



ALAMO COLLEGES DISTRICT
St. Philip's College

Physical Therapist Assistant Program

Student Handbook

Division of Health Sciences
1801 Martin Luther King Drive
San Antonio, TX 78203

The Physical Therapist Assistant Program adheres to all federal, state, and local civil rights laws banning discrimination, harassment, and retaliation in public institutions of higher education and the workplace. Accordingly, the Program will neither harass nor discriminate or retaliate against any employee, applicant for employment, student, or applicant for admission, on the basis of race, color, national origin, ancestry, sex, gender, pregnancy, sexual orientation, transgender status, gender identity, gender expression, religion, creed, citizenship status, physical or mental disability, age, marital status, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), genetic information, domestic violence victim status, and any other protected category under applicable local, state or federal law, or persons who have opposed discrimination or participated in any complaint process against the Program, on campus, or before a government agency.

Students and employees are required to comply with this policy. Retaliation, in any form, for having brought a complaint or report of discrimination or harassment based on any protected criteria, including sex and gender, is expressly prohibited. Inquiries or complaints concerning these matters should be brought to the attention of Linda Boyer-Owens, Associate Vice Chancellor of Human Resources and Organizational Development, Title IX Coordinator, (210) 485-0230. Address: Human Resources Department, 2222 N. Alamo St., San Antonio, Texas 78215.

Updated on 8/2/2026 by Tunetha Wren Parchem.

WELCOME

Congratulations! You have been selected to pursue an Associate of Applied Science degree as a physical therapist assistant (PTA) at St. Philip's College.

Your academic achievements, sincere interest in contributing toward the improved health of others, and apparent professionalism will serve you well as you begin your educational journey with us.

In our dedication to developing within you a thoroughly prepared and qualified PTA, you will be exposed to three primary types of learning environments during the next two years: the classroom, the laboratory, and a variety of physical therapy clinics. The educational contributions of each learning environment will be crucial to your professional development.

The sequence of the program's curriculum cannot be modified, altered, or interrupted in any way or at any point. The only exception is for personal or immediate family health problems or significant hardship, and only with permission from the program director.

Throughout our program, we will encourage and assist in developing problem-solving and independent critical thinking on your part. As you assimilate into the profession, we expect you to grow in self-responsibility, and more exceptional professionalism will surface. You will become an active participant and practitioner in the lifelong learning process of physical therapy.

Again, welcome to the Physical Therapist Assistant Program!

Sincerely,

Faculty and Staff

Physical Therapist Assistant Program

St. Philip's College

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INTRODUCTION

Most of the general information students need to know about St. Philip's College can be found in the [St. Philip's College Student Handbook](#). However, more specific information on practices and requirements that pertain specifically to the Physical Therapist Assistant (PTA) Program is in this PTA Student Handbook. This handbook functions as a supplement to the college's student handbook.

PTA PROGRAM FACULTY AND STAFF

Tunetha Parchem, PTA, MPT, Associate Professor and Program Director

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Tunetha Parchem, PTA, earned a Master of Physical Therapy at the University of Texas Medical Branch – Galveston and holds a Bachelor of Science in Kinesiology from the University of Texas at San Antonio (UTSA). She was a lecturer for nearly ten years as well as the internship coordinator for six years in the Kinesiology, Health, and Nutrition Department at UTSA. Her clinical experience includes acute care, outpatient rehabilitation, and inpatient rehabilitation. She assumed the role of Program Director in 2017.

Dr. Misty Campbell, PT, DPT, Assistant Professor

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Phone: (210) 486-2429

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Misty Campbell, PT, DPT, earned a Bachelor of Science in Biology/Biological Health Sciences from Southeastern Oklahoma State University, and then went on to receive her Doctorate in Physical Therapy from Hampton University. She has practiced therapy in various settings over the past 15 years, including acute care, wound care, outpatient, orthopedics, and home health. Dr. Campbell has been a clinical coordinator and a director of rehabilitation and has worked on committees to establish new programs. She joined the program in 2022.

Dr. Amy Quesenberry, PTA, Ed.D, M.S.-CIN, ATRIC, Associate Professor/Academic Coordinator for Clinical Education (ACCE)

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Amy Quesenberry, PTA, is a 1999 St. Philip's College PTA Program graduate. She holds a Bachelor of Science in Occupational Education from Wayland Baptist University, a Master of Science in Curriculum and Instruction from Western Governors University, and a Doctorate in Education from Liberty University. Her certifications include aquatic therapy and blood flow restriction. Her years of clinical experience comprise pediatrics, school-based therapy, sports medicine, aquatics, outpatient and inpatient rehabilitation, long-term care, and acute and sub-acute patient care settings. In addition, Mrs. Quesenberry has consulted on designing four aquatic therapy pools and has served as a rehabilitation director for two long-term care facilities. She joined the program in 2017 and assumed the role of ACCE in 2022.

Dr. Brett Beuning, PT, DPT, Assistant Professor, Military Cohort Program Lead

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Dr. Beuning earned his Doctor of Physical Therapy degree from Regis University in Colorado. He subsequently completed his Orthopaedic Clinical Specialist (OCS) certification and fellowship training through the American Academy of Orthopaedic Manual Physical Therapists (FAAOMPT). Prior to joining Alamo Colleges, he developed hybrid DPT models from an Air Force Base in Mississippi, eventually assisting in the development of the first hybrid DPT program at South College in Knoxville, TN. He developed the clinical education program and taught in the program as adjunct faculty from 2014-2017. In 2017, Dr. Beuning started a new hybrid DPT program at Baylor with several colleagues. He was Assistant Professor in the Baylor DPT program since 2017. He also served as adjunct faculty for the Army-Baylor DPT program and the DPT program for South College of Tennessee and he also served as Director of the Evidence In Motion orthopaedic residency program, taught within their musculoskeletal curricula, and mentored residents and fellows both in-clinic and

remotely. Dr. Beuning's scholarly interests include pain interventions, dry needling, musculoskeletal physical therapy, hybrid and innovative educational models, clinical anatomy, and public access to care.

Tiffany Johnson, PTA, Instructor, Military Cohort Clinical Lead

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Phone:

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Tiffany Johnson, PTA is a 2009 St. Philip's College graduate. She earned a Bachelor of Science in Community Health Sciences from The University of Texas at San Antonio. She has practiced therapy in the outpatient setting over the past 15 years. Ms. Johnson has been a Clinical Instructor and has been an adjunct instructor for the program. She joined the program as a full-time faculty in 2026.

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PROGRAM AND COLLEGE GENERAL INFORMATION

Program Philosophy

The Physical Therapist Assistant (PTA) Program supports the goals and mission of the Allied Health Department, St. Philip's College, and the Alamo Colleges District. Our purpose is to provide our students with a high-quality, attainable education, a curriculum designed to keep pace with the ever-changing healthcare field, and an atmosphere that welcomes diversity of cultures and ideas.

Students are encouraged to develop the skill of self-directed learning as well as an understanding of their role as part of a healthcare team. Faculty shall promote the practice of physical therapy by teaching skills consistent with the profession, by modeling and teaching compassionate care and responsible use of healthcare resources, and by encouraging the highest degree of integrity and ethical standards.

Program Mission and Goals

The mission of the PTA Program is as follows:

Mission of the PTA Program

To serve the community by preparing our students for a career in contemporary physical therapy practice while encouraging personal growth, critical thinking, ethical behavior, and lifelong learning.

The goals of the PTA Program are as follows:

Goals of the PTA Program

Graduate Goals: In alignment with both the institutional and program missions, the PTA Program strives to:

- Prepare graduates to successfully obtain state licensure and practice under the direction and supervision of a licensed physical therapist, maintaining ethical and professional conduct.
- Equip graduates for employment across diverse clinical settings, thereby addressing the growing and varied needs of the physical therapy profession.

Faculty Goals: Faculty members are integral to the fulfillment of the program's mission. The program supports its faculty in:

- Providing high-quality, student-centered instruction that incorporates best practices in physical therapy education.
- Maintaining clinical and academic expertise through continuous professional development, ensuring their capacity to teach current and relevant content and effectively mentor students.

Program Goals: The overarching programmatic goals for the PTA Program include:

- Providing students with comprehensive career development and employability skills to facilitate successful job placement and workplace integration.
- Maintaining a dynamic curriculum that is responsive to the evolving needs of healthcare, with a strong emphasis on cultural competence, interprofessional collaboration, and self-directed learning.
- Fostering an educational environment that actively embraces diversity and inclusion, consistent with the institution's identity as a Historically Black College and Hispanic Serving Institution.

By ensuring these goals are integrated across all levels of the program, the PTA Program advances its mission of preparing students for successful, ethical, and adaptive practice in today's healthcare landscape.

Graduate Goal 1:

Prepare the graduate for securing state licensure to practice as a physical therapist assistant ethically and professionally under the supervision of a physical therapist.

- Expected Outcome: At least 90% of graduates will pass the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBPT) within one year of graduation.
- Assessment Process: Licensure pass rates are monitored using the FSBPT School Score Report, which provides first-attempt and ultimate pass rate data. The program reviews this data annually to evaluate student performance against national standards and internal benchmarks. In cases where outcomes fall below expectations, targeted remediation plans and curriculum reviews are initiated.

Graduate Goal 2:

Prepare graduates for employment in various settings to meet the needs of the physical therapy community.

- Expected Outcome: At least 90% of graduates who seek employment will report successful job placement within one year of graduation and passing the board examination.
- Assessment Process: Employment data is collected through a graduate survey administered approximately six months after graduation. Data includes information on employment status, setting, and time to placement. Response rates and data integrity are reviewed, and additional employer input may be collected as part of program review and continuous quality improvement.
- For the Military Cohort Program, we recognize that graduates are active-duty service members and may not "seek employment" in the traditional sense as a PTA, as they will already be operating in a military-equivalent role. Therefore, for this program track, licensure obtainment will serve as the primary marker of successful employment. Licensure results will be obtained through FSBPT reports, ensuring equivalency in outcome expectations.

Student Goal 1: Promote community engagement through service-learning experiences that foster social responsibility, leadership, and professional development.

- Expected Outcome: Every student will complete one to three service-learning/civic-engagement activity within the duration of the program.

- **Assessment Process:** The student's participation is documented via a Service-Learning Activities Log which requires verification of hours, organization, and leader signature. A screenshot of the organization's website or event flier is attached. The completed log, along with a reflection paper, is submitted in the final quarter of the program in PHT2800 Physical Therapist Assistant Capstone.

Student Goal 2: Encourage ongoing professional development and lifelong learning, reinforcing the value of contemporary practice and continuous growth.

- **Expected Outcome:** At least 90% of students will attend a local, district, or national conference or seminar/workshop given by professionals in the field.
- **Assessment Process:** This is assessed through the student portfolio assignment due in PTHA 2217 (Issues in Healthcare, Semester 3), which includes attending lifelong learning workshops/conferences. The student is assessed by the rubric for all assignments within the portfolio.

Student Goal 3: Develop each student's clinical competence to function as an entry-level practitioner, with the ability to apply critical thinking in response to changes in healthcare delivery, evidence-based practice, and technological advancements.

- **Expected Outcome:** Students will demonstrate entry-level clinical performance during clinical education experiences prior to graduation, as measured by the Physical Therapist Assistant Manual Assessment of Clinical Skills (PTA MACS), achieving proficiency in at least 57 required skills.
- **Assessment Process:** This is assessed through the PTA MACS during clinical education experiences, with formal approval by the Clinical Instructor. Students are provided with remediation opportunities if proficiency is not met. This outcome is further supported by successful licensure examination pass rates (Element 1C2) and employment rates (Element 1C3), which confirm graduates' readiness for entry-level practice.

Faculty Goal 1: Providing high-quality, student-centered instruction that reflects best practices in physical therapy education.

- **Expected Outcome:** Each faculty member will garner ratings of at least 3 out of 4 or 4 out of 5 on course surveys/evaluations.
- **Assessment Process:** This is assessed through Class Climate student surveys, which are part of the formal evaluation process for core faculty (Standard 4E). The data from these surveys, along with other evaluation components (classroom observations, self-evaluation, peer review, supervisor review), inform faculty development plans and contribute to continuous program improvement.

Faculty Goal 2: Maintaining clinical and academic expertise through ongoing professional development, ensuring their ability to teach current, relevant content and mentor students effectively.

- **Expected Outcome:** Faculty will consistently ensure their ability to teach current, relevant content and effectively mentor students.

- **Assessment Process:** This is a multi-faceted process involving: Curriculum Vitae (CV) review, Faculty Roster Form, Faculty Professional Development Plans, Annual Self-Evaluations, Peer Evaluations, Chair Classroom Observation, formal Performance Evaluations, the Faculty E-Portfolio, and Class Climate student surveys. These tools collectively ensure that faculty continuously meet and enhance their teaching effectiveness and professional responsibilities.

Program Goal 1: Provide students with career development and employability skills that facilitate job placement and workplace success.

- **Outcome Measure:** All students will complete a professional portfolio, which includes a résumé, cover letter, references, and a reflection on their career goals. This portfolio is assessed comprehensively during the final semester of the program.
- **Expected Level of Achievement:** 100% of students are expected to complete the professional portfolio with a score of at least 77% (77/100 points).
- **Assessment Process:** Portfolios are rigorously evaluated by program faculty using a standardized rubric. The data derived from these evaluations are reviewed annually to identify emerging trends or specific areas requiring instructional improvement related to job readiness and career development.

Program Goal 2: Maintain a curriculum that is responsive to the evolving needs of healthcare, emphasizing cultural competence, interprofessional collaboration, and self-directed learning.

- **Outcome Measure A (Cultural Competence):** 90% of students will achieve a score of at least 80% on a written cultural case analysis or a related assignment specifically designed to demonstrate their knowledge of and sensitivity to diverse populations.
- **Outcome Measure B (Interprofessional Collaboration):** Program faculty will coordinate and execute at least one interprofessional event per academic year, involving active participation from students in other healthcare disciplines.
- **Outcome Measure C (Self-Directed Learning):** At least 90% of students will attend and formally document their participation in at least one external seminar, district meeting, or workshop led by recognized professionals in the field.
- **Assessment Process:** Cultural competence is assessed directly through graded assignments. Interprofessional collaboration is tracked and documented via records of coordinated events and subsequent debriefing sessions. Self-directed learning is confirmed through the submission of reflective documents, attendance records, or Continuing Education Unit (CEU) certificates.

College Mission, Vision, Values, and Strategic Objectives

The mission, vision, values, and strategic objectives of St. Philip's College are as follows:

Mission of St. Philip's College

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public community college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

Vision of St. Philip's College

St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

Values of St. Philip's College

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission:

Students First – Above all, act in the best interest of the students.

Respect for All – We value courtesy, responsiveness, and appreciation for diversity by treating all people with dignity and kindness.

Community-Engaged – We actively work in partnership with our stakeholders by responding to the needs of the community.

Collaboration – We work together to achieve student success.

Can-Do Spirit – We inspire resilience and persistence with a willingness to go above and beyond expectations.

Data-Informed – We use quantitative and qualitative data to inform decision-making and achieve student success.

Strategic Objectives of St. Philip's College

Student Success: Provide academic and student support and align labor market-based pathways to achieve student completion.

Leadership: Provide opportunities for St. Philip's College students and employees to develop as leaders.

Performance Excellence: Continuously improve our employees, financial, technological, physical, and other capacities to enhance efficiency and effectiveness.

Non-Discrimination

The Alamo Colleges District, St. Philip's College, and the Physical Therapist Assistant Program adhere to all federal, state, and local civil rights laws banning discrimination, harassment, and retaliation in public institutions of higher education and the workplace. Accordingly, the Program will neither harass nor discriminate or retaliate against any employee, applicant for employment, student, or applicant for admission, on the basis of race, color, national origin, ancestry, sex, gender, pregnancy, sexual orientation, transgender status, gender identity, gender expression, religion, creed, citizenship status, physical or mental disability, age, marital status, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), genetic information, domestic violence victim status, and any other protected category under applicable local, state or federal law, or persons who have opposed discrimination or participated in any complaint process against the Program, on campus, or before a government agency. Inquiries or complaints concerning these matters should be reported as instructed on the front cover of this document.

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Accreditation

St. Philip's College is approved and accredited by the Texas Higher Education Coordinating Board, national accrediting groups for allied health and nursing programs, and the Federal Aviation Administration.

St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and certificates.

The Physical Therapist Assistant Program at St. Philip's College is accredited by:

Commission on Accreditation in Physical Therapy Education (CAPTE)

Phone: (800) 999-2782

E-mail: accreditation@apta.org

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

Address: 3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305

This program was first granted accreditation status in 1973 and was reaccredited in 2019.

Safety

Safety is of the utmost importance to the students, faculty, college, and district. Everyone must follow all safety precautions while on campus, and especially while in the lab. On the first day of class, students will be oriented to the location of fire extinguishers, the fire alarms, and the appropriate emergency exits from the building. These instructions are also posted on the bulletin board in each lab and classroom.

Students may practice physical therapy skills in the lab only under the supervision of one of the program faculty or staff. In addition, all students using the lab during class or when practicing during open lab hours must observe the following rules:

1. Ensure a safe environment by recognizing safety hazards and taking the necessary steps to prevent injury.
2. Ask for assistance when unable to safely handle equipment independently.
3. Adhere to established precautions and contraindications when practicing treatments using modality equipment.
4. Practice good hand hygiene by washing hands with soap and water or using an alcohol-based hand rub before treating a student/patient or using equipment.
5. Practice good respiratory hygiene by covering your mouth and nose when coughing or sneezing.
6. Use proper body mechanics while handling equipment and practicing physical therapy procedures with others.
7. Place all used laundry in the laundry hamper to be washed.
8. Practice only with equipment on which you have received instruction; sanitize the equipment parts that have been in contact with a patient/student, and unplug all electrical equipment after use.
9. Keep the lab clean.
10. Respect the judgment and experience of program personnel, and do not persist in any activity you have been asked to discontinue.

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In case of an emergency on campus, call 911 from a campus phone or (210) 485-0911 from a cell phone.

In case of fire, remember: RACE (Rescue, Alarm, Contain, Evacuate).

Fire extinguishers are located on the wall across the hall from the 314 lab door and on the north walls of labs 314 and 318. Remember: PASS (Pull, Aim, Squeeze, Sweep).

Evacuate when directed to do so to student parking lot P22. We will assemble behind the Child Development Center (building 18), where faculty will take roll to ensure all students are safely evacuated. The following link contains a map of the campus: [Campus Map](#)

Please refer to the [St. Philip's College Student Handbook](#) for further information and procedures to follow in the event of an emergency. The following link contains additional information regarding actions to take in the event of an emergency: [Emergency Procedures](#). Familiarize yourself with campus emergency procedures.

REQUIRED ABILITIES, BEHAVIORS, AND STANDARDS

All students in the Physical Therapist Assistant Program must possess the following generic and essential abilities:

Generic Abilities

Generic abilities are attributes, characteristics, and behaviors that are not specifically part of the physical therapy core knowledge but are required for successful practice in the profession. The ten generic abilities and definitions developed by the University of Wisconsin-Madison are:

1. ***Commitment to Learning***: The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. ***Interpersonal Skills***: The ability to interact effectively with cultural and ethnic diversity issues.
3. ***Communication Skills***: The ability to communicate effectively (e.g., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. ***Effective Use of Time and Resources***: The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. ***Use of Constructive Feedback***: The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. ***Problem Solving***: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. ***Professionalism***: The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. ***Responsibility***: The ability to fulfill commitments and to be accountable for actions and outcomes.

9. **Critical Thinking:** The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. **Stress Management:** The ability to identify sources of stress and to develop effective coping behaviors.

Developed by the Physical Therapy Program, University of Wisconsin-Madison. May, et al. *Journal of Physical Therapy Education*. 9:1, Spring 1995.

Essential Abilities

These essential abilities are required for successful practice as a physical therapist assistant:

1. Visual Acuity:

- a. acute enough to read small printed materials such as a health record/computer screen
- b. acute enough to read small calibrations or symbols such as on a goniometer or modality equipment normally found in a physical therapy clinic
- c. acute enough to obtain visual information including, but not limited to, movement, posture, body mechanics, and gait pattern

2. Hearing Acuity:

- a. acute enough to perceive normal level of voice so as to follow instructions and participate in conversation
- b. acute enough to collect sounds produced in the body by use of a stethoscope

3. Communication:

- a. verbal expression sound enough to express one's thoughts and distinct enough to communicate using medical terminology and the terminology of physical medicine
- b. able to perceive non-verbal communication, such as changes in mood, activity, facial expression, and postures
- c. able to communicate effectively and sensitively; requires ability to read and write using the English language

4. Digital Dexterity:

- a. agile enough to operate the various pieces of modality equipment normally found in a physical therapy clinic
- b. agile and strong enough to administer a variety of massages and other manual therapies

5. Physical Ability:

- a. strong and agile enough to lift or assist in lifting persons in excess of 100 pounds on a frequent basis and to assist persons in:
 - 1) climbing
 - 2) balancing
 - 3) stooping
 - 4) kneeling
 - 5) crouching
 - 6) crawling
 - 7) reaching
- b. fine and gross motor skills necessary for administering cardiopulmonary resuscitation

6. Interpersonal and Behavioral Ability:

- a. able to complete treatment modalities or procedures within time allotted for patient
- b. able to complete required tasks/functions effectively under stressful conditions
- c. able to utilize problem-solving skills and exercise sound judgment
- d. able to adapt to changing environments in a mature, sensitive, and effective manner.

Reference: "Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles."

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Core Values for the Physical Therapist and Physical Therapist Assistant

All students in the Physical Therapist Assistant (PTA) Program are expected to exhibit the following core values:

The core values guide the behaviors of physical therapists (PTs) and physical therapist assistants (PTAs) to provide the highest quality of physical therapist services. These values imbue the scope of PT and PTA activities. The core values retain the PT as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the PTA as the only individual who assists the PT in practice, working under the direction and supervision of the PT. The core values are defined as follows:

- **Accountability** – Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant, including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.
- **Altruism** – Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.
- **Collaboration** – Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.
- **Compassion and Caring** – Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- **Duty** – Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.
- **Excellence** – Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.
- **Inclusion** – Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.
- **Integrity** – Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.
- **Social Responsibility** – Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Standards of Ethical Conduct for the Physical Therapist Assistant

All students in the Physical Therapist Assistant Program are expected to uphold the following 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. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, inclusion, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and 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. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

Standard 1

Physical therapist assistants shall respect the inherent dignity and rights of all individuals.

Standard 2

Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

Standard 3

Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

Standard 4

Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public.

Standard 5

Physical therapist assistants shall fulfill their legal and ethical obligations.

Standard 6

Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

Standard 7

Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

Standard 8

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

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PHYSICAL THERAPIST ASSISTANT PROGRAM CURRICULUM

Year 1

Semester I – Prerequisites

BIOL 2401	Human Anatomy & Physiology I
MATH 1314	College Algebra (or higher pending departmental approval)
ENGL 1301	Composition I (or higher pending departmental approval)

Semester II - Fall

PTHA 1301	The Profession of Physical Therapy
PTHA 1405	Basic Patient Care Skills
PTHA 1413	Functional Anatomy

Semester II – Spring

PTHA 1321	Pathophysiology for the Physical Therapist Assistant
PTHA 1431	Biophysical Agents
PTHA 2201	Essentials of Data Collection
PTHA 2409	Therapeutic Exercise

Semester III – Summer

PTHA 1360	Clinical I – Physical Therapist Assistant
BIOL 2402	Human Anatomy & Physiology II

Year 2

Semester IV – Fall

PTHA 2435	Rehabilitation Techniques
PTHA 2431	Management of Neurological Disorders
One three-hour course of Language, Philosophy & Culture (40) core or Creative Arts (50) core	

Semester V - Spring

PTHA 2217	Issues in Health Care
PTHA 2460	Clinical II – Physical Therapist Assistant
PTHA 2461	Clinical III – Physical Therapist Assistant
PSYC 2301	General Psychology

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PHYSICAL THERAPIST ASSISTANT PROGRAM -MILITARY

Year 1

Semester I – Prerequisites

BIOL 2401 Human Anatomy & Physiology I
MATH 1314 College Algebra (or higher pending departmental approval)
ENGL 1301 Composition I (or higher pending departmental approval)
BIOL 2402 Human Anatomy & Physiology II
PSYC 2301 General Psychology
One three-hour course of Language, Philosophy & Culture (40) core or Creative Arts (50) core

Semester II

PTHA 1431 Biophysical Agents
PTHA 2201 Essentials of Data Collection

Semester III

PTHA 1360 Clinical I – Physical Therapist Assistant

Semester IV

PTHA 2435 Rehabilitation Techniques
PTHA 2431 Management of Neurological Disorders

Semester V

PTHA 2217 Issues in Health Care
PTHA 2460 Clinical II – Physical Therapist Assistant
PTHA 2461 Clinical III – Physical Therapist Assistant

COURSE DESCRIPTIONS

BIOL 2401 – Human Anatomy and Physiology I

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body, including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous, and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. This course fulfills the Life and Physical Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Teamwork.

BIOL 2402 – Human Anatomy and Physiology II

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body, including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive

(including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. This course fulfills the Life and Physical Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Teamwork.

ENGL 1301 – Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

MATH 1314 – College Algebra

In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. This course fulfills the Mathematics foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, and Empirical Quantitative Skills.

PSYC 2301 – General Psychology

Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior and mental processes. This course fulfills the Social and Behavioral Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Social Responsibility. (Students may also take **Introduction to Psychology**)

The student must also select one course from the [Language, Philosophy & Culture \(40\) Core](#) or the [Creative Arts \(50\) Core](#).

PTHA 1301 – The Profession of Physical Therapy

Introduction to the profession of physical therapy and the role of the physical therapist assistant (PTA).

PTHA 1321 – Pathophysiology for the PTA

Study of the pathophysiology of diseases/conditions commonly encountered in physical therapy.

PTHA 1405 – Basic Patient Care Skills

The application of basic patient handling, functional skills, communication, and selected data collection techniques.

PTHA 1413 – Functional Anatomy

The relationship of the musculoskeletal and neuromuscular systems to normal and abnormal movement.

PTHA 1431 – Biophysical Agents

Biophysical principles, physiological effects, intervention efficacy, and application of physical agents.

PTHA 2409 – Therapeutic Exercise

Concepts, principles, and application of techniques related to therapeutic exercise and functional training.

PTHA 2201 – Essentials of Data Collection

Data collection techniques used to prepare the physical therapist assistant to assist in patient/client management.

PTHA 1360 – Clinical I - Physical Therapist Assistant

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

PTHA 2435 – Rehabilitation Techniques

Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected musculoskeletal, neuromuscular, cardiopulmonary, and integumentary disorders.

PTHA 2431 – Management of Neurological Disorders

Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders.

PTHA 2217 – Issues in Health Care

Organizational patterns, administrative principles, legal and ethical issues in physical therapy, and preparation for licensure and employment.

PTHA 2460 – Clinical II - Physical Therapist Assistant

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

PTHA 2461 – Clinical III - Physical Therapist Assistant

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

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COURSE SEQUENCING

Each Physical Therapist Assistant Program course must be taken in sequence throughout the curriculum. Therefore, these courses can only be taken during the semester in which they are officially listed.

PROGRAM AND COLLEGE GRADING SYSTEMS

Physical Therapist Assistant Program Grading

All courses within the Physical Therapist Assistant (PTA) Program degree plan, without exception, must be completed with the award of a grade of C or higher. If a student earns a D or F in a PTHA course, they will be suspended or dismissed from the program, per [PTA Program Procedure-F.6.2.4 – Student Responsibility for Success: Program Suspension and Dismissal](#) (See Appendix E). The following is the official method of grading within the Department of Allied Health:

93-100 = A = 4 points per semester hour = EXCELLENT
85-92 = B = 3 points per semester hour = GOOD
77-84 = C = 2 points per semester hour = AVERAGE

Note: Above are the only acceptable grades applicable toward the award of an associate degree in the Physical Therapist Assistant Program. Students scoring below 80 percent on any graded classroom or lab activity or examination or who are not progressing in a manner to successfully meet the objectives of any clinical course must follow the guidance in [PTA Program Procedure F.6.2.3 – Student Responsibility for Success: Program Remediation](#) (see Appendix E).

70-76 = D = 1 point per semester hour = PASSED (But not an acceptable final grade for any course in the degree plan – TO INCLUDE GENERAL EDUCATION COURSES.)
Below 70 = F = 0 point per semester hour = FAILED

Lab Practical Examinations and Formal Skills Checks Grading

Per [PTA Program Procedure-F.6.2.7 – Student Responsibility for Success: Lab Practicals and Skills Checks](#), located in Appendix E, students must pass all lab practical examinations and formal skills checks with a grade of 77 percent or higher. Additionally, all critical elements must be performed correctly during these tests. If the student performs any critical element incorrectly during the test, the instructor will discontinue the test immediately, and the student will fail the evaluation. Likewise, if the student does not achieve an overall 77 percent on the test they will receive a grade of either D or F, depending upon the points scored. In both cases, the student will have up to two more opportunities to re-test. If, after three opportunities, the student does not pass, they will be suspended or dismissed from the program, per [PTA Program Procedure-F.6.2.4 – Student Responsibility for Success: Program Suspension and Dismissal](#) (see Appendix E).

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General Education Courses Grading

The institutions of the Alamo Colleges District use the following grading system:

A	(excellent/exceptional performance beyond mastery)	W	(withdrawal)
B	(above average/beyond basic mastery)	WS	(withdrawal, SB 1231)
C	(average/mastery)	WX	(withdrawal exemption, SB 1231)
D	(below average/pass)	WM	(military withdrawal, SB 1231)
F	(failure)	CR	(non-traditional credit only)
I	(incomplete)	AU	(audit)
IP	(in-progress)	P	(pass)
NC	(non-credit)	NR	(not recorded)

Military service withdrawals are recorded as a WM. WS or W grades do not affect the GPA but do negatively affect Satisfactory Academic Progress (SAP) for financial aid eligibility. To simply stop attending a class may result in a grade of F.

If a student earns a D in or fails a general education course while in the program, it will not result in dismissal from the program; however, all general education courses within the curriculum must be completed with a C or higher before the associate degree in physical therapist assistant will be awarded.

For all coursework—both in the Physical Therapist Assistant Program and general education courses—it is critical that the student is aware of their running average in each class and recognizes when assistance or tutoring is needed. Each student must take the responsibility and initiative to approach the instructor when needed for guidance on improving grades.

PROGRAM WITHDRAWAL, DISMISSAL, AND READMISSION

Physical Therapist Assistant Program Withdrawal

A student may voluntarily request withdrawal from the program due to personal reasons (e.g., hardship, illness, family emergency) per [PTA Program Procedure-F.6.2.2 Student Responsibility for Success: Program Withdrawal](#), located in Appendix E of this student handbook.

Physical Therapist Assistant Program Dismissal

A student who does not earn a final grade of C or higher in any single physical therapy (PTHA) course, fails a skills check or lab practical three times, exceeds the number of allowable absences per [PTA Program Procedure-F.6.2.1 Student Responsibility for Success: Program Attendance](#), or drops a physical therapy course will be dismissed from the program in accordance with [PTA Program Procedure-F.6.2.4 – Student Responsibility for Success: Program Suspension and Dismissal](#). Both procedures are available in Appendix E of this student handbook.

A student who fails the same physical therapy (PTHA) course twice, fails two different PTHA courses, fails to achieve a final grade of C or higher in any general education course by the end of the fifth semester, is found to be ineligible for licensure following completion of the program's criminal background check, fails the program's drug screening for the second time, or commits an act of academic or non-academic misconduct that warrants expulsion from the school is dismissed from the program in accordance with [PTA Program Procedure-F.6.2.4 – Student Responsibility for Success: Program Suspension and Dismissal](#) (see Appendix E).

Physical Therapist Assistant Program Readmission

A student who voluntarily withdrew from the program in good standing (i.e., passing all courses, with no record of misconduct or excessive absences) may apply to reenter the program at the point of withdrawal. Readmission must occur within one year of withdrawal and is subject to space availability. Students readmitted into the program must submit a new criminal background check and drug screen and may be subject to competency checks and written or didactic testing before readmission. Please see [PTA Program Procedure-F.6.2.5 – Student Responsibility for Success: Program Readmission](#) in Appendix E for the specific steps to complete and the deadlines to apply for program readmission.

A student suspended from the program may likewise apply for readmission by the same procedure; however, students returning from suspension will be prioritized behind students who voluntarily withdrew in good standing, if applicable. Students who were dismissed from the program may not apply for readmission.

PROGRAM REQUIREMENTS

American Physical Therapy Association Membership

All students are highly encouraged to become members of the American Physical Therapy Association (APTA) (both the national organization and the Texas chapter) and maintain membership throughout the program. Students may join APTA through the link at: <http://www.apta.org/Membership/>. Currently, the cost for student physical therapist assistants is approximately \$90 annually.

Medical Physical Examination

All students must have a medical physical examination to ensure safety and participation in course laboratory and clinical rotations. This must be conducted by a medical physician, nurse practitioner, or physician assistant. The medical professional may use their designated form and the student will submit the form per the instructions provided.

*Military students pass basic training and their physical exam is

Immunizations

All students accepted into an Allied Health program at St. Philip's College must present evidence of meeting the following immunization requirements. The individual cost of immunizations is the responsibility of the student.

The student must present documentation from a physician or medical clinic of the following immunizations:

- a. **Tetanus, Diphtheria, and Pertussis (TDaP)** – one dose within the last ten years.
- b. **Measles/Mumps/Rubella (MMR)** – proof of either:
 - 1) MMR vaccine (two doses), or

- 2) blood test (titers) proving immunity.
- c. **Tuberculosis skin test (Mantoux) or Quantiferon Gold blood test** – must be within the past year and repeated annually (or more frequently if required by a specific clinical site). If positive, the student must complete a questionnaire for symptoms and either a chest x-ray or blood test (valid for two years) to confirm no active case of tuberculosis.
- d. **Hepatitis B series** – proof of either:
 - 1) hepatitis B vaccine (either 2-dose Heplisav-B or 3-dose Engerix or Recombivax), or
 - 2) blood test (titers) proving immunity.
- e. **Varicella (Chickenpox)** – proof of:
 - 1) physician-documented history of disease (chickenpox or herpes zoster/shingles),
 - 2) varicella vaccine (two doses), or
 - 3) blood test (titers) proving immunity.
- f. **Bacterial Meningitis** – proof of vaccination is only required for students under the age of 22.
- g. **Influenza (Flu)** – vaccination is required annually during the fall semester

If a student cannot take an immunization (e.g., due to a life-threatening reaction to a vaccine), the student must provide the program with a medical exemption letter signed by a physician.

Once immunizations are completed, the student will scan or photograph the record and upload it to their student file in the program's cloud-based clinical software program (Exxat). Students are individually responsible for maintaining their original documentation of immunizations. These records will be part of the required student portfolio.

Cardiopulmonary Resuscitation (CPR)

All students must have current training in basic life support for the healthcare provider, which covers cardiopulmonary resuscitation and automated external defibrillator use (two-year card). The Heartsaver courses offered by the American Heart Association **do not** fulfill this requirement, nor do babysitting courses or online-only courses without hands-on skills demonstration.

Once the CPR course is completed, the student will scan or photograph the record and upload it to their student file in the program's cloud-based clinical software program (Exxat). Students are individually responsible for maintaining their original documentation of CPR certification. These records will be part of the required student portfolio.

Healthcare Insurance

All students are required to have healthcare insurance. Students may enroll in a group plan through an employer or another family member's plan. If not, they can seek coverage by a qualified insurance plan through the federal health insurance marketplace/health exchange, Medicaid, or HealthLink. Any healthcare costs incurred while the student is in the program are the student's responsibility. Individual clinic sites may ask students for proof of coverage.

Criminal Background Check

Acceptance into the Physical Therapist Assistant (PTA) Program is conditional until the student passes a criminal background check. All students must have a clear criminal background check before attending clinical rotations.

While not precluding a student from the academic component of the Physical Therapist Assistant Program, a criminal conviction may prevent a student from obtaining licensure in the State of Texas. For further information, see:

- Texas Occupations Code, Title 2, Chapter 53, Subchapter E, Section 53.152;
- Texas Higher Education Coordinating Board's Statutory Requirement Notice to Applicants and Enrollees for Occupational License (available on the program's website); and
- PTA Program Criminal History Statement Letter (available on the program's website and submitted with the application package as of the 2019 calendar year application cycle).

Applicants to the program with felony or misdemeanor convictions may not be eligible for licensure or certification and are not eligible for admission into the program until a declaratory order process is completed with the Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE) as follows:

The individual must submit this request in writing to the board and include:

- 1) a statement by the petitioner or applicant detailing the event(s) that led to the conviction or deferment,
- 2) copies of any court documents, and
- 3) the non-refundable \$50 fee required by the board.

Before issuing a criminal history evaluation letter, the board may require additional information, such as fingerprint cards.

Before applying to the program, a student with past criminal history should have requested that the board review his or her criminal history to determine eligibility for licensure based solely on criminal background up to that time, as stated above. All applicants to the program will fill out a Criminal History Statement acknowledging:

- the individual's right and responsibility to request a criminal history evaluation;
- if he or she does not complete a criminal history evaluation before application and the criminal background check completed during the course exposes criminal convictions that will render them ineligible for licensure, the individual will be dismissed from the program immediately and forfeit all monies paid to St. Philip's College.

The Criminal History Statement is now required with each application.

Students with concerns should contact:

Executive Council of Physical Therapy Examiners
1801 Congress Ave, Ste 10.900
Austin, TX 78701
Website: <http://www.ptot.texas.gov/>

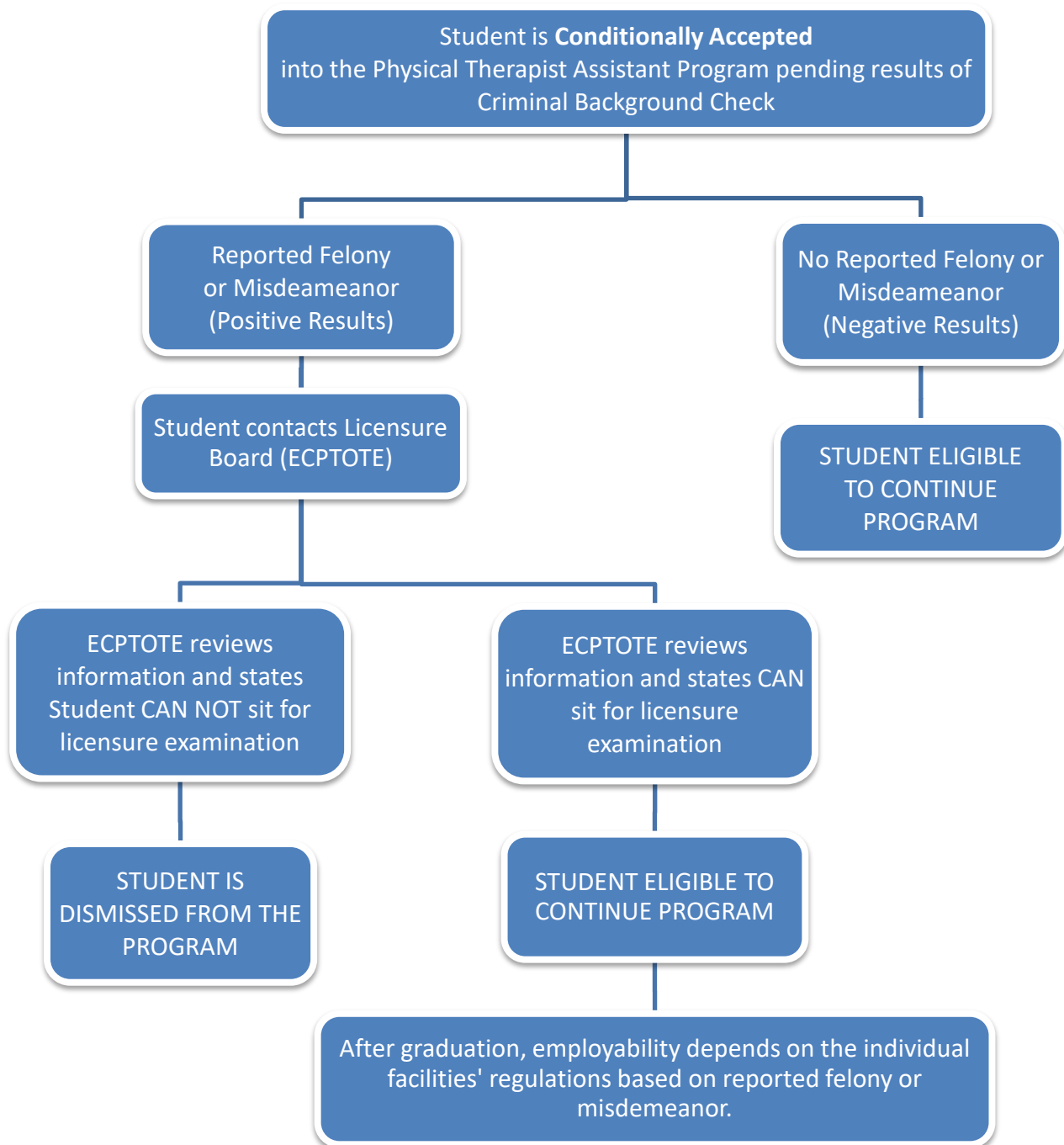
The program will provide the instructions needed to complete the criminal background check, the costs of which are the student's sole responsibility. Students are not to obtain their own criminal background check through any other source as the results will not be reported to the college and program.

Once the criminal background check is completed, the student will scan or photograph the payment receipt and upload it to their student file in the program's cloud-based clinical software program (Exxat). The program does not need to see the background check results – only a copy of the payment receipt is required. Students are individually responsible for maintaining their original criminal background check completion documentation. These records will be part of the required student portfolio.

Again, should the criminal background check discover activity that will render the individual ineligible for licensure as a physical therapist assistant in Texas, he or she will be dismissed from the program immediately.

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CRIMINAL BACKGROUND CHECK PROCEDURE



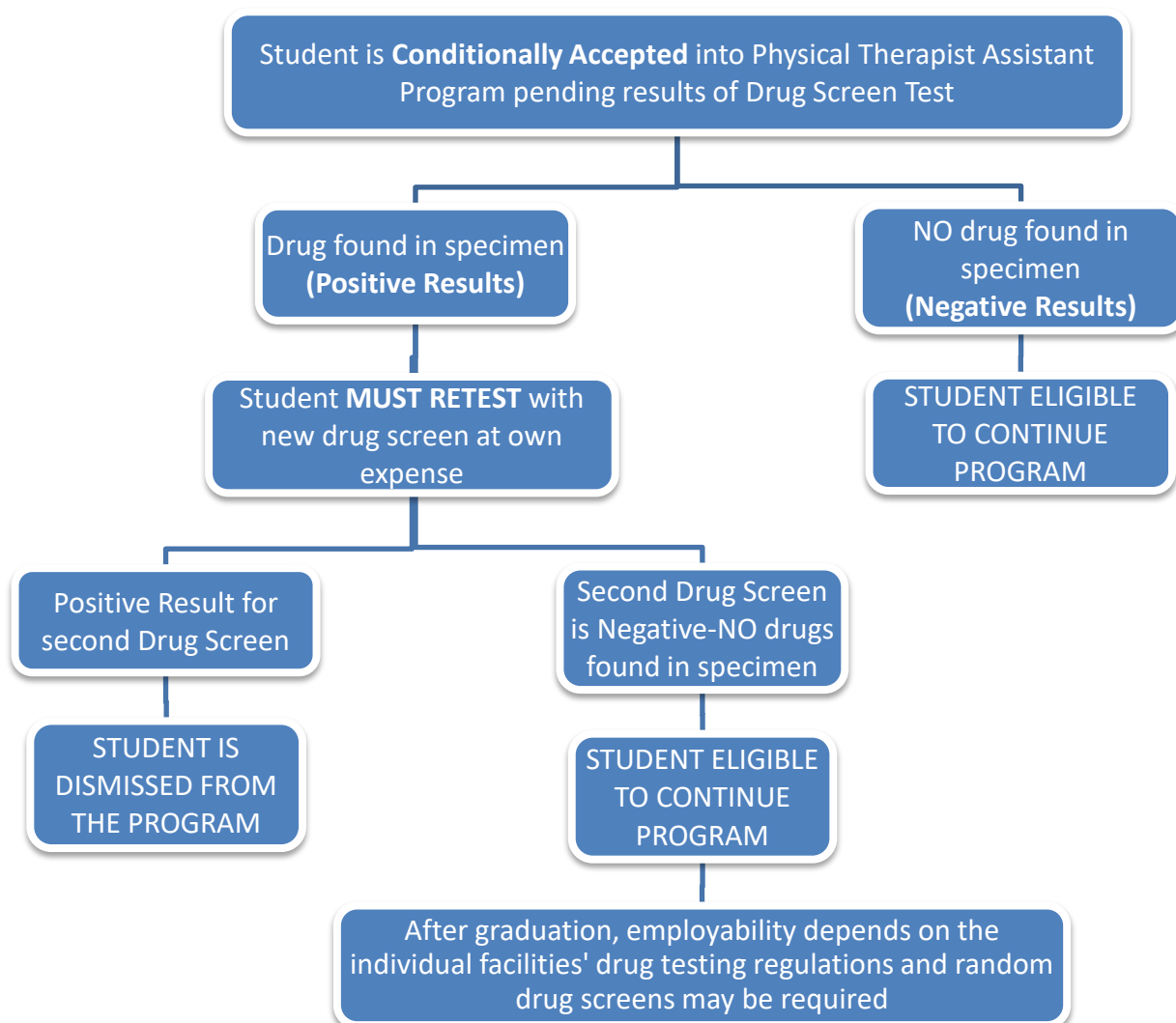
Drug Screening

Acceptance into the Physical Therapist Assistant Program is conditional until the student passes a drug screening. Furthermore, all students must have a clear drug screening before attending clinical rotations. The clinical site, clinical instructor, or a program faculty member may also request a random drug screening at any time. Students must understand that a clinical site may require drug screening before the start of each new semester.

The program will provide the instructions needed to complete the drug screening, the costs of which are the student's sole responsibility. Students are not to obtain their own drug screening through any other source as the results will not be reported to the college and program.

Once the drug screening is completed, the student will scan or photograph the receipt and upload it to their individual student file in the program's cloud-based clinical software (Exxat). Students are individually responsible for maintaining their original documentation of drug screening completion. These records will be part of the required student portfolio.

DRUG SCREENING PROCEDURE



ACADEMIC RESPONSIBILITIES

Examinations

All examinations must be taken as scheduled unless other arrangements have been made with the instructor. If a student is sick or has an emergency with an immediate family member on the day of a test, they must notify the instructor by e-mail (preferred), through the Remind app, through Canvas, or by telephone to make other arrangements for making up the test. Make-up examinations will be at the discretion of the instructor.

Late Work

Assignments submitted after the due date will be accepted only at the instructor's discretion. See the appropriate syllabus for specific requirements in each course.

Student Portfolio

Students in the Physical Therapist Assistant (PTA) Program will participate in service-learning in the community, professional organizations, and a team project involving interprofessional collaboration. This may require an investment of time beyond the regular school day. Furthermore, per [PTA Program Procedure - F.6.1.4 – Student Success: Program Monitoring and Advising System](#) (see Appendix E), each student must prepare a portfolio while in the program to serve as an assessment tool of professional growth, to encourage reflection and self-directed learning, and to serve as a record of personal and professional accomplishments.

Faculty Advising

Each student in the program will be assigned a faculty advisor from the PTA Program faculty. The student is responsible for meeting with their assigned advisor each semester and must schedule this meeting within the first two weeks of the semester. (The actual meeting itself may occur later in the semester, but it must be **scheduled** within the first two weeks of the semester.) Students must also initiate a meeting with the instructor if they fail any course examination or lab practical/skills check.

PROFESSIONAL BEHAVIOR

Throughout the program, students must demonstrate the same type of professional behavior expected while working in the healthcare environment. Professional behaviors include, but are not limited to, compliance with the Standards of Ethical Conduct for the Physical Therapist Assistant, punctuality and regular class/lab attendance, personal responsibility and preparedness to learn, responsibility for facility maintenance and resources, and respectful communication appropriate for all audiences.

Attendance

Disregard for, or abuse of, the college and program attendance policies can result in dismissal from the Physical Therapist Assistant Program. According to the college catalog and [PTA Program Procedure-F.6.2.1 Student Responsibility for Success: Program Attendance](#) (see Appendix E), regular and punctual class and laboratory attendance are required, and students are expected to attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible. Students absent for any reason can make up work only at the instructor's discretion. In addition, the student is still responsible for lecture information when covered in subsequent examinations. The program's attendance policy further states that excessively absent students may be dismissed from the program.

The program defines excessive absences as those absences over ten percent of total class meetings or ten percent of total contact hours. These will be counted as follows:

Course	Maximum Class Meetings Missed	Maximum Hours Missed*
PTHA 1301	1.5	4.5
PTHA 1321	1.5	4.5
PTHA 1405	3	9
PTHA 1413	3	9
PTHA 1431	3	9
PTHA 2409	3	9
PTHA 2201	1	7
PTHA 1360	2.5	19.5
PTHA 2431	3	9
PTHA 2435	3	9
PTHA 2217	1	5
PTHA 2460	3	24
PTHA 2461	3	26.5

* Maximum hours missed comprises absences, late arrivals, and early exits. For example, a student in PTHA 2201 who misses half a day for illness (3 hours), comes in 45 minutes late due to a doctor's appointment, then has to leave an hour into class (5 hours) to pick up a sick child from daycare would have missed 8.75 hours and be considered excessively absent.

On a case-by-case basis, faculty may excuse the following absences in excess of the above maximum class meetings/hours missed for the following:

- hospitalization of student
- death of an immediate family member or guardian
- complications due to pregnancy
- maternal/paternal leave of absence
- unavoidable weather delay (flood, snow, ice, etc.)

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Classroom, Lab, and Clinical Dress Code

Students must dress appropriately for classes. In the classroom, students will wear professional attire. Royal blue and/or black scrubs top and bottom with the SPC PTA logo embroidered/SPC PTA program patch are required during all classroom lectures, athletic shoes (preferably a solid, conservative color) or closed-toe, closed-heel shoes of a conservative color with a non-skid sole. Regardless of attire, all items should be clean and in good repair. Clothing will also cover all visible tattoos. Military students must adhere to the uniform of the day designated by their military Point of Contact (POC).

Field trips, health fairs, and presentations will require specific attire. When necessary, this will be explained to the student beforehand. Again, clothing will cover all visible tattoos.

Lab attire will consist of a short-sleeved T-shirt that is plain black, plain white, or plain royal blue (class T-shirts or St. Philip's College T-shirts are also acceptable) and plain black shorts or specific shorts provided with a minimum four-inch inseam or plain black yoga/track/sweat pants or capris. If pants of any type are worn, the student must be able to roll them up high enough to expose the entire thigh. Female students will wear a sports bra that will allow for removal of the T-shirt when necessary. In addition, shoes appropriate for the lab activities must be worn (i.e., closed-toe, closed-heel shoes with a non-skid sole—preferably tennis shoes). This attire is necessary for practicing palpation skills, applying physical agents, and performing exercises. See the appropriate syllabus for specific requirements in each course.

During clinical assignments, students should dress in the professional attire of the physical therapists or physical therapist assistants working in that clinic. For example, if clinic personnel are required or allowed to wear scrubs, the students may do the same if they observe the scrub color requirements of the clinic. Otherwise, students must wear a solid-color, polo-type shirt; Docker-style khaki pants; athletic shoes (preferably a solid, conservative color), or closed-toe, closed-heel shoes of a conservative color with a non-skid sole. All items should be clean and in good repair. Clothing will cover all visible tattoos and will fully cover the torso when the student is reaching overhead or squatting down.

The student must wear a St. Philip's College picture name tag/ID at all times during the clinical rotation. Modest jewelry [i.e., a watch with a second hand, one pair of stud/petite earrings (NO other piercings), and a single wedding band] may be worn. Fingernails must be clean, neatly filed, unpolished, and trimmed short—not extending beyond the fingertips. Hair should be neat, clean, and worn away from the face.

Cell Phone Usage Guidelines

As stated in the St. Philip's College Student Handbook, students are expected to respect others when using cell phones. Therefore, personal cell phones must be set to vibrate or silent mode to eliminate distractions in class or quiet areas such as the library, computer labs, or tutoring labs.

Human Subject Policy

Students in the Physical Therapist Assistant (PTA) Program are entering a profession that requires touch and manipulation of the musculoskeletal system. Throughout the education and training in the PTA Program, students will be required to apply physical therapy procedures and techniques to each other during lab classes. St. Philip's College faculty or staff may also apply these procedures and techniques. All laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. Students must sign the Lab Participation Release form located in this handbook's appendix before beginning the program, indicating agreement to comply with the Human Subject Policy.

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Photography, Videography, or Other Recording

St. Philip's College sometimes uses photographs and videotapes of students for publication or advertisements promoting the Alamo Colleges. If students agree to be photographed or videotaped, they must sign the college's release form. Students also agree to obtain permission before recording one another or faculty. Students will acknowledge this agreement by signing the Photography, Videography, or other Recording: Release and Agreement form in this handbook's appendix.

CLINICAL PERFORMANCE

Clinical Preparation

Before beginning the first clinical course, students will learn competent and safe practice through the following training/instruction:

- a. **Law:** All students must understand the role of the physical therapist assistant according to the Texas Practice Act and Rules, American Physical Therapy Association Standards of Ethical Conduct for the Physical Therapist Assistant, Health Insurance Portability and Accountability Act of 1996 (HIPAA), appropriate guidelines for supervision of the physical therapist assistant and physical therapy aide/technician in various clinical settings, and professional behavior.
- b. **Clinical Safety and Competent Practice:** All students must understand the basic incidents and emergencies that can occur in a hospital or clinical setting, including infection control, alarm codes, and fire safety.

All students must demonstrate competency in taking vital signs, aseptic technique, wound care, wheelchair use and maintenance, transfer training, gait training, extremity wrapping, physical agents, and manual modalities. Competency and safety are assessed through lab practical examinations or formal skills checks.

Students will be required to enter into agreements with the college and with the clinical site prior to beginning clinical affiliations. Students must acknowledge these agreements by signing a Confidentiality Agreement and HIPAA Training Acknowledgment, Verification of Bloodborne Pathogen Training, as well as a Clinical Practice Reimbursement and Indemnification Agreement before they begin the clinical courses. These forms are in Appendix D of this handbook.

Clinical Assignments

The primary objective of clinical assignments is to ensure that each student is exposed to a variety of clinical environments during the three rotations. Clinical environments include acute hospital settings, private clinics, the public school system, skilled nursing facilities, home healthcare agencies, and rehabilitation hospitals.

The student must understand that making clinical assignments is a very involved task. Negotiations for and maintenance of clinical training spaces in the San Antonio area are very competitive among PT and PTA programs. Because of this, the student may be assigned to a clinic outside of the immediate area, which may require a significant commuter distance. Should this occur, the student must furnish their own transportation. Special consideration for location of clinical assignment will be given to students who depend solely on the VIA bus transportation system for commuting.

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The Clinical Experience

You will complete three clinical experiences while in the program, scheduled as follows:

Affiliation 1: Summer (Semester III) – five weeks, 192 hours; mid-/late June – mid-/late July

Affiliation 2: Spring (Semester V) – six weeks, 240 hours; late January/early February – mid-March

Affiliation 3: Spring (Semester V) – seven weeks, 256 hours; mid-/late March – early/mid-May

*Military students have a modified schedule, but their three clinical experiences will match the total length (in weeks) of the standard program.

Students are assigned to clinical sites by the academic coordinator of clinical education (ACCE) with input from the student. Students may not change their clinical assignments or solicit their own clinical assignments, although special situations may be discussed.

The clinical experiences provide students with directed learning in various professional and clinical settings. The clinical experience is crucial in giving students a learning environment that offers exposure to a mixture of "real-life" patient problems that cannot be experienced or duplicated in the classroom or laboratory.

Students must remember that the operational clinics with whom we have affiliations are "friends of the profession and of St. Philip's College." To maintain the established mutual respect, relationships, and professional legacy between our program and the cooperating clinics, each student must abide by the rules, regulations, policies, and procedures of the facility where he or she is undergoing practical training. These will differ from clinic to clinic. Therefore, students must be flexible and able to adjust to different environments and regulatory policies.

In meeting the regulatory requirements, students should perform assigned duties as any dedicated employee would in each clinic where they practice. As "employees," students must abide by the rules of the clinic, which will include (but not be limited to) working hours, holidays, break times, dress code, smoking, use of drugs and alcohol, eating and drinking areas, personal phone calls (including use of cell phones), visitors and guests. It is strongly recommended that students become well acquainted with the procedural manual of each clinic to which they are assigned.

Clinical Instructor (The "CI")

Clinical education is a significant part of the program's curriculum. The person chiefly involved in this training is the clinical instructor, commonly referred to as the "CI."

The clinical instructor will be a licensed physical therapist (PT) or a licensed physical therapist assistant (under the supervision of a PT). It is important to note that clinical instructors receive no compensation for their involvement in the professional education of students. They generously contribute their time and expertise to a vital part of the professional education process and should be respected and acknowledged for this. The CI is indispensable to the entire education process. Without the professional dedication and willingness of our CIs, there could be no clinical training. The CI will supervise, instruct, and evaluate the student at the clinical training site.

CIs are responsible for planning an effective learning environment. This should involve developing the problem-solving process and all entry-level competencies in key areas of clinical practice. In addition, he or she will teach the student how to manage time and, most importantly, the ins and outs of acceptable professional behavior. While the CI controls the learning environment, he or she will also be assessing the student's attitudes and behavior in accepting and performing various professional tasks, as well as the student's decision-making development.

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Clinical Attendance

Work hours during each clinical affiliation should be approximately 8 hours per day or 40 hours per week, mirroring the schedule of the clinical instructor (CI). Students absent for 10 percent or more of the total clinical hours may be dropped from the course and the program as per [PTA Program Procedure-F.6.2.1 Student Responsibility for Success: Program Attendance](#) (see Appendix E).

Evaluation

The Physical Therapist Assistant Manual for the Assessment of Clinical Skills, or PTA MACS, is a clinical skills assessment tool developed and revised by PTA academic and clinical faculty. The program uses it as a method for evaluating clinical performance. It identifies skills the PTA student needs to develop to be considered entry-level. Both the student and the CI assess these skills. Progress reports are made at mid-term and at the end of each clinical rotation by the CI and are used in part to determine the student's grade in the course. Please see the current Clinical Instructor's Handbook for specifics.

Clinical Dress Code

See the "Classroom, Lab, and Clinical Dress Code" above – page 34.

Incident Report

An incident is an adverse occurrence that is out of the ordinary and inconsistent with a facility's usual routine or treatment procedure, or which causes, or has the potential to cause, serious harm to another (patient/client, employee, visitor, student, etc.). If an incident should occur at a clinical facility, the student should follow the incident reporting protocol of that facility. In addition, the student must complete the St. Philip's College Physical Therapist Assistant Program's Incident Report (see Appendix F). This form will also be completed for on-campus incidents. Incidents requiring reporting include, but are not limited to, the following:

- Serious safety errors endangering, or having the potential to endanger, another
- Negligent acts resulting in endangerment to another
- Violations of agency and/or school policies and procedures which endanger another
- Evidence of being under the influence of drugs/alcohol
- Falsification of information

Clinical incidents will be reported to the academic coordinator of clinical education (ACCE) and the program director. Local incidents will be reported to the instructor and program director. In all cases, the student must complete written reporting within 24 hours of the incident to ensure proper care and follow-up. The program director will confer with all involved parties to discuss the nature of the incident and its severity. Depending on circumstances, the student may be subject to disciplinary action, including possible dismissal from the program, and may be banned from participation in classroom, lab, or clinical instruction until they have been cleared by the instructor, the program director, the ACCE, and clinical instructor, as appropriate.

Should the student be allowed to continue, the incident report, as well as a signed (by the student, program director, and ACCE—if the incident was in the clinical setting) letter documenting the incident, the remediation plan, and the consequences of further incidents will be given to the student and a copy placed in the student's file.

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Sharps and Exposure

Any student who sustains a sharp puncture (e.g., by a needle, glass, blade, etc.) or other exposure to blood or other bodily fluids while engaged in a college-sponsored educational program should follow these steps as published by the National Institute for Occupational Safety and Health (NIOSH):

- Wash needle sticks and cuts with soap and water.
- Flush splashes to the nose, mouth, or skin with water.
- Irrigate eyes with clean water, saline, or other sterile irrigants.
- Report the incident to your supervisor.
- Immediately seek medical treatment.

Source: <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

Please remember that drug prophylaxis is time-sensitive (2-24 hours), so the student must immediately seek help from the appropriate supervising personnel.

Some medical facilities will treat students, provide accident forms, and pay for treatment. If not, students who incur a sharp puncture or exposure should go to the nearest emergency room for the appropriate consultation and testing.

The clinical instructor and the academic coordinator for clinical education should be notified as soon as possible after the incident. The clinical instructor will initiate incident/injury reporting per site policy and procedures and evaluate the circumstances of the incident. If the student declines medical treatment, this should be documented and signed by that individual. The student will also complete program incident reporting, as described on page 31 above.

STUDENT RIGHTS AND STUDENT SUPPORT

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) affords all students certain rights concerning their educational records. The college and program abide by this law and will not disclose any information about the student or the student's academic performance to any other person unless the student gives permission.

Students in the program are also expected to follow confidentiality regulations in providing patient care at any healthcare facility to which they are assigned as part of a designated course of study. The student may not access, use, disclose, or reproduce any confidential patient information other than for the strict purposes outlined in the student's clinical duties. The student agrees to this policy by signing the Confidentiality Agreement and Health Insurance Portability and Accountability Act (HIPAA) Training Acknowledgement in Appendix D of this handbook.

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Grievance

Academic Grievance Policy

Faculty are responsible for classroom management, teaching strategies, testing, and evaluation of student performance. At academic institutions, conflicts may develop within the educational process that require academic intervention using the academic grievance process. When student complaints cannot be resolved through informal interaction with a faculty member or department chair, students are directed to follow the college's academic grievance procedure by filing a Student Academic Grievance form, available from the department chair. Students are encouraged to use the academic grievance process only when there is clear and convincing evidence that a faculty member has treated the student unfairly, arbitrarily, or capriciously. The academic grievance procedure allows unresolved complaints to continue moving from student to instructor to department chair to dean until a consensus is reached or a final decision affirming or denying the grievance is made by the appropriate dean. The [SPC Student Handbook](#) (pp. 32-35) explains the process in greater detail.

Non-Academic Grievance Policy

The non-academic grievance policy provides a remedy for students who believe they have been the object of unjust treatment by an employee of the Alamo Colleges. Students who think they have been treated unjustly may file a grievance in order to seek resolution. The [SPC Student Handbook](#) (pp. 37-40) explains the process in greater detail.

Allied Health Student Counseling

As stated in the [SPC Student Handbook](#), the student is expected to recognize and accept their responsibilities while enrolled in the program. These include respect for the rights of others; academic and personal integrity; and adherence to federal, state, and local laws. The student must also abide by all college and program policies. Any misconduct will be documented and acknowledged by the signature of the instructor, program director, and student.

Student Support Services

Accessibility Services:

If you are a special-needs student, you may qualify for facilitating services, extended test time, oral testing, or other accommodations. You are responsible for informing each instructor if you are a qualified special-needs student and wish to take advantage of those services. Per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if accommodation is needed, the student must contact Disability Services in the Sutton Learning Center, room 102. They may also be reached via phone at 210-486-2411, e-mail at spc-sas@alamo.edu and their website is <https://www.alamo.edu/spc/experience-spc/current-students/safe-space/student-accessibility-services/>

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Tutoring and Technology Assistance:

The Educational Support Services Computer Laboratories consist of networking computer workstations, file servers, printers, and a range of software designed to provide academic support to students. The computer labs are in the Center for Learning Resources (CLR – otherwise known as the library). The open lab is on the second floor

The Tutoring and Technology (TnT) Center is in the Clarence W. Norris Building, Room 114. Tutoring is available in person or via Zoom. Please see the TnT website at <https://www.alamo.edu/spc/academics/academic-resources/tutoring-centers/tutoring-and-technology-center/>.

Student Financial Services:

Students requiring financial assistance may seek help from the Office of Financial Aid, which is in the Welcome Center. The phone number is 210-486-2600. The main website for financial aid for the district is <https://www.alamo.edu/admission-aid/paying-for-college/financial-aid/>. Available scholarships are listed on the St. Philip's College website (<https://www.alamo.edu/spc/admissions/pay-for-college/scholarships/>). Another resource would be the Minnie Stevens Piper Foundation, www.mspf.org. This is a free scholarship clearinghouse.

Library:

The library (Center for Learning Resources or CLR) provides reference materials, study carrels, and viewing rooms. In addition, students have access to audio and video tapes, slide/tape presentations, and computer-assisted information. Occasionally, instructors place books or readings on reserve status. These items will be held at the checkout desk. Coin-operated copy machines are also available for student use. The phone number for the CLR is 210-486-2330, and the website is <https://www.alamo.edu/spc/experience-spc/current-students/student-resources/library/>.

Veterans' Affairs:

The Office of Veteran Affairs assists students receiving educational support under one of the public laws for veterans and their dependents. Students using Veteran Affairs benefits should contact the Veteran Affairs Office before registration to obtain information. They are located in room 205 of the Welcome Center and may be reached via phone at (210) 486-2111 or e-mail at spc-vetaffairs@alamo.edu. The website is <https://www.alamo.edu/spc/admissions/specific-populations/military-dependents/veteran-affairs/>.

Rose Thomas Writing Center:

The Rose Thomas Writing Center offers a free service that is very helpful when writing research papers! Appointments can be arranged by visiting the website and using the "Contact Us" information at the bottom of the website. They can work with you via e-mail, Zoom, or in person. The website is <https://www.alamo.edu/spc/academics/academic-resources/tutoring-centers/writing-center/>.

Student Health Center:

Students may receive minor first aid assistance, over-the-counter medications, health information, and referral to community services for medical, dental, family planning, STD, HIV, mammogram, and pregnancy testing in the college nurse's office in the Sutton Learning Center (SLC), Room 127. The phone number is 210-486-2222. The website is <https://www.alamo.edu/spc/experience-spc/current-students/student-resources/student-health-center/>.

Health and Fitness Center:

Students can enroll in intramural and extramural activities. During open hours, students can use the swimming pool, aerobic exercise equipment, weight machines, free weights, and the gym. Their website is <https://www.alamo.edu/spc/experience-spc/current-students/student-resources/health-wellness-building/>.

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Military Cohort Addendum

The military expansion program will have the same requirements as the established PTA program. The differences are listed below:

Program Mission and Goals

Mirroring the Parent Program, the Military Expansion PTA Program focuses its mission on preparing active-duty service members for careers in physical therapy. The only distinction in its mission statement is the inclusion of "military" before "students," reflecting this specialized focus. Otherwise, there is no change in the program's mission: "To serve the community by preparing our military students for a career in contemporary physical therapy practice while encouraging personal growth, critical thinking, ethical behavior, and lifelong learning."

Classroom, Lab, and Clinical Dress Code

Military students will wear the uniform of the day to each lecture and lab.

Clinical Experience

Military students will have clinical experiences at the assigned military setting. The clinical education requirements will be the same as the parent program.

APPENDICES

- A. Campus Map - [Map](#)
- B. Emergency Procedures - [Emergency Procedures](#)
- C. St. Philip's College Student Handbook - [SPC Student Handbook](#)
- D. [Forms requiring PTA student acknowledgment and signature](#)
 - 1. Student Information Form
 - 2. St. Philip's College Student Commitment to Success
 - 3. Student Statement of Commitment to Physical Therapist Assistant Education
 - 4. Photography, Videography, or other Recording: Release and Agreement
 - 5. Lab Participation Release Form
 - 6. Confidentiality Agreement and Health Insurance Portability and Accountability Act (HIPAA) Training Acknowledgement
 - 7. Bloodborne Pathogen Training Certification
 - 8. Clinical Practice Reimbursement and Indemnification Agreement
 - 9. Acknowledgment Statement
- E. Program Policies, Procedures, and Practices
 - [PTA-F.6.1.4 \(Procedure\) Student Success: Program Monitoring and Advising System](#)
 - [PTA-F.6.2.1 \(Procedure\) Student Responsibility for Success: Program Attendance](#)
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 - [PTA-F.6.2.4 \(Procedure\) Student Responsibility for Success: Program Suspension and Dismissal](#)
 - [PTA-F.6.2.5 \(Procedure\) Student Responsibility for Success: Program Readmission](#)
 - [PTA-F.6.2.7 \(Procedure\) Student Responsibility for Success: Skill Competency Evaluations – Lab and Clinical](#)
- F. [St. Philip's College Physical Therapist Assistant Incident Report](#)
- G. [COVID Procedures](#)

Appendix D

Physical Therapist Assistant Program

Required Forms



STUDENT INFORMATION FORM

The following information is used for required reporting to the Commission on Accreditation of Physical Therapy Education or the Texas Higher Education Coordinating Board. Data regarding age, race, or gender is not released about you individually, but is used to describe your cohort collectively. The form is stored securely on this form only, is maintained in a locked cabinet behind two locked doors, and is only accessible by authorized personnel. This form will be shredded three years after your graduation date.

Name	
Date of Birth	
SSN	
Age	
Gender	
Ethnicity/Race	☐ American Indian/Alaskan Native ☐ Asian ☐ Black or African-American ☐ Hispanic/Latino of any race ☐ Native Hawaiian/other Pacific Islander ☐ White ☐ Two or more races ☐ Decline to report
Please list any previous degrees earned	
GPA	

St. Philip's College

Student Commitment to Success

The Faculty and Staff of St. Philip's College challenge students to be the best they can be!

1. I will take initiative in my education. Because I want to succeed in this course, I will carefully read and follow my course syllabus. I also understand that the course syllabus may include expectations beyond those stated in this commitment.
2. I will support my success by ensuring that I have timely access to the required resources for the class, including textbooks and other materials as listed on the course syllabus. If I have trouble getting these resources, I will consult with the instructor and other campus support services for help.
3. I understand that a respectful environment allows for a healthy exchange of ideas and opinions and encourages personal growth. As part of my commitment to success, I will respect others and avoid talking, texting, answering my phone, and other disruptive behaviors in class.
4. Completing assignments on time demonstrates organization, time management, a solid work ethic, and a willingness to learn. Because I am serious about my education, I will strive to submit all assignments by the assignment due date and be aware of the instructor's policies regarding submission deadlines and options. I also understand that my classes may require several hours of independent studying per week.
5. If I don't understand something, I will ask for my instructor's help, and I will apply the necessary time and energy to master the class material. I will also use other campus resources, such as the Tutoring and Technology Center, the Center for Learning Resources, the Rose R. Thomas Writing Center, the Dr. Lanier E. Byrd Sanctuary, and MathWorld, as a supportive network to ensure my academic success.
6. Because the college and my instructor will share important information via e-mail, I will check my ACES and/or Canvas e-mail regularly and communicate with college personnel using my St. Philip's College student e-mail account.
7. To ensure my success and to follow college policy, I will go to the instructor with any concerns or questions that I may have about the class. If that discussion does not resolve my concerns, I will then take my concerns to the department chairperson.
8. I want to be proud of the work that I do and the college credit that I earn. Because plagiarism and cheating are unethical and often illegal, I will submit work that is properly documented and solely mine. I understand the college's commitment to academic integrity, as stated in the [Student Handbook](#) and the [Student Code of Conduct](#).
9. I want to be the best student I can be! I will read the [Student Handbook](#) and the [Student Code of Conduct](#) and abide by them to make St. Philip's College a better place for everyone.

My name is (please print): _____ and I **AM** St. Philip's College!

Student signature: _____ Date: _____

Course and Section: _____ Instructor: _____



STUDENT STATEMENT OF COMMITMENT TO PHYSICAL THERAPIST ASSISTANT EDUCATION

I have completed Orientation Part 1 for the St. Philip's College Physical Therapist Assistant Program and will commit to completing the program, obtaining state licensure as a physical therapist assistant, and gaining employment in the profession of physical therapy. I am aware of the professional expectations, as well as attendance and participation requirements that may include activities outside of regularly scheduled courses. I agree to organize work and personal obligations so that they do not interfere with curricular and co-curricular activities in the program. I further understand that the St. Philip's College and the Physical Therapist Assistant Program academic calendars may differ occasionally and will verify the class schedule before planning any work or personal activities.

Additionally, I affirm that I will complete the CPR certification, criminal background check, drug screening, and all immunizations by the due dates set by the Physical Therapist Assistant Program. I understand that if I am unable to agree to these terms, my conditional acceptance into the program will be withdrawn, and I will not be eligible to initiate the program in Fall 20____.

Name: _____

Signature: _____ Date: _____



PHOTOGRAPHY, VIDEOGRAPHY, OR OTHER RECORDING: RELEASE AND AGREEMENT

_____ I authorize the Alamo Colleges District and St. Philip's College to use my photograph or video for publications and/or advertisements promoting the Alamo Colleges.

OR

_____ I DO NOT wish for the Alamo Colleges District or St. Philip's College to use my likeness for publications and/or advertisements

AND

_____ I agree that I will first request and obtain permission from fellow classmates or faculty prior to recording them or their activities by any means.

Signature

Date



LAB PARTICIPATION RELEASE FORM

I understand that I am enrolled in a profession that requires touch and manipulation of the musculoskeletal system and the use of physical agent modalities. Throughout my education and training in the Physical Therapist Assistant Program, I will be required to apply physical therapy procedures and techniques on fellow students and St. Philip's College faculty, as well as physical therapy professionals and patients in the community.

I also understand that all laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. After being made aware of contraindications against and possible side effects of these procedures and techniques, I will notify the course instructor of my concerns about participating in any laboratory procedures so that any necessary accommodations may be made.

I am responsible for understanding the theory and application regarding physical agent modalities and other treatment techniques and procedures and applying them to others or allowing them to be applied to me.

Signature

Date



CONFIDENTIALITY AGREEMENT AND HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) TRAINING ACKNOWLEDGMENT

This confidentiality agreement (hereinafter referred to as Agreement') is entered into by
_____ (hereinafter referred to as "Education Participant").

Education Participant, a student of St. Philip's College, in providing patient care at any healthcare facility assigned by the Academic Coordinator of Clinical Education as part of a designated course of study to obtain clinical educational experience will have access to and review confidential patient information maintained in electronic and/or paper form by the assigned healthcare facility.

Education Participant agrees not to access, use, disclose, or reproduce any confidential patient information for any purpose other than as specifically permitted pursuant to student duties.

Education Participant further agrees to use appropriate safeguards to prevent access, use, disclosure, or reproduction of confidential patient information other than as provided herein. Nothing herein shall preclude Education Participant from making available to a patient their confidential patient information.

Upon completion of their clinical educational experience, Education Participant agrees to return to the assigned healthcare facility any confidential patient information or reproductions thereof in Education Participant's possession.

Education Participant acknowledges that they have received HIPAA training as a portion of their educational experience prior to being assigned to specific healthcare facility.

Education Participant acknowledges and understands that unauthorized access, use, disclosure, or reproduction of any patient information in violation of assigned healthcare facility data policy or in violation of this Agreement will authorize the assigned healthcare facility to prohibit Education Participant from providing any patient care on said healthcare facility premises. Education Participant further understands that certain unauthorized disclosure of patient information is punishable by fines and penalties imposed by federal and state law(s).

Education Participant acknowledges and understands that if Education Participant is granted specific computer system(s) access based on the nature and scope of Education Participant's assignment. Education Participant is prohibited from accessing or attempting to access any computer system(s) in a manner that violates the healthcare facility data policy or is not consistent with Education Participant's specifically assigned user rights.

Education Participant further agrees to indemnify and hold harmless the assigned healthcare facility for any liability, expense, or loss, including damages, exemplary damages and reasonable attorneys' fees, which may be incurred by the healthcare facility as a result of any unauthorized disclosure of confidential patient Information to any third party by Education Participant.

(continued, over)

Upon request, Education Participant agrees to make available Education Participant's internal practices, books, and records relating to use and disclosure of protected health information to the Secretary or an employee of the Department of Health and Human Services.

Education Participant agrees that in the event any amendments or corrections are made to the patient's protected health information such amendments or corrections will be incorporated into such records in Education Participant's possession.

I HAVE READ AND FULLY UNDERSTAND THIS AGREEMENT.

Education Participant Signature

Date



BLOODBORNE PATHOGEN TRAINING CERTIFICATION

All St. Philip's College Allied Health students must complete coursework in blood-borne pathogens and tuberculosis prior to beginning clinical rotations.

During academic instruction, students of the St. Philip's College Physical Therapist Assistant Program have learned risk factors for various diseases, to include bloodborne pathogens, and have practiced techniques and precautions to mitigate these risks. It is the student's responsibility to implement standard precautions in the care of all assigned patients and to implement appropriate precautions per clinical facility policy for specific diseases.

I hereby certify that _____ has received Bloodborne Pathogen Training.

Instructor Signature: _____

I confirm that I have received Bloodborne Pathogen training.

Student Name: _____

Student Signature: _____



CLINICAL PRACTICE REIMBURSEMENT AND INDEMNIFICATION AGREEMENT

Alamo Community College District (the "District") is allowing the undersigned student (the "Student") to participate in one or more clinical practice rotations at one or more health care facilities (the "Program") as part of the Student's curriculum. The District has potential liability to such health care facilities based upon the actions and behavior of the Student. In order to induce the District to allow the Student to participate in the Program, the Student hereby agrees as follows:

1. Property Damage. In the event that the District must pay any amount to any health care facility because the Student negligently damages any property of any health care facility, including but not limited to, medical equipment, the Student hereby agrees to reimburse the District for any amounts so paid.
2. Confidential Information. In the event that the Student discloses any confidential patient information to an unauthorized party, and in the event that the District must pay amounts to any health care facility or any other person or entity in connection therewith, the Student hereby agrees to reimburse the District for any amounts so paid;
3. Negligence. The Student hereby agrees to reimburse the District for any and all costs and expenses, which may be incurred by the District which are caused, in whole or in part, by the misbehavior or negligence of the Student and which are related in any way to the Program.
4. Health Insurance. The Student hereby represents to the District that the Student is covered by health insurance for treating any injuries which the Student may experience at any of the health care facilities, and for treating illnesses that the Student may contract while present at any of the health care facilities.
5. Treatment for Injury and Illness. The Student hereby agrees to pay any health care facility for any treatment provided to the Student due to injury or illness experienced by the Student while at any of the health care facilities, and hereby agrees to reimburse the District for any amount paid by the District to any health care facility for health care provided to the Student.
6. Risk of Exposure. The Student understands that a risk of exposure to blood, body fluid pathogens, stray radiation, and other potentially harmful agents is associated with the Student's clinical experience, whether or not the same includes a lab rotation.
7. Indemnification. The Student hereby agrees to indemnify and hold harmless the District and its trustees, employees, agents, and volunteers (collectively, the "Indemnitees") from all claims, causes of action, liability, costs, and expenses which are related to, arise from, or are connected in any manner with actions taken or omissions made by the Student, except to the extent caused by any of the Indemnitees.

(continued, over)

8. Release. The Student hereby agrees to and does hereby release the District and its trustees, employees, agents, and volunteers from any and all claims and causes of action which the Student may have now, or may have in the future, whether or not the same may be ascertained at this date, relating to, or arising from, or connected in any manner with, the Student's participation in the Program.

DATED and EFFECTIVE as of the _____ day of _____ 20_____

Signature of Student: _____

Printed Name of Student: _____



ACKNOWLEDGMENT STATEMENT

I acknowledge that I have read the St. Philip's College Physical Therapist Assistant Program Student Handbook.

I agree to abide by the policies and procedures outlined in the Physical Therapist Assistant Program Student Handbook and the policies, procedures, and rules of the Alamo Colleges and St. Philip's College. I have also reviewed the St. Philip's College Student Handbook.

I have been made aware of the emergency procedures of the Program and the College.

Signature

Date

Appendix E

Physical Therapist Assistant Program

Policies and Procedures

[PTA-F.6.1.4 \(Procedure\) Student Success: Program Monitoring and Advising System](#)

[PTA-F.6.2.1 \(Procedure\) Student Responsibility for Success: Program Attendance](#)

[PTA-F.6.2.2 \(Procedure\) Student Responsibility for Success: Program Withdrawal](#)

[PTA-F.6.2.3 \(Procedure\) Student Responsibility for Success: Program Remediation](#)

[PTA-F.6.2.4 \(Procedure\) Student Responsibility for Success: Program Suspension and Dismissal](#)

[PTA-F.6.2.5 \(Procedure\) Student Responsibility for Success: Program Readmission](#)

[PTA-F.6.2.7 \(Procedure\) Student Responsibility for Success: Skill Competency Evaluations – Lab and Clinical](#)

PTA-F.6.1.4 (Procedure) Student Success: Program Monitoring and Advising System

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.1 – Student Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 3C, 3G, 4L, 5D, 5E

Approved: 2-5-18

Last Amended: 7-19-21

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

The program faculty will undertake consistent, ongoing, and well-defined actions for the program and students, beginning with the admission process through the completion of student goals. These actions will include advising strategies to help build academic and non-academic knowledge and skills throughout the program. Students will be advised both face-to-face and through ongoing correspondence via the Alamo Colleges District's e-mail system.

Physical Therapist Assistant Program Monitoring and Advising System (3C, 3G, 4L, 5D, 5E)

The faculty of the Physical Therapist Assistant Program provide the program's students with monitoring and advising support in the following ways:

- Each student is assigned to a faculty advisor. The student will meet with this faculty advisor during the first two weeks of each semester to discuss academic progress and expectations.
- Guidance through the creation of a student portfolio – Each student is required to prepare a portfolio during the program to serve as an assessment tool of professional growth, to encourage reflection and self-directed learning, and to serve as a record of personal and professional accomplishments. Faculty will review the portfolio during finals week at the end of each semester. Each student's portfolio will comprise the following sections:
 - Personal Responsibility
 - Personal Learning Goals – The student will select three objectives to achieve while in the program.
 - Ethical Decision-making – The student will reflect on the process of ethical decision-making and use the principles in various scenarios throughout the course.
 - Clinical Affiliation Preparation – The student will demonstrate personal responsibility by completing all clinical requirements, such as immunizations, criminal background check, and drug screening, in a timely manner.
 - Social Responsibility
 - Service-learning Participation – The student will demonstrate social engagement through volunteer work in the community.
 - Support Group Reflection Paper – The student will engage with persons with a disability in a support group setting and reflect on how attending such a meeting benefitted both parties.

- Professional Responsibility

- Professional Organization Participation – The student will demonstrate professional engagement through activities with physical therapy professional organizations.
- Interprofessional Collaboration Project – The student will demonstrate interprofessional collaboration through joint activities with other healthcare providers.
- Resume – The student will draft a professional resume.

- Communication

- Record of Presentations – The student will maintain a record of all presentations prepared and presented throughout the program.
 - Record of Meetings with Advisor – The student is required to meet with their faculty advisor at least once per semester for the duration of the program.
 - Sample Treatment Note – The student will maintain a sample of a properly written patient treatment note.
 - Clinical Tools – The student may maintain documents such as exercise protocols, patient handouts, or helpful websites for future use as a clinician.
- The Early Alert system will be used to identify students who are at risk of failing their classes early in the semester. When an instructor is concerned that a student is not doing well in class, they will send an Early Alert notification to the student's ACES e-mail account by the census date for the class. The instructor will provide options to the student and help the student devise a plan to pass the course successfully. The instructor will send a second alert if the issues are not resolved by mid-term. A third alert will be sent if the issue persists after the mid-term.
 - Program faculty members will provide tutoring as needed for at-risk students. At-risk students are those whose examination grades or course averages fall below 80 percent.
 - Program faculty will provide counseling as needed to help students improve their study skills.

APPROVAL/REVIEW HISTORY

Approved by Program Director: _____
Signature Date

PTA-F.6.2.1 (Procedure) Student Responsibility for Success: Program Attendance

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.2 – Student Responsibility for Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 2B5, 3G, 4L, 5D, 5E

Approved: 2-5-18

Last Amended: 7-19-21

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Physical Therapist Assistant Program Attendance (4L, 5D, 5E)

Per district policy **F.6.2 Student Responsibility for Success** and program policy **PTA-F.6.2 Student Responsibility for Success**, students are expected to attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible. Students who are excessively absent may be dropped from the class.

The St. Philip's College Student Handbook defines excessive absences as those absences over 12.5 percent of total contact hours of instruction in a semester, including lecture and lab hours. The St. Philip's College Academic Catalog permits special programs with additional accreditation or certification standards to enforce additional attendance requirements that are clearly explained in the course syllabi.

Due to the complexity of the material presented and the academic rigor of the coursework, the Physical Therapist Assistant Program has elected to enforce more rigorous attendance requirements. The program defines excessive absences as those absences over 10 percent of total class meetings or 10 percent of total contact hours. These will be counted as follows:

Course	Maximum Class Meetings Missed	Maximum Hours Missed*
PTHA 1301	1.5	4.5
PTHA 1321	1.5	4.5
PTHA 1405	3	9
PTHA 1413	3	9
PTHA 1431	3	9
PTHA 2409	3	9
PTHA 2201	1	7
PTHA 1360	2.5	19.5
PTHA 2431	3	9
PTHA 2435	3	9
PTHA 2217	1	5
PTHA 2460	3	24
PTHA 2461	3	26.5

* Maximum hours missed comprises absences, late arrivals, and early exits. For example, a student in PTHA 2201 who misses half a day for illness (3 hours), comes in 45 minutes late due to a doctor's appointment, then has to leave an hour into class (5 hours) to pick up a sick child from daycare would have missed 8.75 hours and be considered excessively absent.

Excusable Excessive Absences (4L)

On a case-by-case basis, faculty may excuse the following absences in excess of the above maximum class meetings/hours missed:

- hospitalization of student
- death of an immediate family member or guardian
- complications due to pregnancy or maternal/paternal leave of absence
- unavoidable weather delay (flood, snow, ice, etc.)

Religious Holy Days (5D)

A “religious holy day” is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose.

Students must notify the faculty member in writing within the first twelve days of the semester to specify which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to complete the assignment or examination satisfactorily by the deadline.

Student Actions (5D, 5E)

Students who are absent for any reason should always consult with their instructors. In all cases, students will be held responsible for completing course material covered in their absence. Additionally, the student is responsible for dropping a course if they can no longer attend according to the instructor’s course policy.

Students who stop attending class for any reason should contact the instructor, Enrollment Services, and the Admissions and Records office to officially withdraw from the class. Students may be required to consult with a faculty member or designee before dropping. Failure to officially withdraw may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a completed Withdrawal Form to Enrollment Services and the Admissions and Records office.

Students receiving financial aid or any other external financial support should review and understand that dropping or being withdrawn from a course may result in owing funds to the federal government or other support provider and impact eligibility for future awards.

APPROVAL/REVIEW HISTORY

Approved by Program Director: _____
Signature Date

PTA-F.6.2.2 (Procedure) Student Responsibility for Success: Program Withdrawal

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.2 – Student Responsibility for Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 2B5, 3C, 3G, 4L, 5D, 5E

Approved: 7-19-21

Last Amended: 8-4-26

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Physical Therapist Assistant Program Withdrawal

A student may voluntarily elect to withdraw from the Physical Therapist Assistant Program for any number of personal reasons including, but not limited to:

- hardship (financial or otherwise),
- serious illness of self or immediate family member,
- military deployment or reassignment,
- family emergencies, or
- other personal reasons not related to classroom performance.

The student must complete the entire withdrawal process within ten business days by taking the following actions:

- The student will first inform their faculty advisor of the intent to withdraw, and the advisor will document the meeting in the student's record.
- Within two business days of meeting with the faculty advisor, the student will meet with the program director to discuss the decision to withdraw.
- Within four business days of speaking with the program director, the student will provide the program director a formal letter officially requesting and explaining the reason(s) for withdrawal from the Physical Therapist Assistant Program. This letter will contain the information required by and provide the acknowledgments given in Attachment 1. The program director will place this letter into the student record. Failure to comply with this procedure may result in the withdrawal being deemed an academic failure.
- The student will then meet with advising to withdraw from the program. Failure to comply with this procedure may result in the withdrawal being deemed an academic failure.

Students are additionally responsible for adhering to the withdrawal policies and procedures promulgated in the St. Philip's College Academic Catalog and in the St. Philip's College Student Handbook. A student desiring to withdraw from the program must withdraw officially through the registrar's office. Simply informing the instructor, faculty advisor, or program director of the intent to withdraw is not sufficient. Failure to withdraw officially or failure to do so promptly may result in a grade of F for the course(s).

The student will maintain good academic standing during this entire process until wholly and officially withdrawn from the program.

A student voluntarily requesting withdrawal from the program due to personal reasons and who is in good standing (i.e., passing all courses with no record of misconduct or excessive absences) may reenter the program at the point of withdrawal. See program procedure **PTA-F.6.2.5 (Procedure) Student Responsibility for Success: Program Readmission** for specific guidance for readmission.

APPROVAL/REVIEW HISTORY

Approved by Program Director: _____
Signature Date

Attachment 1 – Withdrawal from Physical Therapist Assistant Program – Official Letter Template

(Date)

Program Director
St. Philip's College Physical Therapist Assistant Program
1801 Martin Luther King Dr.
San Antonio, TX 78203

Dear Mr./Ms. XXXXXX:

After much deliberation, I wish to withdraw from the Physical Therapist Assistant Program, effective (date).

(Explain the circumstances prompting the decision to request withdrawal. Provide documentation in separate attachments if necessary.)

I understand that should I desire to reenter the program, it will be on a space-available basis and that I must do so within one year, or I will be required to submit a new application package. I further understand that I must contact the program director for readmission in accordance with the following timing:

- Fall semester readmission:
 - Phone/e-mail contact with program director stating intent to reenter no later than April 20
 - Formal letter requesting readmission postmarked no later than May 1
- Spring semester readmission
 - Phone/e-mail contact with program director stating intent to reenter no later than September 20
 - Formal letter requesting readmission postmarked no later than October 1
- Summer semester readmission
 - Phone/e-mail contact with program director stating intent to reenter no later than January 20
 - Formal letter requesting readmission postmarked no later than February 1

Please contact me via the information below if you need further information to complete my withdrawal.

Thank you for your time and consideration.

(Signature)

Name
Banner ID
Your Street Address
City, State, Zip
Email Address
Phone Number

PTA-F.6.2.3 (Procedure) Student Responsibility for Success: Program Remediation

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.2 – Student Responsibility for Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 2B5, 3C, 3G, 4L, 5D, 5E

Approved: 7-19-21

Last Amended: 1-31-23, 08-04-26

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Physical Therapist Assistant Program Remediation – Classroom and Lab

When a student earns a grade below 80 percent on any graded classroom or lab activity or examination:

- the instructor assessing the grade will contact the student via e-mail within 24 hours, and
- the instructor will discuss and design a remediation plan with the student that will be provided to the student in writing and implemented immediately. Both the instructor and the student will sign this plan, and it will become part of the student's file.

The remediation plan is at the instructor's discretion and may include tutoring, additional activities for the student in the subject area, test correction, or any other means of remediation at the instructor's disposal.

Failure to remediate to the level of proficiency and within the timeline prescribed by the instructor will result in an incomplete grade. Refer to the St. Philip's College Catalog for the requirements for resolution of an incomplete grade.

If the incomplete grade is not resolved and becomes a failing grade, the student will be dismissed from the program in accordance with program procedure **PTA-F.6.2.4 - Program Suspension & Dismissal**.

Physical Therapist Assistant Program Remediation – Clinical

When a clinical instructor notes that a student is not progressing in a manner to meet the objectives of the clinical, they must:

- contact the program's academic coordinator of clinical education (ACCE) upon recognizing the lack of progress, and
- work with the ACCE and student to develop a remediation plan that will be provided to the student in writing and implemented immediately. The ACCE, the clinical instructor, and the student will sign this plan, and it will become part of the student's file.

The remediation plan is at the discretion of the ACCE and clinical instructor and may include tutoring, additional activities for the student in the area(s) of deficiency, or any other means of remediation at the ACCE's or clinical instructor's disposal.

Failure to remediate to the level of proficiency and within the timeliness prescribed by the ACCE and clinical instructor will result in an incomplete grade. Refer to the St. Philip's College Catalog for the requirements for resolution of an incomplete grade.

If the incomplete grade is not resolved and becomes a failing grade, the student will be dismissed from the program in accordance with program procedure **PTA-F.6.2.4 - Program Suspension & Dismissal**.

Occasionally, a student cannot complete a required skill due to a lack of availability in a setting. This is chiefly due to not having specific equipment or patients with particular pathologies in the facility. In that case, the clinical instructor and student will work with the academic coordinator of clinical education (ACCE) to return the student to campus to complete the skill competency evaluation with the ACCE via simulation in the program’s lab space per program procedure **PTA-F.6.2.7 - Lab Practicals & Skills Checks**.

APPROVAL/REVIEW HISTORY

Approved by Program Director: _____
Signature Date

PTA-F.6.2.4 (Procedure) Student Responsibility for Success: Program Dismissal

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.2 – Student Responsibility for Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 2B5, 3C, 3D, 3G, 4L, 4N, 5D, 5E

Approved: 8-30-21

Last Amended: 1-31-23, 8-4-26

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Physical Therapist Assistant Program Academic Dismissal (CAPTE Standards 3C, 4L, 4N, 5E)

The following instances will result in a student's dismissed from the program with the possibility of readmission:

- the student does not achieve a final grade of C or higher in any single physical therapy course,
- the student fails a single skills check or lab practical three times (which results in course failure),
- the student exceeds the allowable absences per program procedure **PTA-F.6.2.1 – Student Responsibility for Success: Program Attendance**, or
- the student drops a physical therapy course,
- the student fails to achieve a final grade of C or higher in any general education course by the end of the fifth semester,
- the student is found to be ineligible for licensure following completion of the program's criminal background check,
- the student fails the program's drug screening for the second time, or
- the student commits an act of academic or non-academic misconduct that warrants expulsion from the school in accordance with district policy **F.4.2 - Student Code of Conduct - Non-Academic Misconduct, Academic Integrity**, and district procedures **F.4.2.1 - Non-Academic Misconduct Disciplinary and Appeal Process** and **F.4.2.2 Academic Integrity Disciplinary and Appeal Process**.

Letter of Dismissal (CAPTE Standards 2B5, 3G, 5D, 5E)

When circumstances warrant dismissal of a student, the program director will provide a letter to the student explaining the reason for the dismissal, specifying an effective date of dismissal, and, if appropriate, timing and instructions for application for readmission in accordance with program procedure **PTA-F.6.2.5 - Program Readmission**. The timing of the letter will depend on the reason for dismissal.

- If the reason for dismissal is academic failure (except for skill check/lab practical failure), the program director will provide the letter to the student after the final examination but prior to the semester end of the course in question (i.e., once the final grade is tallied). If the academic failure is a third attempt at a single skill check or lab practical, the program director will provide the letter to the student within three business days after the failure.
- If the dismissal is a result of violation of the program's attendance procedure, due to the student dropping a physical therapy course, notification of criminal ineligibility for licensure, second failed drug screening, or

upon confirmation of expulsion by the college president, the program director will provide the letter to the student within three business days following notification or confirmation of the event.

The student will contact advising to withdraw from the program and from the college, as required.

APPROVAL/REVIEW HISTORY

Approved by Program Director: _____
Signature Date

PTA-F.6.2.5 (Procedure) Student Responsibility for Success: Program Readmission

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.2 – Student Responsibility for Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 2B1, 2B2, 2B5, 3C, 3D, 3G, 4L, 5A, 5D, 5E

Approved: 7-19-21

Last Amended: 7-10-23, 8-6-26

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Physical Therapist Assistant Program Readmission (CAPTE Standards, 2D1, 3C, 3D, 4L, 5A, 5D, 5E)

If an individual who voluntarily withdrew from the program in accordance with program procedure **PTA-F.6.2.2 - Program Withdrawal** or who was suspended from the program in accordance with program procedure **PTA-F.6.2.4 – Program Dismissal** desires readmission to the program, they must follow the below procedures.

Criteria for readmission:

- The applicant must be in good academic standing with all grades being C or higher, except in the case of a student failure of one PTA program class.
- The applicant must have documentation showing the situation leading to withdrawal or dismissal has been remedied and must devise a plan of action to ensure successful completion of the program. These items must be included in the letter requesting readmission.

Deadlines for readmission actions:

- Readmission due to a program class failure, requires all students must submit a new application package and will be subject to the selection criteria in program procedure **PTA-F.6.1.2 – Student Success: Program Application and Selection**.
- Readmission due to personal reasons requires the person requesting readmission due to must first contact the program director via telephone or e-mail to inform them of the intent to request readmission. This initial contact will occur in accordance with the timing in **Table 1 – Deadlines for Application for Readmission to Physical Therapist Assistant Program**.
- After initial contact is made with the program director, the applicant will submit a letter to the program director formally requesting readmission. This letter must include the desired date of return, an explanation of how the conditions leading to withdrawal or dismissal have been remediated, and the steps they plan to take to ensure successful completion of the program. A template for this letter is included as **Attachment 1** to this procedure. The program director must receive this letter in accordance with the timing in **Table 1 – Deadlines for Application for Readmission to Physical Therapist Assistant Program**.
- As soon as feasible after receipt of the readmission request, the program director and faculty will meet to review the applicant's student file and grades and either accept or reject the petition for readmission. The applicant will be apprised of the decision no later than the first day of the month following receipt of the readmission request.

- If the request is accepted for personal reasons dismissal, the student will be added to the student roster for the upcoming semester and must complete all program-mandated requirements by the 10th day of the month before the semester begins. These items may include immunizations, competency checks, and written or didactic tests to determine if the student is suitable to return to the program at the point of entry and to help ensure student success.
- If a student is readmitted following a course failure, they may be required to audit or repeat previously passed courses. Additionally, skills check-offs or lab practicals may be required to verify competency.
- If the request is rejected, the applicant may appeal in accordance with district procedure **F.4.7.1 – Non-Academic Grievances** and the St. Philip's College Student Handbook.

Readmission prioritization:

- Applications for readmission will be accepted on a space-available basis.
- Applications for readmission will be prioritized in the following order:
 - Priority 1 – students who left the program in good standing due to illness, pregnancy, financial hardship, family emergency, military deployment, or other extenuating circumstances impacting success that were beyond the student's control.
 - Priority 2 – students who failed or dropped any physical therapy course or who had excessive absences as defined in program procedure **PTA-F.6.2.1 – Student Responsibility for Success: Program Attendance**.

Approved by Program Director: _____
 Signature Date

Table 1 – Deadlines for Application for Readmission to Physical Therapist Assistant Program

Action	Fall Readmission Deadlines*	Spring Readmission Deadlines*	Summer Readmission Deadlines*
Student contacts program stating intent to apply for readmission	April 20	September 20	January 20
Formal letter to program director requesting readmission	May 1	October 1	February 1
Readmission decision made by program director and applicant is notified	June 1	November 1	March 1
All required actions completed by	July 10	December 10	April 10

*In all cases, if the date specified is a weekend or federal holiday, the due date is the next business day.

*The deadline above applies only to readmissions following a suspension or dismissal due to personal reasons.

Attachment 1 – Application for Readmission to Physical Therapist Assistant Program – Official Letter Template

(Date)

Program Director
St. Philip's College Physical Therapist Assistant Program
1801 Martin Luther King Dr.
San Antonio, TX 78203

Dear Mr./Ms. XXXXXX:

I am hereby requesting consideration for readmission into the Physical Therapist Assistant Program, effective (date).

[The student will explain how the conditions leading to withdrawal or suspension have been remediated (including documentation when necessary) and the steps they plan to take to ensure successful completion of the program.]

I understand that my readmission will be on a space-available basis and that should my application be rejected, I have the right to appeal following the procedures outlined in district procedure F.4.7.1 – Non-Academic Grievances and the St. Philip's College Student Handbook.

If accepted for readmission, I agree to complete all required actions for readmission no later than the tenth day of the month prior to the beginning of the semester I desire readmission. I understand these items may include, but are not limited to, required immunizations or testing to verify required levels of proficiency for readmission.

Please contact me via the information below if you need anything further to complete the readmission request.

Thank you for your time and consideration.

Sincerely,

(Signature)

Name
Banner ID
Your Street Address
City, State, ZIP
E-mail Address
Phone Number

PTA-F.6.2.7 (Procedure) Student Responsibility for Success: Skill Competency Evaluations – Lab and Clinical

Responsible Department: Program Director, Physical Therapist Assistant Program

Based on Program Policy: F.6.2 – Student Responsibility for Success

Supports: Commission on Accreditation in Physical Therapy Education (CAPTE) Standards: 2D7, 3C, 3D, 3G, 4L, 4N, 5D, 5E

Approved: 7-19-21

Last Amended: 8-6-26

The Physical Therapist Assistant Program's structures, policies, procedures, and practices that support student success, values, and priorities include the following set of actions. These policies, procedures, and practices are based on educational management strategies identified as promoting increased success for all students. The program's long-term procedures support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Physical Therapist Assistant Program Skill Competency Evaluation - Lab (CAPTE Standards 2D7, 3C, 3D, 4L, 4N, 5D, 5E)

Competent performance of practical skills is a primary determinant of student readiness for entering clinical rotations. Students must pass all lab practical examinations and formal skill checks (hereafter collectively referred to as skill competency evaluations) with a score of at least 77 percent. Furthermore, the student must perform all critical safety elements correctly during these skill competency evaluations to pass.

For each skill competency evaluation, the student will demonstrate the skill(s) for the evaluator, who will use the appropriate rubric to grade the student's performance.

Scoring will be based on either a point system or a binary system of checkmarks for acceptable performance and omission of checkmarks for unacceptable performance:

- Scoring rubrics for skill competency evaluations will award one point for each skill evaluated; binary rubrics will assess the skill performance as acceptably completed with annotation of a checkmark.
- If the student performs a skill properly and safely, they will earn one point on that skill or a checkmark on performance of the skill.
- If the student performs a skill improperly or omits a portion of the skill, they will not earn a point for the skill. If the evaluation is binary, the student will not earn a checkmark.
- For critical safety elements, any improper performance or omission results in both a failure of that particular skill and of the skill competency evaluation as a whole.

Cueing: (3C, 4L, 4N)

Evaluators will not provide any verbal cueing or feedback during the skill competency evaluation. If the student performs any critical safety element incorrectly, the student will fail both that skill and the skill competency evaluation as a whole. At this point, the evaluator will discontinue testing. The student must successfully redo the skill competency evaluation and has a maximum of two more attempts in which to do so.

Retesting: **(3C, 4L, 4N)**

- After the first failed skill competency evaluation, the student may choose to retest immediately or at a future time as agreed to by the course instructor.
- After the second failure, the student must complete mandatory tutoring of the course instructor's choosing before the final attempt.
- If the student fails the skill competency evaluation a third time, they will fail the course. This course failure then results in suspension from the program per program procedure **F.6.2.4 - Program Suspension and Dismissal**.

Students are not to discuss any detail of their, or their partner's, skill competency evaluation until all examinations are completed. Violations will be held to the college's academic integrity procedures as outlined in district procedure [F.4.2.2 Academic Integrity Disciplinary and Appeal Process](#).

Physical Therapist Assistant Program Skill Competency Evaluation - Clinical (3C, 4L, 4N)

Competent performance of practical skills in the clinic is evaluated by the clinical instructor using the Physical Therapist Assistant Manual for the Assessment of Clinical Skills (PTA MACS).

Occasionally, a student cannot complete a PTA MACS required skill due to a lack of availability in a setting. This is chiefly due to not having specific equipment or patients with particular pathologies in the facility. In that case, the clinical instructor and student will work with the academic coordinator of clinical education (ACCE) to return the student to campus to complete the skill competency evaluation with the ACCE via simulation in the program's lab spaces.

APPROVAL/REVIEW HISTORY

Approved by Program Director: _____
Signature Date

Appendix F

Physical Therapist Assistant Program

Incident Report



ALAMO COLLEGES DISTRICT
St. Philip's College

Physical Therapist Assistant Program

Incident Report

Name of Person Involved in Incident _____

Date of Incident: _____ Time: _____ Location: _____

Description of Incident and How it Occurred (continue on reverse if necessary):

Witnesses' Name(s) and Phone Number(s): _____

Was Medical Attention Needed? If so, describe: _____

Corrective Measures and/or Follow Up: _____

Signature: _____ Date: _____

Appendix G

Physical Therapist Assistant Program

COVID Procedures

General Instructions

Students are expected to adhere to COVID-19 instructions provided via student e-mail (e.g., Tiger Press, etc.) and on the Alamo Colleges District's [COVID-19 updates page](#).

Students requiring support (financial, electronic, etc.) should contact their instructor or faculty advisor for guidance.

Quarantine and Isolation Procedures

If a program member (faculty, staff, or student) is exposed to or tests positive for the coronavirus they should follow the most current [CDC guidance for quarantine and isolation](#). If you have questions about or are unsure of your status, please contact a faculty member.

If a student is quarantined or ill, the instructors will work with them individually to schedule makeup labs, skills checks, or clinical time.

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