Physical Therapist Assistant Student and Clinical Manual
This Manual and its contents have been reviewed and approved by the administration of Horry-Georgetown Technical College.

Dr. Christy Bailey, Assistant Vice President for Academic Affairs: Nursing and Associated Healthcare Sciences

This manual has been prepared for the use of the Physical Therapist Assistant Program Stakeholders, i.e. student, CI, CCCE, at Horry-Georgetown Technical College.

Revised August 2017
HGTC PTA Student

We are delighted that you are considering a career as a Physical Therapist Assistant. We hope you will enjoy this chapter in your educational experience as you learn more about one of the most exciting areas of the human services professions.

In an effort to help navigate through this time and an adjustment to our program we have prepared this student and clinic handbook which we hope will answer many of your questions. You may also check the web site at www.HGTC.edu, and or call the Program Director at 843-477-2067 or ACCE at 477-2075.

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Address:
Horry-Georgetown Technical College
Grand Strand Campus Building 1000
Robert E. Speir Jr., Healthcare Education Building
3501 Pampas Drive
Myrtle Beach, SC 29577-5044

Statement of Equal Opportunity/Non-Discrimination
Horry Georgetown Technical College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to address inquiries regarding the non-discrimination policies: Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to the College’s Affirmative Action/Equal Opportunity Officer: Associate Vice President for Human Resources and Employee Relations, HGTC, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, who serves as the College’s Section 504, Title II, and Title IX Coordinator. Student and prospective student inquiries concerning Section 504, Title II and Title IX and their application to the College or any student decision may be directed to Associate Vice President for Student Affairs, HGTC, PO Box 261966, Conway, SC 29528-6066, 843-349-5228.

Physical Therapist Assistant Degree Awarded:
Associate in Applied Science, with a major in Physical Therapist Assistant (PTA)

Physical Therapist Assistant Accreditation
Horry-Georgetown Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Accreditation Status: http://www.hgtc.edu/about_hgtc/accreditations.html

The College is currently accredited by the Southern Association of Colleges and Schools (SACS), having been reaffirmed on June 25, 2009. The On-site Committee conducted their visit in October 2009. At its meeting on June 23, 2009, the Commission on Colleges of the Southern Association of Colleges and Schools took action regarding the accreditation and reaffirmation status of institutions in its region.

Horry Georgetown Technical College Mission Statement:
The mission of Horry-Georgetown Technical College is to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce development; to provide a student centered environment and inspire lifelong learning; to promote learning through teaching excellence; to promote community service and embrace diversity; to promote economic growth; and to embrace technological innovation in instruction and workplace applications.
Horry Georgetown Technical College Philosophy:
The College endeavors to fulfill its mission by fostering the belief that all people should have an equal opportunity for personal and professional growth, and to develop skills, knowledge, and values necessary for a productive and meaningful life.

In order to promote achievement by ethnically, socially and economically diverse individuals, the College maintains open admissions. The College values inclusiveness and embraces diversity. The College provides students with the knowledge, skills, and experiences necessary for success in achieving their career and educational goals.

HGTC PTA Program Mission Statement:
To provide the opportunity for individuals from diverse cultures and backgrounds to enter the physical therapy profession.

To graduate PTAs who exemplify the core values of the profession of Physical Therapist Assistant.

To have the faculty, students and staff contribute to the health and well-being of our community, and society through competent practice leadership, education and humanistic ethical practices.

To adapt technological advancements into the clinical practice.

HGTC PTA Program 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.
PTA Program Goals
1) Horry-Georgetown Technical College enrolled PTA program student body is a composite (age, gender, and race) of the College student body.
2) Horry-Georgetown physical therapist assistant students and core faculty will exemplify the core values of the physical therapy profession.
3) Horry-Georgetown Technical College faculty will prepare the physical therapist assistant graduate to adapt to meet the evolving practice of physical therapy.
4) Horry-Georgetown Technical College physical therapist assistant graduates will meet the employment need of Horry-Georgetown counties.

HGTC PTA 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.

1) Communicate adequately and appropriately, both verbally and non-verbally, in a manner that fosters confidence, and reflects an understanding of socioeconomic, cultural, and psychological differences.
2) Demonstrate compliance with the scope of practice of a Physical Therapist Assistant in both legal and ethical dimensions; demonstrate professional behaviors by behaving honestly, tactfully, dependably, enthusiastically, cooperatively and industriously.
3) Demonstrate the ability to self-reflect on strengths and weakness for career development.
4) Distinguish between pathology of diseases including risk factors and incidence and explain the mechanisms of injury and tissue repair, inflammation, normal healing and factors affecting recovery based on the review the medical record and physical therapy documentation.
5) Explain the purpose and physiological effects, indications, precautions and contraindications of physical therapy interventions in order to select, implement, and modify treatment within the parameters of the physical therapist plan of care based on the review of medical and physical therapy documentation.
6) Demonstrate appropriate data collection techniques to assist the physical therapist in monitoring the effects of treatment.
7) Be proficient in teaching different populations a home exercise or self-care program interventions and prevention strategies.
8) Be proficient in CPR and emergency response, and recognize the need for referral for other emotional and psychological conditions beyond the scope of practice of physical therapy.
9) Document treatments accurately in SOAP note format, including specific treatment parameters, application techniques, and treatment outcomes with correct billing for reimbursement.
10) Comply with policy and procedures, safety and risk management strategies for self, patient, and facility.

College Organizational Chart:
See the link below for the organizational structure for the Physical Therapist Assistant Program:
http://www.hgtc.edu/documents/about/hr/orgchart/Allied_HEALTH_Industrial_Technologies_and_Natural_Resources.pdf
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 the 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 Center Coordinators of Clinical Education (CCCEs) 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.

Career Opportunities for PTA’s:

American Physical Therapy Association:  http://www.apta.org/AboutPTAs/

Advance for PTs and PTA:  www.advanceforpt.com

The Federation of State Boards of Physical Therapy:  www.fsbpt.org

South Carolina APTA:  www.scapta.org

Costs of the Program:  http://www.hgtc.edu/admissions/financialaid/financialaid/tuition_and_fees/

Additional Fees: In addition to tuition and fees, the initial estimated expenses of the PTA program include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Books</td>
<td>$500 - $900.00</td>
</tr>
<tr>
<td>Board Preparation Fee and Practice Exit Exams</td>
<td>$370</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>$40-$70</td>
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<tr>
<td>Physical</td>
<td>$45-$100</td>
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<tr>
<td>PPD</td>
<td>$25-$65</td>
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<tr>
<td>Influenza</td>
<td>$20-$30</td>
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<tr>
<td>TDAP</td>
<td>$50-$100</td>
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<tr>
<td>Item</td>
<td>Cost</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>MMR Titer or Vaccines</td>
<td>$50-$90 titer $85-$100 vaccines</td>
</tr>
<tr>
<td>Hepatitis Vaccine</td>
<td>$65-$150</td>
</tr>
<tr>
<td>Varicella Titer or Vaccine</td>
<td>$40-$50 titer $130-$200</td>
</tr>
<tr>
<td>Online General Hospital Orientation</td>
<td>$10</td>
</tr>
<tr>
<td>Uniform &amp; Name Tag</td>
<td>$100.00</td>
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<tr>
<td>Background Check (CBC) and Drug Screening (UDS)</td>
<td>$112 ($75 CBC and $37 UDS) 2nd, 3rd and 4th technical semesters</td>
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<tr>
<td>Travel to Clinical Sites</td>
<td>Varies</td>
</tr>
<tr>
<td>Student Membership in APTA</td>
<td>$85.00</td>
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<tr>
<td>Student Liability Insurance (Per Year)</td>
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<tr>
<td>Trajecsys</td>
<td>$150.00</td>
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<tr>
<td>National Physical Therapy Examination</td>
<td>$400</td>
</tr>
<tr>
<td>Initial License Application Fee South Carolina</td>
<td>$120</td>
</tr>
<tr>
<td>Prometric Testing Center Fee for National Physical Therapy Examination</td>
<td>$55.60</td>
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**Financial Aid:** Refer the College’s website [www.hgtc.edu](http://www.hgtc.edu) and click on Financial Aid under the Quick Links.

**Licensure Requirements For APTA:**
As of 2014, all 50 states will require Physical Therapist Assistants to be licensed, registered, or certified. States requiring licensure stipulate specific educational and examination criteria.

**Notification of Disclosure Regarding Felony Convictions, Substance Abuse and Malpractice:**
Applicants should know that making application for the National Physical Therapist Assistants Examination (NPTAE) to sit for the national examination includes questions regarding any felony convictions. Additionally, applicants should know that most states have regulations regarding an applicant’s eligibility to practice as a PTA in a given state. As part of the application process, states may request information regarding history of chemical and/or drug abuse, felony convictions and malpractice. Finally, applicants should know that passing a background check is a prerequisite to being accepted as a student intern by a growing number of hospitals, schools and institutions for field work clinical experiences. A felony conviction may seriously limit the availability of fieldwork opportunities while a student, resulting in an inability to complete all requirements necessary for graduation.
Admissions to HGTC PTA Program:

Horry Georgetown Technical College does 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, sex, age, national or ethnic origin, religion, disability, ancestry, political affiliation, marital status or unfavorable discharge from military service, in the educational program and activities which it operates, and the College is prohibited from discrimination in such manner by applicable laws. The Office of Student Affairs ensures that admissions procedures are applied equitably to program applicants by informing applicants of the requirements and process for admissions into the PTA program. Objective criteria are used throughout the admissions process. All students are required to meet certain minimum grade and GPA requirements to be considered for admission. The final determination for entry into the technical phase of the PTA program is the use of scores on a weighted criteria checklist to ensure that students are admitted to the program based on their qualifications. The PTA program requires that applicants have an information session with the designated program faculty as part of the admissions process.

The Physical Therapist Assistant Program is included in the listing of all HGTC programs in paper and electronic promotional materials that are distributed, on paper and electronically. Additionally, the program is included in presentations to high school students during such activities as Senior Career Day, Educational Opportunity Day, and other recruitment activities sponsored by the College. Admissions Health Science advisors are informed about the PTA program and make this information available to students expressing an interest in related health care fields.

To view the weighted criteria checklist and additional requirements see the link below:

PTA Program Admissions Application:

Acceptance, Matriculation, Graduation, Board Exam Pass Rates, and Employment Rates: Information can be found at the following link:

Student Expectations

Come to class: Physical Therapy cannot be learned entirety from a book.

PTA is a hands-on profession and you may gain many insights from your highly prepared faculty and other classmates.

Prepare for the class: read the material ahead of time, not all of the material may be covered in a class. Remember that your questions are helpful to classmates and by participating you enhance the learning experience. Questions should be directed to clear up points of confusion rather than a general lack of knowledge.
Keep up with the class. Allow sufficient time so you do not fall behind. There is voluminous information that you will be expected to comprehend, organize your life and prioritize your commitments.

Be active: your educational experience will be enhanced by working with other members of the class and faculty, college and the professional association.

Give feedback: your perceptions, opinions, compliments and criticisms in a responsible manner will help the program. Make appointments with faculty and staff to offer feedback in a timely manner to make you views known.

Be prompt: get to your class and clinics on time. This is not only a common courtesy, but a requirement as a Physical Therapist Assistant student.

Stay healthy: take care of yourself, watch your diet, sleep and exercise levels. Practice stress management strategies and identify and use your support system.

Be courteous: even under times of stress, treat others as you would like to be treated.

Be responsible for yourself: You’re an adult and mature, and are expected to behave in responsible manner.

**Time Commitments for Employment and Volunteer Service**

Being a college student in a health care service education program requires many hours of study outside the actual class time spent in classes and labs. Thus, we discourage full-time employment. Please consider study needs when making vocational educational choices. Campus job opportunities are routinely posted by the Financial Aid office and around the campus. We encourage volunteer and/or paid employment at facilities that offer physical therapy services. However, in order to maximize student learning experiences, we will not allow field clinical experiences at facilities where a student has had previous volunteer or work experience.
Student Policy 1

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: AUGUST 2017

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 Therapist Assistant Examination (NPTAE) 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.

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 data bases 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.
**Student Policy 2**

**TITLE: Standards of Ethical Conduct for the Physical Therapist Assistant**

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**Purpose:**

To have the students acknowledge and demonstrate compliance with the scope of practice of a Physical Therapist Assistant in both legal and ethical dimensions; by demonstrating professional behaviors by behaving honestly, tactfully, dependably, enthusiastically, cooperatively and industriously.

**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 form in appendix.

2. Each technical semester, the student will meet with the program advisor to review the Professional Behaviors Self-Assessment form. See form in appendix.

3. The Program Faculty will complete the Classroom/Laboratory Professional Development Assessment form for each student. See form in appendix.

**Standards of Ethical Conduct for the Physical Therapist Assistant**

HOD S06-09-20-18 [Amended 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. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/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.
Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

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 therapy services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

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

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

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

2D. Physical therapist assistants shall protect confidential patient/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.

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

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

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/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 therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

**Standard #4:** Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

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 (eg, patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

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

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

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

**Standard #5:** Physical therapist assistants shall fulfill their legal and ethical obligations.

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/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.
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/clients and society.

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/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/clients.

**Standard #8:** Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

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 therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.
Student Policy 3  

**TITLE: Student Privacy and Confidentiality**

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): NONE

LAST REVIEWED DATE: AUGUST 2017

**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. Students are required to acknowledge and sign the PTA Program Release of Confidential Information Form. See form in the appendix.

2. ACCE provides the clinical sites with a copy of the FERPA policy to ensure student privacy and confidentiality.

3. Students are instructed to follow the Privacy of Student Records/FERPA procedure stated in the College Catalog.

3. The PTA program is consistent with the college policy and procedure, see Policy Number 8.6.9 on HGTC webpage.
Student Policy 4

**TITLE: Informed Consent**

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): NONE

LAST REVIEWED DATE: AUGUST 2017

**Purpose:**

1. To explain the expectations and role of students or non-students when participating as subjects or as patient-simulators during laboratory and clinical experiences.

2. To provide information regarding videotaping, audio taping, photographing, or imaging of individuals for instructional purposes:

3. To inform students of requirements of clinical facilities that may include drug testing and background investigation:

4. To provide a means for the control of information the student wants the faculty or program to release to future employers, other programs, you (the student), etc.

5. 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 acknowledge and sign the PTA Program Lab Release Form. See form in appendix.

2. Non-students who participate in classroom and laboratory exercises are required to acknowledge and sign the Non-Student Informed Consent to Participate in Classroom/Laboratory Exercises for Educational Purposes. See form in appendix.

3. The PTA program follows the HGTC policy for College Use of Photographs 6.1.2. This policy can be found at [http://www.hgtc.edu/documents/policys/Chapt6.pdf](http://www.hgtc.edu/documents/policys/Chapt6.pdf)

   Students acknowledge and sign the PTA Program Imaging Permission Form. See form in appendix.

4. 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: [http://www.hgtc.edu/documents/admissions/general_forms/backgroundcheck.pdf](http://www.hgtc.edu/documents/admissions/general_forms/backgroundcheck.pdf)
5. Students sign a “RELEASE OF CONFIDENTIAL INFORMATION” form to allow the faculty or program to release information to future employers or other programs or to the student; including personal and academic information, release of immunization records, and release of practicum reports. These documents may be found in the appendix of this manual.

6. Students are required to acknowledge and sign the Lewis Blackman Hospital Patient Safety Act Form. See form in appendix.
Student Policy 5

TITLE: Class and Clinical Education Attendance

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

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

Policy:

1. Classroom Attendance

Students are expected to attend a minimum of 80% of all classes, but a program or an instructor may make the attendance policy stricter if required, with Program Director approval.

After the allowed number of absences, the student will be dropped from the course with a W or a WF. Remember an absence is an absence; there are no excused absences.

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

Physical Therapist Assistant Program Classroom Attendance Policy:

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

For MWF classes:

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

For MW classes:

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

For TTh classes:

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

For Classes meeting once a week for lecture:

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

For a 10 week course (Fall and Spring) the allowed number of absences is as follows:
For MWF classes:
6 absences are allowed for lecture and 6 absences from lab, regardless of the reason.

For MW classes:
4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For TTh classes:
4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:
2 absences are allowed for lecture and 2 absences from lab, regardless of the reason.

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

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

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

After the allowed number of absences, the student will be dropped from the course with a W or a WF. Remember an absence is an absence; there are no excused absences.

Classroom Tardy

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

Three tardy will be counted as one class absence.

2. 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 four 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.
Student Policy 6

**TITLE: Electronic Devices**

Original Approval Date: 2008

Revision Date(s): August 20, 2017

LAST REVIEWED DATE: August 2017

**Purpose:**

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

**Policy:**

All electronic devices that may disrupt the classroom must be turned off or on silent and put away during lecture and lab periods. Cell phones may not be placed on lecture tables or lab tables without special permission by the instructor for special circumstances. Computer devices may be used in the lecture and lab setting for purposes of accessing course material. Calculators may be allowed for specific quizzes/tests/exams when announced by the instructor. No electronic devices of any kind are permitted during testing in the classroom or laboratory setting. Audio or video recording of lectures, laboratory sessions, etc., may only be performed with the expressed permission of the instructor. Video or audio recording of reviews related to an examination, laboratory competency practical examination or other graded activity is not permitted under any circumstances.
Student Policy 7

TITLE: Dress Standards for Classroom, Laboratory and Clinic

Original Approval Date: 2008

Revision Date(s): August 20, 2017

LAST REVIEWED DATE: August 2017

Purpose:

To provide students with information concerning the dress and appearance in the classroom, laboratory and clinical settings.

Policy:

1. Attire:

   Classroom Attire: The program requires students to wear solid color scrubs. Any solid color can be worn but the preferred colors of our clinical partners are navy blue, black, teal, Caribbean blue or wine. Attire should be neat, clean, without wrinkles, and properly fitting with skin colored undergarments. No visible cleavage, chest hair, stomach skin, or back showing.

   Laboratory Attire: The program requires students to wear solid color scrubs to the laboratory. Any solid color can be worn but the preferred colors of our clinical partners are navy blue, black, teal, Caribbean blue or wine. Students should have appropriate shorts, tee shirts and tank tops under the scrubs for anatomical visualization as necessary. The attire should be neat, clean, without wrinkles, and properly fitting with skin colored undergarments. No visible cleavage, chest hair, stomach skin, or back showing. Proper draping will be instituted as appropriate.

   Clinic Attire: 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. A lab coat is required in the clinic setting unless the clinical instructor does not require it. Pants must not drag on the floor. No visible cleavage, chest hair, stomach skin, or back showing.

2. Shoes: Faculty and students will wear skid resistant or non-slip shoes with enclosed toe and heel in the laboratory and clinic setting.

3. Hygiene: 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 laboratory and the clinic setting. Extreme hair colors, hairstyles and hair ornaments are not allowed in the classroom, laboratory or clinic setting. Beards and mustaches must be well groomed and kept clean at all times. Fingernails must be kept at a length not to exceed the pad of the finger so as not to injure a peer or patient in the laboratory and clinic setting. Clear or light colored nail polish may be worn, as long
as it is neat and without designs. Artificial nails harbor yeast and bacteria and are, therefore, not allowed.

4. Identification: Student identification must be worn in every clinical setting on the left front bodice/collar of the shirt. Students must wear the HGTC Student ID Badge and/or an Institutional ID Badge in any health care agency, which requires and provides it.

5. Jewelry: A wrist watch with a second hand is required. No more than two rings may be worn on the hand. If medically needed, a medical alert bracelet/necklace may be worn. 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.

6. Tattoos: A visible tattoo must be covered during a clinical experience.

7. Cosmetics/Fragrance: Cosmetics are to be worn in moderation and be consistent with the expected appearance of a healthcare professional. 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: Neither of these products is allowed during classroom, laboratory or clinical experiences. The uniform may not smell of smoke upon arrival to the clinical area. Smoke odors embedded in clothing are as offensive as smoking.
Student Policy 8

TITLE: Grading Policy

Original Approval Date: 2008

Revision Date(s): July 2016

LAST REVIEWED DATE: August 2017

Purpose:

To provide information to each student concerning the calculation of grades and to assure consistency and fairness in assigning grades. The PTA Program grading policy is different than the HGTC grading policy.

Policy:

1. A grade of “C” or better must be achieved in all required PTA courses in order 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. This policy is different than the Horry Georgetown Technical College Grading Policy.

GRADING SCALE:

100-90 = A

89-80 = B

79-75 = C

74-69 = D

68 - 0 = F

2. Each student must demonstrate safety and competence in required laboratory skill check assessments and laboratory competency practical 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 competency practical 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. Failure to complete a skill check assessment will not allow the student to complete the laboratory competency practical examination, which will result in failure of the course.
**Laboratory Competency Practical Examination**

A minimum of 75% and all critical elements must be achieved to pass the laboratory competency practical examination. Three attempts will be given for the competency. Repeat competency will be awarded a maximum of 75%. Students will only be allowed to try the competency one time per day. Failure to pass the competency within three attempts will result in dismissal from the program.

3. Each student must demonstrate safety and behavior competence in designated criteria to successfully pass the Clinical Education Course. Students who do not pass a Clinical Education Course will be removed from the program.
Student Policy 9

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

Original Approval Date: 2008

Revision Date(s): December 2016

LAST REVIEWED DATE: August 2017

Purpose:
To provide information concerning makeup assignments.

Policy:

1. Per the instructor’s discretion, a student may be allowed to make up assignments. If the instructor allows the student to make up an assignment, the most the instructor may deduct from the score is 50%.

2. The instructor will clarify the course’s makeup assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework and Documentation) policy on the Instructor’s Course Information Sheet.

3. Makeup examinations will be taken in the testing center on campus or a location designated by the instructor.
Student Policy 10

**TITLE: Progression through the PTA Program**

Original Approval Date: 2008

Revision Date(s): July 2016

LAST REVIEWED DATE: August 2017

**Purpose:**

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

**Policy:**

1. 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.
   b. Students are required to maintain an overall 2.0 grade point average (GPA) in PTH courses in order to graduate.
   c. Occupational Safety and Health Administration (OSHA) Training must be successfully completed.
   d. Health Insurance Portability and Accountability Act (HIPPA) Training must be successfully completed.
   e. Each student must demonstrate safety and competence in required laboratory skill check assessments and laboratory competency practical 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 competency practical 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. Failure to complete a skill check assessment will not allow the student to complete the laboratory competency practical examination, which will result in failure of the course.

**Laboratory Competency Practical Examination**

A minimum of 75% and all critical elements must be achieved to pass the laboratory practical competency examination. Three attempts will be given for the competency. Repeat competency will be awarded a maximum of 75%. Students will only be allowed to try the competency one time per day. Failure to pass the competency within three attempts will result in dismissal from the program.
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.

2. To inform students of the levels of academic standing.

a. Good Standing

A student is in good standing with the PTA program when he/she maintains an overall 2.0 Grade Point Average (GPA).

A student is in good standing with the PTA program upon readmission when he/she passes all prior skill check assessments on the first attempt.

b. Academic Warning

A student who does not earn a minimum of a 2.0 GPA for the term will be placed on academic warning for the next term of attendance. The student will meet with a member of the PTA faculty to determine the course of action needed to improve the student’s academic performance. Possible courses of action are a reduction in course load, procurement of tutorial services, developmental studies and/or withdrawal from extracurricular activities.

c. Academic Probation

A student on academic warning who does not maintain a minimum of 2.0 GPA upon completion of the warning term will be placed on academic probation for his or her next term of attendance.

d. Academic Suspension

The purpose of academic suspension is to remove from their program of study these students who would not ultimately meet the requirements for graduation if they continue at their current level of progress.

Any student who fails to earn a 2.0 term GPA (grade point average) or a minimum of a 2.0 cumulative GPA during the probationary term will be placed on academic suspension from the College by the Assistant Vice President for Enrollment Development and Registration. The student has the option of enrolling in developmental studies courses for the designated suspension term. The student should contact the Counseling Center if he or she wishes to exercise this option. Suspensions are enforced for one term. After the suspension term, the student is required to meet with a College counselor to discuss academic options, including pursuing courses to correct academic deficiencies, or career counseling to consider alternate curriculum major. The student may then be re-admitted on academic probation. The department chair will advise the student accordingly.

The student may be readmitted to any course with permission of the Program Director. Both grades will appear on his/her record, but the higher grade is used as the final grade. It’s the student’s responsibility
to notify the Assistant Vice President for Enrollment and Registration when he/she repeats a course. Only then will the higher grade be solely used in GPA calculations.

3. STUDENT RETENTION: The PTA program will use these resources to assist students in achieving success in the technical and clinical education components of the program to promote retention. Additional measures will be implemented to support students toward graduation and licensure as a physical therapist assistant such as:

Guided Plan for Success: Define personal goals; enhance academic and other success skills; and achieve their goals.

New and prospective PTA Student Orientation Session: explaining such information as the clinical education requirements, including travel; course progression requirements; attendance requirements for lectures, labs, and clinical practicum.

Regular meetings with PTA program advisors to review a student’s progress and address potential difficulties early. Use of the Professional Behaviors Self-Assessment tool each semester to monitor strengths and weakness will be utilized to help identify behaviors that may need attention. Referral to appropriate college resource by faculty.

The use of examinations, competency checklists and formative and summative evaluations offers the student feedback as to their progress in the program and is part of the educational process.

Other college resources:

ACADEMIC COUNSELING

Academic counseling is focused on student retention, from first contact with the College through graduation. Counselors work with students to assist in clarifying educational goals and choosing an appropriate major. Counselors support and facilitate student success by providing retention counseling and offering numerous educational and informative seminars/workshops on topics including test-taking strategies, time management, study skills and stress management.

PERSONAL COUNSELING

Counselors provide confidential consultation and assistance with educational and personal problems that may interfere with progress toward student goals. A network of community resources and referral agencies exists to support the mental health needs of students.

SERVICES FOR STUDENTS WITH DISABILITIES

HGTC is committed to providing an accessible environment for students with disabilities. The primary purpose of Services for Students with Disabilities is to improve the educational development of students with disabilities through the understanding and support of the campus environment. This mission is
accomplished through direct assistance to students with disabilities, encouragement of their independence, creation and maintenance of an accessible physical environment, and the provision of a supportive psychological environment so that students may achieve their educational objectives.

The College understands that students with disabilities may require unique appropriate academic accommodations and must have their needs assessed on a case-by-case basis. Student inquiries may be directed to the Coordinator of Services for Students with Disabilities on the Conway Campus or the Coordinator of Student Services on the Grand Strand or Georgetown Campus, who will review documentation of the student’s disability and, in a confidential setting with the student, develop an educational accommodation plan.

Students must meet the essential functions and technical standards for PTA Students. PTA students work in a variety of locations and environments. Reasonable expectations of a student in the PTA program of performance of common physical therapy interventions must be met. It is in the best interest of the student and the patient’s rights to safety and quality health care by students that they must be able to apply the knowledge and skills needed in a broad variety of clinical situations. These standards may not be required for employment of a graduate PTA. To verify these standards a student may be required to demonstrate certain technical standards and skills that are considered essential functions in the job of a PTA.

Ingram, D. “Essential functions required of physical therapist assistant and physical therapy students”. Journal of Physical Therapy Education. 1994; 69(5) [2]:57-59

STUDENT SUCCESS & TUTORING CENTER

The Student Success & Technology Centers have been established to provide students with assistance in achieving academic success. Materials in many subject areas will be housed in the “Centers” with available assistance from College staff and faculty to provide the students with alternative modes of study. The Student Success & Technology Centers provide such services as tutoring for mathematics, reading and English; supplemental materials and learning tools for many college courses; and a study area and special assistance for reading and writing assignments. On the Conway Campus, the Center is located in the 1100 Building, Library; on the Grand Strand Campus, the Center is in the 200 Building, Room 1115; and on the Georgetown Campus, Building 100, Room 149 (Student Lounge).

ACADEMIC ALERT SYSTEM

The purpose of the Academic Alert System is to provide faculty and staff members with an opportunity to supply early feedback on a student’s academic behavior and progress so that the student has the best chance of success. When a faculty member chooses to refer a student through the Academic Alert System, the Department of Student Services at Horry-Georgetown Technical College will ensure that the student receives the support services that he or she needs to develop a plan of support and/or correction. It is important for the faculty and staff members to be cognizant that the timeliness of the
referral and the amount of information provided enhances the chance that this system will help a student achieve academic success. Students and faculty can access the resource online at:
http://www.hgtc.edu/int_b.php?pageid=380
Student Policy 11

**TITLE: Student Competence Prior to Clinical Assignment**

Original Approval Date: 2008

Revision Date(s): July 2016

LAST REVIEWED DATE: August 2017

**Purpose:**

To inform the student and clinical instructor 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.

<table>
<thead>
<tr>
<th>Technical Semester Successfully Completed</th>
<th>Skill Check Assessments</th>
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</thead>
<tbody>
<tr>
<td>1= Fall, 2= Spring 3= Summer 4= Fall</td>
<td></td>
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<tr>
<td>2</td>
<td>Isometric and Isotonic (Dynamic) Strengthening Therapeutic Exercise (Extremities/Joint Specific)</td>
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<tr>
<td>2</td>
<td>Spine Therapeutic Exercise</td>
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<tr>
<td>2</td>
<td>Stretching Therapeutic Exercise (Manual Stretching, Self-Stretching, Mechanical Stretching, PNF Stretching)</td>
</tr>
<tr>
<td>2</td>
<td>Passive Range of Motion, Active Assistive Range of Motion, Active Range of Motion Therapeutic Exercise and Continuous Passive Motion</td>
</tr>
<tr>
<td>2</td>
<td>Balance and Coordination Training and Data Collection</td>
</tr>
<tr>
<td>2</td>
<td>Neuromuscular Reeducation (PNF Diagonal Patterns)</td>
</tr>
<tr>
<td></td>
<td>Description</td>
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<td>---</td>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>4</td>
<td>Neuromuscular Reeducation, Developmental Activities, and Motor Learning Training for a Patient with Neurological Impairments</td>
</tr>
<tr>
<td>2</td>
<td>Cryotherapy (I.e. cold packs, ice massage, cold compression unit &amp; vapocoolant spray)</td>
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<tr>
<td>2</td>
<td>Thermal-therapy (I.e. hot packs, paraffin)</td>
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<td>2</td>
<td>Ultrasound</td>
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<tr>
<td>2</td>
<td>Transcutaneous Electrical Nerve Stimulation (TENS)</td>
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<td>2</td>
<td>Biofeedback</td>
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<tr>
<td>2</td>
<td>High Voltage Pulsed Current (HVPC)</td>
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<tr>
<td>2</td>
<td>Neuromuscular Electrical Stimulation (NMES)</td>
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<tr>
<td>2</td>
<td>Interferential Current (IFC)</td>
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<tr>
<td>2</td>
<td>Iontophoresis</td>
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<tr>
<td>2</td>
<td>Mechanical or Pneumatic Lumbar Traction</td>
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<td>2</td>
<td>Mechanical or Pneumatic Cervical Traction</td>
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<tr>
<td>2</td>
<td>Diathermy</td>
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<tr>
<td>2</td>
<td>Mechanical Compression(I.e. JOBST pump)</td>
</tr>
<tr>
<td>1</td>
<td>Functional Training (ADL’s, bed mobility and transfers including standing, sitting and electrical lift)</td>
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<td>4</td>
<td>Tilt Table</td>
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<tr>
<td>1</td>
<td>Positioning</td>
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<tr>
<td>2</td>
<td>Draping</td>
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<tr>
<td>1</td>
<td>Body Mechanics</td>
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<tr>
<td>1</td>
<td>Gait Training with Assistive Device</td>
</tr>
<tr>
<td>1</td>
<td>Gait Training without Assistive Device</td>
</tr>
<tr>
<td>1</td>
<td>Wheelchair Training and Fitting</td>
</tr>
<tr>
<td></td>
<td><strong>Soft Tissue Mobilization (i.e. Myofascial Release, J-stroke, Skin Rolling) and Soft Tissue massage (i.e., Effleurage, Petrissage )</strong></td>
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<tr>
<td>3</td>
<td><strong>Wound Care: Removal and Application of Sterile Dressing and Bandage; Wound Measurement</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Applies and Adjust Adaptive Equipment Devices(hospital beds, raised toilet seats, long handle reacher and sock aid)</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Applies and Adjust Braces and Supportive Devices : Brace</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Applies and Adjust Adaptive Equipment: Compression Wrap</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Breathing Strategies (i.e. pursed lip, huff techniques)</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Peripheral joint mobilizations Grade 1 and 2 (Shoulder, Hip, Knee and Ankle)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Data Collection</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Goniometry &amp; Manual Muscle Test (All Joints)</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Pain</strong></td>
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<td>2</td>
<td><strong>Girth</strong></td>
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<td>2</td>
<td><strong>Volumetric</strong></td>
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<tr>
<td>1</td>
<td><strong>Integumentary : skin integrity &amp; cutaneous nerve patterns</strong></td>
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<tr>
<td>2</td>
<td><strong>Integumentary : Sensation testing (Superficial, deep, Combined)</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Vitals (Temperature, Pulse, Respiration Rate, Blood Pressure, Oxygen Saturation)</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Reflexes</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Aerobic Field Tests (i.e. Step Test, Submax VO2 TM, 6 min walk test)</strong></td>
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<tr>
<td>3</td>
<td><strong>Orthopedic Special Tests</strong></td>
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<td></td>
<td><strong>Documentation</strong></td>
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<td>1</td>
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<td><strong>Infection Control</strong></td>
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<td>Infection Control: Hand washing for medical asepsis and hand rubbing for medical asepsis; gown, glove and mask</td>
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<td>3</td>
<td>Infection Control: Surgical Asepsis Hand Washing and Application and Removal of Sterile Gloves</td>
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**Student Policy 12**

**TITLE: Student Withdrawal**

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**Purpose:**

To provide information and guidelines which will assist students who wish to withdraw from the Physical Therapist Assistant Program.

**Policy:**

1. Students are instructed to follow the Withdrawal procedure stated in the College Catalog.

2. The PTA program is consistent with the college policies and procedures, see Policy Number 8.63 on HGTC webpage.
**Student Policy 13**

**TITLE: Dismissal from the PTA Program**

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**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 CCCE 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.
Student Policy 14

TITLE: Due Process

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): JULY 2016

LAST REVIEWED DATE: AUGUST 2017

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.
Student Policy 15

TITLE: Re-Application Policy for PTA Program

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

To explain the process for re-application into the Physical Therapist Assistant Program.

Policy:

1. Students who are accepted into the PTA program but do not successfully complete the first semester are required to reapply to the PTA program. The application for the PTA program can be found at the following link:

   www.hgtc.edu/healthscience

2. A student who has been accepted into the program for any given year, but declines entry at that time and wishes to enter in a subsequent year must re-apply for admission, using the forms and published criteria for program admission applicable to the year he or she wishes to enter.

The application for the PTA program can be found at the following link:

www.hgtc.edu/healthscience
Student Policy 16

TITLE: Re-Entry Policy for PTA Program

Original Approval Date: 2008
Revision Date(s): July 23, 2013
Last Reviewed Date: February 27, 2013

Purpose:
To explain the process for re-entry into the Physical Therapist Assistant Program.

Policy:
This policy details the requirements for processing an individual’s request for re-entry into the program and how the program determines re-entry. Re-entry must take place within one year.

1. Conditions for re-entry into the Physical Therapist Assistant Program:

a. The student who withdrew or was dismissed after successful completion of at least the first technical semester of physical therapist assistant course work, but was in good standing and had met all financial obligations to the program and the college may be considered for re-entry into the program.

b. A student position is available in the class applied.

c. The student has maintained a cumulative GPA of 2.0 or higher

2. Re-entry process:

a. Student submits a formal, written request for re-entry into the program to the physical therapist assistant program director at least one month (July) prior to classes beginning, for the academic year for which they are applying for re-entry which addresses the reasons for previous withdrawal and changes that increase probability for program completion.

b. The program director evaluates the request and verifies that the student satisfies the conditions for re-entry.

c. The program director convenes a meeting of the program faculty for approval or disapproval based on the conditions for re-entry and the decision of the committee is final.

d. If more than one student seeks re-entry the student with the highest cumulative GPA will receive re-entry first.

e. The program director informs the student of the decision made by the program faculty.

3. If the request is approved, the following conditions of criteria will be met:
a. Student will complete all required medical and background requirements as directed per the re-entry letter from the program director.

b. Student will review the student and clinical manual, complete the reviewed handbook form, and turn the form into the program director prior to the day of re-entry.

c. The student will schedule an orientation meeting with the program director prior to the day of re-entry.

d. Student will be required to complete and pass all previous passed physical therapist assistant skill check assessments. The process of repeating competencies will be outlined in the re-entry letter from the program director.
Student Policy 17

TITLE: Campus Safety and Emergency Procedures

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): NONE

LAST REVIEWED DATE: AUGUST 2017

Purpose:

To provide the student with information regarding campus safety and emergency procedures.

Policy:

1. The student is responsible for reviewing campus safety and emergency procedures. The information can be found at the following links:

   http://www.hgtc.edu/about_hgtc/campusandpublicsafety/

Student Policy 18

**TITLE: Health Services**

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**Purpose:**

To provide students with information regarding health services at HGTC.

**Policy:**

1. Students are instructed to follow the Health Services procedure stated in the College Catalog.

2. The PTA Program is consistent with the college policy and procedure, see Policy Number 9.4.3 on HGTC webpage.
Student Policy 19

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

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**Purpose:**

1. To provide guidelines for prompt and appropriate follow up of all blood/body fluid exposure.

2. To inform students of the location of the Material Safety Data Sheets (MSDS) for products used in the PTA program.

**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: [http://www.hgtc.edu/documents/policys/Chapt3.pdf](http://www.hgtc.edu/documents/policys/Chapt3.pdf)

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.

The MSDS folder is kept in the PTA laboratory clinic.
Student Policy 20

TITLE: Safety Regulations Regarding use of Equipment in the Program Laboratory

Original Approval Date: 2008

Revision Date(s): August 20, 2017

LAST REVIEWED DATE: August 2017

Purpose:

The PTA faculty is committed to maintaining a safe environment for students enrolled in the program and visitors to the lab. Faculty members will review the locations of the nearest exits, fire extinguisher and infection control materials. Faculty will instruct students in the handling of fire emergencies, medical emergencies, and matters related to personal safety.

Policy:

1. All students must ask a HGTC PTA program instructor for permission to use the laboratory for additional practice when it is not scheduled for teaching.

2. A student may use a piece of equipment only if he/she has been instructed in its use. The student must possess a working knowledge of the equipment, including indications and contraindications.

3. No electrical equipment is to be used unless a member of the PTA faculty is immediately available and has given permission.

4. Each student is responsible for the equipment he/she is using.

5. Students are to remove their footwear when utilizing the treatment tables and floor mats and mat tables.

6. Report any damage of equipment to the lab instructor immediately.

7. Each student is responsible to clean the treatment area and equipment upon completion of its use.

8. All equipment must be returned to the proper storage area where it is stored.

9. When using various pieces of equipment and/or performing various procedures, students must adhere to all safety rules.

10. To insure the student’s privacy and to protect them against any embarrassment, no unauthorized visitors will be permitted in the PTA lab during class sessions. This also applies to other course labs sessions when deemed appropriate by the instructor.
11. To insure the student’s safety, it is recommended that, when practicing in the lab, they do so in the company of at least one other PTA student with the door closed.

12. Students may not bring in food and or beverages into the lab. Students must clean up after themselves. In the event cleanliness becomes an issue the program faculty may assign a cleanup schedule for the students.

13. The students will do laundry for their classes consisting of pillow cases, towels, and incidentals the faculty may deem need cleaning, i.e. belts etc.

14. A first aid kit and infection control materials are available in the laboratory.

15. In the event of a fire emergency, students should activate the RACE Plan.
   - Remove the individual from the danger
   - Announce the fire
   - Contain the Fire
   - Escape

   **When in doubt- announce and escape**

16. In the event of a medical emergency in which an instructor is present, the instructor will take charge of the situation. Listen for instructions, which may include activating the EMS system, obtaining equipment and supplies and or assisting with CPR, removing other individuals from the area.

17. In the event it is the instructor or the instructor is not present, the student(s) must take charge by contacting the campus public safety or calling 911 if they cannot be reached, provide emergency first aid (ABC’s: Airway, breathing, circulation-bleeding).

18. In the event that the physical safety of a student or faculty member is threatened, the campus public safety should be notified immediately or if they cannot be reached, call 911.
   
   **Campus Public Safety Contact Information:**
   - Conway Campus: 843-349-7806 | Cell phone: 843-251-6111
   - CCU Dispatch: 843-347-3161
   - Grand Strand Campus: 843-477-2115 | Cell phone: 843-251-9405
   - Georgetown Campus: 843-446-1869

19. Students are to maintain appropriate infection control procedures at all times.
20. Students must notify the faculty if they have a medical condition, which may prevent participation as a subject or patient-simulator in the lab setting.

21. Students are required to acknowledge and sign the PTA Program Student Lab Release Form.
Student Policy 21

Title: Safety in Student Interactions in the Classroom and Laboratory Settings

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

1. To provide the student with a safe classroom and laboratory environment.

2. We, in the Physical Therapist Assistant Program, recognize the need to protect all of our students from any potential harm to themselves or their unborn children if pregnant. This policy is implemented to achieve this goal. Because of changes in health needs and potential restrictions on activities during pregnancy, the following pregnancy policy will apply.

3. Horry-Georgetown Technical College shall be committed to maintaining a work environment that is free of discrimination for all employees and students. The College shall not tolerate harassment of any employee or student by any employee, student or others (including any supervisor, co-worker, vendor, or client) for any reason and violation of this policy by any employee, or student may result in discipline up to or including discharge, suspension or expulsion. In addition, the College shall not tolerate any harassment or conduct that interferes unreasonably with an employee or student’s performance, or that creates an intimidating, hostile, or offensive working and/or learning environment.

Policy:

1. Students are required to acknowledge and sign the PTA Program Student Lab Release Form. See form in appendix.

2. Pregnancy Policy:

Inform the faculty and/or clinical instructor as soon as possible regarding the pregnancy and the estimated date for delivery.

Submit to the faculty the appropriate form letter from the medical doctor or nurse midwife at the following times verifying that the student is in satisfactory physical condition to attend class, skills lab, and clinical:

- When the pregnancy is confirmed.
- At the end of the first trimester.
- At the end of the second trimester and each subsequent month.
- After the delivery, prior to returning to class, skills lab, and clinical.
- If the faculty becomes concerned about the health and well-being of the pregnant student and the unborn child.
If at any time the medical doctor or nurse midwife stated the student is unable to perform expected task, functions, and studies for the current course(s), the student may be given an incomplete (I) or withdrawal (W) according to the elapsed time in the course and length of absence. Individual student situations will be brought before the faculty and/or Department Chair for discussion and recommendations.

Students are encouraged to wait six (6) weeks after delivery before returning to school.

Each student will be expected to sign a statement that she has read this policy, and that she understands that failure to abide by this policy will be grounds for withdrawal (W) from the course(s). The pregnancy forms can be found at:


If any clinical agency has restrictions, the students will follow the guidelines of the agency.

3. Harassment Policy: The PTA program follows the HGTC policy 3.5.13 as follows:


The HGTC PTA student will acknowledge and sign the Harassment Policy Form.
Student Policy 22

*Title: Safety of Students When in the Role of Subjects or Patient-Simulators*

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

To ensure student safety during lab experiences.

Policy:

The student is required to acknowledge and sign the PTA Program Lab Release Form. See form in appendix.
Student Policy 23

Title: Ensuring Equipment Used in the Program Laboratory is in Safe Working Order and is Appropriately Maintained and Calibrated

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

To ensure equipment used in the program laboratory is in safe working order and is appropriately maintained and calibrated.

Policy:

1. The program faculty and students are responsible for assuring that the equipment used in the program laboratory is in safe working order (i.e. proper temperature), properly maintained (i.e. no damaged cords) and calibrated (i.e. check the inspection sticker).

2. Service/maintenance contracts have been implemented to handle regularly scheduled calibration of equipment. Checklists are present in the laboratory indicating when the equipment was last maintained and/or calibrated and by whom. The checklist will include a contact person/number in order to report any problems or malfunctioning of equipment. These procedures will be put in place as each piece of equipment is purchased and placed in the laboratory for student use.

3. An annual biomedical equipment check will be performed on all electrical equipment in the department in accordance with preferred practice standards. Vendors will be contracted to perform this function.

4. Signs will be posted regarding precautions in equipment use as is deemed necessary.

5. An equipment notebook, listing each piece of equipment and serial number will be located in the PTA Program Director’s office. This procedure will be implemented as each piece of lab equipment is put into operation in the laboratory.
**Student Policy 24**

**TITLE: Accidents/Illnesses, Occurring on or off Campus**

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**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.
**Student Policy 25**

*Title: Off Campus Laboratories and Field Trips*

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**Purpose:**

To provide students with travel information for off campus laboratory experiences and field trips.

**Policy:**

1. The PTA program is consistent with the college policy and procedure, see Policy Number 8.1.1 on the HGTC webpage.
**Student Policy 26**

**TITLE: Drug Testing at Clinical Site**

Original Approval Date: 

Revision Date(s): None 

LAST REVIEWED DATE: August 2017 

**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.
**Student Policy 27**

**TITLE: Health and Professional Liability Insurance Requirements for Clinical Education:**  
Original Approval Date: 2008  
Revision Date(s): None  
LAST REVIEWED DATE: August 2017

**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 professional liability insurance.  
3. 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.  
2. In addition to the HGTC liability insurance policy (included in tuition), the student is required to purchase an additional policy prior to clinic assignment that has the following coverage:  
   - Up to $1,000,000 each claim professional liability coverage  
   - Up to $3,000,000 aggregate professional liability coverage  
3. Students are encouraged to have health insurance but it is not required to be enrolled in the PTA Program.
Student Policy 28

TITLE: Student Clinical Education Travel

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

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

Policy:

1. Students can expect 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 or to any assigned clinical experience.
Student Policy 29

Title: Off-Campus Clinical Education

Original Approval Date: 2008

Revision Date(s): August 20, 2017

LAST REVIEWED DATE: August 2017

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.
Student Policy 30

TITLE: Student Orientation Check List for Clinical Education

Original Approval Date: 2008

Revision Date(s): October 30, 2014

LAST REVIEWED DATE: August 2017

Purpose:

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

Policy:

The items below are topics that we recommend the CCCE or CI include as part of the orientation process for clinical rotations. The information is available in the Reference Manual for Center Coordinators of Clinical Education at the link below:

http://www.apta.org/Educators/Clinical/EducatorDevelopment/

Initial Contact with Student (phone, email, or letter); the student is required by HGTC PTA Program to contact the CI 30 days prior to the clinical rotation

- 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 facility or local restaurants
- Phone number of contact person for emergencies

Upon Arrival at the Facility-Day 1

- Tour of the facility (equipment, supplies, workspace for documentation, student space)
- Teaching and learning styles of CI and student
- Clinic operations (scheduling, billing)
- Clinic policies and procedures (including emergency procedures)
- Clinical education program at the facility (review of clinical education manual, if available)
- Students 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 (surgeries, other disciplines)


Student Policy 31

Title: Clinical Instructor Rights and Responsibilities

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

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 data bases 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.

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, student, ACCE, and CI. The ACCE is responsible for collecting and assessing the data.
**Student Policy 32**

*Title: Clinical Site Contract*

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**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, CCCE, 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.
**Student Policy 33**

*Title: Clinical Education Site Cancellation*

Original Approval Date: 2008

Revision Date(s): None

LAST REVIEWED DATE: August 2017

**Purpose:**

To establish a plan to replace a clinical education site in the event that 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.
Student Policy 34

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

ORIGINAL APPROVAL DATE: 2008

REVISION DATE(S): NONE

LAST REVIEWED DATE: AUGUST 2017

Purpose:

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

Policy:

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

The PTA Program Director has developed a PTA Student Complaint Form which addresses complaints that fall outside normal HGTC due process. All complaints with regard to the PTA Program will be forwarded to the Program Director of the PTA Program via e-mail, telephone, or by submitting the PTA Program Complaint Form. The Program Director, or his designee, will complete the written “PTA Program Complaint Form” if not already submitted. Subsequently, the Program Director will complete the sections regarding the resolution and follow-up of the complaint, as appropriate.

Complaints may be received from other than students and or faculty or staff at the Physical Therapist Assistant office. The general public, employers, family, and clinical institutions, etc. may seek resolution of their complaint to the PTA Director. All of the complaints with respect to the PTA Program are reviewed by the program director in a timely manner. After due consideration as to whether there is merit to a complaint, e.g. there is the potential that the PTA Program has some responsibility to intervene, the complaint will be acknowledged and forwarded to the Chairperson of the Department. A request to have the allegations registered in writing is made to the person registering the complaint. An attempt to resolve the issue at hand is made by the Program Director. A written response will be made in writing within a two week time frame if the college is in session or as soon as feasible. If the issue cannot be equitably resolved by the Program Director the issue will be forwarded to the Department Chair for consideration. If the Chairperson of the department is unable to resolve the issue, the person making the complaint may seek resolution from the Academic Dean or the Senior Vice President for Academic Affairs. If the problem is not resolved it will be presented to the President of the College.

This document will be maintained in the PTA program office or office of the program’s administrative assistant for a period of two years.
Program Policy 35

Title: Clinical Education Faculty Development Activities

ORIGINAL APPROVAL DATE: 2010

REVISION DATE(S): August 20, 2017

LAST REVIEWED DATE: AUGUST 2017

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.
Student Policy 36

Title: Social Media

ORIGINAL APPROVAL DATE: June 2015

REVISION DATE(S): July 2016

LAST REVIEWED DATE: August 2017

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.

References:

American Physical Therapy Association
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsConductSocialMedia.pdf
Student Policy 37

Title: Student’s Communication with the Clinical Site

ORIGINAL APPROVAL DATE: June 2015

REVISION DATE(S): August 20, 2017

LAST REVIEWED DATE: August 2017

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.

References: NA
Student Policy 38

Title: Professional References

Original Approval Date: 2017

Revision Date(s): None

LAST REVIEWED DATE: August 2017

Purpose:

To provide information to each student how program faculty may be used as a professional reference upon graduation from the PTA program.

Policy:

1. Students must sign the Release for Professional Reference form upon graduation from the PTA program in order for faculty to be a professional reference for the student for future employment. See form in appendix.

2. Students may revoke the Release for Professional Reference at any time by sending a written request or email to the Program Chair.

References: NA
STUDENT AND CLINICAL HANDBOOK AGREEMENT

I have received and read the Physical Therapist Assistant Student and Clinical Manual at Horry-Georgetown Technical College in its entirety. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a physical therapist assistant student. The program reserves the right to alter policies, procedures, and content, providing updates and new signature pages to students, as appropriate.

___________________________________________
Student Name

___________________________________________
Student Signature

___________________________________________
Date
Horry-Georgetown Technical College

Physical Therapist Assistant Program

Professional Behaviors Self-Assessment

Student Name: ______________________________________________________

NOTE TO THE STUDENT: Honest self-assessment is essential to growth. Please fill out the following form after giving serious in-depth and honest thought to your performance and/or growth in the following areas. For each major category, you will find a list of observable behaviors. **You MUST choose two (2) behaviors that you feel are areas of strength and two (2) behaviors that you feel you need to improve upon. Lastly you must provide a written commentary on the areas of strength and strategies that you will implement to strengthen the areas in need of improvement.** Note that no academic grade will be based on anything you write on this form. It is meant to be a tool for you to use for your own improvement. You will need to include this form in your employment portfolio, so keep it for later use. If you feel that you need to talk with a faculty member about your self-assessment either before you complete it or after you receive faculty input in response to your self-assessment, please make an appointment to do so.

Student Signature _____________________________ Date _____________

Faculty Signatures:

______________________________________________ Date _____________

Program Director

______________________________________________ Date _____________

ACCE
1. **Responsibility/Accountability/Initiative/Commitment to Learning**

A. Attends class and labs regularly and on time

B. Completes check-offs in a timely manner

C. Comes to class/lab *fully* prepared to carry out techniques in a safe and competent manner

D. Follows established protocols for PT procedures/avoids unsafe shortcuts, techniques, etc.

E. Accepts that there may be multiple answers to questions/ways to solve problems

F. Accepts responsibility and consequences for mistakes and learns from them

G. Practices in a caring, respectful, and competent manner at all times, even in the informality of the lab environment

H. Self motivates/seeks new learning opportunities

### Areas of Strength

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2. **Communication**
   
   A. Is respectful of others in choice of communication
   
   B. Speaks with a volume/voice quality appropriate to the situation
   
   C. Maintains appropriate eye contact
   
   D. Listens carefully and actively and responds to what (s)he hears and observes, including non-verbal behaviors
E. Communicates clearly in written formats using appropriate spelling and grammar
F. Prepares “easy to read” written assignments that are neat in appearance
G. Adapts verbal/nonverbal/written communication to different situations/learning styles
H. Incorporates effective teaching/explanations in clear and logically sequenced communication where needed

Areas of Strength

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3. **Interpersonal Skills/Teamwork**

A. Exhibits tactful/respectful/diplomatic interactions with others and avoids disrespectful behaviors with group members (e.g. swearing; ethnic/gender slurs; abusive language; attack on personal belief system)

B. Respects personal and cultural differences among people and accommodates differences in learning styles

C. Contributes to harmony within the group/maintains a positive attitude and works toward group success

D. Shares resources/equipment/ideas with others

E. Respects personal space and belongings of others

F. Establishes trust

G. Assumes responsibility for his/her own mistakes/can apologize when appropriate
H. Functions as a leader of a group, when appropriate

### Areas of Strength

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4. **Critical Thinking/Problem Solving/Judgment**

A. Identifies problems and components of problems  
B. Generates new ideas/formulates hypotheses  
C. Raises questions/issues that give evidence of critical thinking  
D. Independently pursues answers where feasible/seeks help when appropriate  
E. Maintains composure and determines solutions when faced with new or unexpected situations or challenges  
F. Is appropriately confident with decisions and actions  
G. Initiates and follows a LOGICAL train of thought directed at solving a problem or making a decision  
H. Draws on and considers RELEVANT data in making a decision/solving a problem

**Areas of Strength**

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5. **Professional/Ethical Behaviors – Personal Integrity**

   A. Shows evidence of high personal integrity and values (does not...
engage in any behavior that would be interpreted as dishonesty, cheating [including plagiarism], lying, etc)

B. Follows appropriate dress code for the setting and appropriate hygiene

C. Projects a professional image/represents the profession appropriately

D. Calls prior to missing or having to be late for class/clinic

E. Follows make-up procedures for tests, quizzes, check-offs, etc. and graciously accepts consequences

F. Follows procedures for signing out and returning borrowed materials on time

G. Shows discretion with patient/classmate confidential information/respects confidentiality in classroom and clinic

H. Goes beyond MINIMAL requirements, i.e. demonstrates and pursues professional curiosity in lab practice/assignments/questions about course materials, etc.

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#### 6. Time Management/Stress Management

A. Completes assignments in a timely manner

B. Completes each check-off in a reasonable period of time, i.e. demonstrates efficiency in check-offs

C. Allows adequate time outside of class for practice of techniques

D. Keeps appointments with classmates/faculty
E. Adjusts to schedule changes/demonstrates flexibility
F. Uses scheduled time (class time and check-off time) and free time productively
G. Maintains poise when confronted with unexpected situations
H. Develops appropriate system to organize assignments/time commitments

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7. **Self Confidence/Use of Constructive Feedback**

   A. Accurately assesses his/her own strengths and weaknesses
   B. Avoids the use of negative self-talk
   C. Projects adequate self-confidence and proceeds with confidence during course assessments
   D. Values and shares his/her own contributions
   E. Actively seeks feedback and suggestions
   F. Is receptive to feedback without becoming defensive
   G. Gives feedback to others in a constructive way
   H. Uses feedback for growth

**Areas of Strength**

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**HGTC-PTA Program**

**Classroom/Laboratory Professional Development Assessment**

**Purpose:** The purpose of this evaluation is to provide feedback to the student regarding his/her professional development. The following rating scale is to be used by the faculty.

Ratings are based on observations of student performance in classroom and laboratory situations.

**0-Unsatisfactory**  The student does not demonstrate the required level of professional skills.

**1-Meets requirements**  The student demonstrates the required level of professional skills.

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<tr>
<th>Professional Development Skills</th>
<th>Technical Semester 1</th>
<th>Technical Semester 2</th>
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<th>Technical Semester 4</th>
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<tr>
<td>1. Is routinely punctual</td>
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<td>2. Notifies faculty prior to scheduled time if circumstances prevent attendance</td>
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<td>3. Demonstrates the ability to be a cooperative and contributing member of class</td>
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<td>4. Uses time in classroom and lab effectively.</td>
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<td>5. Communicates effectively and appropriately.</td>
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<td>6. Reacts appropriately to non-verbal communication.</td>
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<td>7. Utilizes appropriate non-verbal communication.</td>
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<tr>
<td>9. Asks relevant questions.</td>
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<td>10. Demonstrates the ability to accept constructive feedback.</td>
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11. Demonstrates emotional maturity and stability.

12. Demonstrates the ability to be flexible when encountering unexpected situations.

13. Displays honesty and integrity.

14. Demonstrates appropriate level of self confidence

15. Demonstrates the ability to complete tasks/ assignments in a timely manner.

How you relate to others and present yourself in public is extremely important as a representative of HGTC-PTA program. This form will be used to assess the student’s professional development. Individual midterm and final sessions will be scheduled during each semester to review Professional Development with the student. Guidance and feedback will be provided during these sessions.

The following definitions are a guide for acceptable student performance in the classroom and laboratory areas.

**Is routinely punctual:** The student is expected to be on time for all classes and laboratory sessions. Faculty must adhere to HGTC policy on absences and tardiness. This is explained in the syllabi for each course.

**Uses time in classroom and laboratory effectively:** The student is expected to assertively and independently seek out learning experiences. The student utilizes program resources, is independent and practices procedures and skills demonstrated by faculty.

**Demonstrates the ability to be a cooperative and contributing member of the class:** The student exhibits a courteous and respectful demeanor. Consideration and respect are shown to peers and faculty. Peers and faculty are addressed in an appropriate manner. The student seeks out new or additional activities to enhance classroom and laboratory performance.

**Communicates effectively and appropriately:** The student communicates clearly, concisely, unambiguously, and appropriately for the level of a healthcare professional. Medical terminology is employed appropriately.

**Reacts appropriately to nonverbal communication:** The student is aware of non-verbal communication and responds appropriately.
Utilizes appropriate nonverbal communication: The student refrains from inappropriate gestures, facial expressions and demeanor.

Uses scientific method in problem solving. The student exhibits the ability to “reason and think.” Problem solving skills are demonstrated regularly without prompting from the faculty. Student identifies problem, formulates solutions based upon previous knowledge, experience and implements or describes appropriate corrective action and plan, evaluates effectiveness of action and need for modification.

Asks relevant questions: The student is encouraged to ask relevant questions pertaining to the field of study.

Demonstrates ability to accept constructive feedback: The student accepts constructive criticism in a mature manner, which allows for reciprocal communication and professional growth. Temperament is of a controlled, respectful manner.

Demonstrates emotional maturity and stability: The student demonstrates appropriate behaviors consistent with the expectations of a professional in the field of physical therapy. The student’s attitude toward classroom and laboratory activities is positive and enthusiastic. The student accepts responsibility for personal behaviors.

Displays honesty and integrity: The student demonstrates integrity and forthrightness while interacting with peers and faculty.

Demonstrates appropriate level of self confidence: Demonstrates level of self-confidence appropriate for the level of didactic and laboratory material presented. The student will recognize personal limits and seek assistance in a timely manner when appropriate. The student is responsible for all material presented.

Demonstrates the ability to complete tasks/assignments in a timely manner: The student is expected to complete class/or laboratory assignments in the allotted time.
Release of Confidential Information

POLICY:
In accordance with the “Family Education and Privacy Act of 1974,” the student in the Physical Therapist Assistant Program must sign any of the selected items below on this form.

PURPOSE:
To provide a means for the control of what information the student wants the faculty or program to release to future employers, other programs, you (the student), etc.

DOCUMENTATION:
The following is presented and requires completion for each of the selected items. Please place a ✓ inside of the yes or no block.

1. **RELEASE OF PERSONAL AND ACADEMIC INFORMATION**
   My Signature, H number, and today’s date for this section authorizes the faculty of the Physical Therapist Program to furnish any and all information on academic, discipline, attendance, college credit, address, and any other pertinent information regarding any enrollment in the Physical Therapist Program to prospective employers, selection committees or myself when requested.

   YES ☐  NO ☐

   ____________________________
   Printed Name

   ____________________________  ____________________________  ____________________________
   Date  H Number  Signature

2. **RELEASE OF PERSONEL IMMUNIZATION RECORDS**
   My Signature, H number, and today’s date for this section authorizes the faculty of the Physical Therapist Program to furnish any and all information on immunizations while enrolled in the Physical Therapist Program to myself when requested.

   YES ☐  NO ☐

   ____________________________
   Printed Name

   ____________________________  ____________________________  ____________________________
   Date  H Number  Signature

3. **RELEASE OF PRACTIUM REPORTS**
   My Signature, H number, and today’s date for this section authorizes the faculty of the Physical Therapist Program to furnish any and all information on clinical practicums (internships/rotations) to prospective employers, selection committees, other programs or myself when requested.

   YES ☐  NO ☐

   ____________________________
   Printed Name

   ____________________________  ____________________________  ____________________________
   Date  H Number  Signature

4. **RELEASE OF LIABILITY**
   My Signature, H number, and today’s date for this section authorizes other students and faculty to perform appropriate physical therapy procedures for educational purposes during classroom and laboratory instruction.

   YES ☐  NO ☐

   ____________________________
   Printed Name

   ____________________________  ____________________________  ____________________________
   Date  H Number  Signature
Horry Georgetown Technical College

PTA PROGRAM STUDENT LAB RELEASE FORM

Many of the program courses contain laboratory components that are a critical part of a student’s physical therapist assistant education. These labs provide the student with the opportunity to practice skills and treatment techniques.

I understand that, while participating in the Physical Therapist Assistant program at Horry-Georgetown Technical College, I will be expected to participate in the roles of both patient and physical therapist assistant for any and all treatment techniques taught in supervised laboratory sessions in this program including: massage, traction, thermal and electrical modalities, as well as therapeutic exercise and transfer techniques. I will be required to:

1. Both perform and receive hands-on techniques that require contact with various parts of the human body that may be visible by means of draping, wearing shorts, or halter top.

2. Exhibit professional behaviors and monitor my actions and words to be respectful and appropriate at all times.

3. Treat with confidentiality any health or protected information obtained during the course of laboratory sessions.

4. Report to the appropriate instructor any conditions or possible contraindications that may preclude specific actions or treatments in lab.

5. Follow the safety regulations regarding the use of equipment in the program laboratory.

__________________________________
Printed student name

__________________________________  __________________________
Student Signature and Date            Witness Signature and Date
Non-Student Informed Consent to Participate in Classroom/Laboratory Exercises for Educational Purposes

I__________________________________________________ consent to participate with the HGTC Physical Therapist Assistant Program in Classroom/ Laboratory programs for educational purposes only.

I attest to the fact that I am not being treated for any medical condition nor—have I been promised any treatment for any medical condition for this clinical education experience by the faculty or students.

I will allow the use of video and/or photography for educational purposes.

I am aware that the information I share with the program will be kept confidential and not shared with anyone outside the program and used only for educational purposes.

Every effort will be made to provide a safe environment and experience.

_________________________________________________
Name

_________________________________________________
Date
Horry-Georgetown Technical College

PTA Program Imaging Permission Form

PERMISSION

I, ____________________________, do hereby grant to Horry-Georgetown Technical College, its successors, assigns, licenses and any other designees, forever, the absolute right and permission to use, publish and reproduce the use of videotapes, audiotapes, and photographs for instructional purposes and for performance review in all PTA program classes, at the College’s sole discretion.

I also hereby waive any right that I may have to inspect and/or approve the finished product or printed matter that may be used in connection therewith, or the use to which it may be applied.

____________________________
Print Student Name

____________________________   ____________________________
Student Signature & date    Witness signature & date
The Lewis Blackman Hospital Patient Safety Act provides a risk-free mechanism for the right of patients to refuse to participate in clinical education:

The Lewis Blackman Hospital Patient Safety Act was enacted in South Carolina in 2005 to make clear the status and responsibilities of all clinical staff. This law provides the mechanism by which patients in a hospital or outpatient setting within a hospital are informed when students are involved in patient care. Identification badges must show the person’s first and last name, and designation, i.e.: “physical therapist assistant student.” The South Carolina Hospital system complies with this law which states:

Section 44-7-3430

“All clinical trainees, medical students, interns, and resident physicians must be explicitly identified as such on their badges.” This information must be clearly visible and must be stated in terms or abbreviations reasonably understandable to the average person, as recognized by the Department of Health and Environmental Control.

Section 44-7-3440

Except in emergency admissions, a hospital shall provide to each patient prior to, or at the time of the patient’s admission to the hospital for inpatient care or outpatient surgery, written information describing the general role of clinical trainees, medical students, interns, and resident physicians in patient care. This document must be separate from the general consent for treatment.

Section 44-7-3450

Each hospital must provide a mechanism, available at all times, through which a patient may access prompt assistance for the resolution of the patient’s personal medical care concerns.

For purposes of this section, 'mechanism' means a telephone number, beeper number, or other means of allowing a patient to independently access the patient assistance system and must not be construed as requiring a patient to request information or assistance in order to access the system; however, a clinical staff member or clinical trainee must promptly access the system on behalf of a patient if a patient requests such assistance. A description of this mechanism and the method for accessing it must be included in the written material described in Section 44-7-3440. The hospital must establish procedures for the implementation of the mechanism, providing for initiation of contact with administrative or supervisory clinical staff who shall promptly assess, or cause to be assessed, the urgent patient care concern and cause the patient care concern to be addressed.”

I have received and read The Lewis Blackman Act. I acknowledge as a Physical Therapist Assistant Student, I must abide by The Lewis Blackman Act.

Student Name (Please Print) _____________________________

Signature: _____________________________ Date: ________________
Harassment Policy
of the SC State Board for Technical and Comprehensive Education
Adopted by HGTC PTA Program

Sexual Harassment is defined as sexual discrimination where the harassing conduct creates a hostile environment. Therefore, unwelcome sexual advances, request for sexual favors, and other verbal and physical conduct of a sexual nature constitutes sexual harassment when the conduct is severe, persistent, or pervasive to limit an individual’s ability to participate in or benefit from the educational environment.

Should I feel that I am being subjected to sexual harassment, I will report it to the Student Services according to the Student Grievance Procedure as outlined in the college Catalog. My complaint shall remain confidential.

I have read Horry-Georgetown Technical College’s Sexual Harassment policy and agree to abide by it at all times.

__________________________________________
Print student name

__________________________________________
Student signature & date      Witness signature & date
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:

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<th>Clinical Site</th>
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<td>5.</td>
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<td></td>
</tr>
</tbody>
</table>

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.
Release for Professional Reference

I authorize program faculty of HGTC PTA program to be a professional reference for future employers upon graduation.

This release is effective until a revocation of release is received in writing by the Program Chair.

Student Name (Print): ____________________________________
Student Signature: _______________________________________
Date: __________________________________________________
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: _______________________

HGTC Physical Therapist Assistant Student and Clinical Manual  Page 101
### Practice Setting

<table>
<thead>
<tr>
<th></th>
<th>PT Student</th>
<th>PTA Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part A</td>
<td>Part B</td>
</tr>
<tr>
<td><strong>Physical Therapist in Private Practice</strong></td>
<td>N/A</td>
<td>X&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Certified Rehabilitation Agency</strong></td>
<td>N/A</td>
<td>X&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Comprehensive Outpatient Rehabilitation Facility</strong></td>
<td>N/A</td>
<td>X&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Skilled Nursing Facility</strong></td>
<td>Y&lt;sup&gt;1&lt;/sup&gt;</td>
<td>X&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Hospital</strong></td>
<td>Y&lt;sup&gt;3&lt;/sup&gt;</td>
<td>X&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Home Health Agency</strong></td>
<td>NAR</td>
<td>X&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Inpatient Rehabilitation Facility</strong></td>
<td>Y&lt;sup&gt;4&lt;/sup&gt;</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Key**

- Y: Reimbursable
- X: Not Reimbursable
- N/A: Not Applicable
- NAR: Not Addressed in Regulation. Please refer to state law.

Y<sup>1</sup>: Reimbursable. The minutes of student services count on the Minimum Data Set. However, Medicare requires that the professional therapist (the PT) provide line-of-sight supervision of PT student services. *Federal Register* (Volume 64, Number 213)

Documentation: APTA recommends that the physical therapist co-sign the note of the physical therapist student and state that the PT was providing line-of-sight supervision of the student and was involved in the patient’s care.

Y<sup>2</sup>: Although not specifically addressed in the regulations, the Part A hospital diagnosis related group (DRG) payment system is similar to that of a skilled nursing facility (SNF). Because this is not addressed in Medicare regulations, please refer to state law and standards of professional practice. Please refer to Y<sup>1</sup> for additional guidance.

Documentation: Please refer to documentation guidance provided under Y<sup>1</sup>

Y<sup>4</sup>: Although not specifically addressed in the regulations, the inpatient rehabilitation hospital prospective payment system is similar to that of a SNF. Because this is not addressed in Medicare regulations, please