



INSTRUCTIONAL PACKAGE

PTH 228

Manual Therapy Techniques
Effective Term
Summer/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201930

COURSE PREFIX: PTH 228

COURSE TITLE: Manual Therapy Techniques

CONTACT HOURS: 4/week

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

This course introduces clinical reasoning and steps to patient management, documentation and clinical decision making with regard to the utilization of manual therapy interventions.

COURSE DESCRIPTION:

This course introduces principles and basic techniques of manual therapy.

PREREQUISITES/CO-REQUISITES:

NOTE: (Credit level [PTH 240](#) Minimum Grade of C or Credit level [PTH 240](#) Minimum Grade of TC) and (Credit level [PTH 234](#) Minimum Grade of C or Credit level [PTH 234](#) Minimum Grade of TC) and (Credit level [PTH 202](#) Minimum Grade of C or Credit level [PTH 202](#) Minimum Grade of TC) and (Credit level [PTH 222](#) Minimum Grade of C or Credit level [PTH 222](#) Minimum Grade of TC)

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

- Clinical Guide to Musculoskeletal Palpation, Michael Masaracchio & Chana Fromer, 2014 Human Kinetics
- Therapeutic Exercise Foundations and Techniques 6th Ed. Kisner, Carolyn, and Colby, Lynn Allen 2012 F.A. Davis Company
- Manual Therapy of the Extremities, Eric Shamus and Arie J. van Duijin 2017 Jones & Bartlett Learning
- The Rehabilitation Specialist's Handbook, Serge H Roy, Steve Wolf, and David Scalzitti, 2012 F.A. Davis Company

- Recommended: Beard's massage: principles and practice of soft tissue massage. Available at Horry Georgetown Technical College Library

ADDITIONAL REQUIREMENTS:

- 1) Scrubs
- 2) 1 pack of self-adhesive electrodes

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

PROGRAM LEARNING OUTCOMES

After completing the Horry-Georgetown Technical College Physical Therapist Assistant Program the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the student clinical handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

Use the direct link below to find the [student clinical handbook](#).

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes that relate to manual therapy

- 1) Accurately explain the purpose and physiological effects of these interventions.
 - a. Assessment: Comprehensive Final and Lab Practical Examination
- 2) Review the physical therapist plan of care for a patient scenario and perform appropriate data collection to assist the physical therapist in monitoring the effects of these interventions from a case scenario.
 - a. Assessment: Comprehensive Final and Lab Practical Examination
- 3) Review the medical record and physical therapy documentation to select, implement, and modify the interventions within the parameters of the physical therapist plan of care.
 - a. Assessment: Comprehensive Final and Lab Practical Examination

- 4) Accurately and timely documentation of the components of data collection in SOAP note format, including specific treatment parameters, application techniques, and treatment outcomes with correct billing for reimbursement for these interventions.
 - a. Assessment: Comprehensive Final and Lab Practical Examination
- 5) Be proficient in CPR and emergency response for these interventions.
 - a. Assessment: Comprehensive Final and Lab Practical Examination
- 6) Communicate adequately and appropriately, both verbally and non-verbally, in a manner that fosters confidence, and reflects an understanding of socioeconomic, cultural, and psychological differences.
 - a. Assessment: Comprehensive Final and Lab Practical Examination

STUDENT UNIT LEARNING OUTCOMES PER MODULE

Lecture & Lab Objectives: After successful completion of the classroom activity, the student will be able to meet the following instructional objectives:

Unit 1 Introduction Massage, Manual and Joint Mobilization

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Lecture Exams, Skill Check Assessments, and Assignments

Objectives

Lecture

- 1) Explain the mechanical, psychological, and physiological effects of classic massage strokes, joint mobilization, muscle energy, counterstrain, trigger point deactivation, and myofascial release on the body systems.
- 2) Compare and contrast the indications and contraindications of the classic massage strokes, joint mobilization, muscle energy, counterstrain, trigger point deactivation, and myofascial release
- 3) Explain how the benefits of therapeutic massage and mobilization can be objectively assessed.

Lab

- 1) Utilize correct body mechanics as a therapist and perform correct positioning of pillows or bolsters for a peer during a soft tissue mobilization techniques lab scenario.
- 2) Respond to a peer's privacy by performing appropriate draping during a soft tissue mobilization techniques lab scenario.
- 3) Following a demonstration by an instructor, the student will perform palpation of skin, bone, muscle, tendon, and ligament.
- 4) Replicate massage strokes (stroking, effleurage, petrissage, cross friction massage) with the appropriate rate of movement and depth and pressure on a peer following a demonstration by the instructor.
- 5) Following a demonstration by an instructor, the student will perform effleurage, petrissage, and friction massage with instrument-assisted therapeutic tools.

- 6) Review a mock physical therapist plan of care and collect appropriate data to assist the physical therapist in monitoring the effects of soft tissue mobilization.

Unit 2 Lymphedema

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Lecture Exams, Skill Check Assessments, and Assignments

Objectives

Lecture

- 1) Explain the physiologic components of lymphedema manual therapy.
- 2) Identify the indications of lymphedema manual therapy.
- 3) Provide the rationale for the contraindications and precautions of lymphedema manual therapy.

Lab

- 1) Following a demonstration by an instructor, the student will perform data collection for lymphedema.
- 2) Following a demonstration by an instructor, the student will perform lymphedema manual therapy.
- 3) Following a demonstration by an instructor, the student will perform lymphedema compression wrapping.

Unit 3 Shoulder

Lecture

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Lecture Exams, Skill Check Assessments, and Assignments

Objectives

- 1) Correctly explain the arthokinematics and osteokinematics of the glenohumeral joint.
- 2) Choose the appropriate soft tissue massage and joint mobilization interventions for a patient shoulder case study.
- 3) Correctly identify when in the plan of care to apply soft tissue massage and joint mobilization interventions for the patient shoulder case study.
- 4) Correctly identify when in a plan of care to apply modalities and exercises in conjunction with soft tissue massage and joint mobilization interventions for the patient shoulder case study.

Lab

- 1) Following a demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for the glenohumeral joint mobilization.
- 2) Following a demonstration by an instructor, the student will perform soft tissue mobilization for the glenohumeral joint.

- 3) Following a demonstration by an instructor, effectively teach a peer self-soft tissue mobilization.
- 4) Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a shoulder case study.
- 5) Perform the appropriate soft tissue massage and mobilization interventions for a patient shoulder case study.
- 6) Correctly apply modalities and exercises in conjunction with soft tissue massage and mobilization interventions for the patient shoulder case study.
- 7) Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient shoulder case study.

Unit 4 Elbow, Wrist, and Hip

Lecture

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Lecture Exams, Skill Check Assessments, and Assignments

Objectives

Lecture

- 1) Correctly explain the arthokinematics and osteokinematics of the humeroulnar, humeroradial, proximal radial, radiocarpal, and acetabular femoral joint.
- 2) Choose the appropriate soft tissue massage and joint mobilization interventions for a patient elbow and hip case study.
- 3) Correctly identify when in the plan of care to apply soft tissue massage and joint mobilization interventions for the patient elbow and hip case study.
- 4) Correctly identify when in a plan of care to apply modalities and exercises in conjunction with soft tissue massage and joint mobilization interventions for the patient elbow and hip case study.

Lab

- 1) Following a demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for the humeroulnar, humeroradial, proximal radial, radiocarpal, and acetabular femoral joint mobilization.
- 2) Following a demonstration by an instructor, the student will perform soft tissue mobilization for the wrist, elbow, and hip joint.
- 3) Following a demonstration by an instructor, effectively teach a peer self-soft tissue mobilization for the wrist, elbow, and hip joint.
- 4) Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a wrist, elbow, and hip joint case study.

- 5) Perform the appropriate soft tissue massage and mobilization interventions for a patient wrist, elbow, and hip joint case study.
- 6) Correctly apply modalities and exercises in conjunction with soft tissue massage and mobilization interventions for the patient wrist, elbow, and hip joint case study.
- 7) Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient wrist, elbow, and hip joint case study.

Unit 5 Ankle and Knee

Lecture

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Lecture Exams, Skill Check Assessments, and Assignments

Objectives

Lecture

- 1) Correctly explain the arthokinematics and osteokinematics of the tibiofemoral and talocrural joint.
- 2) Choose the appropriate soft tissue massage and joint mobilization interventions for a patient knee and ankle case study.
- 3) Correctly identify when in the plan of care to apply soft tissue massage and joint mobilization interventions for the patient knee and ankle case study.
- 4) Correctly identify when in a plan of care to apply modalities and exercises in conjunction with soft tissue massage and joint mobilization interventions for the patient knee and ankle case study.

Lab

- 1) Following a demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for the tibiofemoral and talocrural joint mobilization.
- 2) Following a demonstration by an instructor, the student will perform soft tissue mobilization for the knee and ankle joint.
- 3) Following a demonstration by an instructor, effectively teach a peer self-soft tissue mobilization for the knee and ankle joint.
- 4) Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a knee and ankle joint case study.
- 5) Perform the appropriate soft tissue massage and mobilization interventions for a patient knee and ankle joint case study.
- 6) Correctly apply modalities and exercises in conjunction with soft tissue massage and mobilization interventions for the patient knee and ankle joint case study.

- 7) Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient knee and ankle joint case study.

Unit 6 Dry needling

Lecture

Material(s) Covered: Refer to the Instructor's Course Information Sheet

Assessment(s): Lecture Exams and Assignments

Objectives

- 1) Explain the mechanical and physiological effects of dry needling
- 2) Identify the indications, contraindications, and precautions of dry needling
- 3) Identify intervention that can facilitate dry needling intervention.
- 4) Identify the role of the physical therapist assistant for a patient receiving dry needling intervention

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

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|----------------------------------|-------|
| Tests | 50% |
| Assignments/Quizzes | 08% |
| Skill Check Assessments | 02% |
| Laboratory Practical Examination | 08% |
| Class Participation | 02% |
| Final Exam | 30% |
| | <hr/> |
| | 100% |

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. The physical therapist assistant Dean has approval that the program grading scale is different from the College, please refer to the Instructor's Course Information Sheet.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing

from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

Student Information Center: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the TECH Central website: [TECH Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: TECH Central Conway, 349-5182; TECH Central Grand Strand, 477-2076; and TECH Central Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in

educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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| Inquiries regarding the non-discrimination policies: | |
| Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs. | Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources. |
| Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu | Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu |

INSTRUCTOR'S COURSE INFORMATION SHEET

Part I: Instructor Information

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|-----------------------------------|---|
| Instructor Name: | <i>Tammy Marcin PT, DPT, EdD, MBA</i> |
| Campus Phone Number: | <i>843-477-2067</i> |
| College Email Address: | Tammy.Marcin@HGTC.edu <i>Email Policy: I will return emails within two business days of receipt</i> |
| Office Location: | <i>Grand Strand Campus Speir Building 1000 Room 1282F</i> |
| Office Hours/Availability: | <i>Posted in Wavenet and on the office door</i> |

PART II: COURSE SCHEDULE AND ASSESSMENTS

****SCHEDULE IS SUBJECT TO CHANGE**

May 18th: Week 1

Materials Covered:

- Required Reading: Manual Therapy of the Extremities Chapter One pages 1, 14 -19
- Recommended Reading: The Rehabilitation Handbook page 157-158
- Recommended Reading: Beard's massage: principles and practice of soft tissue massage. Available at Horry Georgetown Technical College Library Chapter 4
- Lecture Notes Intro
- Lecture Notes Classical Massage & Deep Friciton
- Lecture Notes Myofascial Release

Assessment:

- Assignment One: Homework drop box 1
- Assignment Two: Watch MFR videos and post on the Padlet Board

May 25th: Week 2

Materials Covered:

- Required Reading: Manual Therapy of the Extremities Chapter One pages 6 -11, 13 & 14
- Required Reading: Read the case study on page 264, chapter 13th of your PTH 202 book, Physical Agents in Rehabilitation
- Recommended Myofascial Pain Dysfunction Trigger Point Manual Volume 1 Chapters three and four
- Lecture Notes Trigger Points

- Lecture Notes Counterstrain Technique
- Lecture Notes Muscle Energy

Assessment:

- Assignment Three: Read the Effects of Myofascial Release Leg Pull and Sagittal Plane Isometric Contract-Relax Passive Straight-Leg Raise Angle and respond on the Padlet Board
- Assignment Four: Read the case study on page 264, chapter 13th of your PTH 202 book, Physical Agents in Rehabilitation

June 1st: Week 3

Materials Covered:

- Manual Therapy of the Extremities Chapter One pages 2 – 6 and 11-13
- Manual Therapy of the Extremities Shoulder Chapter 2
- Therapeutic Exercise Foundations and Techniques Chapter 119-131
- Lecture Notes Peripheral Joint Mobilization

Assessment:

- Assignment Five: pre lab
- Assignment Six: documentation

June 8th: Week 4

Materials Covered:

- Manual Therapy of the Extremities Chapter 3 (elbow) & 6 (hip)
- Clinical Guide to Palpation Chapter 5 & 9

Assessment:

- Test 1 Tuesday Covers Week 1-3 materials, Rpnow
- Assignment Seven: pre lab elbow and hip

June 15th: Week 5

Materials Covered:

- Manual Therapy of the Extremities Chapter 7 (knee) & 8 (ankle)
- Clinical Guide to Palpation Chapter 10 & 11
- Lecture Dry Needling Resource available in D2L
- Assisted soft tissue massage tools Lecture Resource available in D2L

Assessment:

- Assignment Eight: pre lab knee

- Assignment Nine: Quiz 3 on Ankle Anatomy – resource Clinical Guide to Palpation Chapter 11

June 22nd: Week 6

Materials Covered:

- Therapeutic Exercise Foundations and Techniques Chapter 25 Lymphedema
- Lecture Lymphedema

Assessment:

- Assignment Ten: Quiz Lymphedema
- Test 2 Thursday Covers Weeks 4 & 5 materials, Rpnw
- Skill Check Assessments Soft tissue mobilization and Joint Mobilization Wednesday and Thursday

July 6th: Week 7

Materials Covered:

- Monday and Tuesday review day

Assessment:

- Monday and Tuesday skill check on compression wrapping lower leg
- Final Written Comprehensive Examination: Thursday Rpnw
- Lab Practical Competency Examinations: Wednesday and Thursday, the time is TBA

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework, and Documentation)

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score.
- Skill Check Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 7.5 points will be given on the first attempted performance.
- Laboratory Practical Competency Examinations: If not performed on the scheduled day, the maximum score on the first attempt will be a 75% and will be considered the second attempt.
- Late assignments (i.e., Homework and documentation): Per the instructor's discretion, the assignment will have a deduction of 50% of the achieved score and no more than two late assignments may be accepted.

**The instructor reserves the right for discretion on the above policy on a case by case basis.

Bonus

- Per the instructor's discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

| Item Description | Total Points for Item *All items in each category are evenly weighted | % of Grade |
|---|--|-------------------|
| <p>Lecture Exams: Exam(s) will cover the objectives outlined in the instructional package and all lecture material.</p> | 2 exams 100 points each | 50% |
| <p>Comprehensive Final: Exam will cover the objectives outlined in the instructional package and all lecture material.</p> | 100 points | 30% |
| <p>Assignments:</p> <ul style="list-style-type: none"> • One • Two • Three • Four • Five • Six • Seven • Eight • Nine • Ten | 5 @ 10 point each | 8% |
| <p>Skill Check Assessments: Each skill check assessment is weighted equally and are 2% of the overall grade. For each skill check assessment the student will receive 10 points for first time pass, 7.5 points if passed second time and 0 points if passed after two attempts. The skill check assessment rubrics are uploaded on D2L under content. Intervention or data collection skill check assessment is performed at the end of each lab unit after the instructor has provided the student with didactic material, demonstration and hands on application. The student is required to successfully complete each skill check assessment below for this course prior to the</p> | <p>3 @10 points each</p> <ul style="list-style-type: none"> • Compression wrapping • Soft Tissue Mobilization (I.e. Myofascial Release, J-stroke) and Soft Tissue Massage (I.e. Effleurage, Petrissage) • Peripheral Joint Mobilization | 2% |

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| <p>lab practical examination. The skill check assessment associated with the lab practical examination may be attempted up until 2 instructor working days to the date of the scheduled lab practical examination or a designated date by the instructor. Failure to complete a skill check assessment will not allow the student to complete the laboratory practical examination, which will result in failure of the course.</p> | | |
| <p>Lab Practical Examination: The student will complete a laboratory practical examination competency that will assess their ability to perform the physical therapy interventions learned this term to a physical therapy treatment plan. The purpose of this assessment is for the instructor to provide summative feedback on student skill development.</p> <p>Laboratory practical examination(s) are weighted equally and are worth 8% of the overall grade. The laboratory practical examination grading rubrics are uploaded on D2L under content one week prior to the scheduled comp. A minimum of 75% and all critical elements must be achieved to pass the laboratory practical examinations. Three attempts will be given for the laboratory practical examination competency. Repeat laboratory practical examination will be awarded a maximum of 75%. Students will only be allowed to try competency check off one time per day.</p> | <p>1 @ TBA points each</p> | <p>8%</p> |
| <p>Class Participation</p> | <p>Rubric available in D2L</p> | <p>2%</p> |

PART III: FACE 2 FACE (F2F) COURSE POLICIES

Physical Therapist Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

3 absences are allowed for lecture and 3 absences from lab, regardless of the reason.

For a 10 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason.

For MW classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For TTh classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason.

For a 6 week course the allowed number of misses is as follows:

MTWTH

4 absences for lecture and 4 absences from lab are allowed, regardless of the reason.

MW or TTH

2 absences for lecture and 2 absences from lab are allowed, regardless of the reason

TARDY POLICY:

Students are expected to be on time for class and to stay for the entire session.

A tardy is defined as missing up to 10 minutes of classroom time.

Three tardy will be counted as one class absence.

MAKE-UP TEST POLICY:

See section: EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework, and Documentation)

REQUIRED ON-SITE MEETINGS:

Students if you choose to take your test(s) at a site other than an HGTC Testing Center, the center may charge you a fee. Please ask the center about any testing fees before you register

to take your exam. These fees will be payable to the center providing the service, not HGTC.