



INSTRUCTIONAL PACKAGE

PTH 240

Therapeutic Exercise and Applications

Effective Term
Spring 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2026

COURSE PREFIX: PTH 240

COURSE TITLE: Therapeutic Exercise and Applications

CONTACT HOURS: 9/week

CREDIT HOURS: 5

RATIONALE FOR THE COURSE:

Physical Therapist Assistants contribute to the health, wellbeing, and rehabilitation of patient/clients with normal and pathological conditions through the use of therapeutic exercise. This course enables the student to give instruction on how to implement and or modify a treatment plan established by a Physical Therapist, develop and perform therapeutic exercise programs and procedures for selected patient populations and identify precautions, indications and contraindications.

COURSE DESCRIPTION:

This course provides the practical application of therapeutic exercise.

PREREQUISITES/CO-REQUISITES:

A grade of C or higher in all previous PTH courses.

REQUIRED MATERIALS:

- Kisner C, Colby LA, Borstad J. *Therapeutic Exercise Foundations and Techniques* 8th Ed. Philadelphia, PA: F.A. Davis Company; 2023.
- Roy SH, Wolf SL, Scalzitti, DA. *The Rehabilitation Specialist's Handbook* 4th Ed. Philadelphia, PA: F. A. Davis Company; 2013.
- Bryan, Elizabeth. *The Comprehensive Manual of Therapeutic Exercises Orthopedic and General Conditions* Thorofare, NJ: Slack Incorporated; 2018
- First Hand Student Kit American Physical Therapy Association

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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

ADDITIONAL REQUIREMENTS:

Scrubs, Watch with second-hand or stopwatch.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

After successfully 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 Manual. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes:

1. Communicate an understanding of the physical therapist plan of care and demonstrate competency in implementing, supervising, and modifying selected components of therapeutic exercise interventions to achieve short and long-term goals and intended outcomes.
2. Identify indications, contraindications and precautions for certain therapeutic exercises and procedures.
3. 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 during data collection procedures or therapeutic exercise procedures on a mock patient scenario.
4. Demonstrate compliance with the scope of practice of a Physical Therapist Assistant in both legal and ethical dimensions, by demonstrating professional behaviors by behaving honestly, tactfully, dependably, enthusiastically, cooperatively, and industriously.
5. Rationalize the importance of federal and state advocacy for the physical therapy profession.

6. Accurately and timely documents components of data collection in SOAP note format, including specific treatment parameters, application techniques, and treatment outcomes with correct billing for reimbursement.
7. Be proficient in CPR and emergency response and recognize the need for referral for other emotional and psychological conditions beyond the scope of practice of physical therapy.

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:

*Modules can change per discretion of the instructor.

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

Module #1

Lecture

Materials Covered: Therapeutic Exercise Chapter 1; Chapter 2

Assessment(s): Classwork #1, Lecture Exam

Chapter 1:

1. Explain the relationship of the human movement system to physical therapy practice.
2. Define key terms of physical function related to human movement including balance, cardiopulmonary endurance, coordination, flexibility, mobility, muscle performance, neuromuscular control, postural control, postural stability, equilibrium, and stability.
3. Define therapeutic exercise and explain the role of the physical therapist assistant in physical therapy practice.
4. Describe the types of therapeutic exercise used in physical therapy practice.
5. Apply the Core Values for the Physical Therapist and Physical Therapist Assistant when planning, instructing, and providing therapeutic exercise to ensure patient-centered care and optimal outcomes.
6. Describe the models of functioning and disability and explain the use in current practice and research.
7. Discuss principles of comprehensive patient management for skilled clinical decision making.
8. Describe effective exercise instruction strategies used in physical therapy and the foundation of motor learning.

Chapter 2:

1. Define key terms and concepts including health, health promotion, health-related quality of life, personal health literacy, physical literacy, population health, public health, social determinants of health, wellness, well-being, fitness and physical activity.

2. Discuss the vision and overarching goals of Healthy People 2030 and the role of physical therapy to improve the health and wellbeing of all.
3. Explain the importance of understanding personal health literacy in providing effective patient instruction and education for optimal outcomes.
4. Explain the five domains of social determinants of health and the influence of each on health and well-being, risk factors and quality of life.
5. Discuss the role of the physical therapist assistant in advocating for prevention, health, and wellness of patients across the continuum.
6. Compare and contrast social cognitive theory, health belief model and transtheoretical model regarding an individual's readiness to change behavior.
7. Discuss individuals at a greater risk of health disparities and strategies to achieve health equity.

Lab

Materials Covered: Therapeutic Exercise Chapter 1 and Chapter 2

Assessment(s): Lab Handout

1. Practice utilizing key concepts of motor learning: Practice Context, Practice Schedule, and Feedback.
2. Identify the three stages of motor learning and be able to recognize the relationships those stages have for practice and external feedback.
3. Design a progression of a task using the Taxonomy of Motor Tasks.
4. Review and acknowledge the HGTC PTA laboratory policy and procedures.
5. Review and acknowledge HGTC Campus Safety Policy and Procedure.

Module #2

Lecture

Materials Covered: Therapeutic Exercise Chapter 3

Assessment(s): Classwork #2, Lecture Exam, Muscles Review Quiz

1. Discuss the use of range of motion (ROM) as a therapeutic exercise intervention and explain how it is documented and measured.
2. Identify the types of ROM exercises and discuss the indications, precautions, contraindications, goals and limitations of passive, active-assistive and active ROM.
3. Identify key-factors affecting the application and performance of passive, active assistive, and active ROM techniques.
4. Discuss the implications of mobility and flexibility in the pediatric and geriatric populations.

Lab

Materials Covered: Therapeutic Exercise Chapter 3

Assessment(s): Lab Handout; Documentation Assignment; Skill Check Assessment

1. Apply appropriate techniques for passive, active-assistive, and active osteokinematic movements of the extremities and spine performed in anatomic body planes on your lab partner.

2. Apply mechanical continuous passive motion to the knee joint on your lab partner following the general guidelines according to Kisner and Colby.
3. Explain the purpose and results of ROM procedures to your lab partner effectively in a clear and understandable manner.
4. Accurately document and correctly bill for services provided in a SOAP note.

Module #3

Lecture

Materials Covered: Therapeutic Exercise Chapter 4; The Rehabilitation Specialist's Handbook
Assessment(s): Classwork #3, Lecture Exam

1. Discuss the use of stretching as a therapeutic exercise intervention and explain how it is documented and measured.
2. Define terms associated with mobility and stretching.
3. Explain the properties of soft tissue and the response to immobilization and stretch.
4. Compare and contrast the interventions that are used to increase mobility of soft tissues.
5. Identify the indications, contraindications, and outcomes of stretching techniques.
6. Contrast deep tendon reflexes, superficial reflexes and pathological reflexes and provide examples for each.

Lab

Materials Covered: Therapeutic Exercise Chapter 4; The Rehabilitation Specialist's Handbook
Assessment(s): Lab Handout; Documentation Assignment; Skill Check Assessment

1. Apply common static stretching activities for the muscles of the upper and lower extremities and the spine on your lab partner.
2. Demonstrate autogenic inhibition and reciprocal inhibition on your lab partner.
3. Perform deep tendon reflexes and superficial reflexes on your lab partner following demonstration by the instructor.
4. Perform the tests for pathological reflexes and explain the findings for a normal and abnormal response.
5. Accurately document and correctly bill for services provided in a SOAP note.

Module #4

Lecture

Materials Covered: Therapeutic Exercise Chapter 6

Assessment(s): Classwork #4, Lecture Exam

1. Explain the definitions and guiding principles for muscle performance and resistance exercise.
2. Discuss skeletal muscle function and adaptation to resistance exercise.
3. Identify the determinants of a resistance exercise program and explain how each is used to implement a safe, effective, and appropriate exercise program.
4. Explain the different types of resistance exercise and discuss how selection is performed to meet the goals of a physical therapist plan of care.
5. Identify precautions and contraindications for resistance exercise.

6. Discuss considerations that need to be considered when developing a strength program for a pediatric patient.

Lab

Materials Covered: Therapeutic Exercise Chapter 6

Assessment(s): Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform manual and isometric resistance exercise with your lab partner for the upper and lower extremities.
2. Perform dynamic resistance exercise with your lab partner for the upper and lower extremities. Include concentric, eccentric, open-chain, and closed-chain exercise as part of the dynamic activities. Include a variety of exercise equipment in performance of the dynamic activities.
3. Accurately document and correctly bill for services provided in a SOAP note.

Module #5

Lecture

Materials Covered: Therapeutic Exercise Chapter 8

Assessment(s): Classwork #5, Lecture Exam

1. Identify the major gross motor milestones of the first 12-18 months to develop postural control.
2. Define key terms and definitions related to balance.
3. Discuss balance control and the complex interactions of the nervous system, musculoskeletal system, and contextual effects.
4. Contrast the different types of balance tests to measure stability.
5. Provide balance exercises to improve each of the different types of balance.
6. Identify what disorders have common balance components to them and strategies to correct them.

Lab

Materials Covered: Therapeutic Exercise Chapter 8

Assessment(s): Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform automatic postural reactions with your lab partner to maintain balance.
2. Perform static balance tests, dynamic balance tests, anticipatory postural control tests, reactive postural control tests and functional tests of balance with your lab partner.
3. Accurately document and correctly bill for services provided in a SOAP note.

Module #6

Lecture

Materials Covered: Therapeutic Exercise Chapter 14 and Chapter 16

Assessment(s): Lecture Exam

Chapter 14:

1. Explain how to incorporate verbal, tactile, and visual reinforcement in posture training exercises.
2. Explain how impaired posture causes pain and limited functional mobility.

3. Identify muscle flexibility impairments typically seen with impaired posture.
4. Explain the role of good body mechanics and ergonomics for pain relief and decrease of postural pain syndromes.
5. Provide the rationale for stress management and relaxation to relieve postural stress.
6. Discuss the importance of healthy exercise habits for good posture and functional performance.

Chapter 16:

1. Identify the fundamental exercise interventions for spinal rehabilitation.
2. Explain the role of education in patient management.
3. Identify the general exercise guidelines for management of impairments in the spinal region.
4. Describe therapeutic exercise interventions to improve kinesthetic awareness, mobility/flexibility, muscle performance, cardiopulmonary endurance, and functional activities for spine management.
5. Explain the importance of environmental adaptations for management of spinal impairments.

Lab

Materials Covered: Therapeutic Exercise Chapter 14

Assessment: Lab handout; Documentation Assignment in Trajecsys, Skill Check Assessment

Chapter 14:

1. Perform appropriate postural correction techniques for common faulty postures.
2. Demonstrate good observation skills and education techniques for implementing body mechanics training with your lab partner.
3. Accurately document and correctly bill for services provided in a SOAP note.

Chapter 16:

1. Perform fundamental interventions for spinal impairments including kinesthetic awareness, spinal stabilization, and functional training (basic body mechanics with stable spine) with your lab partner.
2. Perform mobility/flexibility interventions for the cervical, thoracic, and lumbar spine with your lab partner.
3. Perform global muscle stabilization exercises with progressive limb loading for the cervical, thoracic and lumbar regions with your lab partner.
4. Perform isometric and dynamic exercises for the cervical, thoracic and lumbar regions with your lab partner.
5. Use verbal, tactile, and visual reinforcement techniques in an appropriate manner to facilitate the desired movements or muscle contractions with your lab partner.
6. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve

the established goals and outcomes.

7. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
8. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
9. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
10. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
11. Accurately document and correctly bill for services provided in a SOAP note.

Module #7

Lecture

Materials Covered: Therapeutic Exercise Chapter 17

Assessment: Classwork #6, Lecture Exam

1. Explain the structure and function of the shoulder and shoulder girdle with regards to anatomy, motions, and articulations.
2. Describe therapeutic exercise techniques for the shoulder during acute and early subacute stages of tissue healing.
3. Describe therapeutic exercise techniques for the shoulder to increase flexibility and range of motion.
4. Describe therapeutic exercise techniques for the shoulder to increase muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 17

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the shoulder and scapula with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the shoulder and scapula with your lab partner.
3. Perform stretching exercises for the shoulder and scapula with your lab partner.
4. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
5. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
6. Recognize when a therapeutic exercise intervention is inappropriate and should be

discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.

7. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
9. Accurately document and correctly bill for services provided in a SOAP note.

Module #8

Lecture

Materials Covered: Therapeutic Exercise Chapter 18

Assessment: Lecture Exam

1. Explain the structure and function of the elbow and forearm complex with regards to anatomy, motions, and articulations.
2. Describe therapeutic exercise techniques for the elbow and forearm complex to increase flexibility and range of motion.
3. Describe therapeutic exercise techniques for the elbow and forearm complex to increase muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 18

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the elbow and forearm with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the elbow and forearm with your lab partner.
3. Perform stretching exercises for the elbow and forearm with your lab partner.
4. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
5. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
6. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
7. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.

8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
9. Accurately document and correctly bill for services provided in a SOAP note.

Module #9

Lecture

Materials Covered: Therapeutic Exercise Chapter 19

Assessment: Lecture Exam

1. Explain the structure and function of the wrist and hand with regards to anatomy, motions, and articulations.
2. Distinguish power grips and precision grips with regards to purpose and muscle control.
3. Describe therapeutic exercise techniques for the wrist and hand to increase musculotendinous mobility.
4. Describe therapeutic exercise techniques for the wrist and hand to increase flexibility and range of motion.
5. Describe therapeutic exercise techniques for the wrist and hand to increase muscle performance, neuromuscular control and coordinated movement.

Lab

Materials Covered: Therapeutic Exercise Chapter 19

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the wrist and hand with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the wrist and hand with your lab partner.
3. Perform stretching exercises for the wrist and hand with your lab partner.
4. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
5. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
6. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
7. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.

9. Accurately document and correctly bill for services provided in a SOAP note.

Module #10

Lecture

Materials Covered: Therapeutic Exercise Chapter 20

Assessment: Lecture Exam

1. Explain the structure and function of the hip with regards to anatomy, motions and articulations.
2. Explain the functional relationships in the hip region.
3. Describe the muscle function of the hip during gait.
4. Describe therapeutic exercise techniques for the hip to increase flexibility and range of motion.
5. Describe therapeutic exercise techniques for the hip to develop and improve muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 20

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the hip with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the hip with your lab partner.
3. Perform stretching exercises for the hip with your lab partner.
4. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
5. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
6. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
7. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
9. Accurately document and correctly bill for services provided in a SOAP note.

Module #11

Lecture

Materials Covered: Therapeutic Exercise Chapter 21

Assessment: Classwork #7, Lecture Exam

1. Explain the structure and function of the knee with regards to anatomy, motions and articulations.
2. Describe the muscle control of the knee during gait.
3. Describe therapeutic exercise techniques for the knee to increase flexibility and range of motion.
4. Describe therapeutic exercise techniques for the knee to develop and improve muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 21

Assessment: Lab Handout; Documentation Assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the knee with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the knee with your lab partner.
3. Perform stretching exercises for the knee with your lab partner.
4. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
5. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
6. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
7. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
9. Accurately document and correctly bill for services provided in a SOAP note.

Module #12

Lecture

Materials Covered: Therapeutic Exercise Chapter 22

Assessment: Lecture Exam

1. Explain the structure and function of the ankle with regards to anatomy, motions, and

articulations.

2. Describe the function and muscle control of the ankle and foot during gait.
3. Describe therapeutic exercise techniques for the ankle and foot to increase flexibility and range of motion.
4. Describe therapeutic exercise techniques for the ankle and foot to improve muscle performance and functional control.

Lab

Materials Covered: Therapeutic Exercise Chapter 22

Assessment: Lab Handout; Documentation assignment in Trajecsys; Skill Check Assessment

1. Perform passive range of motion (PROM), active assistive range of motion (AAROM), and active range of motion (AROM) activities for the ankle and foot with your lab partner.
2. Perform isometric, concentric, and eccentric therapeutic exercise for the ankle and foot with your lab partner.
3. Perform stretching exercises for the ankle and foot with your lab partner.
4. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
5. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
6. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
7. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
8. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
9. Accurately document and correctly bill for services provided in a SOAP note.

Module #13

Lecture

Materials Covered: Therapeutic Exercise Chapter 23

Assessment: Classwork #8, Lecture Exam

1. Discuss parameters for progressing balance exercises and advanced stabilization.
2. Describe advanced strengthening exercises for the upper extremities and lower extremities.
3. Define plyometric training and discuss characteristics.
4. Describe the neurological and biomechanical influences of plyometric training.

5. Describe the effects of plyometric training.
6. Describe the application and progression of plyometric exercises.

Lab

Materials Covered: Therapeutic Exercise Chapter 23

Assessment: Lab Handout

1. Perform advanced stabilization and balance exercises with appropriate progression from sitting to kneeling to standing with your lab partner.
2. Perform advanced strengthening exercises for the upper and lower extremities with your lab partner.
3. Create a therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
4. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
5. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
6. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
7. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
8. Accurately document and correctly bill for services provided in a SOAP note.

Module #14

Lecture

Materials Covered: Therapeutic Exercise Chapter 9

Assessment: Lecture Exam

1. Discuss the indications, precautions, and contraindications to aquatic therapy in clinical practice.
2. Discuss the effect of the physical properties of water on the body and its movements in the water.
3. Discuss the influence of each of the fluid dynamic properties on the performance of therapeutic exercise in the water.
4. Choose the appropriate water temperature for mobility and functional control exercise compared to aerobic conditioning exercise.
5. Contrast the types of pools used for aquatic exercise.
6. Explain the use of various equipment utilized for aquatic therapy.

7. Discuss interventions performed in an aquatic environment for stretching, strengthening, and aerobic conditioning.

Lab

Materials Covered: Therapeutic Exercise Chapter 9

Assessment: Lab Handout; Documentation Assignment in Trajecsys

1. Perform aquatic therapeutic exercise techniques with your lab partner following demonstration from the instructor for a variety of impairments and diagnoses.
2. Create an aquatic therapeutic exercise program using the International Classification of Functioning Disability and Health (ICF) worksheet following a review of current information from the physical therapy record prior to carrying out the physical therapy plan of care to achieve the established goals and outcomes.
3. Recognize when additional clarification, supervision or action is required by the supervising physical therapist prior to implementation of therapeutic exercise.
4. Recognize when a therapeutic exercise intervention is inappropriate and should be discontinued based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
5. Modify and adjust therapeutic exercise interventions utilizing clinical decision-making based on the patient's presentation and review of the physical therapy data in collaboration with the supervising physical therapist.
6. Appropriately respond to a mock patient's concerns related to therapeutic exercise by utilizing active listening skills during the mock scenario.
7. Accurately document and correctly bill for services provided in a SOAP note.

****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*

Lecture Examinations	60%
Assignments	2%
Skill Check Assessments	8%
Lab Practical Competency Exam	8%

Class Participation	2%
<u>Final Comprehensive Exam</u>	<u>20%</u>
	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. You must have your Dean's approval if changes in the scale are made.

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. You must attend at least one meeting of all 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, and 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 tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



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, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and

individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through 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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to

every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II 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

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

Student and prospective student inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

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PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon

as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).