



INSTRUCTIONAL PACKAGE

PTH 253
Clinical Practice II

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 253

COURSE TITLE: Clinical Practice II

CONTACT HOURS: 9

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course allows the student insight into the practice of physical therapy by working directly under the supervision of a physical therapist (PT) or physical therapist assistant (PTA). The course has scheduled rotations through a clinic offering the student an opportunity to put into practice the skills and techniques taught in previous course work.

COURSE DESCRIPTION:

This course involves the student's participation in the basic treatment techniques of physical therapy, intensified in both the clinic and classroom setting. This course includes patient treatments under the direct supervision of a licensed physical therapist and/or a licensed physical therapist assistant.

PREREQUISITES/CO-REQUISITES:

Prerequisites: PTH 242 and PTH 244

REQUIRED MATERIALS:

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:

HIPPA Training

Purpose: To ensure confidentiality of patient protected health information to which students have access in the course of their clinical education experiences. The ACCE will review and reinforce training regarding HIPPA standards and regulations to all students involved in the clinical educational experiences. Students will sign a Confidentiality Form that states the date of the training. Signed forms will be kept in the student's permanent file. A student who does not receive HIPPA training will not be allowed to participate in clinical education experiences.

OSHA Training

Purpose: To protect the student from health hazards associated with blood borne pathogens. To prepare students for clinical education experiences which require that students are in compliance with Occupational Health and Safety Administration guidelines. Students will attend an annual OSHA/Blood Borne Pathogens training session. The ACCE will arrange and provide Blood Borne Pathogens instruction to all students enrolled in clinical education annually. Students will sign a form with the date of the training. Forms will be maintained by the ACCE in the student's permanent file. Students who do not complete OSHA/Blood borne Pathogen training will not be able to participate in clinical education experiences.

CPR Certification

Purpose: To ensure that all students are certified in Cardiopulmonary Resuscitation (CPR) prior to entering a clinical education experience. All students must complete a CPR certification course prior to entering a clinical education experience and provide documentation of same. The student is responsible for any expenses related to CPR training. A student who does not submit appropriate documentation to verify CPR certification prior to scheduled clinical education experiences will not be permitted to participate in the clinical education portion of the program.

Liability Insurance

All students must be covered by liability insurance before being allowed to enter the clinic. Proof of insurance must be documented before the student will be admitted to clinic and must be kept in the clinic papers folder.

Health Requirements

As a Physical Therapist Assistant student you are involved in clinical instruction. You may be at risk for exposure to infectious or communicable diseases, including but not limited to illness common in childhood (measles, mumps, rubella, and chicken pox), hepatitis B, and tuberculosis. It is important that you have a current physical and documentation for common vaccinations received in childhood, along with a negative TB results (must provide documentation of negative TB results in past year), current flu vaccination, current status for hepatitis B vaccinations and a Tdap (tetanus, diphtheria, and pertussis) shot to meet the standards of fieldwork centers. This requirement is for your health and safety and that of the patients/clients served by the institution.

BACKGROUND CHECK AND DRUG TESTING REQUIREMENTS:

Procedure: All clinical sites require the student to pass criminal background investigation and drug testing prior to or at the beginning of the clinical assignment. In addition students may be required to take a drug test at any time during a clinical rotation.

Student Travel

Students can expect to travel to a variety of clinical sites within a 100-mile radius of HGTC. Students are responsible for their individual travel to and from the HGTC campus or to any

assigned clinical experience or field trip, see policy #8.1.1 Field Trips/Student or Group Travel Policy.

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

After successful completion of 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 Handbook. 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. Student will be able to review the plan of care established by the physical therapist prior to initiating patient/client intervention with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
2. Student will provide safe interventions as directed in the plan of care and supervised by the physical therapist with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
3. Student will provide effective instruction to the patient/client and others to achieve the goals and outcomes as described in the plan of care with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
4. Student will collect data to quantify the patient's/client's response to interventions as directed and supervised by the physical therapist with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
5. Student will be able to progress the patient/client interventions through the plan of care with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)

6. Student will complete documentation that follows professional guidelines, healthcare system, and physical therapy facility policies with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
7. Student will respond effectively to patient/client and environmental emergencies in the work setting with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
8. Student can expressively and receptively communicate in a culturally competent manner with physical therapists, patients/clients, family members, and caregivers, other health care providers, students, interdisciplinary team members, administrators, payers, and consumers with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
9. Student can effectively educate others using teaching methods that commensurate with the needs of the learners with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
10. Student can educate others about the role of the physical therapist assistant with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
11. Student complies with facility procedures and payer regulations consistent with the health care delivery system and the practice setting with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
12. Student adheres to federal and state legal practice standards and institutional regulations related to patient/client care and fiscal management with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
13. Student acts in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant with only confirmation from the clinical instructor. (I.e. Student confers with the clinical instructor prior to, or following and activity for the purpose of sharing information and/or validating decision making)
14. Student can modify his/her behavior during patient or colleague interaction with guidance from clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
15. The student places patient's/client's needs above the physical therapist assistant's self-interests with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)

16. The student exhibits compassion, caring, and empathy in providing services to patients/clients with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
17. The student promotes active involvement of the patient/client in his or her care with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
18. The student identifies, respects, and acts with consideration for the patient's/client's differences, values, preferences, and expressed needs in all physical therapy activities with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
19. The student demonstrates behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
20. The student supports and participates in organizations and efforts that promote physical therapy with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
21. The student demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers, and payers with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)
22. The student values and supports the physical therapy profession in society and demonstrates citizenship with guidance from the clinical instructor. (I.e. Student needs advice from clinical instructor to expand knowledge or skills)

Assessment(s): All course learning outcomes assessed on the Clinical Assessment Tool.

STUDENT UNIT LEARNING OUTCOMES PER MODULE

Weekly student learning outcomes will vary to meet the overall course learning outcomes per clinical site. The student will develop an individual plan of action with his or her clinical instructor to meet the course learning outcomes.

****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*

Clinical Assessment Tool:	50%
Case Study:	25%
Additional Assignments:	25%
<ul style="list-style-type: none"> • Weekly Reflective Journals • Weekly Log Sheets • Self-Assessment of the Clinical Assessment Tool (Midterm and Final) • Weekly Summary Form of Goals • APTA Evaluation of the Site and CI (Midterm and Final) • Clinical Research Assignment • Thank You Letter 	
Total	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 sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@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.

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 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](#).