



INSTRUCTIONAL PACKAGE

PTH 242
Orthopedic Management

Effective Term
Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: PTH 242

COURSE TITLE: Orthopedic Management

CONTACT HOURS: 8/week

CREDIT HOURS: 4 hours

RATIONALE FOR THE COURSE:

This course enables the student to describe clinical signs, etiology, pathology, physiology and prognosis for a variety of orthopedic disorders commonly encountered in physical therapy. Upon completion of this course, the student should be able to describe the clinical signs, etiology, and pathophysiology of central orthopedic conditions and congenital deformities. Treatment techniques for patients who have impairments resulting from amputations, metabolic and developmental abnormalities are introduced.

COURSE DESCRIPTION:

This course provides the practical application of basic orthopedic assessment skills, and application of treatment techniques for the trunk and extremities.

PREREQUISITES/CO-REQUISITES:

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

REQUIRED MATERIALS:

- Raffensperger, M. (2020). *Orthopedic Interventions For The Physical Therapist Assistant* F.A. Davis.
- Fulk, GD, Chui, KK. (2024). *O'Sullivan & Schmitz's Physical Rehabilitation* (8th Edition) F.A. Davis.
- Kisner C, Colby LA, Borstad J. (2023). *Therapeutic Exercise Foundations and Techniques* (8th Edition) F.A. Davis.
- Roy SH, Wolf SL, Scalzitti, DA. (2013). *The Rehabilitation Specialist's Handbook* (4th Edition) F. A. Davis.
- Biel, A. (2019). *Trail Guide to the Body* (6th Edition) Books of Discovery.
- First Hand Student Kit American Physical Therapy Association

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

Enter the semester, the course prefix, number and section when prompted and you will be

linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Laptop, Scrubs

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

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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.

Use the direct link below to find the student manual.

[Student Manual](#)

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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

1. Review the medical record and physical therapy documentation to select, implement, and modify a therapeutic exercise program for an orthopedic condition within the parameters of the physical therapist plan of care.
 - a. Assessments: Comprehensive Final Examination and Lab Practical Competency Examination
2. Review the medical record and physical therapy documentation to select, implement, and perform a manual therapy intervention for an orthopedic condition within the parameters of the physical therapist plan of care.
 - a. Assessments: Comprehensive Final Examination and Lab Practical Competency

Examination

3. Perform appropriate data collection techniques to assist the physical therapist in monitoring the effects of interventions and discharge planning for an orthopedic diagnosis.

a. Assessments: Comprehensive Final Examination and Lab Practical Competency

Examination

4. 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 on a mock orthopedic patient scenario.

a. Assessments: Comprehensive Final Examination and Lab Practical Competency

Examination

5. Demonstrate compliance within the scope of practice of a Physical Therapist Assistant in both legal and ethical dimensions.

a. Assessments: Comprehensive Final Examination and Lab Practical Competency

Examination

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 for an orthopedic patient scenario.

a. Assessments: Comprehensive Final Examination and Lab Practical Competency

Examination

7. Be proficient in CPR and emergency response for a patient with an orthopedic condition.

a. Assessments: Comprehensive Final Examination and Lab Practical Competency

Examination

8. Integrate evidenced-based resources provided by the American Physical Therapy Association (APTA) to support clinical decision making to progress a mock patient with orthopedic pathology within the plan of care established by the physical therapist.

a. Assessments: Comprehensive Final Examination and Lab Practical Competency

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:

*Modules can change per discretion of the instructor.

Module #1

Lecture

Materials Covered: Therapeutic Exercise Chapter 10; Orthopedic Interventions for the PTA Chapters 1, 2, 3 and 4

Assessment(s): Lecture Exam

Chapter 1: The Role of the Physical Therapist Assistant in Orthopedic Physical Therapy

Chapter 3: The Goals of Orthopedic Physical Therapy

1. Explain components of the physical therapy examination, evaluation, and plan of care as it pertains to a patient with orthopedic pathology.
2. Discuss the role of the PTA in providing interventions, collecting data, and communication in orthopedic physical therapy including reporting to appropriate authorities suspected cases of abuse of vulnerable populations.
3. Explain the mechanical, psychological, and physiological effects of classic massage strokes, joint mobilization, trigger point deactivation, and myofascial release on the body systems.
4. Compare and contrast the indications and contraindications of the classic massage strokes, joint mobilization, trigger point deactivation, and myofascial release.
5. Explain how the benefits of therapeutic massage and mobilization can be objectively assessed.
6. Utilize the International Classification of Functioning, Disability, and Health (ICF) to understand and categorize patients with orthopedic pathology.

Chapter 2: Evidence-Based Physical Therapy Practice

1. Explain the use of special tests in orthopedic physical therapy.
2. Explain the use of statistics to determine diagnostic accuracy of orthopedic special tests.
3. Explain the role of the physical therapist assistant in performing special tests to meet the stated short- and long-term goals on the plan of care established by the physical therapist.
4. Explain the role of the physical therapist assistant to educate physical therapist assistant students in performing data collection procedures within the parameters of the plan of care.

Chapter 10: Soft Tissue Injury, Repair, and Management (Therapeutic Exercise)

Chapter 4: Interventions to Promote Healing in Various Tissues

1. Provide examples of soft tissue lesions and discuss the clinical implications.
2. Define the grades of soft tissue injury.
3. Contrast the stages of inflammation and repair.
4. Contrast the management during each stage of inflammation and repair.
5. Explain the effect of cumulative trauma on connective tissue and how it is managed.
6. Contrast the different types of fractures based on site, extent, configuration, relationship of fragments, relationship to the environment and complications.
7. Explain the process of bone healing and the principles of management following a fracture.

Lab

Materials Covered: Therapeutic Exercise Chapter 10; Orthopedic Interventions for the PTA Chapters 1-4

Assessment(s): Lecture Exam

1. Review and acknowledge the HGTC PTA laboratory policy and procedures.
2. Review and acknowledge HGTC Campus Safety Policy and Procedure.
3. Develop an exercise program and collect appropriate data for management in the protection phase, controlled motion phase and return to function phase provided a mock patient physical therapist evaluation with short- and long-term goals to assist the physical

therapist in monitoring the effects of interventions.

4. Apply knowledge of statistics to discuss the diagnostic accuracy of selected orthopedic special tests.
5. 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.
6. Respond to a peer's privacy by performing appropriate draping during a soft tissue mobilization techniques lab scenario.
7. Correctly palpate skin, bone, muscle, tendon, and ligament for manual therapy techniques.
8. 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.
9. Replicate myofascial release with appropriate rate of movement and depth and pressure on a peer following demonstration by the professor.
10. Replicate trigger point release with appropriate rate of movement and depth and pressure on a peer following demonstration by the professor.
11. Replicate instrument assisted soft tissue mobilization (IASTM) and myofascial decompression utilizing negative pressure (cupping) on a peer following a demonstration by the instructor.

Module #2

Lecture

Materials Covered: Therapeutic Exercise Chapter 13; Orthopedic Interventions for the PTA Chapter 4

Assessment(s): Lecture Exam

1. Identify common sites of injury to peripheral nerves and explain the mechanisms of nerve injury and recovery.
2. Explain management guidelines for recovery from nerve injuries in the acute, recovery and chronic phases.
3. Explain the etiology of thoracic outlet syndrome (TOS), CTS, and ulnar nerve compression at Guyon's Tunnel and identify sites of compression or entrapment, impairments, activity limitations, and participation restrictions associated with TOS.
4. Contrast nonoperative management and post-surgical management for TOS, CTS and ulnar nerve compression.
5. Compare and contrast the classification and clinical features of complex regional pain syndromes and discuss management during each stage.

Lab

Materials Covered: Therapeutic Exercise Chapter 13; Orthopedic Interventions for the PTA Chapter 4

Assessment(s): Skill Check Assessment-Neural Special Tests

1. Perform provocation tests to detect neural tension in the spine and extremities.
2. Perform neural mobilization techniques for the upper and lower quadrant.

3. Perform special tests for thoracic outlet syndrome (TOS), carpal tunnel syndrome (CTS) and upper motor neuron lesions.
4. Explain the purpose and results of the data collection and interventions performed to your lab partner effectively in a clear and understandable manner.
5. Choose and implement interventions for management of a patient provided a mock physical therapist evaluation with short- and long-term goals.

Module #3

Lecture

Materials Covered: Therapeutic Exercise Chapters 12 and 17; Orthopedic Interventions for the PTA Chapter 5

Assessment(s): Lecture Exam

1. Explain the indications for surgical interventions.
2. Outline considerations for preoperative and postoperative management.
3. Contrast the surgical methods and approaches and provide examples of each.
4. Contrast the different joint procedures with respect to the procedure and postoperative management.
5. Contrast extra-articular bony procedures with respect to the procedure and postoperative management.
6. Relate structure and function of the shoulder girdle to orthopedic pathologies.
7. Explain the management of GH hypomobility including arthritis and adhesive capsulitis with regards to common impairments, activity limitations, participation restrictions, and management in the protection phase, controlled motion phase and return to function phase.
8. Explain the management of AC and SC joint pathology including overuse syndromes, subluxations, and dislocations and hypomobility.
9. Distinguish glenohumeral arthroplasty based on the implant design, materials and fixation, type of procedure and postoperative management in the maximum protection phase, moderate protection phase and minimum protection phase.
10. Explain the nonoperative management and operative management of painful shoulder syndromes including rotator cuff disease, rotator cuff impingement, tendonitis, and bursitis with regards to impairments, activity limitations, participation restrictions and management.
11. Explain the nonoperative management and operative management of shoulder instabilities with regards to impairments, activity limitations, participation restrictions and management in each phase.

Lab

Materials Covered: Therapeutic Exercise Chapter 17; Orthopedic Interventions for the PTA Chapter 5

Assessment(s): Skill Check Assessment

1. Perform special tests for the shoulder and shoulder girdle and explain the purpose and results to your lab partner effectively in a clear and understandable manner.
2. Following demonstration by an instructor, the student will perform grades 1-3 oscillation

and grades 1-2 sustained for glenohumeral joint mobilization.

3. Following demonstration by an instructor, the student will perform soft tissue mobilization for the glenohumeral joint.
4. Following demonstration by an instructor, effectively teach a peer self-soft tissue mobilization.
5. Perform taping techniques to facilitate the effectiveness of interventions.
6. Choose and implement interventions for management of shoulder pathologies provided a mock patient physical therapist evaluation with short- and long-term goals.
7. Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a shoulder case study.
8. Provide appropriate feedback during interventions to your lab partner to achieve the desired outcomes.
9. Appropriately respond to a mock patient's symptoms by utilizing active listening skills during interventions.
10. Recognize when data collection procedures and interventions should not be provided due to a change in the patient's status or is not further indicated and report to the supervising Physical Therapist.
11. Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient case study.

Module #4

Lecture

Materials Covered: Therapeutic Exercise Chapters 18 and 19; Orthopedic Interventions for the PTA Chapter 6 and 7

Assessment(s): Lecture Exam

Chapter 18: The Elbow and Forearm Complex

1. Relate structure and function of the elbow and forearm complex to orthopedic pathologies.
2. Explain the nonoperative management of joint hypomobility including arthritis, joint reaction after trauma, dislocations, and fractures with regards to common impairments, activity limitations, and participation restrictions during each phase of management.
3. Identify management techniques for severe fractures or dislocations of the elbow.
4. Contrast the nonoperative management of lateral elbow tendinopathy and medial elbow tendinopathy with regards to common impairments, activity limitations and participation restrictions in the protection phase, controlled motion phase and return to function phase.

Chapter 19: The Wrist and Hand

1. Relate structure and function of the wrist and hand to orthopedic pathologies.
2. Explain the nonoperative management of joint hypomobility in the hand including rheumatoid arthritis, DJD, fractures, trauma, and surgery with regards to impairments, activity limitations, and participation restrictions in the protection phase, controlled motion phase and return to function phase.
3. Explain the nonoperative management of repetitive trauma syndromes including carpal

tunnel syndrome, trigger finger, de Quervain's disease and tendinopathy with regards to etiology, impairments, activity limitations, participation restrictions and management for the protection phase, controlled motion phase and return to function phase.

4. Explain the nonoperative management of simple sprains with regards to impairments, activity limitations, participation restrictions and management in each phase.

Lab

Materials Covered: Therapeutic Exercise Chapters 18 and 19; Orthopedic Interventions for the PTA Chapter 6 and 7

Assessment(s): Skill Check Assessment

1. Perform special tests for the elbow/forearm and wrist/hand and explain the purpose and results to your lab partner effectively in a clear and understandable manner.
2. Following demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for the humeroulnar, humeroradial, proximal radial, and radiocarpal joint mobilization.
3. Following demonstration by an instructor, the student will perform soft tissue mobilization for the elbow, forearm, wrist, and hand.
4. Following demonstration by an instructor, effectively teach a peer self-soft tissue mobilization for the elbow, forearm, wrist, and hand.
5. Perform taping techniques to facilitate the effectiveness of interventions.
6. Choose and implement interventions for management of elbow/forearm and wrist/hand pathologies provided a mock patient physical therapist evaluation with short- and long-term goals.
7. Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a mock case study.
8. Provide appropriate feedback during interventions to your lab partner to achieve the desired outcomes.
9. Appropriately respond to a mock patient's symptoms by utilizing active listening skills during interventions.
10. Recognize when data collection procedures should not be provided due to a change in the patient's status or is not further indicated and report to the supervising Physical Therapist.
11. Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient case study.

Module #5

Lecture

Materials Covered: Therapeutic Exercise Chapter 20; Orthopedic Interventions for the PTA Chapter 10

Assessment(s): Lecture Exam

1. Relate structure and function of the hip to orthopedic pathologies.
2. Explain the nonoperative management of joint hypomobility including OA, RA, aseptic

necrosis, slipped epiphyses, dislocations, and congenital deformities with regards to impairments, activity limitations, participation restrictions and management in the protection phase, controlled motion phase and return to function phase.

3. Outline total hip arthroplasty and hemiarthroplasty with regards to the indications, preoperative management, procedures, surgical approaches, postoperative management, and complications.
4. Discuss the incidence, risk factors, types, locations, and impact of hip fractures on function.
5. Outline open reduction and internal fixation of hip fractures with regards to indications, procedures, and postoperative management.
6. Explain the nonoperative management of painful hip syndromes including tendinopathies, muscle strains, repetitive trauma, bursitis, and femoroacetabular impingement with regards to impairments and management in the protection phase, controlled motion phase and return to function phase.

Lab

Materials Covered: Therapeutic Exercise Chapter 20; Orthopedic Interventions for the PTA Chapter 10

Assessment(s): Skill Check Assessment

1. Perform special tests for the hip and explain the purpose and results to your lab partner effectively in a clear and understandable manner.
2. Following demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for hip mobilization.
3. Following demonstration by an instructor, the student will perform soft tissue mobilization for the hip joint.
4. Following demonstration by an instructor, effectively teach a peer self-soft tissue mobilization.
5. Perform taping techniques to facilitate the effectiveness of interventions.
6. Choose and implement interventions for management of hip pathologies provided a mock patient physical therapist evaluation with short- and long-term goals.
7. Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a hip case study.
8. Provide appropriate feedback during interventions to your lab partner to achieve the desired outcomes.
9. Appropriately respond to a mock patient's symptoms by utilizing active listening skills during interventions.
10. Recognize when data collection procedures and interventions should not be provided due to a change in the patient's status or is not further indicated and report to the supervising Physical Therapist.
11. Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient case study.

Module #6

Lecture

Materials Covered: Therapeutic Exercise Chapter 21; Orthopedic Interventions for the PTA Chapter 11

Assessment: Lecture Exam

1. Relate structure and function of the knee to orthopedic pathologies.
2. Explain the nonoperative management of joint hypomobility including RA, OA, and acute joint trauma with regards to impairments, activity limitation, participation restrictions, and management in the protection phase, controlled motion phase and return to function phase.
3. Outline total knee arthroplasty with regards to indications, procedure, surgical approach, operative overview, postoperative management, and complications.
4. Explain the nonoperative management of patellofemoral dysfunction with regards to the etiology, impairments, activity limitations, participation restrictions and management in the protection phase, controlled motion phase and return to function phase.
5. Explain the nonoperative and operative management of ligament injuries (ACL, PCL, LCL, MCL) and meniscal tears with regards to impairments, activity limitations, participation restrictions, and management in the maximum protection phase, moderate protection phase, and minimum protection phase.

Lab

Materials Covered: Therapeutic Exercise Chapter 21; Orthopedic Interventions for the PTA Chapter 11

Assessment: Skill Check Assessment

1. Perform special tests for the knee and explain the purpose and results to your lab partner effectively in a clear and understandable manner.
2. Following demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for knee mobilization.
3. Following demonstration by an instructor, the student will perform soft tissue mobilization for the knee joint.
4. Following demonstration by an instructor, effectively teach a peer self-soft tissue mobilization.
5. Perform taping techniques to facilitate the effectiveness of interventions.
6. Choose and implement interventions for management of knee pathologies provided a mock patient physical therapist evaluation with short- and long-term goals.
7. Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a knee case study.
8. Provide appropriate feedback during interventions to your lab partner to achieve the desired outcomes.
9. Appropriately respond to a mock patient's symptoms by utilizing active listening skills during interventions.
10. Recognize when data collection procedures and interventions should not be provided due to a change in the patient's status or is not further indicated and report to the supervising Physical Therapist.

11. Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient case study.

Module #7

Lecture

Materials Covered: Therapeutic Exercise Chapter 22; Orthopedic Interventions for the PTA Chapter 12

Assessment: Lecture Exam

1. Relate structure and function of the ankle and foot to orthopedic pathologies.
2. Explain the nonoperative management of joint hypomobility including RA, juvenile RA, DJD, trauma, dislocation, and fracture with regards to etiology, impairments, activity limitations, participation restrictions and management in the protection phase, controlled motion phase and return to function phase.
3. Explain the nonoperative management of leg, heel and foot pain including plantar fasciitis, Achilles tendinopathy, tendinosis, tendonitis, tenosynovitis, and shin splints with regards to impairments, activity limitations, participation restrictions and management in the protection phase, controlled motion phase and return to function phase.
4. Explain the nonoperative management of ligament injuries in the ankle with regards to impairments, activity limitations, participation restrictions and management in the protection phase, controlled motion phase and return to function phase.

Lab

Materials Covered: Therapeutic Exercise Chapter 21 and 22; Orthopedic Interventions for the PTA Chapter 12

Assessment: Skill Check Assessment

1. Perform special tests for the foot and ankle and explain the purpose and results to your lab partner effectively in a clear and understandable manner.
2. Following demonstration by an instructor, the student will perform grades 1-3 oscillation and grades 1-2 sustained for foot and ankle mobilization.
3. Following demonstration by an instructor, the student will perform soft tissue mobilization for the foot and ankle joint.
4. Following demonstration by an instructor, effectively teach a peer self-soft tissue mobilization.
5. Perform taping techniques to facilitate the effectiveness of interventions.
6. Choose and implement interventions for management of ankle and foot pathologies provided a mock patient physical therapist evaluation with short- and long-term goals.
7. Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for an ankle case study.
8. Provide appropriate feedback during interventions to your lab partner to achieve the desired outcomes.
9. Appropriately respond to a mock patient's symptoms by utilizing active listening skills during interventions.

10. Recognize when data collection procedures and interventions should not be provided due to a change in the patient's status or is not further indicated and report to the supervising Physical Therapist.

11. Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient case study.

Module #8

Lecture

Materials Covered: Therapeutic Exercise Chapter 15; Orthopedic Interventions for the PTA Chapter 8 and 9

Assessment: Lecture Exam

1. Relate structure and function of the spine to orthopedic pathologies.
2. Explain pathology of the intervertebral disc and facet joints with respect to injury and degeneration, related conditions, and signs and symptoms.
3. Relate osteoporosis with vertebral compression fractures.
4. Contrast pathology of muscle and soft tissue injuries with regards to strains, tears and contusions and discuss management in the acute, subacute, and chronic stages of healing.
5. Contrast the management of spinal impairments in a non-weight bearing bias, extension bias, flexion bias, stabilization program, mobilization/manipulation approach, exercise approach, and exercise and conditioning approach.
6. Explain surgical interventions for disc lesions and discuss postoperative management in the maximum protection phase, moderate and minimum protection phase.
7. Explain the mechanical and physiological effects of dry needling.
8. Identify the indications, contraindications, and precautions of dry needling.
9. Identify interventions that can facilitate the effects of dry needling.
10. Identify the role of the physical therapist assistant for a patient receiving dry needling interventions.
11. Explain the mechanical, psychological, and physiological effects of muscle energy technique (MET), counterstrain and manual traction.
12. Identify the indications and contraindications of MET, counterstrain and manual traction.
13. Explain how the benefits of MET, counterstrain and manual traction can be objectively assessed.

Lab

Materials Covered: Therapeutic Exercise Chapter 15; Orthopedic Interventions for the PTA Chapter 8 and 9

Assessment: Lecture Exam

1. Following demonstration by an instructor, the student will be able to perform muscle energy techniques, counterstrain, and manual traction to a peer.
2. Following demonstration by an instructor, effectively teach a peer self-soft tissue mobilization.
3. Perform taping techniques to facilitate the effectiveness of interventions.

4. Choose and implement interventions for management of spine pathologies provided a mock patient physical therapist evaluation with short- and long-term goals.
5. Perform the appropriate data collection to assess the effectiveness of joint and soft mobilization/massage intervention for a spine case study.
6. Provide appropriate feedback during interventions to your lab partner to achieve the desired outcomes.
7. Appropriately respond to a mock patient's symptoms by utilizing active listening skills during interventions.
8. Recognize when data collection procedures and interventions should not be provided due to a change in the patient's status or is not further indicated and report to the supervising Physical Therapist.
9. Respect a peer's privacy and demonstrate caring and compassion while performing interventions for the patient case study.

Module #9

Lecture:

Materials Covered: The Rehabilitation Specialist's Handbook Section 15 and 16

Assessment: Lecture exam

1. Discuss the role of the PTA in the care of an individual following lower extremity amputation.
2. Identify the comorbidities that affect the rehab process and outcome for a patient with a lower extremity amputation.
3. Define terminology relevant to orthotics and prosthetics and obtain a basic understanding of materials and design process.
4. Discuss orthotic options for supporting major joints in the body for various diagnoses such as foot pronation, compression fractures of the spine and scoliosis.
5. Develop an understanding of basic prosthetic componentry and how the selection of componentry relates to patient function and outcome.
6. Identify common gait deviations with transtibial and transfemoral prostheses.

Lab

Materials Covered: The Rehabilitation Specialist's Handbook Section 15 and 16

Assessment: Lab Handout

1. Practice appropriate interventions for a mock patient with a lower extremity amputation in the following settings: acute, home, outpatient.
2. Perform prosthetic instruction and training for a lower extremity amputation considering the phase of rehabilitation.
3. Perform orthotic instruction and training for ankle foot orthotics, knee orthotics, and thoracolumbar sacral orthotics.
4. Create a therapeutic program for a patient with a lower extremity amputation that incorporates positioning, ROM, strengthening, and balance.

Module #10

Material(s) Covered: Therapeutic Exercise Chapter 26

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

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

****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*

Tests	50%
Assignments	2%
Skill Check Assessments	8%
Laboratory Practical Examination	8%
Class Participation	2%
<u>Comprehensive Final Examination</u>	<u>30%</u>
	100%

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

GRADING SYSTEM:

A= 90%-100%

B= 80%-89%

C= 75%-79%

D= 69%-74%

F=below 68%

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 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, 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 **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, 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 [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. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **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.



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 are equipped with computers to support academic research and related school work; printing is available as well. 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.

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. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

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:

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@hgtc.edu.

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**](#).