in general education and basic sciences as well as technical physical therapy coursework. The program places strong emphasis on ensuring students are prepared for clinical education and entry-level work as a PTA. The clinical education aspect of the curriculum is divided into three clinical education experiences. These experiences are designed to transition students to the clinical environment, allow students to apply knowledge in clinical settings, and to develop an understanding of the needs of patients while working under the direction and supervision of a physical therapist. During these experiences, students will be exposed to a variety of patients across the life span and in a variety of settings.

### **Statement of Nondiscrimination/ Equal Opportunity Statement**

RGV College provides equal opportunity without regard to race, color, religion, sex, sexual orientation, gender identity, or gender expression, national origin, age, or disability to all academic and employment applicants. RGV College conforms to all applicable federal and state laws, rules, guidelines and regulations and provides equal employment and employee relations. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

Rio Grande Valley College admits students of any race, color, sex, and national or ethnic origin. Rio Grande Valley College does not discriminate in any way with respect to: employment of faculty and staff, student rights or privileges, admission policies, awarding of scholarships or other financial assistance, educational policies, use of the school's facilities, or any other regular or extracurricular activity.

### **Program Mission Statement**

The Rio Grande Valley College Physical Therapist Assistant Program will prepare students through a curriculum that is based on contemporary physical therapy practice to serve the community by providing competent and ethical care as physical therapist assistants able to work under the direction and supervision of a physical therapist. Graduates will be prepared to work with a diverse population and will understand the values of professionalism and lifelong learning.

### **Program Goals**

1. The PTA Program will prepare graduates to work as competent and professional entry-level physical therapist assistants under the direction and supervision of a physical therapist
2. The PTA Program will prepare students to exhibit effective critical thinking and problem-solving skills
3. The PTA Program faculty will provide students with positive learning experiences and a curriculum based on current physical therapy practice

4. The PTA Program will prepare graduates to communicate effectively in a culturally competent manner
5. The PTA Program will enrich the health of the community through service-learning and preparing competent healthcare practitioners.

| PTA Program Curriculum | Semester Credits | Lecture/Lab Credits/OJT |
|------------------------|------------------|-------------------------|
|------------------------|------------------|-------------------------|

#### Prerequisite Semester Credits

|                                  |          |       |
|----------------------------------|----------|-------|
| BIOL 2401 Anatomy & Physiology I | 4        | 3/1/0 |
| ENGL1301 English Composition     | 3        | 3/0/0 |
| PSYC 2301 General Psychology     | 3        | 3/0/0 |
| SPCH 1305 Public Speaking        | <u>3</u> | 3/0/0 |

**13 credits**

#### Year One, Spring 2023

|                                            |          |       |
|--------------------------------------------|----------|-------|
| PTHA 1100 Introduction to Physical Therapy | 3        | 3/0/0 |
| PTHA 1105 Basic Patient Care Skills        | 4        | 2/2/0 |
| PTHA 1110 Pathophysiology for the PTA      | 2        | 2/0/0 |
| PTHA 1115 Functional Anatomy & Kinesiology | 3        | 2/1/0 |
| BIOL 2402 A&P II*                          | <u>4</u> | 3/1/0 |

**16 credits**

#### Year One, Summer 2023

|                                |          |       |
|--------------------------------|----------|-------|
| PTHA 1200 Physical Agents      | 4        | 2/2/0 |
| PTHA 1205 Therapeutic Exercise | 3        | 2/1/0 |
| PTHA 1210 Practicum I          | <u>5</u> | 0/0/5 |

**12 credits**

#### Year Two, Fall 2023

|                                                |          |       |
|------------------------------------------------|----------|-------|
| PTHA 2100 Management of Neurological Disorders | 4        | 2/2/0 |
| PTHA 2105 Rehabilitation Techniques            | 4        | 2/2/0 |
| PTHA 2110 Orthopedics                          | 2        | 2/0/0 |
| PTHA 2115 Professional Issues                  | <u>2</u> | 2/0/0 |

**12 credits**

#### Year Two, Spring 2024

|                         |          |       |
|-------------------------|----------|-------|
| PTHA 2200 Practicum II  | 5        | 0/0/5 |
| PTHA 2205 Practicum III | 5        | 0/0/5 |
| PTHA 2210 Seminar       | <u>3</u> | 3/0/0 |

**13 credits**

**66 credits total**

## **PTA COURSE DESCRIPTIONS**

### **PTHA 1105 Basic Patient Care Skills**

This course provides a foundation in physical therapy assessment and treatment techniques including body mechanics, transfers, passive range of motion, gait training, and vital signs.

### **PTHA 1110 Pathophysiology for the PTA**

This course focuses on the etiology, signs, symptoms, treatment, and physical therapy implications of common diseases and conditions impacting the systems of the body.

### **PTHA 1115 Functional Anatomy and Kinesiology**

This course covers the relationship of the musculoskeletal and neuromuscular systems in regard to normal and abnormal movement. This course provides a basic understanding of normal human body movement as related to skeletal, articular, neurological, and muscular systems as well as integration of skills related to the kinesiological assessment of the human body. Biomechanical principles related to human movement, manual muscle testing, and goniometry are also addressed.

### **PTHA 1200 Physical Agents**

This course covers biophysical principles and application of therapeutic physical agents and therapeutic massage with specific emphasis on indications, contraindications, precautions, and parameters for the following: superficial heat, cryotherapy, external compression, ultrasound, biofeedback, massage, spinal traction, hydrotherapy, and electrical stimulation.

### **PTHA 1205 Therapeutic Exercise**

This course is a study of theories, indications, contraindications, and application of common therapeutic exercise. Emphasis is given to the principles of therapeutic exercise and its appropriate utilization as part of the physical therapist's plan of care.

### **PTHA 1210 Practicum I**

Skills, knowledge and attitudes learned in all first year PTA courses will be applied to patient care in selected clinical settings over a full-time six-week period. Students will perform physical therapy assessment techniques and treatment interventions with moderate supervision and guidance from the supervising physical therapist

### **PTHA 2100 Management of Neurological Disorders**

This advanced course focuses on assessment techniques and treatment interventions of common neurological and pediatric disorders. Motor development and motor learning, including the implications for physical therapy treatment, is also included.

### **PTHA 2105 Rehabilitation Techniques**

This course progresses from previously learned knowledge for the assessment and treatment of more advanced patient patients. This course includes content on prosthetic and orthotic devices, rehabilitation of patients with an amputation, cardiopulmonary rehabilitation, women's health, and chronic pain.

### **PTHA 2110 Orthopedics**

This course focuses on common orthopedic injuries, disorders, and surgeries, including related physical therapy assessment techniques and treatment interventions. Musculoskeletal tissue healing, therapeutic exercise progression, and patient education is also included.

### **PTHA 2115 Professional Issues**

This course includes ethical decision making, common administrative components of physical therapy settings, quality assurance, professional opportunities for physical therapist assistants, and professional advocacy. Students also complete a service-learning project within the community.

## **PTHA 2200 Practicum II**

Skills, knowledge and attitudes learned in all PTA courses will be applied to patient care over a full-time six-week period. Emphasis will be placed on the clinical application and integration of knowledge and skills learned during the PTA program with the objective of providing care for routine patients with minimal supervision and guidance from the supervising physical therapist.

## **PTHA 2205 Practicum III**

Skills and knowledge learned in all PTA courses will be applied to patient care over a full-time six-week period. Emphasis will be placed on the clinical application and integration of knowledge and skills learned during the PTA program with the objective of students providing care for routine patients and complex patients at the level of an entry-level PTA with minimal supervision and guidance from the supervising physical therapist.

## **PTHA 2210 Seminar**

This course occurs concurrently with the final two clinical education experiences and helps prepare students to transition into the physical therapy profession through content on professionalism, resume design, job interviewing, leadership, and professional issues. Within this course students also take a simulated licensure exam and design a case study on a patient treated during their final clinical experiences

## **Knowledge of Program and College Policies and Procedures**

The PTA program abides by Rio Grande Valley College policies. The most current college policies can be found [www.rgvcollege.edu/files/RGV-Catalog-2021-2022.pdf](http://www.rgvcollege.edu/files/RGV-Catalog-2021-2022.pdf)

Students are expected to have a working knowledge of the content of the RGVC PTA Program Policy and Procedure Manual, which is provided annually at the start of the spring semester. After reviewing the policy and procedure manual, students will sign and date the "Student Handbook Agreement", 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 program faculty. To ensure all program policies are consistent with those of the College, the manual is reviewed annually by the Compliance Director. The Program faculty will consider input for manual revisions 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 RGVC administration will be notified of the updates. The manual will also be updated on the program website.

## **Course Grading**

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

|           |   |   |
|-----------|---|---|
| 92% -100% | = | A |
| 82% -91%  | = | B |
| 75% -81%  | = | C |
| 0% -74%   | = | F |

NOTE: May round up to move Letter Grade from "C" to "B" "B" to "A". CANNOT round up any grade less than a 75 (example 74.9 cannot be rounded to 75)

For the three clinical education courses within the program curriculum, pass (P) or no pass (NP) grades are given. Please refer to the Clinical Education Handbook regarding grading for these courses.

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

## **Disciplinary Procedure – Sequence for Behavioral Reasons**

If a student has a conduct or behavior problem, the instructor will have a one-to-one meeting with the student to discuss the behavior, and a verbal warning will be issued. The meeting will be documented as to the date indicating that a verbal warning was given. If the student's conduct and behavior do not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning will be given with documentation of specific actions needed to improve performance. A copy of the documentation will be placed in the student file with a copy sent to the College President, Dr. Annabelle Palomo, Ed.D , CEO. There will be a deadline given for definite measurable improvement to be demonstrated by the student.

If satisfactory improvement is not demonstrated before the deadline, the PTA Program Director may dismiss the student from the program.

### **Academic Honesty**

Students are expected to demonstrate honesty in all behaviors and communications in the classroom, skills lab, and clinical settings. RGV College expects the student to produce his/her own personal work for any assignments submitted. Any act of academic dishonesty such as cheating or fabrication of reports/records of patients/clients is not tolerated and is against ethical standards of physical therapy practice. If the student fails to meet these expectations, disciplinary action will be enforced.

Intellectual integrity and truthfulness are fundamental to student learning. Plagiarism is defined as the practice of taking credit for someone else's words, thoughts, or ideas (Valdes, 2019) and is a form of cheating and theft, as this displays the works of another individual. This occurs when the student fails to reference a source giving credit to the author or publisher when information such as but not limited to: paraphrasing, images copied, media or videos utilized, or when direct quotes are abstracted from a source. This is considered a breach of scholarly efforts, unethical, and illegal. If the student has any doubts regarding what constitutes plagiarism, the student should consult with his/her instructor prior to submitting any assignments.

Plagiarism and cheating in any form are subject to disciplinary action, including but not limited to a failing grade for the test or assignment, a failing grade for the course, and/or dismissal from the PTA Program.

### **Satisfactory Academic Progress**

Standards of academic progress are established to ensure students' progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or a counselor to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

All PTA Program general education and technical courses must be completed with a grade of "C" or higher (or "pass" for pass/no credit courses). If a student falls below 75% in any course they will be required to meet with faculty to develop a plan to ensure they have a grasp of the material to complete the program successfully. During these meetings the student's overall grasp of the information will be assessed, and an action plan will be developed to improve student success in the program. If students do not obtain a minimum grade of "C" in any course within the PTA Program curriculum, the student may be dismissed from the program.

Students must pass all skill checks and achieve a minimum of 75% competency on each lab practical examination within a course in order to achieve a passing grade in that course. Failure of any safety-related criteria results in a re-take of a skill check practical examination. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation. Students will be allowed a maximum of two re-takes for a failed practical examination. Students must pass Practicums I,II and III in order to advance in the program. Students must also achieve the expected Professional Behavior levels at the end of each semester as indicated on pages (32-38) to advance through the program. Failure to achieve the passing grade on each Practicum or the expected professional behavior level for each semester may result in dismissal from the program.

### **Academic Grievance/Petitions**

It is the policy of the Rio Grande Valley 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. Student complaints should be addressed in a fair and objective manner to adhere to nondiscriminatory practices. Each grievance should be submitted in writing by using the following process (as outlined on the RGV College school catalog):

**Step 1.** Students that have a grievance should discuss it informally with their instructor **within five (5) business days** of the event. The instructor will attempt to resolve any issues, concerns, or problems with which the incident originated. We hope that the majority of concerns will be resolved this way.

**Step 2.** If the student feels that the matter has not been resolved through the informal discussion, he/she should submit a grievance in writing to the PTA Program Director.

**Step 3.** The PTA Program Director will respond to written grievance **within five (5) days** and schedule an appointment to meet with the student to discuss the grievance. The PTA Program Director will conduct an investigation and thereafter, provide the student with a full and fair opportunity to present information relevant to the grievance. The PTA Program Director will render their **decision in writing within ten (10) business days** after concluding their investigation. The student's written complaint along with the Program Director's decision will become part of the student's permanent record.

**Step 4.** If the matter is not resolved to the student's satisfaction, the student may submit their grievance in writing to the College President. Dr. Annabelle Palomo, EdD, CEO. The College President will review the investigation and documentation to confirm that a full and fair opportunity of information was presented to resolve the grievance. The College President will render a decision in writing within ten (10) business days after concluding the investigation. **The College President's decision will be final.**

**Step 5:** If the matter is not resolved to the student's satisfaction, the student may write to:

1. Texas Workforce Commission  
Career Schools and Colleges  
101 East 15th Street Room 226T  
Austin, Texas 78778-0001 or Falls Church VA 22043  
(512) 936-3100  
<https://twc.texas.gov/jobseekers/career-schools-colleges-students>
2. Accrediting Bureau of Health Education Schools  
6116 Executive Blvd., Suite 730  
North Bethesda, MD 20852  
(703) 917-9503 [www.abhes.org](http://www.abhes.org)
3. Texas Higher Education Coordinating Board  
Office of General Counsel  
P.O. Box 12788  
Austin, Texas 78711-2788

**Complaint must be filed online and uploaded in PDF format by accessing:**

<https://www1.thecb.state.tx.us/Apps/CRAFT/Home/Create>

***If a student bypasses the steps in the chain of command, the complaint will be redirected back to the proper tier displayed above.***

## **Complaints**

Complaints by a student regarding the program should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA Program Director should be directed to the College President. All complaints will be documented, including the projected and final outcome, and kept on file at the program facility for 3 years in the student record for 3 years. Complaints regarding Accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education. This Commission is located at 3030 Potomac Ave., Suite 100 | Alexandria, VA | 22305; Email: [accreditation@apta.org](mailto:accreditation@apta.org)

## **Complaints Outside of Due Process - Policy and Procedures**

Program policies, procedures and practices have been created to handle the complaints that fall outside of due process, including a prohibition of retaliation following complaint submission. The policies are written, disseminated, and applied

consistently and equitably. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint, are maintained by the program in the Program Director's office for 3 years.

RGV College and the PTA program welcomes comments and suggestions from various stakeholders such as from graduates, employers of graduates or community members as the college strives to be "the premier educational institute throughout the RGV" as stated in the college vision statement. It is important to the program and college that all complaints are heard and considered in a timely manner. Assessment and improvement of the college and its programs is ongoing. No retaliation will occur by the program or college due to a complaint being filed.

RGV College understands that there may sometimes be a concern or grievance from a prospective student or interested party such as a Clinical Instructor or employer of a graduate. There is annual survey sent out to employers of graduates, recent graduates, and the professional advisory committee. Included in the survey is a statement providing the process an employer may follow to file a formal complaint. Parties wishing to file a formal complaint about the program may contact the PTA Program Director. Additionally, a statement included in the survey states that no retaliation will occur due to the filing of a complaint.

Furthermore, if at any time, employers of graduates, graduates, or clinical instructors may have a complaint with the program, the performance of a graduate, or the program curriculum, they are directed to do the following:

1. Initiate a formal complaint in writing addressed to the PTA Program Director.
2. The PTA Program Director will conduct an investigation, providing the complainant with a full and fair opportunity to present information relevant to the grievance.
3. The PTA Program Director will respond to written grievance within five (5) business days following receipt of the complaint.

If the matter is not resolved to the complainant's satisfaction, the following steps may be followed:

1. A written appeal may be filed with the College President, Dr. Annabelle Palomo.
2. The College President will respond to the written grievance within five (5) business days following receipt of the complaint.
3. The decision of the College President is final and not subject to further appeal.

Complaints regarding accreditation issues for the PTA Program should be addressed to:

Commission on Accreditation in Physical Therapy Education  
3030 Potomac Ave., Suite 100,  
Alexandria, Virginia 22305-3085

Contact Number: (703)-706-3245 Email: [accreditation@apta.org](mailto:accreditation@apta.org)

### **Withdrawal**

Once enrolled in the PTA Program, it is expected that enrollment will be continuous. If a student is unable to complete all five semesters of the PTA program continuously, it will cause them to have a "break" in their education. A "break" would be considered a withdrawal from a course or received a grade less than "C" in a course.

A student may be readmitted after a "break", due to a withdrawal from a course, receiving a grade less than "C", or an unexpected event, must petition for re-admission. For the student to be considered for readmission, they must have had a passing grade in the course at the time of withdrawal. The petition will be considered by a faculty review committee, consisting of the PTA Program Director, ACCE, College President, Compliance Director and other administrators as determined by the College President.

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor prior to making a request.

### **Conditions for Readmission to the PTA Program**

Consideration for readmission will be on an individual basis and a new application for readmission must be submitted. A student not enrolled in a PTA program for one or more semesters will be required to demonstrate competency in previously completed courses prior to 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 the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels.
4. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is readmitted.
5. The student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for new information. PTA faculty will develop appropriate materials to meet all objectives.
6. The student is responsible for maintaining the ability to satisfactorily perform all previously learned skills. Demonstration of satisfactory performance will be required prior to readmission into the program.
7. A student is eligible for readmission into the PTA program only once.

### **Graduation Criteria**

Upon successful completion of the following criteria, Rio Grande Valley College will grant an Associate of Applied Science Degree with a major in Physical Therapist Assistant:

1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of "C" for each course.
2. Clinical Education: Students are required to pass all clinical education courses.
3. Student must be assessed at "Entry-level" for all ten Professional Behaviors by program faculty.
4. Students must pass at least one comprehensive benchmark exam. Four benchmark exams will be administered during the penultimate and final semesters.

The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. In order to qualify to participate in commencement, a student must have met all program requirements, be in good academic and financial standing as well as received a score on the PEAT that is equivalent to 55% of questions correct. passing grade on the PEAT.

### **NPTE Benchmark Exam Policy**

To graduate from the PTA program, students must pass at least one comprehensive benchmark exam. Eight benchmark exams will be administered during the penultimate and final semesters. Two exams will be the Academic Online Advantage through ScoreBuilders, and a third through ScoreBuilders' Insight Individual Exam. Another two exams will be given using the Academic Practice Exam and Assessment Tool (PEAT) through the Federation of State Boards of Physical Therapy (FSBPT). Students will also take a benchmark through Final Frontier Integrated Curriculum Platform, and another through the TrueLearn Assessment Platform. Lastly, the eighth exam will be taken through PTA Final Exam Platform. All benchmark exams will be purchased by the college and conducted in a proctored environment.

The first benchmark through the Online Advantage Student Exam through ScoreBuilders will be given at the end of the penultimate semester during the PTHA 2115 Professional Issues course. This exam helps students gauge their progress toward NPTE readiness. Failing to achieve the minimum score on this first benchmark will not affect the PTHA 2115 course grade. The remaining benchmarks will be administered during the PTHA 2210 Seminar course.

Students must achieve a minimum score of 55% on at least one benchmark to demonstrate progress toward NPTE-PTA readiness. Successfully meeting this requirement makes students eligible for graduation and participation in the graduation ceremonies. If a student fails to meet the 55% minimum score, they will not graduate and will receive an incomplete for PTHA 2210 Seminar.

Students who do not meet the required score must purchase an additional two PEAT exams (Individual PEAT) from the FSBPT. The first exam must be taken within one month of the last unsuccessful benchmark attempt. Students must undergo remediation before taking the first Individual PEAT exam. Remediation may include tutoring with core faculty, practicing in open labs with peers and/or faculty, and content review through programs such as ScoreBuilders or Therapy-Ed.

If the student fails the first Individual PEAT exam, they must continue mandatory remediation and complete an online NPTE content review course with ScoreBuilders or Therapy-Ed before attempting the final Individual PEAT exam. Passing either of these two Individual PEAT exams will allow the student to receive a grade for the Seminar course and graduate with their cohort, making them eligible to take the October NPTE and officially participate in the next RGV College graduation ceremony.

While students are undergoing remediation before taking the final Individual PEAT exam, they will be placed on a Leave of

Absence (LOA) from the PTA Program at RGV College. The LOA will end when they return to take the final Individual PEAT exam. Failure of the final Individual PEAT will result in the student being withdrawn from the PTA program and receiving a failing grade in PTHA 2210 Seminar. The student will have the opportunity to be readmitted to the PTA Program as per the readmission policy. If readmitted, they will only need to repeat the PTHA 2210 Seminar course, including the benchmark exams. While waiting for the PTHA 2210 Seminar to begin, students will be encouraged to audit classes with a lab portion to stay current with their skills. Students may incur additional costs if re-admitted.

If the student successfully achieves the minimum score of 55% on one of the three benchmarks in the repeat PTHA 2210 Seminar, they will receive a passing grade for the course and will graduate as a member of the next Cohort, eligible to participate in the graduation ceremony and register for the NPTE-PTA exam.

If a student fails the benchmarks offered in the repeat PTHA 2210 Seminar, they will receive a failing grade and will be processed for withdrawal from the PTA Program without the opportunity for readmission as readmissions can only occur one time per program policy.

## **Transfer of credits**

In order for students to be considered for a transfer of credit from another university, students must submit to the RGV College' Registrar's Office official transcripts from all college/universities attended with a cumulative GPA the equivalent of a "C" or better. No academic course with a grade below "C" is accepted for transfer credit into the PTA Program. Academic courses include general courses such as English composition, psychology, and written communication, social, behavioral and biological sciences, humanities, and visual arts. All science general education courses must have been completed within five years of application deadline.

## **Transfer into PTA Program**

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

- The RGV and PTA Program application and registration procedures are completed.
- All RGV courses must be taken in their entirety even if students have successfully completed units of the course in another PT or PTA program.

## **Licensure**

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. Most states require licensure or certification to work as a PTA.

### **Field Trips and Off-campus Laboratory Sessions**

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips and off-campus laboratory sessions. The following procedures apply for off-campus experience:

- The use of private vehicles for field trips and off-campus laboratory sessions is allowed. Students must have their own auto insurance and will be responsible for any traffic violations.
- All RGVC Policies and Procedures are applicable during the off-campus experience.
- Students participating in field trips and off-campus laboratory sessions are required to sign the "Waiver of Liability Assumption of Risk, and Indemnity Agreement – On/Off Campus Activities" form prior to the activity. This waiver will be signed at the time of admission into the program. This Waiver is located in the Appendix.
- PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for full-time clinical experiences.

### **Student Retention**

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 16. If a PTA student is having any difficulty academically, 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 Program faculty strives for all students to succeed and is more than willing to help.

## Program Costs

The following is the estimated cost of the program using the 2025-2026 tuition/fee schedule:

|                                                                                                                                                 |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Tuition:(includes books & technology)                                                                                                           | \$ 37,900.00        |
| Registration Fee                                                                                                                                | \$100.00            |
| COMPLIO                                                                                                                                         | \$ 35.00            |
| One time drug screen                                                                                                                            | \$ 42.00            |
| Background Check                                                                                                                                | \$ 35.00            |
| Other program- related expenses<br>[Includes: required texts, laboratory fees, and<br>other program costs for the<br>entire technical program.] | \$1,070.00          |
| <b>TOTAL TUITION AND FEES</b>                                                                                                                   | <b>\$ 39,182.00</b> |

## II. Facilities and Services

### Clinical Laboratory

The PTA lab room number is P2 and is utilized for lab work. There are open lab times scheduled each week where faculty will or will not be in attendance. Open labs can be used for practicing PTA skills, for peer skill check and for skill check with faculty. Open lab time hours will be posted each semester.

It is the PTA Program's expectation that the lab will be maintained in a safe and orderly fashion. Out of respect and as a professional responsibility to faculty and students who use the lab, must:

1. Replace equipment in its proper location
2. Fold and put away linens and pillows (clean linen)
3. Place used linen in proper receptacles
4. 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.

### Lecture Rooms

The PTA lecture room number is P1. The lecture room may also be used as part of the lab as students will have classroom tables that have a mat that can be placed on the table making the table into a plinth. At times the PTA lecture room may be used as a lab and the lab may also be used for lectures.

### Study Areas

The Learning Center is a quiet place for individual or group study. The student lounge is also a great area for individual or group study. Private study rooms located in the Learning Center may be reserved by students as well. The PTA lab may be used for group study when classes are not being held with PTA faculty permission or during open lab time.

### Student Records and Exam Copies

The PTA Program maintains files that include disciplinary forms, clinical affiliations, clinical site evaluations, and student surveys. All clinical education material for all students is stored in a locked file cabinet in the ACCE's office. The PTA Program Director maintains student disciplinary, grievance, and academic counseling in a locked file in the office. All other information department/student forms, consent forms, waivers of liability, health maintenance, or other correspondence will be maintained in the Registrar's office. . Students may review the contents of their file during the ACCE or PTA Program Director's respective posted office hours. Information will be maintained for five years after graduation to assist faculty in providing employment references for students. After five years the files will be destroyed.

Copies of completed midterm and final exams will be scanned and kept in filing cabinets locked in faculty offices for five years as well. Students will not be allowed to keep copies of completed midterm or final exams. Students may request to review their exam at any time after the exam has been graded and before the next exam. This review will be proctored by a faculty member, and students will not be allowed to leave the room with their test file.

### Library Resources

RGVC library has a variety of holdings appropriate for the PTA Program. Online access to many physical therapy and other medical journals are available through the LIRN system.

### Career Services

It is the policy of RGV College that we assist students with job placement. For information on job opportunities, students can make an appointment with the Career Service Coordinator for assistance.

### Computer Requirements and Specifications

All Undergraduate students are required to have access to a laptop computer with the capacity to connect to the internet via a wireless connection. Software required on each laptop includes Microsoft Office Suite (XP or higher). The Microsoft Office Suite, which includes Word, Excel, PowerPoint and Outlook, is available to students through the college at a significant savings.

| PC                                                                                                                                                                                                                                                                                                                                                                                                            | Mac                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>○ <b>Processor</b><ul style="list-style-type: none"><li>▪ i5 minimum</li></ul></li></ul>                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>○ <b>Processor</b><ul style="list-style-type: none"><li>▪ i5 minimum</li></ul></li></ul>                                                                                                |
| <ul style="list-style-type: none"><li>○ <b>Memory</b><ul style="list-style-type: none"><li>▪ 8 GB minimum</li></ul></li></ul>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>○ <b>Memory</b><ul style="list-style-type: none"><li>▪ 8 GB minimum</li></ul></li></ul>                                                                                                 |
| <ul style="list-style-type: none"><li>○ <b>Hard Drive</b><ul style="list-style-type: none"><li>▪ 250 GB minimum</li></ul></li></ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>○ <b>Hard Drive</b><ul style="list-style-type: none"><li>▪ 250 GB minimum</li></ul></li></ul>                                                                                           |
| <ul style="list-style-type: none"><li>○ <b>Wireless</b><ul style="list-style-type: none"><li>▪ N Capable</li></ul></li></ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>○ <b>Wireless</b><ul style="list-style-type: none"><li>▪ N Capable</li></ul></li></ul>                                                                                                  |
| <ul style="list-style-type: none"><li>○ <b>Operating System</b><ul style="list-style-type: none"><li>▪ Windows 7</li></ul></li></ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>○ <b>Operating System</b><ul style="list-style-type: none"><li>▪ OSX 10.7 minimum</li></ul></li></ul>                                                                                   |
| <ul style="list-style-type: none"><li>○ <b>Other</b><ul style="list-style-type: none"><li>▪ Microsoft Office 2010 Professional Plus<ul style="list-style-type: none"><li>▪ Microsoft Security Essentials or other antivirus</li></ul></li><li>▪ Microsoft Office 2010 Professional Plus<ul style="list-style-type: none"><li>▪ Microsoft Security Essentials or other antivirus</li></ul></li></ul></li></ul> | <ul style="list-style-type: none"><li>○ <b>Other</b><ul style="list-style-type: none"><li>▪ Microsoft Office 2011 with Outlook</li><li>▪ Parallels/Windows 7 minimum</li><li>▪ ClamXAV or other antivirus</li></ul></li></ul> |

Computer access is available in the Computer Lab as well but must be reserved.

### Resources – Written and Audiovisual

All PTA students will have access to ProQuest library resources online. Physical Therapy journals and magazines will be available with their secured portal.

### ADA Information

With a commitment to equal access of facilities, activities, and programs, RGV College provides reasonable and appropriate accommodations for qualified students with regard to disabilities and with regard to the potential for success as defined in Section 504 of the Amended Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Section 508 of the Rehabilitation Act of 2000, and the ADAAA of 2009.

Such disabilities include, but are not limited to speech impairments, hearing impairments, visual impairments, learning disabilities, and emotional/psychological disabilities. Students requesting special accommodation must adhere to the following guidelines as per institutional policy:

Students should make requests for accommodation at least (4) four weeks prior to the first day of the semester or if returning

student at least (2) two weeks before classes begin. It is highly recommended that students allow this sufficient time prior to the first day of class for greater likelihood of academic success that semester. Failure to do so may result in delay or suspension of services. The request should be in writing and sent to the Program Director. A request for accommodation is considered on an individual basis.

## **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 RGVC. 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, it should be reported immediately to a PTA Program faculty member. Students may not remove equipment from RGVC under any circumstances. Students cannot use biophysical agents which require electricity, such as therapeutic ultrasound, mechanical spinal traction, mechanical compression, and electrotherapeutic agents, without a faculty member present.

## **III. Program Policies and Procedures**

### **Professional Behaviors**

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in the classroom, laboratory and clinical settings. Guidelines for these standards are as follows:

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

Expected Professional Behavior levels are:

End of Semester Spring I: All Professional Behaviors at least beginning level

End of Semester Summer I: 50% of Professional Behaviors at intermediate level or higher

End of Semester Fall II: All Professional Behaviors at least intermediate level

End of Semester Spring II: All Professional Behaviors at entry level

Faculty will provide both oral and written feedback regarding 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, students may be dismissed from the program.

### **Professional Appearance**

In the interest of safety and professionalism, students are expected to adopt the following professional appearance behaviors while on campus, and field trips:

- No hats
- Trimmed, clean nails
- No excessive jewelry
- No excessive makeup
- No visible face or mouth jewelry/piercings other than small earrings located in ears
- No offensive body odor
- School issued polo shirts and Khaki pants
- Hair neatly groomed and out of face

Exceptions to the PTA dress code may be made for religious, cultural, or medical reasons. Please refer to the RGV PTA Program Clinical Education Handbook for information on professional appearance behaviors expected during clinical education.

### **Food and Beverages**

No food or beverages are allowed in P2 the PTA Program Laboratory, during class or during open lab time, except for travel mugs and beverage bottles with closeable lids.

### **Attendance Policy**

The RGVC PTA Program faculty members have a responsibility to assure that all PTA students have an adequate background, including competence in technical skills. The faculty must ensure that each student is able to utilize these skills and knowledge in a safe, competent, and professional manner. 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 students' learning. Therefore, these learning experiences cannot be repeated, and attendance is a professional responsibility.

RGVC expects that students will participate in all scheduled classes, laboratories, and clinical education experiences. Students are expected to attend 90% of all classes. Laboratory and/or clinical absences are limited to two days per semester. Absences caused by medical situations will require healthcare provider documentation and/or medical release in order to become eligible to resume classroom, lab and clinical classes. Class attendance and participation are vital towards student success within the program. Attendance is recorded daily from start of the first day of class. The students are expected to attend class regularly and be punctual throughout the semester. Should the student exceed the allowable absences from the program, the student must schedule a meeting with the Program Director before returning to class to determine remediation or withdrawal from the course.

If absence is anticipated, it is the STUDENT'S responsibility to notify the instructor, in person or by phone/email prior to 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 will be excused for a personal or family medical emergency or a death in the family. Vacations are not routinely excused absences. The course instructor has the right to not approve of the student's reason for being absent from class.

Students are responsible for making up the work missed during any absence. If it becomes necessary to add/drop a course or withdraw from a course, it is the student's responsibility to complete the college's approved withdrawal process as outlined in current RGVC College policy located in the RGVC College student catalogue.

If the student does not initiate course withdrawal with their academic advisor and instructor, the student will be considered an enrolled student in the course and will receive a grade appropriate for what grade was achieved while enrolled.

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 made in person, by telephone, or email. If the instructor is not available, a message should be left with another member of the PTA faculty. The instructor will decide the time and method of make-up examinations on an individual basis. Messages sent by other students are not acceptable. The student is responsible for notifying the instructor of the reason for the absence.

### **Leave of Absence**

From time-to-time circumstances might compel students at RGVC to interrupt their studies. These breaks in enrollments are formally recognized as Leave of Absence (LOA). A Leave of Absence is a temporary interruption from school and must be associated with extreme circumstances beyond the student's control. No more than two (2) Leaves of Absence may be granted in a 12-month calendar period and must not exceed 60 calendar days. Leave of Absences must be documented, signed and approved by the College President on or before beginning such leave and will part of the student's permanent file. A student who fails to return from an approved LOA on or before the scheduled return date will be terminated from the program, making the last date of attendance the effective date of termination for refund purposes. Contact hours and days taken in the leave of absence will not be included in the students' cumulative attendance percentage calculation. Leave of Absences taken will extend the students scheduled completion date. Courses in progress while on LOA will be required to be repeated or partially completed to be considered completed courses. Tuition payment must continue to be made during a Leave of Absence period. Students enrolled in seminars are not eligible to take a Leave of Absence

### **Excused Absence**

RGVC expects students to attend and participate in all classes. Missed coursework has the potential to disrupt individual and team learning, invalidate assessment of learning outcomes, create unfair advantages, and divert faculty and student resources away from teaching and learning. However, occasionally an absence from coursework will be unavoidable and circumstances beyond our control may happen, therefore an excused absence may be considered with the expectation that the absence meets the excused absence criteria, proper and timely documentation is provided to the Program Director.

Refer to page 74 of the School Catalog for a detailed explanation of the Excused Absence Policy which outlines the excused absence criteria and procedures

## **Rescheduling of Classes**

On occasion classes may need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend.

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director or other PTA Faculty member. The Program Director or other faculty members will notify the class via email and it will be placed on the campus Canvas online learning management system dashboard for campus wide notification. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.)

## **Lab Protocol**

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts. Students will be given time at the end of class to dress.
2. Changing areas are the respective Men's/Women's restrooms located in the main building.
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 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 that they will miss a lab section must contact the course instructor in advance. The students should also make arrangements to make up work with a lab partner.
8. No food or beverages are allowed in PTA lab, during class or during open lab time except for closeable beverage containers.

## **Program Safety and Security**

1. All classroom and lab equipment is property of Rio Grande Valley 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 on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of programming 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. No electrical equipment may be used without supervision even if the student has passed their faculty skill check with that piece of equipment.
4. All lab equipment and supplies must be returned to their proper place of storage 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 prior to the start of the second semester of the program. Students must submit a two-sided copy of their CPR certification card to the PTA Program ACCE certified by the American Heart Association. This copy must include the expiration date, the student's name, student's signature and instructor's signature. PTA Program faculty will also maintain current adult, child, and infant CPR.
6. Students will follow college policies in the event of a building evacuation. These policies can be found in the RGVC Emergency Procedures Manual. A copy of this manual will be kept in the PTA Program Laboratory, the office of the Program Director and is found online at [https://www.rgvcollege.edu/files/RGVEmergency.pdf\\_](https://www.rgvcollege.edu/files/RGVEmergency.pdf_)
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 the time they are enrolled in the PTA Program must report that fact to

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 responsibility of the student.
9. Equipment user manuals are kept in the PTA Program Laboratory.

## **Skill Checks**

A skill check is an assessment of a student's ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways. First, a peer skill check must be completed with two lab partners. The results of the peer skill checks must be documented on the skill check form. Students will then have the opportunity to work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during open lab times or during scheduled course labs, if there is time.

Skill checks contain safety elements of PTA skills that must be completed in order to pass the skill check. If a student fails any safety element, they automatically fail the skill check and must retake it. Cueing by the instructor needed to complete a skill check results in reduction of a student's score.

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. If skill checks are not completed prior to a practical exam, the student will receive a 0% on the practical exam and will then receive two additional attempts to pass the exam.

Students who have successfully passed a skill check are considered to have demonstrated competence in that skill and are expected to maintain their competence through regular review of the skill.

## **Practical Exams**

Practical Exams are used to 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. Prior to the retake, students will be offered an opportunity for remediation which includes but is not limited to faculty tutoring and open lab practice with peers or faculty. 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 2nd practical examination retake is required. Students must demonstrate a 75% on either the initial practical exam or during an exam retake to pass the course.

If a student does not have the skill check(s) related to a practical exam completed at the scheduled time of the practical exam, the student will receive a failing grade for the student's first attempt at the practical exam. Once the related skill check(s) are completed, the student can then complete up to two retakes as stated above.

Students will receive detailed instructions and rubric at least one week prior to scheduled practical exams. Students will also be required to have been signed off on two peer skill checks and one faculty skill check prior to taking the practical exam.

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.

## **Insurance**

RGV College and clinical education sites do not provide health insurance to students. It is advised that students carry their own health insurance during the program including all full-time clinical education experiences.

## **Immunizations and Health Screening**

To protect the health of students, patients, employees, and others, the College requires all students to provide up-to-date immunizations to complete the enrollment process as required by the Texas Department of Health, Center for Disease Control (CDC), RGV College, and affiliated clinical sites. NO student will be allowed to attend a clinical site until all immunizations are up-to-date and health requirements are met.

Documentation of the following immunizations and test is required

- Hepatitis B (HBV)
  - Submit documentation of the 3rd Hep-B Immunization
  - Disregard if you already submitted proof of Hep-B Immunity or completion of the 3-series immunization requirement
- Measles/Mumps/Rubella (MMR)
  - MMR Series (two) (Measles, Mumps and Rubella) vaccine or titer showing antibodies present.
- Varicella (Chicken Pox)
  - Laboratory proof of varicella immunity
  - Documentation of varicella booster if laboratory report shows you are NOT immune to varicella
- Tetanus/Diphtheria/Pertussis (Tdap)
  - Tdap (must be the combination of Tetanus, Diphtheria and Pertussis) Must be completed every 10 years.
- Meningococcal (Meningitis) Vaccine (MCV4)
  - Documentation of Immunity; Meningococcal Vaccine (required for students who are 22 years of age or younger by the first day of class.)
- Influenza vaccine
  - Required annually (between October-May). Documentation must include vial lot number, expiration date, healthcare provider signature, and facility administering vaccine.
- Tuberculosis screening (PPD)
  - Current Tuberculin Skin Test (negative with reading in millimeters, mm) or, if Tb Skin Test is positive, a Chest X-Ray with negative results for disease to have been completed within the last 5 years.
  - Students with positive TB screen results must provide documentation of negative chest x-ray results and provide a report every 2 years.
- Covid 19 Vaccine
  - **Not required for PTA Program.\***

The College will follow procedures for maintaining these immunization and health screening records as private educational data in accordance with federal and state privacy laws.

**\*COVID-19 Vaccine is optional if ≥65 years of age or if moderately-severely immunocompromised or has a high risk of severe illness**

### **PTA Program Equipment Testing**

All electrical equipment owned and used by the RGVC PTA Program will be annually inspected and labeled by qualified biomedical personnel. Lonestar Biomedical Solutions will provide this service.

A qualified biomedical engineer will be scheduled to visit annually before the start of spring semester. The following will be performed at that time: equipment testing and calibration, labeling that verifies testing and calibration, documentation of testing results, repair as needed.

Non-electrical equipment (treatment tables, wheelchairs, crutches, etc.) will be inspected annually by the PTA Program Faculty prior to the start of the Fall Semester. Repairs will be made or arranged by the program as needed. Documentation of inspection will be recorded and kept in the equipment binder in the PT lab.

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

### **Personal Property and Valuables**

Rio Grande Valley College and the PTA Program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly

### **Medical Emergency in the Classroom**

Students are expected to respond quickly to an emergency. Universal methods of treatment common to most emergencies are listed:

1. If someone else is in the room, ask him/her to report the emergency to a faculty member or college staff. If appropriate, call for medical assistance (911) or have someone else call
2. Access vital signs and begin CPR if appropriate
3. A first aid kit is located in the PTA Program Laboratory

### **Financial Aid**

To assist students in meeting college costs, RGV College offers a comprehensive program of student financial aid. For more information on eligibility and application procedures, inquire at the Financial Aid Office.

### **Confidentiality/Data Privacy**

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

1. Grades will be posted using the online Canvas system which requires students to sign in using an individual password.
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 RGVC
5. Requests for student information from any government agency will be referred to the Registrar's Office
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences among other things. This agreement is located in the Clinical Education Handbook Appendix.
7. During the first semester of the PTA program, students are instructed in basic HIPPA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. They are also required to pass an online instructional module/knowledge test prior to their first clinical education course.

### **Standard Precautions**

Information on "Standard Precautions" will be provided in the 1<sup>st</sup> semester of the program in Basic Patient Care Skills and during the 2<sup>nd</sup> semester of the program in Physical Agents. Content includes but is not limited to: bloodborne pathogens; universal Precautions; infection Control the chain of Infection, and proper hand washing techniques. All students must demonstrate satisfactory understanding of this information by passing a test which includes content on standard precautions during PTHA 1105 Basic Patient Care Skills.

### **OSHA Regulations**

MSDS forms for all hazardous substances used in the PTA lab are kept in a marked binder in the lab.

### **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 not used for positioning may be folded and returned to the laundry cart to be used again.
3. Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.

### **Electronic Devices**

Cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if students need one on due to childcare, etc.) during lecture and lab periods. Cell phones and other electronic devices must be turned off during off-campus labs and during field trips. Students will have opportunities to check their phone for messages during scheduled breaks or between classes. If students have an emergency situation where they are waiting for a call, the instructor is to be notified before class.

Calculators may be allowed for specific quizzes/tests/exams. 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.

### **Informed Consent**

Students within the PTA program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This participation is very important to the learning process. Students must sign a consent form and a General Waiver of Liability prior to practicing laboratory skills. Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Students will sign a General Waiver at the beginning of each semester of the PTA Program. Consent forms will be kept on file in the PTA Program Director's office. General Waivers will be kept on file in the Registrar's office.

### **Photography/Videotaping**

PTA students, on occasion in classroom and laboratory settings will be simulating a work environment and will practice on one another. During this time, you may be videotaped or have digital pictures taken of you, both of which will be used only for educational purposes. You will be asked to sign a permission form to allow videotaping and digital photography at the start of the first semester of the PTA Program. This form will remain in effect for the duration of the student's tenure in the PTA Program. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical experience site for confidentiality and for obtaining consent.

### **Background Checks**

Documentation of a negative criminal background check (CBC) authorization and release form must be submitted to complete the application and admission process. A student may be conditionally accepted into the program pending the review of criminal background check results which will be done through COMPLIO. Applicants who fail to disclose a known criminal history, may be ineligible for admission into the program. Results through their database will be sent directly to the College for use in determining eligibility for enrollment and clinical placement.

According to the Federation of State Boards of Physical Therapy (FSBPT), the state of Texas allows FSBPT to automatically approve any test taker who applies for the NPTE with Texas as their jurisdiction. This agreement does not consider any background of the test taker. Taking and/or passing the NPTE is not a guarantee of licensure. The state must approve any potential licensee to be eligible for licensure.

If it is determined that there is a negative result in the applicant's criminal background, the state of Texas has the following process to determine eligibility to sit for licensure. Requestors must submit their requests in writing to the Executive Board of Physical and Occupational Therapist Examiners (ECPTOTE) and include:

- (1) A statement by the applicant detailing the event(s) that led to the conviction/deferment;
- (2) Copies of any court documents including (but not limited to): indictments, orders of deferred adjudication; judgments; convictions; probation/parole records and evidence of completion of probation/parole; and(3) The fee required by the board, which is not refundable. The fee is currently \$50 but is subject to change.

The board may require additional information including fingerprint cards before issuing a criminal history evaluation letter. The board shall provide a criminal history evaluation letter that includes the basis for ineligibility if grounds for ineligibility exist to all requestors, no later than the 120th day after the board receives all required documentation. According to ECPTOTE, regardless of the board's decision provided in the criminal history evaluation letter, an applicant may choose to apply for licensure.

Texas State Law requires that any person who provides services that involve direct contact with patients and residents at a health-care facility licensed by the Texas Department of Health, Center for Disease Control (CDC) have a background study conducted by the state, which includes fingerprinting. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical education placement. Inability to participate in a clinical education placement required by the academic program will result in ineligibility to qualify for a degree in this program. Students enrolled in a healthcare program at Rio Grande Valley College must pass health care students must pass both national and state background study prior to starting clinical education experiences.

Students will sign a waiver and release of liability wherein the student specifically agrees to allow RGV College to share the results of the background check with the clinical sites to which students will be assigned. The student shall further agree

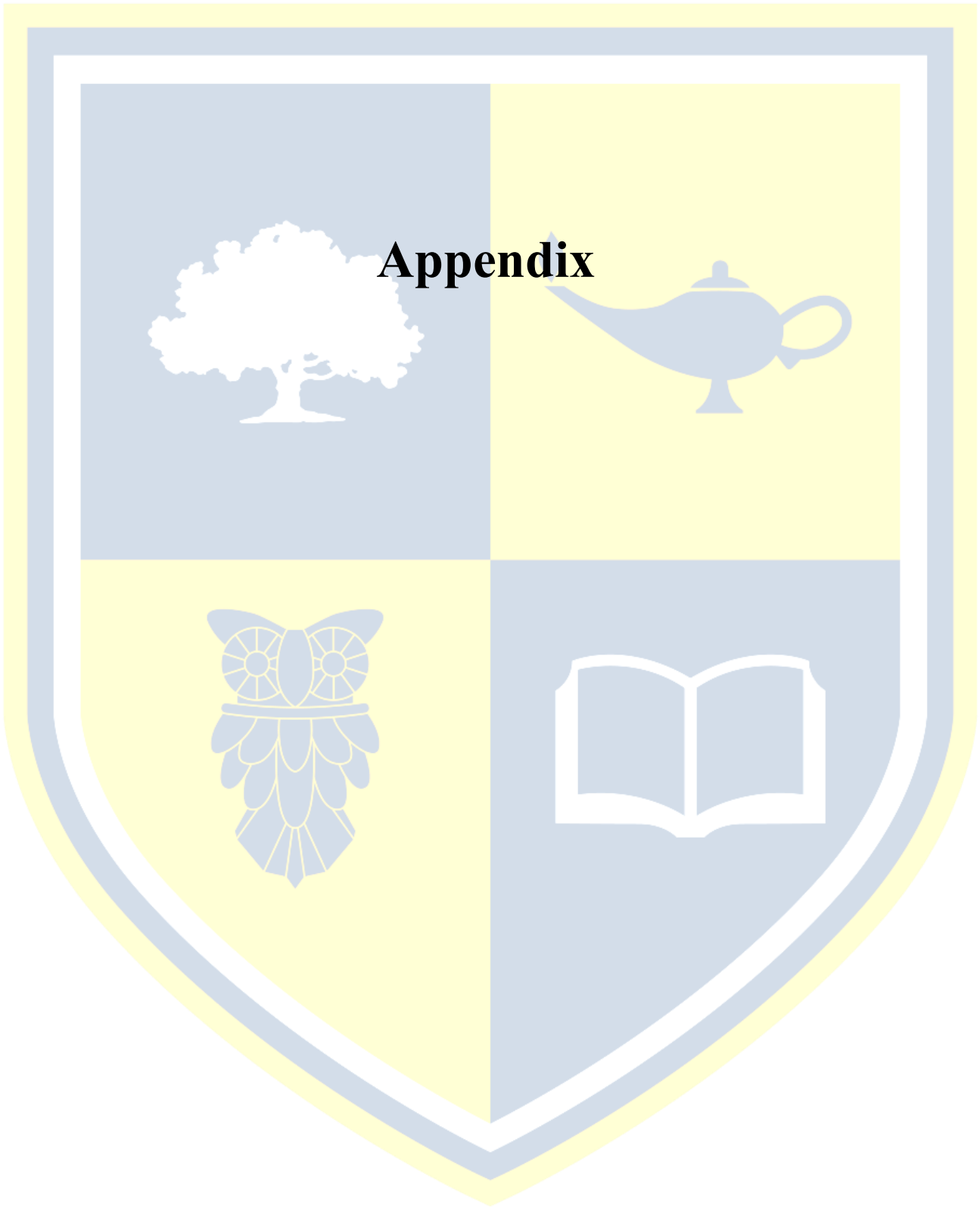
that they understand that such information may be used to deny the student continuation of enrollment and participation of the Physical Therapist Assistant Program. The applicant is responsible for any cost incurred in the pre-screening process including the required Criminal Background Check.

### **Lab Infection Control**

To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Plinths, mats, and other treatment surfaces will be cleaned using a bacteriocidal agent after every class by the housekeeping staff. Between each student use, treatment surfaces will be cleaned with a bacteriocidal agent by students
2. Soiled linen will be placed in the linen hamper located in the lab. If a bag is full, place a new bag in the hamper. After each class, housekeeping staff will empty hamper. Linens will be cleaned daily.
3. The hydrocollator will be cleaned at a minimum of every 2 weeks as per manufacturer's guidelines.
4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.





# American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant

## Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy 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.

## Standards

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

- 1A. Physical therapist assistants shall act in a respectful manner toward 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 therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

- 2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests 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 decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

- 3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.
- 3B. Physical therapist 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 consistency 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 a physical therapist 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 therapist 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 to seek assistance or counsel.

5E. Physical therapist assistants 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 advances 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 that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects 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 organizations that meet the health needs of 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 therapist 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**

**Professional Behaviors Assessment Tool**

Date:

of each professional behavior.

the behavioral criteria described in each of the levels.

formance continually, relative to professional behaviors, using the behavioral criteria.

emester:

ghter, highlight all criteria that describe behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), and Entry Level (column 3).

one specific example of a time when you demonstrated a behavior from the highest level highlighted.

along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This scale is provided for each criterion. In the highlighted areas, the specific example, and feedback from your CI.

Program Director

|                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                     |
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| <p>The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate logical argument, and to identify and determine the impact of bias on the decision-making process.</p> | <p><b>Intermediate Level:</b></p> <p>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</p> | <p><b>Entry Level:</b></p> <p>Distinguishes relevant from irrelevant information; formulates and critiques alternative hypotheses; Infers applicability of information and research evidence; Exhibits openness to contradictory information; Identifies appropriate measures and resources; Applies solutions efficiently; Justifies decisions</p> |
|                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Place an “x” on the visual analog scale below:</b></p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <span style="width: 40%;"></span> <span style="width: 10%; text-align: center;"><b>B</b></span> <span style="width: 40%; text-align: right;"><b>I</b></span> </div>                |

**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 professional behaviors, using the behavioral criteria.
4. At the end of each semester:
  - a. Using a highlighter, highlight all criteria that describe 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

1. **Critical Thinking:** 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.

***Beginning Level:***

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

**Intermediate Level:**

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

**Entry Level:**

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

### Specific Example:

**Place an “x” on the visual analog scale**

B I E

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| <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>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Place an “x” on the visual analog scale<br><br>B                      I                      E                                                                                                                                                                                                                                                                                |

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| <b>3. Problem Solving:</b> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.                                                                                                                            |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                         |
| <b>Beginning Level:</b> Recognizes problems; States problems clearly;<br>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 | <b>Intermediate Level:</b> 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 | <b>Entry Level:</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 |
| <b>Specific Example:</b>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                 | Place an “x” on the visual analog scale<br><br>B                                      I                                      E                                                                                                                                                                                                                          |

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| <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.                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <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 | <b><i>Intermediate Level:</i></b> 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 | <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 |
| <b>Specific Example:</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 | <b>Place an “x” on the visual analog scale</b><br><div style="text-align: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>B</b></span> <span><b>I</b></span> <span><b>E</b></span> </div> </div>                                                                                                                                                                                                                |
| <b>5. <u>Responsibility:</u></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.                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><i>Beginning Level:</i></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                                                                                                                                             | <b><i>Intermediate Level:</i></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                 | <b><i>Entry Level:</i></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                               |
| <b>Specific Example:</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 | <b>Place an “x” on the visual analog scale</b><br><div style="text-align: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>B</b></span> <span><b>I</b></span> <span><b>E</b></span> </div> </div>                                                                                                                                                                                                                |

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| <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.                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <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 | <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 | <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 & 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 |
| <b>Specific Example:</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Place an "x" on the visual analog scale<br><div style="text-align: center;">             _____<br/> <b>B                      I                      E</b> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>7. Use of Constructive Feedback:</b> The ability to seek out and identify quality sources of feedback, reflect on and integrate feedback and provide meaningful feedback to others.                                                                                                                                   |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Beginning Level:</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>Intermediate Level:</b> Critiques' own performance accurately.<br>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>Entry Level:</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>                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             | Place an "x" on the visual analog scale<br><div style="text-align: center;">             _____<br/> <b>B                                      I                                      E</b> </div>                                                                                                                                                                                                                                                                           |

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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;<br>Identifies resource limitations (i.e. information, time, experience);<br>Determines when and how much help/assistance is needed;<br>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 |
| <b>Specific Example:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                              | <b>Place an "x" on the visual analog scale</b><br><div style="text-align: center;">           _____<br/> <b>B                      I                      E</b> </div>                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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><i>Beginning Level:</i></b><br>Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations                                                                                            | <b><i>Intermediate Level:</i></b> Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors | <b><i>Entry Level:</i></b><br>Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; 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><div style="text-align: center;">           _____<br/> <b>B                                              I                                              E</b> </div>                                                                                                                                                      |

**10. Commitment to Learning:** 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><i>Beginning Level:</i></b>                                                                                                                                                                                                                                                                        | <b><i>Intermediate Level:</i></b>                                                                                                                                                                                                                                                                                                                                                            | <b><i>Entry Level:</i></b>                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prioritizes information needs; Analyzes and subdivides large questions into components; Identifies own learning needs based on previous experiences; Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research or cases studies | Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and re- evaluates performance; 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 | Respectfully questions conventional wisdom; Formulates and re-evaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations; Consults with other health professionals and physical therapists for treatment ideas           |
| <b>Specific Example:</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                              | <b>Place an “x” on the visual analog scale</b><br><div style="text-align: center;"> <div style="display: inline-block; width: 100px; border-bottom: 1px solid black; margin: 0 auto;"></div> <div style="display: flex; justify-content: space-between; width: 100px; margin: 0 auto;"> <span><b>B</b></span> <span><b>I</b></span> <span><b>E</b></span> </div> </div> |

**Based on my Professional Behaviors Assessment, I am setting the following Goals:**

**To accomplish these goals, I will take the following specific actions:**

**Student Signature:** \_\_\_\_\_

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

**Faculty Signature:** \_\_\_\_\_

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

**Rio Grande Valley College**  
**Physical Therapist Assistant Program**  
**Essential Functions for Physical Therapist Assistant Students**

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations:

1. Attend class approximately 30-40 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions.
4. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
5. Use sound judgment and safety precautions (exposure to blood- borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Policy and Procedure Manual and the PTA Program Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
10. Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate.
11. Behave in a competent, professional manner.

Physical requirements for the PTA Program include the need to occasionally, frequently, or continually:

1. Sit 2-5 hours per day with lecture blocks up to 3 hours.
2. Stand 1-6 hours with lab time blocks up to 3 hours.
3. Lift up to 60 pounds.
4. Push/pull up to 50 pounds of force exerted at waist level.
5. Squat or stoop.
6. Use auditory, tactile, and visual senses to assess physiological status of an individual.
7. Demonstrate good standing and unsupported sitting balance.
8. Demonstrate good finger dexterity
9. Coordinate verbal and manual instructions
10. Communicate effectively with a variety of people through written verbal and nonverbal methods.
11. Use hands repetitively
12. Shift weight in sitting or standing
13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
14. Reach above shoulder level.
15. Kneel, kneel-stand, and half kneel.
16. Use equipment that emits electrical, ultrasonic, and thermal energy.
17. Physically move and transfer patients

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at .956-781-6800 x 515 Individuals with disabilities may request reasonable accommodations or information by calling the Compliance Director at 956-781-6800 x 5615

**Physical Therapist Assistant Program  
Essential Functions Verification**

**Essential Function Student Signature Page to be Completed Before Program Entry**

\_\_\_\_\_ Yes \_\_\_\_\_ No **I have read, and I understand the Essential Functions relative to the Physical Therapist Assistant Program.**

\_\_\_\_\_ Yes \_\_\_\_\_ No **I am able to meet the Physical Requirements of the PTA Program as specified and do not require any reasonable accommodation to meet these requirements at this time.**

\_\_\_\_\_ (✓) **I require the following reasonable accommodation(s) to meet the Physical Requirement**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Printed Name of Student

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

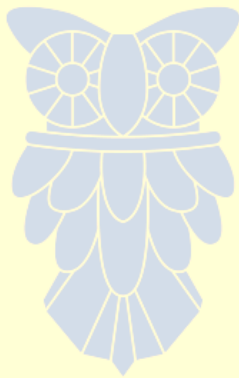
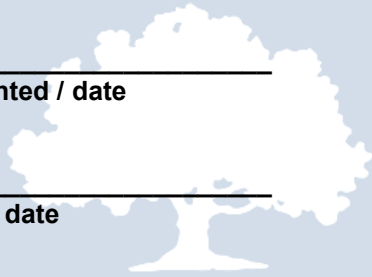
\_\_\_\_\_  
Date

**Rio Grande Valley College Physical Therapist  
Assistant Program Videotape/Photograph  
Consent**

I, \_\_\_\_\_ give Rio Grande Valley College PTA Program consent to videotape/photograph/audiotape me during classroom, lab or off campus education experiences for educational purposes. This consent form will remain in effect for my tenure in the RGVC PTA Program.

\_\_\_\_\_  
Student name – printed / date

\_\_\_\_\_  
Student Signature / date



## Rio Grande Valley College Physical Therapist

### Assistant Program

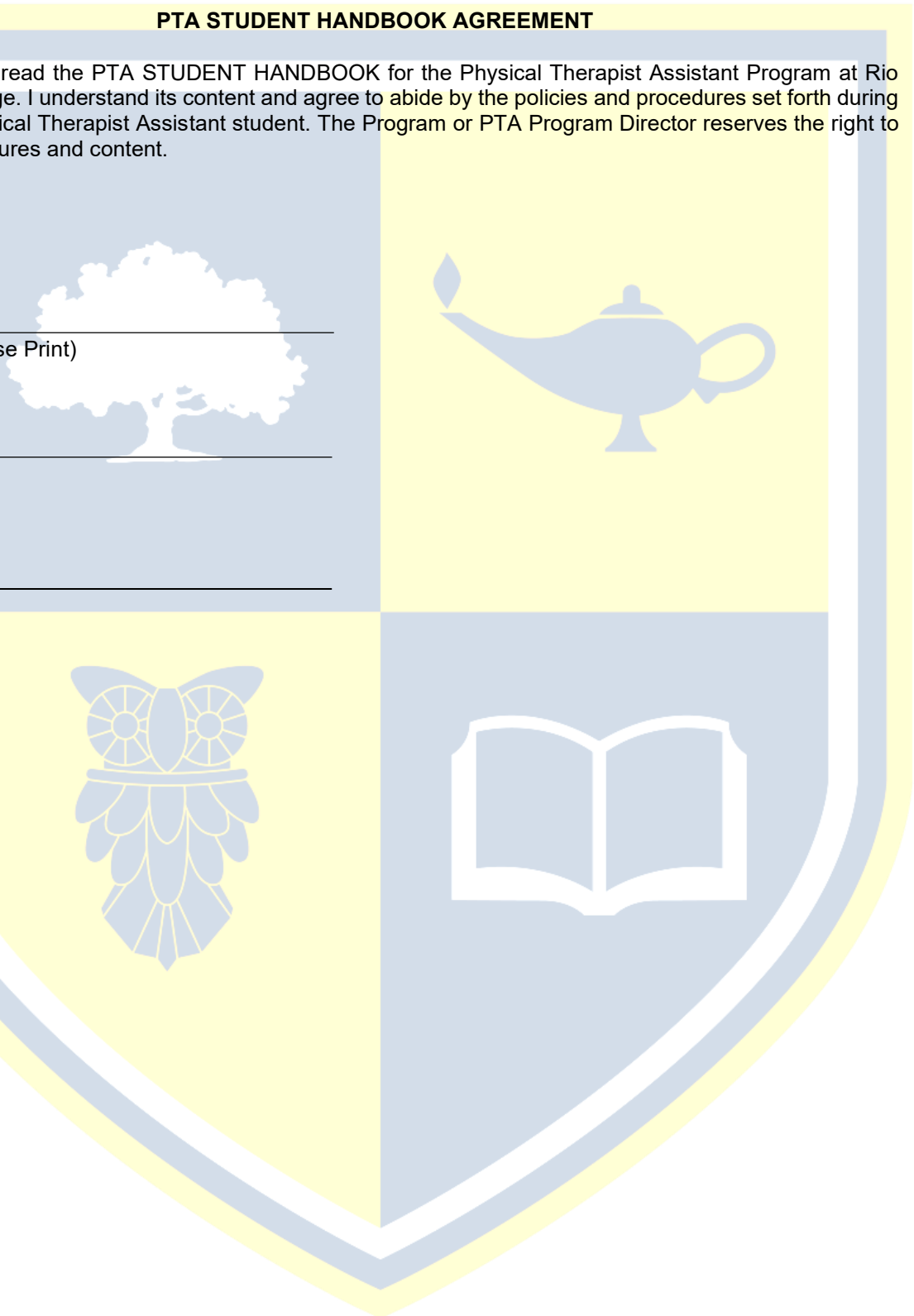
#### PTA STUDENT HANDBOOK AGREEMENT

I have received and read the PTA STUDENT HANDBOOK for the Physical Therapist Assistant Program at Rio Grande Valley College. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a Physical Therapist Assistant student. The Program or PTA Program Director reserves the right to alter policies, procedures and content.

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Rio Grande Valley College

### Student Statement of Understanding and Release Health and Human Services Program

I, \_\_\_\_\_ (Print Name), am a student at Rio Grande Valley College who is enrolled in a health and human services program.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the health and human services program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. Exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a bloodborne infection.
3. To protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.
4. If I become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical affiliate supervisor.
5. If such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. I hereby release and hold harmless Rio Grande Valley College, its employees, officers, agents, and representatives, including all hospital and clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the PTA Program whether caused by the negligence of the College or otherwise, except that which is the result of gross negligence or wanton misconduct by the College.

Student Name: \_\_\_\_\_ (Please Print)

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

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

**WAIVER OF LIABILITY, ASSUMPTION OF RISK,  
AND INDEMNITY AGREEMENT – ON/OFF CAMPUS ACTIVITIES**

Rio Grande Valley College

**Waiver:** In consideration of being permitted to participate in the \_\_\_\_\_ (Program/Activity), I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, and discharge** Rio Grande Valley College, their officers, employees, agents, successors and assigns from liability **for any and all claims, demands, actions, causes of action, judgments, damages, expenses and costs, (including attorney fees)** due to negligence or accidentally resulting in personal injury or illness (including death), and property loss which arise out of, result from, occur during, or are connected in any manner with my participation in the Program/Activity.

**Assumption of Risk:** Participation in the Program/Activity carries with it certain risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another and include but are not limited to 1) minor injuries such as scratches, bruises, and sprains; 2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and 3) catastrophic injuries including paralysis and death.

**I have read the previous paragraphs, and I know, understand, and appreciate these and other inherent risks. I hereby assert that my participation is voluntary, and I knowingly assume all such risks.**

**Indemnification and Hold Harmless:** I also agree to INDEMNIFY AND HOLD HARMLESS Rio Grande Valley College, their officers, employees, and agents from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees which arise out of, result from, occur during, or are connected in any manner with my participation in the Program/Activity.

**Severability:** The undersigned further expressly agrees that the foregoing waiver and assumed risk agreement is intended to be as broad and inclusive as is permitted by the Laws of the State of Texas and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

**Acknowledgment of Understanding:** I have read this waiver of liability, assumption of risk and indemnity agreement, fully understand its terms, and **understand that I am giving up my rights, including my right to sue.** I acknowledge that I am signing the agreement freely and voluntarily and **intend by my signature to be a complete and unconditional release of liability** to the greatest extent allowed by law.

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Student ID)

\_\_\_\_\_  
(Sign Name)

\_\_\_\_\_  
(Date)

Signature of parent/guardian (if student is under the age of 18)  
\_\_\_\_\_

