



Physical Therapist Assistant Clinical Manual

To assist in orientation to clinical education for the PTA Program, we have prepared this clinical manual which we hope will answer many of your questions. You may also check the web site at www.hgtc.edu, call the Program Director at 843-477-2024, or ACCE at 843-477-2187.

Respectfully,

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TABLE OF CONTENTS

- I. Horry-Georgetown Technical College 6
 - A. Accreditation Status 6
 - B. Mission Statement..... 6
 - C. Vision 6
 - D. Core Values 6
 - To fulfill its mission, Horry-Georgetown Technical College is committed to the following values: 6
 - E. Statement of Equal Opportunity/Non-Discrimination 6
- II. PHYSICAL THERAPIST ASSISTANT PROGRAM 7
 - A. Accreditation..... 7
 - B. Philosophy..... 7
 - C. Mission..... 8
 - D. Program Goals 8
 - E. Program Learning Outcomes 8
 - F. Degree Awarded..... 8
 - G. PTA Program Faculty..... 9
- III. Clinical Education Policies 10
 - Clinical Policy 1 (Student)..... 10
 - TITLE: Standards of Ethical Conduct for the Physical Therapist Assistant..... 10
 - Clinical Policy 2..... 15
 - TITLE: Student Privacy and Confidentiality 15
 - Clinical Policy 3 (Student)..... 16
 - TITLE: Informed Consent 16
 - Clinical Policy 4 (Student)..... 17
 - Title: Technical Standards, Essential Eligibility Requirements, and Essential Program Requirements of the PTA Program..... 17
 - Clinical Policy 5 (Student)..... 20
 - Title: Progression Through the PTA Program 20
 - Clinical Policy 6 (Student and Clinical Faculty)..... 22
 - TITLE: Clinical Education Attendance 22
 - Clinical Policy 7 (Student)..... 24
 - TITLE: Electronic Devices 24
 - Clinical Policy 8 (Student)..... 25
 - TITLE: Dress Standards for Clinical Setting 25
 - Clinical Policy 9 (Student)..... 27
 - Title: Social Media 27
 - Clinical Policy 10 (Student)..... 29
 - TITLE: Student Clinical Education Travel 29
 - Clinical Policy 11 (Student)..... 30
 - TITLE: Health Insurance Requirements for Clinical Education 30
 - Clinical Policy 12 (Student and Clinical Faculty)..... 31
 - TITLE: Grading Policy..... 31
 - Clinical Policy 13 (Student and Clinical Faculty)..... 32
 - TITLE: Student Competence Prior to Clinical Assignment..... 32
 - Clinical Policy 14 (Student and Clinical Faculty)..... 35

Title: Clinical Site Contract.....	35
Clinical Policy 15 (Student).....	36
Title: Off-Campus Clinical Education	36
Clinical Policy 16.....	37
Title: Clinical Education Site Cancellation.....	37
Clinical Policy 17 (Student and Clinical Faculty).....	38
TITLE: Student Orientation and Supervision for Clinical Education.....	38
Clinical Policy 18 (Student).....	40
Title: Student's Communication with the Clinical Site	40
Clinical Policy 19 (Student).....	41
Title: Student Academic Misconduct Procedure (Clinical)	41
Clinical Policy 20 (Student).....	42
TITLE: Dismissal from the PTA Program.....	42
Clinical Policy 21 (Student and Clinical Faculty).....	43
TITLE: Due Process	43
Clinical Policy 22 (Student).....	44
TITLE: STUDENT Blood and/or Body Fluid Exposure Follow-Up or Chemical Exposure	44
Clinical Policy 23 (Student and Clinical Faculty).....	45
TITLE: Accidents/Illnesses, Occurring on or off Campus.....	45
Clinical Policy 24 (Student).....	46
TITLE: Complaint Process for Non-Faculty and Non-Students.....	46
Clinical Policy 25 (Student).....	47
TITLE: Drug Testing at Clinical Site.....	47
Clinical Policy 26 (Student and Clinical Faculty).....	48
TITLE: Patient Comment Cards.....	48
Clinical Policy 27 (Clinical Faculty)	49
Title: Clinical Education Faculty Development Activities.....	49
Clinical Policy 28 (Clinical Faculty)	51
TITLE: Clinical Instructor Rights and Responsibilities.....	51
Clinical Policy 29 (Student).....	52
TITLE: Pinning Ceremony	52
Clinical Policy 30 (Student).....	53
TITLE: PTA Program Awards	53
Appendices (Student)	55
TITLE: Forms.....	55

I. Horry-Georgetown Technical College

A. Accreditation Status

Horry-Georgetown Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Horry-Georgetown Technical College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Horry-Georgetown Technical College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org) [Accreditation Status](#)

B. Mission Statement

Horry-Georgetown Technical College is dedicated to enriching the lives of students and empowering communities through accessible and affordable education. We are committed to fostering economic development and innovation by providing a premiere, comprehensive two-year collegiate and workforce education experience that will leave a lasting positive impact on our students and the regions we serve.

C. Vision

Horry-Georgetown Technical College will be recognized as a leader in workforce development, intellectual growth, and life improvement.

D. Core Values

To fulfill its mission, Horry-Georgetown Technical College is committed to the following values:

Accountability – We create an environment that promotes responsible stewardship of the resources entrusted upon us.

Collaboration – We develop and nurture partnerships among student, faculty, staff, and community to promote open and effective communication, decision-making, and implementation of ideas and processes.

Excellence – We set high and challenging standards for teaching and professional leadership, advocate continuous improvement of programs and services, and encourage a results-oriented organization.

Honor – We promote and foster openness, respect, sharing, and fairness in personal and professional interactions, and exemplify the highest standards in ethics and institutional governance.

Service – We embrace a customer focus to ensure that all College stakeholders needs and expectations are consistently met.

E. Statement of Equal Opportunity/Non-Discrimination

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.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Dr. Melissa Batten, Vice President for Student Affairs, 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.

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.

II. PHYSICAL THERAPIST ASSISTANT PROGRAM

A. Accreditation

Horry-Georgetown Technical College PTA Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

B. Philosophy

The student faces numerous choices and challenges, opportunities, and obstacles through the Physical Therapist Assistant education process. The faculty recognizes that student centered learning is the foundation of the PTA's program.

To provide all students with effective strategies and resources to take advantage of the opportunities that are available to them.

The program promotes cutting-edge professional practice including evidenced-based practice, critical thinking, skill acquisition, anxiety and personal management decisions, ethics, and legal considerations and service-learning opportunities.

Physical Therapist Assistant Program recognizes the tenet that the students should assume the responsibility for the quality of their own lives and are responsible to themselves for their accomplishments, behavior, and academic achievements.

It is the policy of HGTC to encourage members of its faculty to join and actively participate in professional organizations. They are particularly encouraged to join organizations directly related to their employment positions so that they will always be aware of current trends, developments, and accomplishments.

C. Mission

Consistent with the mission of Horry-Georgetown Technical College, the Physical Therapist Assistant program provides evidence-based didactic and clinical education to prepare graduates from diverse cultures and backgrounds to enter the physical therapy profession. The comprehensive learning opportunities of the program will enhance the lives of HGTC students, strengthen the physical therapy workforce and contribute to the health and well-being of the community we serve. Faculty and graduates of the program will exemplify the Core Values of the Physical Therapy profession and demonstrate dedication to the profession and professional growth through life-long learning.

D. Program Goals

1. The program will support diversity and inclusion to meet the needs of Horry and Georgetown communities.
2. Students and faculty will exemplify the Core Values of the Physical Therapy profession to provide highest quality of physical therapist services.
3. Prepare competent graduates to be successful on the National Physical Therapy Examination (NPTE) to qualify for state licensure and meet the community's employment needs.
4. Students and faculty will demonstrate dedication to the profession and professional growth through lifelong learning.
5. Produce graduates who work effectively as a member of the health care team to provide high quality contemporary patient-centered care.

E. Program Learning Outcomes

After successful completion of the Horry-Georgetown Technical College Physical Therapist Assistant Program, the graduate will be able to achieve the following program learning outcomes (PLO's).

PLO1: Students will demonstrate competence in implementing interventions and performing data collection within the parameters of the physical therapist plan of care based on the review of medical and physical therapy documentation for common pathologies seen by physical therapist assistants.

PLO2: Students will comply with policies and procedures and participate in quality assurance to ensure safety for all stakeholders and effective response to patient/client and environmental emergencies that occur in the healthcare setting.

PLO3: Students will use information and technology to communicate, document, manage knowledge, mitigate error, and support decision making for effective operation of the organization.

PLO4: Students will demonstrate professional and ethical behaviors consistent with the core values for the physical therapist assistant.

PLO5: Students will communicate effectively with all stakeholders for patient-centered, interprofessional collaborative care with respect for individual, socioeconomic, cultural, and psychological differences.

F. Degree Awarded

Associate in Applied Science, with a Major in Physical Therapist Assistant (PTA)

G. PTA Program Faculty

Program Director: The faculty member who is designated as and has responsibility for the management of the PTA program. The Program Director is employed full-time by the institution that houses the PTA program and usually has a faculty appointment.

Academic Coordinator of Clinical Education (ACCE): The Faculty member who has responsibility in the program for coordinating the clinical education portion of the curriculum.

Adjunct Faculty: those individuals who have classroom and/or laboratory teaching responsibilities in the program and who are employed by the institution.

Guest Lecturers: Those individuals who have classroom and/or laboratory teaching responsibilities in the program and who are not employed by the institution.

Clinical Education Faculty: those individuals who provide clinical instruction and supervision of students when students are engaged in the clinical education portion of the curriculum. Clinical Education Faculty are generally comprised of the Site Coordinators of Clinical Education (SCCEs) and Clinical Instructors (CIs). While these individuals are not usually employed by the institution that houses the PTA program, they do agree to certain standards of behavior through contractual arrangements for their services.

III. CLINICAL EDUCATION POLICIES

Clinical Policy 1 (Student)

TITLE: Standards of Ethical Conduct for the Physical Therapist Assistant

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): MAY 2026, JULY 2024, MAY 2021

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To ensure that students acknowledge and demonstrate compliance with the Physical Therapist Assistant scope of practice in both legal and ethical dimensions by consistently demonstrating professional behaviors, including honesty, tact, dependability, enthusiasm, cooperation, and industriousness.

Policy:

1. The student will agree to follow the Standards of Ethical Conduct for the Physical Therapist Assistant Student while enrolled in the HGTC PTA program. The student acknowledges this by signing the student handbook agreement. See the form in the appendix.
2. Each technical semester, the student will meet twice with the program advisor to review the Values-Based Behaviors For The Physical Therapist Assistant Self-Assessment Tool. [PTA Self-Assessment Tool](#)
3. The Program Faculty will complete the Physical Therapist Assistant Program Academic Advising form for each student. See the form in appendix.

[Standards of Ethical Conduct for the PTA](#)

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document

the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals. (Core Values: Compassion and Caring, Integrity)

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients. (Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.

2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations. (Core Values: Collaboration, Duty, Excellence, Integrity)

3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants other health care providers, employers, payers, and the public. (Core Value: Integrity)

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients and clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.

4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations. (Core Values: Accountability, Duty, Social Responsibility)

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities. (Core Value: Excellence)

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients and clients and society. (Core Values: Integrity, Accountability)

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients.

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Value: Social Responsibility)

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Clinical Policy 2

TITLE: Student Privacy and Confidentiality

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): JULY 2024, MAY 2021

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

The PTA faculty is committed to maintaining student privacy and confidentiality. All information related to student performance, counseling, and advising is kept confidential within the department. Student records are kept in a secure location. Only authorized college personnel have access to student records on an as needed basis.

Policy:

1. ACCE provides the clinical sites with a copy of the FERPA policy to ensure student privacy and confidentiality.
2. Students are instructed to follow the Privacy of Student Records/FERPA procedure stated in the College Catalog.
3. All student records for clinical education are located in a locked filing cabinet or password protected Trajecsys System.

Clinical Policy 3 (Student)

TITLE: Informed Consent

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): JULY 2024

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. To explain the expectations and role of students during clinical experiences.
2. To inform students of requirements of clinical facilities that may include drug testing and background investigation.
3. To provide students with information regarding the legal responsibility of a patient's right to refuse participation in clinical education.

Policy:

1. Students are required to attend clinical education orientation provided by the ACCE and/or Program Director prior to participating in clinical education to understand expectations and role as students in clinical setting.
2. The PTA program follows the HGTC policy for College Use of Photographs 6.1.2. This policy can be found at [Photographs](#). Students acknowledge and sign the PTA Program Imaging Permission Form. See form in appendix.
3. The student upon admission into the program acknowledges the requirement to sign an affidavit acknowledging mandatory urine drug screening and criminal background check. The affidavit form is kept on file with the original PTA program application in the admissions office. The affidavit can be found at: [UDS and CBC](#)
4. Students are required to acknowledge and sign the Lewis Blackman Hospital Patient Safety Act Form. See form in appendix.

Clinical Policy 4 (Student)

Title: Technical Standards, Essential Eligibility Requirements, and Essential Program Requirements of the PTA Program

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. Since the Associate of Applied Science Degree from an accredited PTA Program signifies that the holder is eligible to sit for the National Physical Therapy Examination (NPTE) and is prepared to practice physical therapy, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical, community, or school-based situations and to render a wide spectrum of physical therapy services.

Policy:

1. All students admitted to the PTA program at HGTC must meet the following abilities and expectations. These expectations may be met with or without accommodations. The student's ability to perform these expectations is evaluated by a qualified medical professional and documented on the student health record. If a student requires an accommodation noted by a qualified medical professional, the student must contact the Chair of the program. The Chair will determine if the accommodation can be provided by the clinical partners and if not, the student will be referred to Student Services.

I. Sensory Processing: The student is required to have functional use of vision, hearing, and touch along with an awareness of body position and movement. Specific visual skills require near and far vision, peripheral vision, and depth perception. Information from the sensory systems must be accurately perceived and interpreted to provide quality patient care.

II. Cognitive Demands: The successful PTA student maintains a high level of alertness and responsiveness during classroom, laboratory, and field work situations. The student must possess the ability to focus on a task for a prolonged time to allow for successful learning to take place. In addition, the PTA student must be able to recall information and organize information in an efficient and useful manner. This includes the ability to acquire, retain, and prioritize informational data, conceptualize, and integrate abstract information, apply theoretical knowledge to specific patient populations, justify a rationale for therapeutic interventions, problem-solve to create innovative and practical solutions.

III. Physical Demands: The successful PTA student must possess sufficient motor skills to allow for treatment intervention with a variety of clients. This includes functional use of all (four) extremities which would allow the student to carry out assessments and to provide therapeutic interventions in a safe and efficient manner. Quick reactions are necessary not only for safety, but for one to respond

therapeutically in most clinical situations. The student needs to demonstrate good mobility skills including the ability to walk, climb, stoop, kneel, crouch, and crawl to allow for one to complete therapeutic intervention on all types of surfaces. The student is required to maintain positions for extended periods of time such as sitting, standing, writing, and grasping. The student is frequently required to demonstrate good arm placement for reaching and positioning of hands to successfully manipulate large and small objects, lift and or move up to 10 lbs. and occasionally lift and or move up to 100 pounds. Physical endurance must be sufficient for the provision of direct, hands-on patient treatment for six or more hours per day.

IV. Psychosocial demands: The student must display emotional maturity to interact with a variety of individuals with diverse age, diagnoses, culture, and socioeconomic backgrounds. The student frequently needs to address multiple, demanding tasks simultaneously and therefore needs to have established effective strategies for stress management.

V. Communication Demands:

Written: The student must be able to effectively communicate in written English. The format may be from a brief note with appropriate abbreviations to a descriptive narrative.

Verbal and Non-Verbal: The student must be able to produce the spoken word and to interpret verbal information along with non-verbal cues of mood, temperament and social responses from patients/clients, supervisors, and peers. Response to emergency/crisis situations, as well as more routine communication must be appropriate to the situation. Communication must be accurate, sensitive, and effective.

Reading: The student must be able to read and comprehend information in English from a variety of written sources (e.g. textbooks, professional journals, medical/school records, and government regulations).

Computer: The student must be competent in basic computer use including the ability to use databases and search engines to access information, perform word processing for writing; and utilize media software (e.g. MS Power Point) for developing presentations.

VI. Environmental Demands: The PTA student must be able to successfully negotiate, achieve access to, and function successfully within multiple environments. These environments may be physical, social and or cultural.

The physical environment would consist of non-human aspects. The student is exposed to wet/humid conditions (non-weather); work near moving mechanical parts, fumes or airborne particles, hazardous materials, blood borne pathogens, outdoor weather conditions, risk of electrical shock, risk of electromagnetic radiation and vibration. The noise level in the work environment will range from a classroom situation in which the noise level is low to an industrial or clinical environment where the noise level may be high.

The social environment consists of the norms, expectations, and routines of different environments. The PTA student will be exposed to multiple treatment environments that may have implicit and explicit rules and regulations for professional behavior.

The PTA student must demonstrate multicultural competency skills to allow for one to function within multiple client populations. Multicultural skills include awareness of one's culture, willingness to explore and become knowledgeable about another culture, being respectful to individual diversities, and being able to select culturally sensitive therapeutic interventions.

VII. Professional Behaviors: The student is expected to demonstrate the core values of the physical therapy profession. The student will demonstrate behaviors that meet the standards of ethical conduct for the physical therapist assistant. See the American Physical Therapy Association for a description of the core values and Student Policy 2 for a description of the standards of ethical conduct for the physical therapist assistant.

Clinical Policy 5 (Student)

Title: Progression Through the PTA Program

Original Approval Date: 2008

Revision Date(s): MAY 2026, JULY 2024, AUGUST 22, 2019

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

To provide the student with information concerning the requirements for progression in the Physical Therapist Assistant Program.

Policy:

1. Progression: Students in the PTA Program are subject to the standards outlined in the current College Catalog. Additional standards for the PTA Program are as follows:

- a. All required courses within the PTA curriculum must be completed in the sequence outlined in the College Catalog and passed.
- b. Students are required to maintain an overall 2.0 grade point average (GPA) in PTH courses to progress and graduate from the program. If a student falls below a 2.0 cumulative GPA the program will follow the College's Academic Standing Policy and Procedure.
- c. General Hospital Orientation (GHO)/Care Learning Modules must be successfully completed prior to attending clinical experiences. The due date is provided by the Clinical Admissions Office.
- d. Each student must demonstrate safety and competence in required laboratory skill check assessments and laboratory practical competency examinations. Each course with a laboratory component includes skill check assessments that must be mastered within the course.

Skill Check Assessment: The student is required to successfully complete each skill check assessment for the course prior to the final laboratory practical competency examination or per the instructor's schedule. The course instructor will announce the due date of the skill check assessments in the instructor course informational sheet. Student is allowed a second attempt if first attempt is a failure. Remediation with instructor must be completed prior to second attempt. Failure to complete a skill check assessment will not allow the student to complete the laboratory practical competency examination, which will result in failure of the course.

Laboratory Practical Competency Examination: A minimum of 75% and all critical elements must be achieved to pass the laboratory practical competency examination. One attempt will be given for the competency. Failure to pass the competency will result in dismissal from the program.

e. Clinical Education: Each student must demonstrate safety and ethical behavior competence in required Clinical Education Courses. Students who do not pass a Clinical Education Course will be removed from the program.

Clinical Policy 6 (Student and Clinical Faculty)

TITLE: Clinical Education Attendance

Original Approval Date: 2008

Revision Date(s): JULY 2024, APRIL 2023

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To provide guidelines and requirements regarding attendance for successful completion of the Physical Therapist Assistant Program.

Policy:

1. Clinical Education Attendance:

The student in clinical rotations is expected to adopt the working hours of the clinical supervisor.

Completion of full clinical hours is required to pass the clinical rotation. No more than 10% of the clinical hours may be made up at the discretion of the ACCE and Clinical Instructor.

Clinical absences in excess of 10% of the total hours required or failure to make up the allowed 10% will result in a grade of “unsatisfactory” for clinical and a failing grade for the course.

A clinical education tardy is defined as missing 1 to 10 minutes of scheduled clinical education.

For a five-week clinical rotation, the student may not have more than two tardies and for a seven week clinical rotation the student may not have more than three tardies. Missing more than the allowed number of tardies may result in removal from the program.

The student is expected to attend the clinic during regularly scheduled hours of operation. In some instances, this may require late/evening, weekend hours and holidays.

The student will report to the clinic prior to the designated start time as established by the CI and ACCE. If for some reason the student is unable to arrive at the clinic by the designated start time, the student must notify the instructor and ACCE prior to the start of clinic.

Attendance throughout the Clinical Education Experience ensures maximum student participation in professional growth and development. Absences for non-emergency nature can limit the student’s educational experience in the clinic. No student may have any unexcused absence during a clinical education experience.

An unexcused absence is when a student is not present during a scheduled clinic day and has not obtained prior permission from either the CI or the ACCE. The Clinical Instructor and the ACCE will determine the reasonableness of the excuse.

Students should schedule all non-emergency appointments (dentist, doctor, other) outside of clinical hours. Students are not to leave clinical sites early for work. Work schedules must not interfere with clinical time. In the event of a conflict, the clinical takes precedence.

A student may request accommodations for clinical education schedules, but accommodations are not automatic and are dependent on the clinic and clinical instructor schedules.

Clinical Policy 7 (Student)

TITLE: Electronic Devices

Original Approval Date: 2008

Revision Date(s): JULY 2024, AUGUST 20, 2017

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To inform students of how electronic devices can be utilized in the PTA Program.

Policy:

All electronic devices that may disrupt the clinical setting must be turned off or on silent and put away during the clinical experience. Student cell phones may not be utilized at any time without special permission by the clinical instructor for special circumstances. Student cell phones shall not contain identifiable patient information.

1. All electronic devices that may disrupt the clinical setting must be turned off or on silent and put away during the clinical rotation.
2. Cell phones may not be utilized at any time without special permission by the clinical instructor for special circumstances.
3. Cell phones shall not contain identifiable patient information during the clinical rotation.

Clinical Policy 8 (Student)

TITLE: Dress Standards for Clinical Setting

Original Approval Date: 2008

Revision Date(s): JULY 2024, May 2022, AUGUST 22, 2019, OCTOBER 2020

LAST REVIEWED DATE: May 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

To provide students with information concerning the dress and appearance in the clinical setting.

Policy:

1. Clinic Attire:

- a. The attire consists of a collared shirt/polo and neutral color dress slacks or scrubs as allowed by the facility. The attire should be neat, clean, without wrinkles, and properly fitting with skin-colored undergarments. Pants must not drag on the floor. No visible cleavage, chest hair, stomach skin, or back showing.

2. Shoes:

- a. Students will wear skid resistant or non-slip shoes with enclosed toe and heel in the clinic setting.

3. Hygiene:

- a. Hair must be neat, clean, and maintained so as not to contaminate a peer, patient, or the caregiver. Hair below shoulder level must be pulled back and secured out of the face in the clinic setting. Unnatural hair colors i.e. pink, green, blue etc. are prohibited. Extreme hairstyles i.e. mohawk, carvings, etc. and hair ornaments i.e. feathers, glitter braids etc. are prohibited. Beards and mustaches must be well groomed and always kept clean.
- b. Fingernails must be kept at a length not to exceed the pad of the finger so as not to injure a peer or patient. Clear or light-colored nail polish may be worn if it is neat and without designs. Artificial nails harbor yeast and bacteria and, therefore, not allowed.

4. Identification:

- a. Student identification must be worn in every clinical setting on the left front bodice/collar of the shirt.
- b. Students must wear the HGTC Student ID Badge and/or an Institutional ID Badge in any health care agency, which requires and provides it consistent with the Lewis Blackman Act.

5. Jewelry:

- a. A wristwatch with a second hand is required. No more than two rings may be worn on the hand.
- b. If medically needed, a medical alert bracelet/necklace may be worn.

- c. Visible body piercing including tongue stud/ring, clear nasal stud, gauges, or brow jewelry is to be removed prior to patient care and not worn while in uniform. No more than two simple earrings per ear.

6. Tattoos:

- a. Facial and neck tattoos are not permitted and must be concealed.
- b. Tattoos below the neckline are allowed, but must not be excessive, vulgar or have the potential to be offensive.

7. Cosmetics/Fragrance:

- a. Cosmetics are to be worn in moderation and be consistent with the expected appearance of a healthcare professional.
- b. Scented perfumes, powders, after-shave lotions, colognes, and antiperspirants/deodorants may cause allergic reactions in some individuals and are not to be worn. Lotions and deodorants must be limited to those bearing light or no scent.

8. Chewing Gum or Tobacco:

- a. Neither of these products is allowed during classroom or laboratory. The uniform may not smell of smoke upon arrival to the classroom or laboratory. Smoke odors embedded in clothing are as offensive as smoking.

Clinical Policy 9 (Student)

Title: Social Media

ORIGINAL APPROVAL DATE: JUNE 2015

REVISION DATE(S): JULY 2016

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

1. To provide information to each student concerning the appropriate use of social media within the PTA program.
2. To provide information to each student concerning the consequences of inappropriate use of social media within the PTA program.

Terminology:

1. **Social media and networking** are interchangeable terms. Each term may refer to, but is not limited to, the following examples: Facebook, Twitter, Instagram, YouTube, Pinterest, any blog, or posting board.
2. **Libel** is a published false statement that is damaging to a person's reputation, a written defamation.
3. **Slander** refers to the utterance of false charges or misrepresentations which defame and damage another's reputation, or a false and defamatory statement about a person.

Policy:

1. PTA students must not transmit or place online individually identifiable patient, student, faculty, adjunct faculty, or staff information.
 - a. PTA students must not publish libel or make slanderous remarks or insinuations about patients, peers, adjunct faculty, faculty, staff, or the institution of HGTC, even if they are not identified.
2. PTA students must not transmit or place online any test questions or test content that could be identified as cheating. The college policy on academic misconduct will be followed to include social media networking.
3. PTA students must observe ethical and professional patient-nurse/student PTA boundaries.
 - a. Do not share or post opinions, information, insinuations, or photos gained through the student PTA-patient relationship on any social media outlet.
 - b. Do not share or post libelous or slanderous opinions, information, insinuations, or photos regarding students, faculty, staff, or the institution of HGTC.
4. Should any problem arise during the classroom or clinical setting, use the Chain-of-Command to resolve the issue.
5. Student PTA have a responsibility to promptly report any identified breach of confidentiality or any inappropriate use of social media.
6. This breach may be reported to (but not limited to) an instructor, staff person, or dean.
7. Be aware of your association with HGTC in online social networks.

- a. Horry Georgetown Technical College (HGTC) name, photos, trademark, etc., cannot be used in social media groups. For example, if a cohort, class, or classmate makes a Facebook page named HGTC's Fall Class of 2016, this would be an infringement on trademark rights.
8. If you identify yourself as a student, ensure your profile and any related content is professional and consistent with how you wish to present yourself to colleagues, clients, and potential employers.

Consequences:

1. Violations of patient/client privacy using an electronic device will be subject to HIPPA guidelines and consequences.
2. Students who share confidential information utilizing social media do so at the risk of disciplinary action, including failure in a course and/or dismissal from the PTA program.

Reference:

American Physical Therapy Association

Clinical Policy 10 (Student)

TITLE: Student Clinical Education Travel

Original Approval Date: 2008

Revision Date(s): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. To clarify the student's responsibility for travel related to HGTC Physical Therapist Assistant Program requirements.

Policy:

1. Students will be expected to travel to a variety of clinical sites within a 100-mile radius of HGTC.
2. Students are responsible for their individual travel to and from the HGTC campus and to any assigned clinical experience locations.

Clinical Policy 11 (Student)

TITLE: Health Insurance Requirements for Clinical Education

Original Approval Date: 2008

Revision Date(s): SEPT 2025, AUGUST 2023

LAST REVIEWED DATE: MAY 2026, MAY 2025, SEPT 2025, MAY 2025, APRIL 2024, AUGUST 2023, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

1. To clarify the student's responsibility to provide documentation of their student health record.
2. To clarify the student's responsibility to provide documentation of health insurance.

Policy:

1. Students are required to complete the student health record forms at the following link by the specified date in the admissions letter. [Clinical Requirements](#)
 1. Students are encouraged to have health insurance, but it is not required to be enrolled in the PTA Program.

Clinical Policy 12 (Student and Clinical Faculty)

TITLE: Grading Policy

Original Approval Date: 2008

Revision Date(s): JULY 2024, MAY 2021, JULY 2016

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, May 2021, AUGUST 2019

Purpose:

To provide information to each student and clinical faculty concerning grading of student performance during clinical experiences.

Policy:

1. A grade of “C” or better must be achieved in all required PTA courses for a student to progress through the program. A final grade of less than 75 is not passing in the PTA Program and does not meet the requirements for progression within the program.

GRADING SCALE:

100-90 = A

89-80 = B

79-75 = C

74-69 = D

68-0 = F

2. Each student must demonstrate competence in required critical safety and behavioral elements on the Clinical Assessment Tool to successfully pass the clinical education course. Students who do not pass a Clinical Education Course will be removed from the program.

a. Students must achieve 4.0/4.0 score on all critical safety and behavioral elements at each Final Assessment to pass.

3. In addition, students must achieve overall Final Assessment scores to pass each clinical rotation as indicated:

a. PTH 234 3.0/4.0 (75%) at Final Assessment

b. PTH 253: 3.0/4.0 (75%) at Final Assessment

c. PTH 276: 3.6/4.0 (90%) at Final Assessment (Entry-Level performance)

4. Students must meet Entry-Level clinical performance to pass PTH 276 and the program.

5. The student’s grade for each clinical course is assigned by the Academic Coordinator of Clinical Education (ACCE) based on assessment of the student performed by the clinical instructor and other requirements specific to each clinical experience which is provided in the Course Instructional Package.

Clinical Policy 13 (Student and Clinical Faculty)

TITLE: Student Competence Prior to Clinical Assignment

Original Approval Date: 2008

Revision Date(s): MAY 2026, JULY 2024, APRIL 2023, JULY 2016, MAY 2018, JANUARY 2019, OCTOBER 2020, MAY 2021

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, MAY 2018, AUGUST 2018

Purpose:

To inform the student and clinical faculty when the skill check assessments have been successfully completed in the technical program.

Policy:

1. Skill check assessments are completed in courses throughout the technical curriculum as indicated in the table below. The ACCE is responsible for informing clinical instructors as to what skill check assessments a student has successfully mastered prior to the start of a clinical rotation.
2. Students must successfully complete the skill check assessments in the designated technical semester to progress to the clinical education portion of the curriculum. For each skill check assessment, the student will receive the score on the rubric in Trajecsys with a maximum of 10 points. All critical elements must be successfully completed to pass the skill check assessment. If a student scores below a 75% on a skill check assessment, it must be repeated and no more than two attempts for each skill check assessment may be completed. A second attempt of a skill check assessment will result in a maximum score of 75% or 7.5 points. If the student does not pass the skill check assessment on the second attempt, the student will fail the course and be removed from the PTA program.

	<i>Skill Check Assessments</i>
PTH 234	FIRST TECHNICAL SEMESTER - FALL
	<u>Communication:</u> Arousal and Orientation
	<u>Data Collection:</u> Muscle and Bone Anatomy: Palpation, muscle action, joint motion, planes, and axes
	<u>Data Collection:</u> Goniometry & Manual Muscle Test (All joints)
	<u>Data Collection:</u> Pain
	<u>Data Collection:</u> Integumentary: Skin integrity & cutaneous nerve patterns
	<u>Intervention:</u> Hand washing and Protective Equipment; Body Mechanics, Draping and Positioning

	<i>Intervention:</i> Functional Mobility (bed mobility, transfers, electrical lift)
	<i>Intervention:</i> Gait Training with Assistive Device
	<i>Intervention:</i> Gait Training without Assistive Device
	<i>Intervention:</i> Wheelchair Training and Fitting
	<i>Intervention:</i> Adjusts and Maneuvers Special Equipment Devices (I.e. hospital beds, foley catheter, supplemental O2, IV pole, etc.)
PTH 234	SECOND TECHNICAL SEMESTER - SPRING
	<i>Data Collection:</i> Integumentary: Sensation testing (Superficial, Deep, Combined)
	<i>Data Collection:</i> Girth
	<i>Data Collection:</i> Volumetric
	<i>Data Collection:</i> Vitals (Temperature, Pulse, Respiration Rate, Blood Pressure, Oxygen Saturation)
	<i>Data Collection:</i> Aerobic Field Tests (i.e. Step Test, Submaximal VO2 Treadmill Test, 6 Minute Walk Test)
	<i>Intervention:</i> Isometric and Isotonic (Dynamic) Strengthening Therapeutic Exercise (Extremities/Joint Specific)
	<i>Intervention:</i> Spine Therapeutic Exercise
	<i>Intervention:</i> Stretching Therapeutic Exercise (Manual Stretching, Self-Stretching, Mechanical Stretching, PNF Stretching)
	<i>Intervention:</i> Passive Range of Motion, Active Assistive Range of Motion, Active Range of Motion Therapeutic Exercise and Continuous Passive Motion
	<i>Intervention:</i> Balance and Coordination Training and Data Collection
	<i>Intervention:</i> Neuromuscular Reeducation (PNF Diagonal Patterns)
	<i>Intervention:</i> Cryotherapy (I.e. cold packs, ice massage, cold compression unit)
	<i>Intervention:</i> Thermal-Therapy (I.e. Hot Packs, Paraffin)
	<i>Intervention:</i> Ultrasound
	<i>Intervention:</i> Transcutaneous Electrical Nerve Stimulation (TENS)
	<i>Intervention:</i> Biofeedback
	<i>Intervention:</i> Neuromuscular Electrical Stimulation (NMES)
<i>Intervention:</i> Interferential Current (IFC)	

	<u>Intervention:</u> Iontophoresis
	<u>Intervention:</u> Mechanical or Pneumatic Cervical Traction
	<u>Intervention:</u> Mechanical or Pneumatic Lumbar Traction
	<u>Intervention:</u> Breathing Strategies (I.e. pursed lip, huff techniques)
	<u>Intervention:</u> Wound Care: Removal and Application of Sterile Dressing and Bandage; Wound Measurement
	<u>Intervention:</u> Neurorehabilitation Intervention Strategies (Preventative, Restorative, and Compensatory)
	<u>Intervention:</u> Neuromuscular Reeducation, Developmental Activities, and Motor Learning Training for a Patient with Neurological Impairments
<p><i>SKILLS LISTED ABOVE ARE COMPLETED BEFORE PTH 234 COURSE. STUDENTS' AVERAGE SCORE MUST BE 3.0 OR HIGHER AT THE FINAL ASSESSMENT. ALL CRITICAL SAFETY AND CRITICAL BEHAVIORAL SCORES MUST BE 4.0 AT MIDTERM AND FINAL. IF THE STUDENTS' SCORE IS NOT AT 4.0 AT MIDTERM, CLINICAL INSTRUCTORS MUST IMMEDIATELY CONTACT THE ACADEMIC COORDINATOR OF CLINICAL EDUCATION AT HGTC.</i></p>	
<p>PTH 253/276</p>	THIRD TECHNICAL SEMESTER - SUMMER
	<u>Intervention:</u> Orthopedic Interventions
<p><i>SKILLS LISTED ABOVE ARE COMPLETED BEFORE PTH 253 AND 276 COURSES. PTH 253: STUDENTS' AVERAGE SCORE MUST BE 3.0 OR HIGHER AT THE FINAL ASSESSMENT. PTH 276: THE STUDENTS' AVERAGE SCORE MUST BE 3.6 OR HIGHER AT THE FINAL ASSESSMENT. ALL CRITICAL SAFETY AND CRITICAL BEHAVIORAL SCORES MUST BE 4.0 AT MIDTERM AND FINAL. IF THE STUDENTS' SCORE IS NOT AT 4.0 AT MIDTERM, CLINICAL INSTRUCTORS MUST IMMEDIATELY CONTACT THE ACADEMIC COORDINATOR OF CLINICAL EDUCATION AT HGTC.</i></p>	

Clinical Policy 14 (Student and Clinical Faculty)

Title: Clinical Site Contract

Original Approval Date: 2008

Revision Date(s): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

To inform all stakeholders of the HGTC PTA Program what the legal responsibility is of those involved in clinical education.

Policy:

1. All clinical contracts are kept on file by the Administrative Specialist for Deans/Faculty. All stakeholders, i.e.: students, ACCE, CI, SCCE, may request a copy of the contract to be reviewed.
2. The Administrative Specialist for Deans/Faculty is responsible for preparing and maintaining the clinical rotation agreements for the PTA Program.
3. The ACCE ensures that students are assigned only to those facilities in which written agreements are current.

Clinical Policy 15 (Student)

Title: Off-Campus Clinical Education

Original Approval Date: 2008

Revision Date(s): AUGUST 20, 2017

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. To allow students to request sites for clinical rotations.
2. To allow students to suggest sites that are not currently affiliated with HGTC-PTA program.

Policy:

1. Students are required to fill out the Clinical Site Selection Form to request clinical rotations. ACCE will announce the due date for the request.
2. The student may request, in writing to the ACCE, a site for a clinical education rotation if not currently affiliated with HGTC-PTA program. The student must provide the following information:
 - Facility name, address, telephone number, areas of specialization if one exists and brief explanation for the request.
 - The ACCE will review the special requests and determine which requests will be investigated.
 - While attempts will be made to grant special requests, the College is under no obligation to honor any special requests.
3. Each student is required to complete at least one Part A Medicare experience.

Clinical Policy 16

Title: Clinical Education Site Cancellation

Original Approval Date: 2008

Revision Date(s): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

To establish a plan to replace a clinical education site if the site finds it necessary to cancel a scheduled clinical experience.

Policy:

If a clinical education site cancels a scheduled clinical education experience, the ACCE will meet with the student to review interests and special considerations. A list of alternate sites to be contacted will be developed. The ACCE will make all efforts to replace the student's clinical education site as soon as feasible. The ACCE will keep a log of all efforts to replace the clinical education site.

Clinical Policy 17 (Student and Clinical Faculty)

TITLE: Student Orientation and Supervision for Clinical Education

Original Approval Date: 2008

Revision Date(s): JULY 2024, APRIL 2023, OCTOBER 30, 2014

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To inform the students and the clinical faculty of the expectations for student orientation and supervision at the clinical site.

Policy:

The items below are topics that we recommend the SCCE, or CI include as part of the orientation process for clinical rotations.

ACCE Responsibility

- Before the clinical rotation
 - ACCE will provide the students with the clinical rotation assignment one month prior.
 - ACCE will meet with the students to review the clinical instructional package before the start of the clinical rotation.
- During and completion of the clinical rotation
 - ACCE will complete at least one onsite or telephone visit for each student for all clinical rotations. Depending on the setting, student progression in the didactic environment, and the CI experience with training students, the ACCE may complete additional onsite or telephone visits for a rotation.
 - ACCE is given four contact hours per clinical course for each student; additional contact hours may be given depending on the clinical setting, student progression in the didactic environment, and the CI experience with training students.
 - ACCE will have weekly communication with students through student journaling and weekly goal sheet.
 - ACCE will collect and review all assessment materials, and from these materials, the ACCE will provide the student with the final clinical grade.

Students Responsibility

- The student is required by HGTC PTA Program to contact the CI 2-3 weeks before the clinical rotation. The student will seek information from the CI or SCCE on the topics below:
 - Map of facility and directions
 - Information about the staff
 - Common diagnoses treated in the clinic
 - Hours of the facility
 - Dress code
 - Parking information

- Food storage/meals at the facility or local restaurants
- Phone number of the contact person for emergencies
- During and completion of the clinical rotation
 - The student will engage in the clinical rotation
 - The student will follow the chain of command in addressing clinical concerns
 - The student will complete and submit all assessment activities in the instructional package to the CI and the ACCE

CI Responsibility

- Upon Arrival at the Facility-Day 1
 - Tour of the facility (equipment, supplies, workspace for documentation, student space)
 - Review the teaching and learning styles of CI and student
 - Clinic operations (scheduling, billing)
 - Clinic policies and procedures (including emergency procedures and MSDS location)
 - The clinical education program at the facility (review of clinical education manual, if available)
 - Review student's prior experiences and strengths/weaknesses from prior rotations or prior coursework
 - CI and student scheduled meetings (for progress, weekly summaries, goals)
 - Presentation requirement (in-service, case study, literature review)
 - Observation opportunities (aquatics, surgeries, other disciplines)
- During and completion of the clinical rotation
 - Provide the student formative and summative feedback on clinical progression
 - Complete assessment activities for the student
 - Review assessment activities with the student
 - Complete and submit student assessment activities to ACCE
 - Contact the ACCE for guidance in addressing the student's clinical progression

SCCE

- SCCE will assist the ACCE with student placement, onboarding, orientation, and assignment of clinical instructor. SCCE will be available as additional student resource and available for mitigation efforts between student, CI, and ACCE.

Clinical Policy 18 (Student)

Title: Student's Communication with the Clinical Site

ORIGINAL APPROVAL DATE: JUNE 2015

REVISION DATE(S): AUGUST 20, 2017

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. To provide information to each student concerning the appropriate procedure of communicating with the clinical site.
2. To provide information to each student concerning the appropriate dress code when attending meetings at the clinical site on nonclinical dates.
3. To provide information to each student concerning the consequences of inappropriate communication or dress code requirements for clinical sites outlined in this policy.

Terminology:

1. Communication can be in the format of written, phone calls or in person.

Policy:

1. All interaction with a clinical facility as a student of HGTC must be coordinated with the ACCE. Listed below are examples of communication that must be coordinated with the clinical instructor. This is not an exclusive list and when in doubt the student should seek advice from the clinical instructor.
 - a. Scheduling badges
 - b. Communication of CBC, UDS and health physical forms results
 - c. Communication and coordination for required or non-required clinical site meetings
 - d. Request to visit the site prior to the start of a clinical affiliation. Note, students are encouraged to locate their assigned clinical site, but should not ask for tours or permission to enter patient areas.
2. Student will communicate professionally and follow the program dress code policy 7 when contacting the clinical site.

Consequences:

1. Students who do not follow this policy are at risk of disciplinary action, including failure in a course and/or dismissal from the program.

Clinical Policy 19 (Student)

Title: Student Academic Misconduct Procedure (Clinical)

Original Approval Date: FEBRUARY 2018

Revision Date(s): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2018, FEBRUARY 2018

This procedure is taken directly from the South Carolina Technical College System: Procedure 3-2-106.1

[Student Code](#)

Purpose:

1. To provide the student with information on academic misconduct.
2. To provide the student and faculty information on student disciplinary procedure.

Policy:

1. See, III. Student Conduct Regulations, A. Academic Misconduct at the link above
2. See IV. Student Disciplinary Procedure B. Academic Misconduct at the link above

Clinical Policy 20 (Student)

TITLE: Dismissal from the PTA Program

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To provide information to students concerning the requirements for professional behavior in the Physical Therapist Assistant Program.

Policy:

1. Violation of the Student Code of Conduct as described in the College Catalog could result in dismissal from the PTA Program.
2. Violation of the policies and procedures of the PTA Program could result in dismissal.
3. Per the clinical education contract, if a conflict arises at a clinical education site between an employee of the Facility or clinical instructor (CI), and Student, the ACCE and SCCE shall intervene within seven (7) calendar days in an attempt to resolve the matter. Facility may require that College immediately remove a Student from a clinical rotation when Facility believes that the individual exhibits inappropriate behavior, is disruptive, does not comply with Facility rules or policies, and poses a threat to the health, safety or welfare of a patient, employee, or any other person or for any other reason deemed necessary by the Facility. In addition, upon receipt of the roster or at any time after a clinical rotation begins, Facility may refuse to allow any Student to participate in the clinical rotation if the individual has an unfavorable record with Facility from previous employment, another clinical rotation, or any other reason.

Clinical Policy 21 (Student and Clinical Faculty)

TITLE: Due Process

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): JULY 2016

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. To provide the student with information regarding due process of student complaints.
2. To provide stakeholders of the PTA Program with the mechanism to file a complaint.

Policy:

1. Students are instructed to follow the Student Grievance Procedure for the South Carolina Technical College System in the College Catalog.
2. Stakeholders of the PTA program are instructed of the mechanism to file a complaint with the accrediting body for the PTA program, Commission on Accreditation in Physical Therapy Education (CAPTE). The website can be viewed at www.capteonline.org "CAPTE considers complaints about programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself." "To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org."
3. The PTA program is consistent with the college policy and procedure, see Policy Number 9.3.7 and 9.3.7.2 on HGTC webpage.

Clinical Policy 22 (Student)

TITLE: STUDENT Blood and/or Body Fluid Exposure Follow-Up or Chemical Exposure

Original Approval Date: 2008

Revision Date(s): JULY 2024

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

1. To provide guidelines for prompt and appropriate follow up of all blood/body fluid exposure in the clinical environment.
2. To inform students of the location of the Material Safety Data Sheets (MSDS) for products used in the PTA program and clinical setting.

Policy:

Mandatory General Hospital Orientation training is required prior to attending clinical rotations which includes OSHA Training, blood borne pathogens and hazardous materials.

Faculty will implement the policy and procedure of the assigned clinical agency when a student is exposed to blood/body fluids. All exposures of students to blood/body fluids are to be reported immediately to the Employee Health Coordinator or other individual as designated by the specific institution in which the students are exposed. The student will receive follow up care (first aid, evaluation and prophylaxis as indicated). Post Exposure Protocol will be implemented within one hour following exposure to known or highly suspected HIV positive clients.

An incident report will be filed according to the specific institution's policy as well as with HGTC. Appropriate forms for Workman's Compensation will be completed. The incident report and HGTC policy 3.7.4 can be found at: [Policy](#)

Faculty members who accompany students to any Clinical Agency are responsible for acquiring knowledge of the specific clinical agency's policy and procedure prior to any student clinical experiences to assure that students who are exposed to blood/body fluids will receive appropriate care in a timely manner.

Clinical Policy 23 (Student and Clinical Faculty)

TITLE: Accidents/Illnesses, Occurring on or off Campus

Original Approval Date: 2008

Revision Date(s): JULY 2024

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To provide guidelines for prompt and appropriate follow up of all accidents/illnesses involving personal injury of a student on or off campus.

Policy:

1. Students are instructed to follow the Illness or Medical Emergency procedure stated in the College Catalog.
2. The PTA program is consistent with the college policy and procedure, see Policy Number 3.7.4 on HGTC webpage.
3. Clinical faculty shall follow the emergency procedures of your facility.
4. Student should seek medical attention as appropriate.
5. Clinical faculty shall notify ACCE or Program Director when situation is stable:
 - ACCE: Chip Carroll, PT, DPT, EdD, at (O): 843-477-2187
 - Program Director: Camila Denshuick, PT, DPT at (O): 843-477-2024

Students must report incident/injuries to:

Customer Service

CompEndium Services, Inc.

877-709-2667

Fax: 678-376-8970

Email: Customerservice@compendiumusa.net

Clinical Policy 24 (Student)

TITLE: Complaint Process for Non-Faculty and Non-Students

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): MAY 2021, AUGUST 2018

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To provide the student with information regarding the complaint process received from non-faculty and non-students.

Policy:

Complaints as received by non-faculty and non-students will be handled as follows:

- Complaints will be directed to the Program Director or ACCE
- The Program Director or ACCE will complete the Physical Therapist Assistant Program Complaint Form
- The Program Director or ACCE will contact the appropriate college personnel to seek resolution of the complaint
- A written response will be provided to the person filing the complaint with a timeline that is dependent on the nature of the complaint
- A copy of all complaints will be kept in a secure location in the Program Director's office

Clinical Policy 25 (Student)

TITLE: Drug Testing at Clinical Site

Original Approval Date: 2008

Revision Date(s): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019, AUGUST 2018

Purpose:

To inform students of on-site urine drug screening at clinic assignments.

Policy:

1. Students may be required to take a urine drug screen at any time during a clinical rotation.
2. If a clinical site asks to have a student removed because of drug screening results, the student will be dropped from the program.
3. If a student thinks they were wrongfully dropped, they may follow the protocols listed under Student Grievance Procedure for the South Carolina Technical College System.

Clinical Policy 26 (Student and Clinical Faculty)

TITLE: Patient Comment Cards

ORIGINAL APPROVAL DATE: 2024

REVISION DATE(S): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024

Purpose:

1. To assist in comprehensive program assessment regarding patient feedback on clinical care provided by the student.

Policy:

1. Students are provided with patient comment cards at the beginning of the clinical experience to provide to patients at the clinical site to obtain program effectiveness information from the patient's perspective.
2. Comment cards mailed from patients are collected and organized by the ACCE.
3. Data from 5-point Likert Scale are recorded in the Site Visit Record Master File spreadsheet, calculated, and analyzed by the ACCE for individual student and overall cohort performance.
4. Students must achieve a minimum score of 3 of 5, or better on all (8) items.
5. Students must achieve an average score of 4 of 5, or better on all (8) items.

Clinical Policy 27 (Clinical Faculty)

Title: Clinical Education Faculty Development Activities

ORIGINAL APPROVAL DATE: 2010

REVISION DATE(S): AUGUST 20, 2017

LAST REVIEWED DATE: MAY 2026, MAY 2025, April 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

Define how the program assesses clinical education faculty and how clinical education development activities are designed to improve the effectiveness of the clinical education faculty.

Policy:

1. Annually the ACCE performs an Assessment of the Clinical Education Faculty and documents the findings in an annual report.

a. The ACCE periodically reviews the stakeholders of clinical education feedback to identify needed process and program improvements as well as opportunities to improve the effectiveness of clinical education and faculty. Listed are the tools that are being utilized for clinical assessment. All of the tools utilized are tools developed by the APTA. Data is collected via database and Excel.

i. CI Self-assessment – every 3 years

ii. CI assessment of the Student – each clinical education rotation

iii. CI assessment of the ACCE – every three years

iv. Student Assessment of the Clinical Site and Clinical Faculty – each clinical education rotation

v. Student assessment of the ACCE – annually

vi. Student self- assessment – each clinical education rotation

vii. ACCE self –assessment – annually

viii. Administrator’s Assessment of the ACCE – annually

b. The ACCE identifies thresholds for each assessment tool utilized for assessment.

c. The ACCE develops an action plan, activities, to address areas that fall below the threshold to improve the effectiveness of clinical education faculty and the program.

d. Annually the ACCE analyzes the action taken during the academic year and the success of this action.

2. At minimum of one time per year the ACCE presents the assessment and action plan of clinical education and faculty to the Program Assessment Committee.

a. Assessment Committee assesses that the proposed clinical education faculty development activities are designed to meet the needs of the program.

Clinical Policy 28 (Clinical Faculty)

TITLE: Clinical Instructor Rights and Responsibilities

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): MAY 2021

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2019

Purpose:

To inform the student and clinical instructor of the rights and responsibilities of the clinical instructor to ensure that the clinical education environment meets the minimal expectations of the HGTC PTA Program.

Policy:

1. Physical Therapist Assistant Program Clinical Faculty Privileges:

- Library Privileges-Library privileges give Voluntary Faculty access from off campus to databases and other search engines. Privileges also provide direct access to books and interlibrary loan materials. Library privileges must be renewed each semester as passwords change.
- Attendance/membership on the PTA Program Curriculum Advisory Committee
- Invitation to participate in special programs established and taught by the PTA faculty-in-service education.
- Credentialed Clinical Instructors through the American Physical Therapy Association can earn Continuing Education Units in the state of South Carolina.

2. HGTC PTA Program uses the APTA Voluntary Guidelines for Clinical Instructors.

APTA Voluntary Guidelines for Clinical Instructors:

- a. CI has one year of clinical experience
- b. CI demonstrates effective communication skills
- c. CI demonstrates effective behavior, conduct, and skill in interpersonal relationships
- d. CI demonstrates effective instructional skills
- e. CI demonstrates effective supervisory skills
- f. CI demonstrates performance evaluation skills

The program assesses if the Clinical Instructor (CI) meets the minimum APTA Voluntary Guidelines by collecting information from all stakeholders, students, ACCE, and CI. The ACCE is responsible for collecting and assessing the data.

Clinical Policy 29 (Student)

TITLE: Pinning Ceremony

ORIGINAL APPROVAL DATE: 2018

REVISION DATE(S): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, MAY 2018, AUGUST 2018

Purpose:

To provide students with information regarding the Program Pinning Ceremony.

Policy:

1. The class will acknowledge that the Program Pinning Ceremony is not a confirmation of the graduation but students' celebrating the program success.
2. The program's students are responsible for hosting the Program Pinning Ceremony.
3. The Program Pinning Ceremony will be after all final grade submission deadline for the term.
4. The students of a class will vote to determine if the class will host the Program Pinning Ceremony.
5. The students will notify the Program Director or club advisor if the class desires to host a pinning ceremony.
6. The class is responsible for planning, coordinating, and paying for the Program Pinning Ceremony.
7. The class will follow the following outline of the pinning ceremony:
 - Greetings
 - Invocation
 - Inspirational Speaker
 - Presentation of Awards
 - Recognition of the Class Officers
 - Academic Achievement
 - Clinical Education Achievement
 - Clinical Educator of the Year
 - Presentation of the Graduates
 - Student Officers
 - Closing Remarks
8. The class may change the outline of the pinning ceremony but will need to request approval from the Program Director or club advisor.
9. If the class chooses to speak and or present videos at the pinning ceremony, the club advisor or Program Director must approve the speech and or the video.

Clinical Policy 30 (Student)

TITLE: PTA Program Awards

ORIGINAL APPROVAL DATE: 2018

REVISION DATE(S): NONE

LAST REVIEWED DATE: MAY 2026, MAY 2025, APRIL 2024, APRIL 2023, MAY 2022, MAY 2021, AUGUST 2018, MAY 2018

Purpose:

To provide students with the information regarding the awards offered by the program.

Policy:

1. The program annually recognizes student academic and clinical success and an outstanding clinical instructor. These recognitions are based on the following:
 - Academic Achievement
 - Purpose: The purpose of this award is to recognize an HGTC student who has the highest technical didactic course grade point average.
 - Procedure: The Program Director will calculate the grade point average based on the letter grade from the PTH didactic courses. The program may give out more than one Academic Achievement Award if two students have both earned the highest-grade point average.
 - The award will be presented at the Annual HGTC PTA pinning ceremony.
 - Clinical Education Achievement
 - Purpose: The purpose of this award is to recognize an HGTC student who has the highest technical, clinical courses calculated overall grade.
 - Procedure: The ACCE will calculate the clinical courses calculated overall grade. The program may give out more than one Clinical Education Achievement Award if two students have both earned the highest clinical courses calculated overall grade.
 - The award will be presented at the Annual HGTC PTA pinning ceremony.
 - Clinical Educator of the Year
 - Purpose: The purpose of this award is to recognize an HGTC clinical instructor or educator for outstanding contributions to the clinical education aspect of the physical therapist assistant profession.
 - Minimal Requirements:
 - The nominee must have been a Clinical Instructor or Site Coordinator of Clinical Educator (SCCE) for HGTC PTA program.
 - The nominee must receive at least one statement of recommendation from a current or graduated HGTC physical therapist assistant student who the clinical educator/instructor has supervised within the past three years or HGTC faculty member.

- Preferred Requirements:
 - The nominee will have two years' experience as a CI or SCCE averaging at least one student per year.
 - A member of the APTA
 - The nominee will receive one or more letter(s) of support or recommendation from an HGTC current or former student or faculty.
- Nomination Procedure:
 - All nominee information must be received by Nov 25th to be considered for that academic year. Nomination Packet to include:
 - Statement of recommendation from student or HGTC faculty (see form below)
 - Other letter(s) of support (preferred but not required)
 - All nominations will be evaluated for completeness of criteria by the HGTC full-time faculty.
 - The HGTC full-time faculty will review all nominations.
 - The recipient will be voted on by the HGTC full-time faculty.
 - The award will be presented at the Annual HGTC PTA pinning ceremony.

Appendices (Student)

TITLE: Forms

Clinical Site Selection

PTH 234 PTH 253 PTH 276 (Circle one)

Name: _____

Have you completed a Medicare Part A Experience? Yes () No ()

Access to Car? Yes () No ()

Rank your preferred clinical sites below in order from 1-5:

Clinical Site	Location	Type of Experience
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Towns or cities you can live in for this clinical education:

Student's Signature: _____

Date: _____

DO NOT CONTACT THE CLINICS!

A request is NOT guaranteed selection of a clinical site.

**Horry-Georgetown Technical College
Physical Therapist Assistant Program
Complaint Form**

Date: _____ Name of person filing complaint: _____

Complaint received: via phone in person (location _____)
 via email other _____

Complaint origin: clinic site public HGTC employee student
 employer other _____

Complaint: _____

Resolution: _____

Follow-up: _____

Received By: _____ Date: _____

Horry Georgetown Technical College
Physical Therapist Assistant Program
Acknowledgement of Clinical Manual

I have read the contents of the Clinical Manual and agree to adhere to the policies and procedures of the Physical Therapist Assistant Program. I acknowledge that I am responsible for knowing the contents of the Clinical Manual.

I understand that the policies and procedures are subject to revision, and I will be notified of any changes by the Program Director and will be required to sign the Acknowledgement of Clinical Manual Revision Form.

Student Name (Print): _____

Student Signature: _____

Date: _____

Horry Georgetown Technical College
Physical Therapist Assistant Program
Acknowledgement of Clinical Manual Revision

I have read the revised Clinical Manual and agree to adhere to the policies and procedures of the Physical Therapist Assistant Program. I acknowledge that I am responsible for knowing the contents of the Clinical Manual.

Policies Revised and Reviewed: _____

Student Name (Print): _____

Student Signature: _____

Date: _____